

UNIVERSIDAD LAICA “ELOY ALFARO” DE MANABÍ

Creada mediante Ley No. 010 Reg. Off 313 del 13 de noviembre de 1985



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

PREVIO A LA OBTENCION DEL TITULO
LICENCIADA/O EN PEDAGOGÍA DEL IDIOMA INGLÉS

TRABAJO DE INTEGRACIÓN CURRICULAR

MODALIDAD:

TEFL APPLICATION PROCESS

TEMA:

“Teaching English as a Foreign Language Application Process”

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MANTA - ECUADOR

2025-2

CERTIFICADO DE DERECHO DE AUTOR

PROPIEDAD INTELECTUAL

Título del Trabajo de Investigación: TEFL Application Process

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Fecha de Finalización: 30 de Enero 2026

Descripción del Trabajo: El presente trabajo de investigación se centra en el estudio y aplicación del enfoque TEFL (Teaching English as a Foreign Language) dentro del contexto educativo, con el fin de contribuir al fortalecimiento del proceso de enseñanza-aprendizaje del idioma inglés. A través del uso de estrategias metodológicas pertinentes, se busca desarrollar de manera equilibrada las habilidades lingüísticas de comprensión auditiva, expresión oral, lectura y escritura. Asimismo, la investigación promueve prácticas pedagógicas que favorecen un aprendizaje significativo, participativo y orientado al uso efectivo del idioma en entornos académicos. El presente trabajo de investigación tiene como objetivo principal analizar la relación existente entre las variables motricidad y lectoescritura. Este estudio está sustentado en una metodología cualitativa.

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CERTIFICO

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La presente investigación ha sido desarrollada en apego al cumplimiento de los requisitos académicos exigidos por el Reglamento de Régimen Académico y en concordancia con los lineamientos internos de la opción de titulación en mención, reuniendo y cumpliendo con los méritos académicos, científicos y formales, y la originalidad del mismo, requisitos suficientes para ser sometida a la evaluación del tribunal de titulación que designe la autoridad competente.

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Resumen

El presente Trabajo de Integración Curricular analiza la aplicación de metodologías de enseñanza del inglés como lengua extranjera (TEFL) mediante el uso de marcos pedagógicos estructurados y su implementación práctica en el aula. El objetivo principal del estudio es diseñar, aplicar y reflexionar sobre planes de clase que fomenten el desarrollo de la competencia comunicativa en estudiantes de inglés. Este portafolio se organiza en módulos que abordan la enseñanza de la gramática, la expresión oral, la comprensión auditiva, la comprensión lectora y la producción escrita, utilizando modelos reconocidos como FMU (Form, Meaning, Use), ECRIF (Encounter, Clarify, Remember, Internalize, Fluently Use), PDP (Pre, During, Post) y PDREE (Preparation, Drafting, Revising, Editing, Extension). Cada módulo incluye planes de clase dirigidos a estudiantes de nivel A2 y B1, integrando actividades comunicativas, tareas interactivas y estrategias de evaluación formativa.

Palabras Clave: TEFL, FMU, ECRIF, PDP, PDREE, gramática, expresión oral, comprensión auditiva, comprensión lectora, producción escrita, aprendizaje centrado en el estudiante.

Abstract

This Curricular Integration Project analyzes the application of Teaching English as a Foreign Language (TEFL) methodology through the use of structured pedagogical frameworks and their practical implementation in the classroom. The main objective of this study is to design, apply, and reflect on lesson plans that promote the development of communicative competence in English language learners. This portfolio is organized into modules that address grammar instruction, speaking, listening, reading, and writing skills, using recognized models such as FMU (Form, Meaning, Use), ECRIF (Encounter, Clarify, Remember, Internalize, Fluently Use), PDP (Pre, During, Post), and PDREE (Preparation, Drafting, Revising, Editing, Extension). Each module includes lesson plans designed for A2 and B1 level students, integrating communicative activities, interactive tasks, and formative assessment strategies.

Keywords: TEFL, FMU, ECRIF, PDP, PDREE, grammar, speaking, listening comprehension, reading comprehension, writing production, student-centered learning.

Introduction

The Teaching of English as a Foreign Language (TEFL) has become an essential component of modern education due to the increasing need for effective communication in a globalized world. As English functions as an international language, teachers are required to implement methodologies that promote meaningful learning and the development of communicative competence among students.

In this context, TEFL methodologies emphasize learner-centered approaches, interactive activities, and the integration of language skills. The use of structured pedagogical frameworks supports effective lesson planning and provides clear stages that guide both teachers and students throughout the learning process.

Pedagogical models such as FMU (Form, Meaning, Use) are primarily applied in grammar instruction, as they allow students to understand language structures, their meanings, and their appropriate use in communicative contexts. The ECRIF model (Encounter, Clarify, Remember, Internalize, Fluently Use) is commonly used to develop speaking skills, as it promotes gradual exposure to language, guided practice, and fluent oral production. Likewise, the PDP model (Pre, During, Post) is mainly employed in listening and reading lessons, helping students activate prior knowledge, comprehend input, and reflect on information after the task. In addition, the PDREE model (Preparation, Drafting, Revising, Editing, Extension) is used in writing instruction, guiding learners through the stages of the writing process and encouraging accuracy and creativity.

This Curricular Integration Project presents a portfolio of lesson plans designed for A2 and B1 level students, organized into modules that address grammar, speaking, listening, reading, and writing skills. The portfolio demonstrates the practical application of these pedagogical frameworks in classroom contexts, integrating communicative activities, interactive tasks, and formative assessment strategies.

The purpose of this work is to illustrate how the implementation of recognized TEFL methodologies can enhance the teaching–learning process and support the development of communicative competence. Additionally, this project reflects the author’s professional growth as a future English language teacher through the systematic planning and application of effective instructional models.

Module 1: FMU Language Analysis

FMU Analysis of: Transitive and Intransitive Verbs

FORM

➤ Transitive Verbs

Affirmative Sentence

Subject + (Auxiliar - Present Perfect Tense) + Transitive Verb + Object

Ex. She has written a letter.

Negative Sentence

Subject + (Auxiliar - Present Perfect Tense) + Not + Transitive Verb + Object

Ex. He has not eaten the cake.

Interrogative Sentence

(Auxiliar - Present Perfect Tense) + Subject + Transitive Verb + Object + ?

Ex. Have they finished the project?

➤ Intransitive Verbs

Affirmative Sentence

Subject + (Auxiliar - Present Perfect Tense) + Intransitive Verb

Ex. She has arrived.

Negative Sentence

Subject + (Auxiliar - Present Perfect Tense) + Not + Intransitive Verb

Ex. She has not slept.

Interrogative Sentence

(Auxiliar - Present Perfect Tense) + Subject + Intransitive Verb + ?

Ex. Have you gone?

MEANING

- **Transitive Verbs:** Express an action that affects someone or something (object).
- **Intransitive Verbs:** Express an action that does not need an object to make sense.

USE

➤ Transitive Verbs

- ✓ To specify what is being affected or changed.

Ex. She has painted the wall.

- ✓ To add detail, precision, or information.

Ex. We have written the report carefully.

- ✓ To answer "what?" or "whom?" after the verb

Ex. He has invited his friends. (He invited whom? His friends.)

➤ Intransitive Verbs

- ✓ Used for movement, existence, or personal experiences.

Ex. They have arrived.

- ✓ To describe changes in condition or states.

Ex. She has improved.

- ✓ To answer "how?", "when?", "where?"

Ex. We have stayed here since Monday. (Where? Here. When? Since Monday.)

ANTICIPATED DIFFICULTIES

- Confusion between Transitive and Intransitive Verbs.

- Some verbs can be both.

Ex. He runs every morning. (Intransitive) - He runs a company. (Transitive)

- Identify the direct object in a sentence.

COMPREHENSION CHECKING QUESTIONS

1. What have you done today?

Possible Answer: I have cleaned my room. (Transitive)

2. Have you ever traveled alone?

Possible Answer: Yes, I have traveled. (Intransitive)

3. Have you visited any new places this year?

Possible Answer: Yes, I have visited a museum. (Transitive)

TEACHING IDEAS

In groups, they read dialogue cards aloud and identify verbs in each conversation. For every verb, they decide if there is an object and classify the verb as transitive or intransitive.

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Journal 1: FMU Language Analysis

Grammar instruction in Teaching English as a Foreign Language (TEFL) has evolved from traditional rule-based approaches toward more communicative and meaning-oriented methodologies. Early grammar teaching emphasized memorization of rules; however, contemporary research highlights the need for grammar instruction that supports communication and real language use. According to Celce-Murcia and Larsen-Freeman (2015), grammar should not be taught as isolated forms but as an interaction of structure, meaning, and context. The FMU framework (Form, Meaning, and Use) addresses this need by providing a comprehensive model for grammar analysis and instruction.

The FMU framework originates from communicative language teaching principles and emphasizes that grammatical competence must support communicative competence (Celce-Murcia & Larsen-Freeman, 2015). This model allows teachers to analyze grammar beyond surface-level rules and helps learners understand how grammatical forms function in authentic communication.

The form component refers to the structural features of language, including morphology, syntax, and word order. This aspect focuses on how grammatical structures are constructed and how they appear in sentences. For example, form includes verb conjugations, auxiliary usage, sentence patterns, and agreement rules.

Research suggests that explicit instruction on form is beneficial, particularly for learners who struggle with persistent grammatical errors. When students understand the formal structure of grammar, they are better equipped to monitor their own language production. However, focusing solely on form without connecting it to meaning and use may limit learners' ability to apply grammar communicatively (Ellis, 2006).

The meaning component of the FMU framework emphasizes the semantic value of grammatical structures. Meaning refers to what a grammatical form represents and how it

contributes to the message being conveyed. For instance, tense and aspect choices express different relationships between time and events. Larsen-Freeman (2003) explains that learners must understand how grammatical forms encode meaning in order to communicate effectively.

Studies indicate that integrating meaning into grammar instruction improves learners' comprehension and written accuracy. Yılmaz (2018) found that students who received grammar instruction through the form-meaning-use framework demonstrated improved performance in writing tasks, particularly in their use of complex structures. This suggests that grammar instruction becomes more effective when meaning is treated as a core element rather than an optional extension.

The use component focuses on the pragmatic and contextual application of grammar. It addresses when and why certain grammatical forms are appropriate in specific communicative situations. For example, choosing between the simple past and present perfect depends not only on structure and meaning but also on discourse context. Research on form-focused instruction supports the integration of use in grammar teaching. Nassaji and Fotos (2011) argue that grammar instruction should involve communicative tasks that encourage learners to apply grammatical knowledge in meaningful interaction. This allows students to move beyond controlled practice and develop the ability to use grammar naturally in real-life communication.

Applying the FMU framework in the classroom involves designing lessons that integrate form, meaning, and use in a balanced sequence. Teachers may begin with activities that draw attention to grammatical form, followed by tasks that clarify meaning and conclude with communicative activities that promote appropriate use. Ellis (2006) emphasizes that such integration supports both accuracy and fluency development.

For example, a lesson on the present perfect tense may start with identifying its structure (form), continue with discussing its semantic function related to life experiences (meaning), and conclude with speaking activities where students share personal experiences (use). This progression helps learners internalize grammatical knowledge and apply it effectively.

Before applying the FMU framework, my approach to grammar instruction focused primarily on explaining rules and practicing isolated exercises. Through the study of FMU, I have come to understand grammar as a dynamic system that supports communication rather than a static set of rules. Implementing FMU has allowed me to analyze student errors more effectively by identifying whether difficulties arise from form, meaning, or use. This has improved my lesson planning and has encouraged the incorporation of communicative activities that promote meaningful grammar practice. As a result, FMU has become a valuable framework in my professional development as a future English language teacher.

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Module 2: ECRIF

Speaking Lesson Plan

Level B1

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

1. Manage time and transitions between each stage to maximize student speaking time.
2. Encourage students' interaction.

What are your Student Learning Objectives for the lesson?

- By the end of the lesson, SWBAT use transitive and intransitive verbs in the present perfect tense to ask and answer questions about personal experiences in an interview and discussion activity about “What have you done this week?”

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?

- Students consistently and accurately use transitive and intransitive verbs in the present perfect tense in spoken communication.

Preliminary Considerations

- **What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?**
 - Students are familiar with the present perfect tense structure.
 - Students know common past participles.
- **What aspects of the lesson do you anticipate your students might find challenging/difficult?**
 - Distinguishing between transitive and intransitive verbs, especially dual-use verbs.

- Knowing when an object is required or not.
- Maintaining fluency while focusing on accuracy.
- **How will you avoid and/or address these problem areas in your lesson?**
 - Use spoken examples and CCQs instead of long explanations.
 - Provide controlled oral practice before free speaking.
 - Delay correction during fluency activities to avoid interrupting communication.

| Time 45 minutes | Framework Stage | Procedure | | Interaction T-S/S-S VAKT | Materials Needed |
|-----------------------|--------------------|--|--|--------------------------------|--|
| | | Teacher will... | Students will... | | |
| 4 min | Encounter | <ul style="list-style-type: none"> – Show the question “What have you done this week?” and make the students to ask this question to their classmates. – Ask some students what has your classmate done this week? – Write on the board the student's answers. – Ask the student to identify Subject (S), Verb (V), and Object (O). | <ul style="list-style-type: none"> – Ask and answer the question in a mingle activity. – Share their classmates’ answers orally with the class. – Observe the answers written on the board. – Identify and analyze the S - V - O in the sentences. | S - S T - S VA | Projector Slides Whiteboard Marker |
| 6 min | Clarify | <ul style="list-style-type: none"> – Ask the student to identify the tense of the sentences on the board. – Point out the S-V-O structure and explain the use of Transitive and Intransitive Verbs. – Ask CCQs. <ul style="list-style-type: none"> ○ What have you done today? Possible Answer: I have cleaned my room. (Transitive) ○ Have you ever traveled alone? Possible Answer: Yes, I have traveled. (Intransitive) ○ Have you visited any new places this year? Possible Answer: Yes, I have visited a museum. (Transitive) – Draw two columns on the board: Transitive / Intransitive. – Present a list of verbs. | <ul style="list-style-type: none"> – Identify the tense used in the sentences written on the board. – Recognize and analyze the S - V - O structure in the examples provided. – Distinguish between transitive and intransitive verbs based on sentence structure. – Answer Concept Checking Questions (CCQs) using the present perfect tense. – Produce short oral responses using transitive and intransitive verbs correctly. – Discuss verbs orally in groups. – Classify verbs and justify their choices with spoken examples. | T - S S - S VA | Whiteboard Projector Slides Verb List |

| | | | | | |
|--------|-------------|--|--|--------------|--------------------|
| | | <ul style="list-style-type: none"> - Put students in small groups and instruct them to discuss where each verb belongs and say one example sentence aloud. - Clarify that some verbs can be both transitive and intransitive. | | | |
| 10 min | Remember | <ul style="list-style-type: none"> - Ask students to sit in two facing lines, each student should have a partner directly in front of them. - Explain that they are going to play the “Present Perfect Question Chain”, students in one line will choose a piece of paper with a question on it and they have to ask it to the person sitting opposite them. - Model one question-and-answer exchange. - Instruct students to ask the question to the person sitting opposite them, then move forward in the row of chairs. - Tell students to switch roles halfway through the activity. - Hand out one pre-written question per student in one line. - Start the game, monitor and give brief corrections when necessary. | <ul style="list-style-type: none"> - Form two facing lines. - Receives question slips. - Asks their question to the person in front of them using the present perfect. - Answer present perfect questions using full sentences. - Move forward in the row after each exchange to speak with a new partner. - Moves one seat to the right to face a new partner. - Switch roles when instructed. | S - S VAK | Questions Slips |
| 7 min | Internalize | <ul style="list-style-type: none"> - Give each pair two verb cards (one transitive, one intransitive, or dual-use). - Explain that students must create a short oral story (3 - 4 sentences) using both verbs in the present perfect. - Model an example story. - Invite some pairs to share their stories with the class. | <ul style="list-style-type: none"> - Receive the cards. - Work in pairs to create a short-spoken story. - Practice the story orally. - Present their story to the class and listen to classmates. | S - S VAK | Verb Flashcards |

| | | | | | |
|--------|---------|--|---|----------------------|---------------------|
| 18 min | Fluency | <ul style="list-style-type: none"> – Explain the role-play “Interview Show: What have you done this week?”. – Assign roles (interviewer and guest). – Show sample question prompts on the board. – Set time limits and instruct students to switch roles. – Monitor without correcting during the activity. – Provide delayed feedback after the activity. | <ul style="list-style-type: none"> – Conduct interviews using present perfect questions and answers. – Ask follow-up questions naturally. – Switch roles when instructed. – Perform short excerpts if selected. | S - S T - S AK | Projector Slides |
|--------|---------|--|---|----------------------|---------------------|

Materials

Clarify

| VERB LIST | | |
|-----------|--------|---------|
| EAT | SLEEP | WALK |
| ARRIVE | START | IMPROVE |
| RUN | STOP | OPEN |
| WATCH | INVITE | LEAVE |
| PAINT | GO | COME |

Remember

| | |
|---|--|
| Have you watched any good movies recently? | Have you invited anyone to your house this week? |
| Have you eaten anything special this week? | Have you slept very little this week? |
| Have you arrived late to class recently? | Have you run in the park recently? |
| Have you painted something before? | Have you started a new hobby this year? |
| Have you gone somewhere interesting lately? | Have you finished an important task this week? |
| Have you opened a present recently? | Have you stayed up late recently? |

Internalize

| |
|----------|
| Painted |
| Eaten |
| Watched |
| Invited |
| Finished |
| Bought |
| Cleaned |
| Prepared |

| |
|----------|
| Improved |
| Arrived |
| Gone |
| Slept |
| Run |
| Stayed |
| Traveled |
| Fallen |

Journal 2: ECRIF (Speaking)

Developing speaking skills in Teaching English as a Foreign Language (TEFL) classrooms poses distinct challenges due to the interactive and spontaneous nature of oral communication. Unlike receptive skills such as reading or listening, speaking requires learners to simultaneously process grammar, vocabulary, pronunciation, and pragmatic conventions during real-time interaction. Consequently, effective speaking instruction must integrate structured support with opportunities for communicative practice. One pedagogical framework frequently applied to support this integration is ECRIF (Encounter, Clarify, Remember, Internalize, Fluently Use) which offers a staged approach to help learners progress from initial exposure to language to fluent use (Scrivener, 2011).

The ECRIF model is rooted in communicative language teaching and task-based learning principles, emphasizing gradual scaffolding, meaning-focused practice, and learner autonomy (Vince, 1998). By sequencing activities from exposure to fluency, ECRIF supports not only accuracy but also learner confidence and interactional competence.

The first stage Encounter involves exposing learners to the target language in a meaningful context. In this stage, students are introduced to a new structure or function through listening or reading activities where they notice patterns without explicit instruction. The goal is to raise learners' awareness of authentic language examples that they can begin to internalize. For speaking lessons, the encounter stage may involve listening to dialogues, watching short videos, or engaging with thematic prompts that model target language use. For example, when teaching questions in the present perfect tense, students might listen to a conversation about life experiences and identify how the tense is used naturally.

The Clarify stage seeks to explain form, meaning, and use. At this point, explicit instruction helps learners understand not just what the language is, but why it is structured as it is and when it is appropriate. For speaking activities, clarification can involve teacher

explanation, concept-checking questions, and comparison with students' first languages where necessary (Scrivener, 2011). During this stage, form-focused instruction ensures that learners can accurately produce the target language. For example, if the lesson focuses on expressing experiences using the present perfect tense, clarification activities might include analyzing auxiliary use, word order, and meaning differences compared to simple past.

Studies show that clarification enhances accuracy and increases learner confidence in speaking tasks, particularly when supported by controlled practice before freer production (Thornbury, 1999). Without adequate clarification, students may attempt to use new structures but produce errors due to incomplete understanding.

The Remember stage helps learners retain the target language through repeated practice and reinforcement. In a speaking lesson, this stage may involve choral repetition, drills, controlled dialogues, or substitution activities where students manipulate structures in varied contexts. The focus here is on cognitive reinforcement rather than creative production. For example, students practicing interview questions using present perfect forms might engage in substitution drills. Such repetition helps solidify form and meaning before moving into more autonomous use.

Research supports the effectiveness of repetitive, scaffolded practice in helping learners retain new language structures and produce them more accurately in communicative tasks (Ellis, 2006). This stage bridges the gap between noticing the language and internalizing its patterns.

Once learners have gained exposure, clarification, and repetitive practice, the Internalize stage invites them to begin using the target language more independently and creatively. In speaking lessons, this typically happens through structured open-ended activities such as role plays, guided interviews, or information gaps that require students to respond spontaneously using target structures.

For instance, a partner interview activity where students ask and answer questions about personal experiences uses internalization by pushing learners to produce language beyond guided drills. The task encourages learners to think about content while selecting appropriate forms.

The final stage Fluently Use focuses on promoting automaticity and ease in communication. At this point, learners are encouraged to use the target structures in freer speaking activities with less teacher intervention. Activities might include discussions, debates, presentations, or storytelling tasks where students use the language naturally and meaningfully. For example, after internalizing the present perfect in interviews, learners might participate in a group discussion about travel experiences, sharing opinions and responding to classmates. This stage emphasizes fluency and communication goals over controlled accuracy.

During the implementation of the ECRIF framework in my lesson planning, I observed a clear progression in student participation and confidence. Beginning with authentic input in the Encounter stage helped lower affective filters and prepared students for subsequent instruction. The Clarify and Remember stages built a foundation of structural knowledge, while Internalize and Fluently Use provided opportunities for meaningful production.

One challenge was balancing time across stages, ensuring that clarification did not dominate at the expense of communicative practice. Addressing this required careful lesson pacing and task design. Over time, students demonstrated improved accuracy and greater willingness to participate in speaking activities, indicating that the staged ECRIF approach facilitated both skill development and learner engagement.

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B1 Class

Speaking Skills

FÁTIMA RAMÍREZ

WHAT HAVE YOU DONE THIS WEEK?

TRANSITIVE VERBS

Affirmative Sentence

Subject + (Auxiliar - Present Perfect Tense) + Transitive Verb + Object

Example

She has written a letter.

Negative Sentence

Subject + (Auxiliar - Present Perfect Tense) + Not + Transitive Verb + Object

Example

He has not eaten the cake.

Interrogative Sentence

(Auxiliar - Present Perfect Tense) + Subject + Transitive Verb + Object + ?

Example

Have they finished the project?

INTRANSITIVE VERBS

Affirmative Sentence

Subject + (Auxiliar - Present Perfect Tense) + Intransitive Verb

Example

She has arrived.

Negative Sentence

Subject + (Auxiliar - Present Perfect Tense) + Not + Intransitive Verb

Example

She has not slept.

Interrogative Sentence

(Auxiliar - Present Perfect Tense) + Subject + Intransitive Verb + ?

Example

Have you gone?

**WHAT HAVE YOU
DONE TODAY?**

**HAVE YOU EVER
TRAVELED ALONE?**

HAVE YOU VISITED ANY NEW PLACES THIS YEAR?

ACTIVITY #1

1. Look at the list of verbs and decide if each verb is transitive, intransitive, or both. Be ready to explain your answers.

| VERB LIST | | |
|-----------|--------|---------|
| EAT | SLEEP | WALK |
| ARRIVE | START | IMPROVE |
| RUN | STOP | OPEN |
| WATCH | INVITE | LEAVE |
| PAINT | GO | COME |

PRESENT PERFECT QUESTION CHAIN

ACTIVITY #2

ACTIVITY #3

1. Create a short-story (3 - 4 sentences) using both verbs, remember to use Present Perfect Tense.

MODEL STORY

*This week, I've **invited my friends** to my house. They've **arrived** very early in the morning. Because of that, I've **invited my neighbors** too. Everyone has **arrived** on time and enjoyed the day.*

INTERVIEW SHOW - WHAT HAVE YOU DONE THIS WEEK?

ACTIVITY #4

Module 3: Listening

Listening Lesson Plan

Level B1

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

1. Reducing teacher talking time during listening feedback.
2. Improving clarity when giving instructions for listening tasks.

What are your Student Learning Objectives for the lesson?

- By the end of the lesson, SWBAT show understanding of the audio "Social Media Pressure" by identifying the main idea, recognizing specific words and details through a bingo activity, and answering inference questions and then expressing and justifying their own opinions about how social media and "likes" affect teenagers' emotions.

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?

- Students correctly identify the main idea during the Early During Stage.
- Students accurately recognize key words and phrases during the Bingo activity.
- Students answer inference questions using evidence from the listening text.
- Students actively participate in the Post Stage discussion and writing task, showing personal connection to the topic.

Preliminary Considerations

- **What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?**
 - Basic vocabulary related to social media.
 - Expressing opinions using simple structures.

- Listening for general meaning in short spoken texts.
- **What aspects of the lesson do you anticipate your students might find challenging/difficult?**
 - Understanding fast or connected speech in the audio.
 - Identifying implied opinions and attitudes during inference questions.
 - Maintaining focus during multiple listening's.
- **How will you avoid and/or address these problem areas in your lesson?**
 - Playing the audio multiple times with different listening purposes.
 - Using visual support and structured activities such as Bingo.
 - Allowing pair and group work before whole-class feedback.
 - Asking guiding inference questions and encouraging students to justify answers using the audio.

| Time 45 minutes | Framework Stage | Procedure | | Interaction T-S/S-S VAKT | Materials Needed |
|-----------------------|------------------------|--|---|--------------------------------|---|
| | | Teacher will... | Students will... | | |
| 8 min | Pre-Stage | <ul style="list-style-type: none"> - Display some pictures and ask some questions related to them: <ul style="list-style-type: none"> • What do these pictures have in common? • How do likes make people feel? • What problems or benefits can social media have? - Let students talk and share their opinions with each other. - Ask some students what they think the topic of the class will be about based on the previous pictures. | <ul style="list-style-type: none"> - Observe and describe the pictures shown by the teacher. - Answer guiding questions related to emotions and social media. - Predict the topic of the listening based on the pictures. | T - S S - S VA | Slides Projector |
| 7 min | Early During- Stage | <ul style="list-style-type: none"> - Distribute the worksheet with three main-idea options. - Explain that they will listen to the audio and choose the main idea. - Ask ICQs before starting the activity. - Play the audio once without pausing. - Ask students to compare answers in pairs before whole-class feedback. - Ask the following CCQs from the audio: <ul style="list-style-type: none"> • How many speakers are in the dialogue? • What is the relationship between speakers? • What is the possible scenario where this interview takes place? | <ul style="list-style-type: none"> - Answer ICQs. - Listen to the audio for the first time to understand the general idea. - Choose the correct main idea from the worksheet. - Answer CCQs. - Compare answers with a partner before whole-class feedback. | S - S T - S VA | Slides Projector Audio Speaker |

| | | | | | |
|--------|--------------------|---|--|----------------------|---|
| 13 min | Later During-Stage | <ul style="list-style-type: none"> - Set the students in pairs or groups with a game. - Explain the bingo game rules. - Ask ICQs before starting the activity. - Play the audio when necessary. - Ask to put the corn kernels on each word from their bingo cards that they listen from the audio. - Ask each winner to read aloud the words selected once they have shouted "Bingo!". - Reward the winners. | <ul style="list-style-type: none"> - Work in pairs or small groups. - Answer ICQs. - Listen carefully to the audio to identify specific words. - Place corn kernels on the words they hear on their bingo cards. - Shout "Bingo!" when they complete a line. - Read aloud the words they selected to confirm accuracy. | S - S AVK | <p style="text-align: center;">Slides Projector Audio Speaker Bingo Card Corn Kernels Prize</p> |
| 9 min | Final During-Stage | <ul style="list-style-type: none"> - Show inference questions on the board for them to response: <ul style="list-style-type: none"> • Who feels more positive about social media? • Is social media presented as good, bad, or both? Why? • Do the speakers want teenagers to stop using social media? Why or why not? - Let students talk and share their opinions with each other. - Explain that they will listen to the audio again to solve the multiple-choice worksheet. - Ask ICQs before starting the activity. - Let them start the activity. - Play the audio again if needed. - Check the correct answers. | <ul style="list-style-type: none"> - Answer inference questions orally using evidence from the audio. - Answer ICQs. - Listen to the audio again to answer multiple-choice questions. - Complete the multiple-choice worksheet individually. - Discuss and check answers with the class. | S - S T - S AV | <p style="text-align: center;">Slides Projector Audio Speaker Worksheet</p> |

| | | | | | |
|-------|------------|---|---|--------------|---------------------|
| 8 min | Post Stage | <ul style="list-style-type: none"> - Set the students in pairs and ask personalization question to share their opinions: <ul style="list-style-type: none"> • Do likes affect your mood? Why or why not? - Explain that they will have to write one piece of advice for teenagers about healthy social media use. - Ask ICQs before starting the activity. - Choose a few pairs to present their advice to the front of the class | <ul style="list-style-type: none"> - Answer ICQs - Discuss their opinions about social media and likes in pairs. - Share personal experiences related to the topic. - Write a short piece of advice for teenagers about healthy social media use. - Present it to the class. | S - S AVK | Slides Projector |
|-------|------------|---|---|--------------|---------------------|

Materials

Early During-Stage

What is the main idea of the audio?

- A. Teenagers should stop using social media because it is dangerous.
- B. Social media affects teenagers' feelings, and its impact depends on how they use it.
- C. Instagram and TikTok are the most popular social media apps among teenagers.

Later During-Stage

Social Media Pressure

CARD #1

| | | | | |
|---------------------|--------------------|-----------------|---------------------|------------------|
| <i>Social</i> | <i>Instagram</i> | <i>Express</i> | <i>Likes</i> | <i>Pressure</i> |
| <i>Entertaining</i> | <i>Media</i> | <i>Positive</i> | <i>Stressful</i> | <i>Friends</i> |
| <i>Sixteen</i> | <i>Learning</i> | <i>Free</i> | <i>Disappointed</i> | <i>Accounts</i> |
| <i>Perfect</i> | <i>Teenagers</i> | <i>Tik Tok</i> | <i>Negative</i> | <i>Problem</i> |
| <i>Balanced</i> | <i>Influencers</i> | <i>Powerful</i> | <i>People</i> | <i>Followers</i> |

Social Media Pressure

CARD #2

| | | | | |
|---------------------|-----------------|---------------------|------------------|--------------------|
| <i>Media</i> | <i>Likes</i> | <i>Pressure</i> | <i>Instagram</i> | <i>Friends</i> |
| <i>Social</i> | <i>Positive</i> | <i>Stressful</i> | <i>Express</i> | <i>Accounts</i> |
| <i>Learning</i> | <i>Sixteen</i> | <i>Free</i> | <i>Teenagers</i> | <i>Influencers</i> |
| <i>Balanced</i> | <i>Tik Tok</i> | <i>Disappointed</i> | <i>Powerful</i> | <i>People</i> |
| <i>Entertaining</i> | <i>Media</i> | <i>Negative</i> | <i>Followers</i> | <i>Problem</i> |

Social Media Pressure

CARD #3

| | | | | |
|---------------------|------------------|-----------------|------------------|--------------------|
| <i>Tik Tok</i> | <i>Social</i> | <i>Media</i> | <i>Likes</i> | <i>Express</i> |
| <i>Teenagers</i> | <i>Pressure</i> | <i>Friends</i> | <i>Positive</i> | <i>Influencers</i> |
| <i>Disappointed</i> | <i>Learning</i> | <i>Free</i> | <i>Accounts</i> | <i>Stressful</i> |
| <i>Entertaining</i> | <i>Powerful</i> | <i>Negative</i> | <i>Sixteen</i> | <i>Problem</i> |
| <i>Balanced</i> | <i>Instagram</i> | <i>People</i> | <i>Followers</i> | <i>Perfect</i> |

Social Media Pressure

CARD #4

| | | | | |
|---------------------|------------------|---------------------|------------------|------------------|
| <i>Influencers</i> | <i>Media</i> | <i>Likes</i> | <i>Social</i> | <i>Friends</i> |
| <i>Pressure</i> | <i>Express</i> | <i>Stressful</i> | <i>Teenagers</i> | <i>Accounts</i> |
| <i>Balanced</i> | <i>Sixteen</i> | <i>Free</i> | <i>Positive</i> | <i>Tik Tok</i> |
| <i>Powerful</i> | <i>Learning</i> | <i>Disappointed</i> | <i>People</i> | <i>Followers</i> |
| <i>Entertaining</i> | <i>Instagram</i> | <i>Negative</i> | <i>Perfect</i> | <i>Problem</i> |

Final During-Stage

Worksheet

Circle or underline the correct answer for each question related to the audio.

1. **Why does Leo sometimes feel stressed about social media?**
 - A. Because he does not know how to use social media correctly.
 - B. Because he compares himself to others and worries about getting likes.
 - C. Because he spends too much time talking to people online.

2. **What does Leo's comment about deleting posts show?**
 - A. Teenagers do not care about social media anymore.
 - B. Social media gives teenagers confidence all the time.
 - C. Likes have a strong influence on teenagers' emotions.

3. **How is Camila's attitude toward social media different from Leo's?**
 - A. She avoids social media completely.
 - B. She focuses more on using social media in a positive and balanced way.
 - C. She believes social media is mostly negative for teenagers.

4. **What can be inferred from Camila's opinion?**
 - A. Social media is only useful for influencers.
 - B. Following inspiring accounts can reduce negative effects.
 - C. Teenagers should never compare themselves to others.

5. **Which statement best summarizes both Leo's and Camila's opinions?**
 - A. Social media is mostly negative for teenagers.
 - B. Social media is harmless and always positive.
 - C. Social media can be positive or negative depending on how it is used.

6. **What message does the host suggest at the end of the audio?**
 - A. Learning to manage emotions is more important than avoiding social media.
 - B. Teenagers should stop comparing themselves to influencers.
 - C. Teenagers should limit their screen time to avoid stress.

Journal 3: PDP (Listening)

Listening comprehension is a core skill in Teaching English as a Foreign Language (TEFL), as it provides learners with essential input for language acquisition and supports the development of speaking, vocabulary, and pronunciation. Despite its importance, listening is often perceived as one of the most challenging skills for EFL learners due to factors such as fast speech, unfamiliar accents, reduced forms, and limited exposure to authentic input. For this reason, listening instruction should be carefully structured to guide learners through the comprehension process. The PDP framework (Pre, During, Post) offers an effective model for designing listening lessons that promote understanding, engagement, and learner confidence.

The PDP model reflects the natural stages that listeners go through when processing spoken language. According to Field (2008), successful listening involves activating prior knowledge, focusing on relevant information, and reflecting on meaning after exposure to the input. The Pre-listening stage prepares learners by setting the context and activating background knowledge related to the topic. In the implemented lesson, students were exposed to visual prompts and guiding questions about social media and emotions. This stage helped learners predict content, activate relevant vocabulary, and reduce anxiety before listening to the audio.

Research indicates that pre-listening activities significantly enhance comprehension by providing learners with a clear purpose for listening (Vandergrift & Goh, 2012). By encouraging students to make predictions and discuss ideas before listening, the lesson supported top-down processing, which is especially important for intermediate learners.

The During-listening stage focuses on guiding learners to extract meaning from the audio through purposeful tasks. In the PDP framework, this stage may be divided into multiple phases, such as listening for gist, listening for specific information, and listening for inference. In this lesson, students first listened to the audio to identify the main idea, followed

by a bingo activity designed to help them recognize specific words and phrases. These activities encouraged learners to focus on different listening purposes while maintaining engagement.

According to Rost (2011), effective listening instruction should include multiple exposures to the audio with varied tasks that progressively increase in difficulty. The use of games such as bingo not only reinforced vocabulary recognition but also increased motivation and sustained attention. Additionally, pair and group work during this stage allowed learners to compare answers and negotiate meaning collaboratively.

The final During-listening phase involved inference questions and a multiple-choice task, requiring learners to interpret speakers' attitudes and implied meanings. This stage supported higher-order listening skills and encouraged learners to use contextual clues rather than relying solely on literal understanding. Such tasks align with research emphasizing the importance of inferencing in developing advanced listening competence (Field, 2008).

The post-listening stage provides opportunities for reflection, personalization, and communicative use of the information obtained from the listening text. In the implemented lesson, students discussed how social media affects emotions and wrote a short piece of advice for teenagers. This stage allowed learners to connect the listening content to their own experiences and express personal opinions, thereby reinforcing comprehension and promoting meaningful language use.

Studies show that post-listening activities that integrate speaking and writing enhance retention and deepen understanding of listening texts (Vandergrift & Goh, 2012). By encouraging learners to justify opinions and share ideas, the lesson fostered both linguistic and critical thinking skills.

Reflecting on the application of the PDP framework in listening instruction, it became evident that this model contributed to improved learner engagement and comprehension.

Before implementing PDP, listening lessons tended to focus mainly on answering comprehension questions without sufficient preparation or follow-up. Through this structured approach, students demonstrated greater confidence, better listening strategies, and increased participation. As a future English language teacher, the PDP framework has helped me design more effective listening lessons that support both comprehension and communicative competence.

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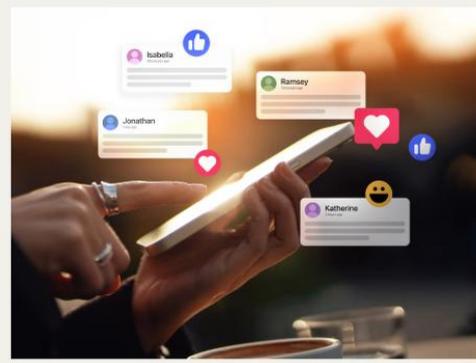
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Demonstrative Lesson

B1 Class

Listening Skills

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Choose the correct option:

WHAT IS THE MAIN IDEA OF THE AUDIO?

- A. TEENAGERS SHOULD STOP USING SOCIAL MEDIA BECAUSE IT IS DANGEROUS.
- B. SOCIAL MEDIA AFFECTS TEENAGERS' FEELINGS, AND ITS IMPACT DEPENDS ON HOW THEY USE IT.
- C. INSTAGRAM AND TIKTOK ARE THE MOST POPULAR SOCIAL MEDIA APPS AMONG TEENAGERS.

Choose the correct option:

WHAT IS THE MAIN IDEA OF THE AUDIO?

A. TEENAGERS SHOULD STOP USING SOCIAL MEDIA BECAUSE IT IS DANGEROUS.

B. SOCIAL MEDIA AFFECTS TEENAGERS' FEELINGS, AND ITS IMPACT DEPENDS ON HOW THEY USE IT.

C. INSTAGRAM AND TIKTOK ARE THE MOST POPULAR SOCIAL MEDIA APPS AMONG TEENAGERS.

*How many speakers are in the
dialogue?*

*What is the relationship
between speakers?*

*What is the possible scenario
where this interview takes
place?*

LET'S PLAY



Social Media Pressure

GAME MODE

| | | | | |
|---|---|-------------|---|---|
| ● | ● | ● | ● | ● |
| ● | | | | ● |
| ● | | <i>Free</i> | | ● |
| ● | | | | ● |
| ● | ● | ● | ● | ● |

*Who feels more positive about
social media?*

*Is social media presented as
good, bad, or both? Why?*

*Do the speakers want teenagers
to stop using social media?
Why or why not?*

Final Activity

WRITE A SHORT ADVICE FOR TEENAGERS ABOUT THE HEALTHY USE
OF SOCIAL MEDIA.

*Thank
You*

Module 4: Reading

Reading Lesson Plan

Level A2

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

1. Improve clarity when giving time limits for reading tasks.
2. Reduce teacher talking time.

What are your Student Learning Objectives for the lesson?

- By the end of the lesson, SWBAT show understanding of the main idea and specific details of a short text about “Online Shopping” by using skimming and scanning strategies and then expressing a personal opinion about online shopping habits.

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?

- Students choose the best title for the text, showing understanding of the general idea.
- Students justify True/False answers using evidence from the text, demonstrating deeper comprehension.
- Students participate in the post-reading discussion.

Preliminary Considerations

- **What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?**
 - Understand and use basic shopping-related vocabulary.
 - Recognize and comprehend simple present tense structure.
 - Express basic preferences and opinions using simple language.

- Have prior experience reading short, simple texts such as messages, posts, or brief articles.
- **What aspects of the lesson do you anticipate your students might find challenging/difficult?**
 - Students may expect vocabulary explanations instead of using context clues to infer meaning.
 - Some students may not finish scanning tasks within the given time due to lack of confidence or reading fluency.
- **How will you avoid and/or address these problem areas in your lesson?**
 - Encourage students to infer meaning from context rather than translating every word.
 - Monitor closely and provide non-intrusive support, guiding students to reread relevant sections of the text when necessary.

| Time 45 minutes | Framework Stage | Procedure | | Interaction T-S/S-S VAKT | Materials Needed |
|-----------------------|------------------------|---|---|--------------------------------|---|
| | | Teacher will... | Students will... | | |
| 4 min | Pre Stage | <ul style="list-style-type: none"> - Show images of online shopping apps and ask prediction questions: <ul style="list-style-type: none"> ▪ What is happening? ▪ What do you buy online? Why? - Let students talk and share their opinions with each other. - Ask some students to answer aloud. | <ul style="list-style-type: none"> - Observe the images. - Answer prediction questions. - Share personal experiences with classmates. | T - S VA | Slides Projector |
| 5 min | Early During- Stage | <ul style="list-style-type: none"> - Explain that they will read a text within a 1-minute time limit - Instruct students to read quickly, and show the text. - Provide 3 possible titles and ask them to choose the best one for the text. - Ask students to read their answer. | <ul style="list-style-type: none"> - Skim the text quickly to understand the general idea of the text. - Choose the best title. - Read their answer. | T - S | Slides Projector Worksheet |
| 15 min | Later During- Stage | <ul style="list-style-type: none"> - Give the reading text and the worksheets with WH-questions. - Instruct students to look for keywords and locate them in the text by underline it. - Ask ICQs before starting the activity. - Ask them to check their answers in pairs. - Choose some students to explain their answers. | <ul style="list-style-type: none"> - Answer ICQs. - Scan the text to find specific information. - Underline answers. - Check answers with a partner. - Explain responses using the text. | S - S | Slides Projector Reading Text Worksheet |
| 11 min | Final During- Stage | <ul style="list-style-type: none"> - Give True/False worksheet. - Ask students to justify answers by quoting or pointing to the text. - Check answers by eliciting evidence from students | <ul style="list-style-type: none"> - Decide if statements are true or false. - Justify answers using evidence from the text. - Participate in whole-class feedback. | T - S S - S | Slides Projector Reading Text Worksheet |

| | | | | | |
|--------|------------|--|--|------------|---------------------|
| 10 min | Post Stage | <ul style="list-style-type: none"> - Divide students into small groups using a chair game. - Tell them they have to discuss about: “Do you prefer online shopping or shopping in stores? Why?” - Choose random students to present their ideas in front of the class. | <ul style="list-style-type: none"> - Discuss opinions in groups. - Agree on one preference. - Present their ideas to the class. | S - S A | Slides Projector |
|--------|------------|--|--|------------|---------------------|

Materials

Early During-Stage

Choose the best title for the text:

- A. Shopping Problems Today
- B. Why Online Shopping Is Popular with Young People
- C. The History of Shopping

Later During-Stage

Worksheet

1. Scan the text and answer the questions. Underline the part of the text where you found the answer.
 - What items do young people buy online?
 - Why do people feel confident when shopping online?
 - Mention two problems of online shopping.

Reading Text

Online shopping has become extremely popular among young people in recent years. Teenagers and young adults often use their phones or laptops to buy clothes, shoes, electronics, and even food. For many people, online shopping is faster and more convenient than going to a physical store.

One important reason is flexibility. People can shop at any time of the day, even late at night. In addition, online stores allow customers to compare prices easily and read reviews written by other buyers. Because of this, many young people feel more confident when they make a purchase online.

However, online shopping is not always perfect. Sometimes the product does not look the same as in the pictures, or the size is incorrect. Delivery can also take longer than expected. For these reasons, it is important to check information carefully before buying something online.

Final During-Stage

Worksheet

1. Read again and decide if the statements are True (T) or False (F). Justify your answer using the text.

❖ Online shopping is always better than shopping in stores. () T () F

❖ Reading reviews helps people make better decisions. () T () F

❖ Delivery problems are not mentioned in the text. () T () F

Reading Text

Online shopping has become extremely popular among young people in recent years. Teenagers and young adults often use their phones or laptops to buy clothes, shoes, electronics, and even food. For many people, online shopping is faster and more convenient than going to a physical store.

One important reason is flexibility. People can shop at any time of the day, even late at night. In addition, online stores allow customers to compare prices easily and read reviews written by other buyers. Because of this, many young people feel more confident when they make a purchase online.

However, online shopping is not always perfect. Sometimes the product does not look the same as in the pictures, or the size is incorrect. Delivery can also take longer than expected. For these reasons, it is important to check information carefully before buying something online.

Journal 4: PDP (Reading)

Reading comprehension is a fundamental skill in Teaching English as a Foreign Language (TEFL), as it supports vocabulary development, grammatical awareness, and overall language proficiency. However, many EFL learners experience difficulties when reading texts in English due to limited vocabulary, lack of reading strategies, and overreliance on word-by-word translation. For this reason, effective reading instruction should guide learners through a structured process that supports comprehension before, during, and after reading. The PDP framework (Pre, During, Post) offers a systematic approach that helps learners interact with texts meaningfully and strategically.

The PDP model is widely used in TEFL reading instruction because it reflects how skilled readers naturally process texts. According to Scrivener (2011), reading is not a passive activity but an active process in which learners predict, interpret, and evaluate information. The Pre-reading stage prepares students for the text by activating background knowledge and setting a clear purpose for reading. In the implemented lesson, students were exposed to images related to online shopping and asked prediction questions. This stage helped learners connect the topic to their own experiences, increasing motivation and facilitating comprehension.

Research shows that activating prior knowledge before reading significantly improves learners' ability to understand texts, especially at lower proficiency levels (Grabe, 2009). By discussing familiar contexts such as online shopping, students were better able to anticipate vocabulary and ideas, reducing anxiety and cognitive load during the reading task.

The During-reading stage focuses on guiding learners to interact with the text using specific strategies. In the PDP framework, this stage is often divided into multiple phases, such as skimming for general meaning and scanning for specific details. Skimming activities encourage learners to focus on the main idea rather than individual words, while scanning

tasks help them locate precise information efficiently. In this lesson, students first skimmed the text to choose the best title and then scanned the text to answer WH-questions and True/False statements.

According to Brown (2007), teaching reading strategies explicitly helps learners become more autonomous readers and discourages excessive dependence on translation. By setting time limits and providing clear instructions, students were encouraged to read with a purpose and develop confidence in their reading abilities. Pair-checking activities during this stage also allowed learners to negotiate meaning collaboratively and confirm understanding.

The post-reading stage provides opportunities for reflection, personalization, and deeper comprehension. This stage moves beyond literal understanding and encourages learners to express opinions, make connections, and apply information from the text to real-life contexts. In the implemented lesson, students discussed their preferences for online shopping versus shopping in physical stores. This communicative activity allowed learners to use information from the text while practicing speaking skills.

Studies indicate that post-reading activities that promote discussion and personal response enhance learner engagement and reinforce comprehension (Nunan, 2003). By integrating speaking tasks after reading, learners were able to consolidate vocabulary and ideas while developing communicative competence.

Reflecting on the application of the PDP framework, it became clear that this model significantly improved students' reading comprehension and participation. Before using PDP, reading lessons often focused mainly on answering questions without sufficient preparation or follow-up. Through this structured approach, students demonstrated greater confidence, better use of reading strategies, and increased willingness to participate in discussions. As a future English language teacher, implementing the PDP framework has helped me design

more effective, learner-centered reading lessons that support both comprehension and communication.

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Demonstrative Lesson

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A2 CLASS

Reading Skills



Online shopping has become extremely popular among young people in recent years. Teenagers and young adults often use their phones or laptops to buy clothes, shoes, electronics, and even food. For many people, online shopping is faster and more convenient than going to a physical store.

One important reason is flexibility. People can shop at any time of the day, even late at night. In addition, online stores allow customers to compare prices easily and read reviews written by other buyers. Because of this, many young people feel more confident when they make a purchase online.

However, online shopping is not always perfect. Sometimes the product does not look the same as in the pictures, or the size is incorrect. Delivery can also take longer than expected. For these reasons, it is important to check information carefully before buying something online.

CHOOSE THE BEST TITLE FOR THE TEXT:

- A. SHOPPING PROBLEMS TODAY
- B. WHY ONLINE SHOPPING IS POPULAR WITH YOUNG PEOPLE
- C. THE HISTORY OF SHOPPING



CHOOSE THE BEST TITLE FOR THE TEXT:

- A. SHOPPING PROBLEMS TODAY
- B. WHY ONLINE SHOPPING IS POPULAR WITH YOUNG PEOPLE
- C. THE HISTORY OF SHOPPING



WHY DO YOUNG PEOPLE LOVE ONLINE SHOPPING?

Online shopping has become extremely popular among young people in recent years. Teenagers and young adults often use their phones or laptops to buy clothes, shoes, electronics, and even food. For many people, online shopping is faster and more convenient than going to a physical store.

One important reason is flexibility. People can shop at any time of the day, even late at night. In addition, online stores allow customers to compare prices easily and read reviews written by other buyers. Because of this, many young people feel more confident when they make a purchase online.

However, online shopping is not always perfect. Sometimes the product does not look the same as in the pictures, or the size is incorrect. Delivery can also take longer than expected. For these reasons, it is important to check information carefully before buying something online.

ACTIVITY

Scan the text and answer the questions. Underline the part of the text where you found the answer.

1. What items do young people buy online?
2. Why do people feel confident when shopping online?
3. Mention two problems of online shopping.



ACTIVITY

Read again and decide if the statements are True (T) or False (F). Justify your answer using the text.

- Online shopping is always better than shopping in stores. T F

- Reading reviews helps people make better decisions. T F

- Delivery problems are not mentioned in the text. T F

ACTIVITY

Read again and decide if the statements are True (T) or False (F). Justify your answer using the text.

- Online shopping is always better than shopping in stores. T F
The text says online shopping is not always perfect and mentions problems.
- Reading reviews helps people make better decisions. T F
Reviews help people feel more confident before buying.
- Delivery problems are not mentioned in the text. T F
The text says delivery can take longer than expected.

DISCUSSION TIME

**Do you prefer
online
shopping or
shopping in
stores? Why?**



THANK YOU!



Module 5: Writing

Writing Lesson Plan

Level A2

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

1. Time Management
2. Increasing the number of Writing Tasks.

What are your Student Learning Objectives for the lesson?

- By the end of the lesson, SWBAT write a formal email for a job application to describe their skills and suitability for a position and then revise and publish their final version on the class for peer feedback.

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

- When students write a job application email to describe their skills and suitability for a position.
- When students revise and edit their writing for clarity, grammar, and correct format.

Preliminary Considerations

- **What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?**
 - Basic understanding of Present and Past Simple Tenses.
 - How to write simple personal descriptions.
- **What aspects of the lesson do you anticipate your students might find challenging/difficult?**
 - Structure of an email.
 - Formal vocabulary.

- **How will you avoid and/or address these problem areas in your lesson?**
 - Provide a model email for structural guidance.
 - Provide a vocabulary list.
 - Writing template and checklist.

| Time 45 minutes | Framework Stage | Procedure | | Interaction T-S/S-S VAKT | Materials Needed |
|-----------------------|-----------------------|--|---|--------------------------------|--|
| | | Teacher will... | Students will... | | |
| 10 min | Preparation | <ul style="list-style-type: none"> - Ask students: <ul style="list-style-type: none"> ❖ Have you ever applied for a job? ❖ What information do you give? - Pre-teach key vocabulary such as: apply, position, skills, experience, available. - Show a short model letter and label parts (greeting, intro, body, closing). | <ul style="list-style-type: none"> - Share ideas about job applications. - Take notes on key vocabulary. - Identify the parts of the model email. | T - S VAT | Projector Slides |
| 15 min | Drafting | <ul style="list-style-type: none"> - Provide a simple jobs advertisement. - Give a guided writing template with prompts. - Instruct students to focus on content and organization. - Monitor and provide support as needed. | <ul style="list-style-type: none"> - Choose a job from the advertisement. - Write a first draft of a formal job application email using the template. - Include greeting, purpose, skills/experience, and closing. | T - S VT | Projector Slides Writing Template |
| 10 min | Revising & Editing | <ul style="list-style-type: none"> - Provide a revision and editing checklist (structure, formal vocabulary, grammar, spelling). - Explain how to give peer feedback. - Organize peer exchange of drafts. | <ul style="list-style-type: none"> - Review their own draft using the checklist - Exchange drafts with a partner. - Give and receive peer feedback. - Revise and edit their email to create a second draft. | S - S VT | Projector Slides Checklist |
| 10 min | Extension | <ul style="list-style-type: none"> - Organize a “mock HR review” activity where classmates act as recruiters and choose applicants based on the letters. | <ul style="list-style-type: none"> - Read classmates’ final emails. - Select strong job applications. - Explain why they chose them. | S - S AK | No Material Needed |

Materials

Drafting

| |
|---|
| Guided Writing Template |
| Subject: Application for _____ Position |
| Dear _____, |
| I am writing to apply for the _____ position. |
| I have experience in _____. I am good at _____. |
| I am available _____. |
| Thank you for your time and consideration. |
| Sincerely, _____. |

Revising & Editing

| | | |
|---|------------|-----------|
| Revision & Editing Checklist | | |
| Content and Organization | | |
| Criteria | Yes | No |
| The email has a clear subject line. | | |
| The job position is clearly mentioned. | | |
| The purpose of the email is clear. | | |
| Skills or experience are included. | | |
| The ideas are clear and easy to understand. | | |
| Language Use | | |
| Criteria | Yes | No |
| Formal greeting is used (Dear...). | | |
| Formal closing is used (Sincerely / Kind regards). | | |
| Vocabulary is formal and appropriate. | | |
| Verb tenses are correct. | | |
| Grammar is mostly correct. | | |
| Spelling is correct. | | |
| Peer Feedback: | | |
| 1. Something I liked about this email: | | |
| _____ | | |
| _____ | | |
| _____ | | |
| 2. One suggestion to improve it: | | |
| _____ | | |
| _____ | | |
| _____ | | |
| Writer's Action | | |
| After receiving feedback, revise and edit your email. | | |
| _____ I corrected grammar and spelling | | |
| _____ I improved vocabulary | | |
| _____ I clarified ideas | | |
| _____ I wrote my final version | | |

Journal 5: PDREE (Writing)

Writing is one of the most complex skills in Teaching English as a Foreign Language (TEFL), as it requires learners to integrate grammar, vocabulary, organization, and pragmatic conventions simultaneously. Unlike receptive skills, writing demands a high level of cognitive processing and metalinguistic awareness, especially for beginner and elementary learners. For this reason, effective writing instruction should be process-oriented rather than product-focused. The PDREE framework (Preparation, Drafting, Revising, Editing, and Extension) provides a structured approach that guides learners through each stage of the writing process and supports the development of accuracy, coherence, and learner autonomy.

The PDREE model is rooted in process writing theory, which emphasizes that writing develops through multiple stages of planning, composing, and refining texts (Harmer, 2007). This approach contrasts with traditional writing instruction, where students are often asked to produce a final text without sufficient guidance or opportunities for revision. By breaking writing into manageable stages, PDREE reduces learner anxiety and allows students to focus on specific aspects of writing at each step.

The Preparation stage is essential for activating prior knowledge and introducing the purpose, audience, and context of the writing task. In TEFL contexts, this stage helps learners understand what they are expected to write and why. According to Hyland (2003), successful writing instruction begins with clear contextualization, as students need to be aware of genre conventions and communicative goals. In the lesson implemented, preparation involved discussing job applications, pre-teaching key vocabulary, and analyzing a model email. This scaffolding allowed students to gain confidence before beginning their own writing.

The Drafting stage focuses on content generation and organization rather than accuracy. At this point, learners are encouraged to express their ideas freely using guided prompts and templates. Research indicates that providing structured support during drafting is

particularly beneficial for lower-level learners, as it helps them organize ideas while still developing linguistic control (Harmer, 2015). In this lesson, students used a guided template to write a formal job application email, which supported coherence and reduced cognitive overload.

Revising and Editing are crucial stages that promote reflection and improvement. Revising focuses on meaning, clarity, and organization, while editing emphasizes grammatical accuracy, vocabulary choice, and mechanics. According to Ferris (2011), peer feedback plays a significant role in developing writing skills, as it encourages learners to notice errors, reflect on language use, and become more independent writers. Through the use of checklists and peer review, students were able to identify weaknesses in their writing and make informed corrections. This process also fostered collaboration and critical thinking.

The Extension stage allows learners to apply their writing in a meaningful and communicative context. This stage moves beyond the classroom task and promotes authenticity and motivation. In the implemented lesson, students participated in a mock recruitment activity, where they evaluated classmates' emails and selected strong applications. Such activities align with communicative language teaching principles, as they give writing a real-world purpose and audience (Nation, 2009).

Reflecting on the implementation of the PDREE framework, it became evident that this model significantly improved students' engagement and writing quality. Students demonstrated greater awareness of structure, more accurate language use, and increased confidence in producing formal written texts. Before applying PDREE, my writing lessons focused mainly on final products, with limited attention to the writing process. Through this framework, I learned to value drafting, feedback, and revision as essential components of writing instruction. As a result, PDREE has become a valuable tool in my professional

development as a future English language teacher, supporting learner-centered and process-oriented writing instruction.

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Demonstrative Lesson

A2 CLASS

Writing Skills

Fátima Ramírez



Have you ever applied for a job?



Preparation Stage

Model Job Application Email

Subject: Application for Sales Assistant Position

Dear Hiring Manager,

I am writing to apply for the Sales Assistant position advertised online. I am a responsible and motivated person with good communication skills.

I have experience working with customers and I can work well in a team. I am available to work on weekends and evenings.

Thank you for considering my application. I look forward to hearing from you.

Sincerely,
Fátima



Job Advertisement



Job Vacancy: Sales Assistant

We are looking for a friendly and responsible Sales Assistant.

Requirements:

- Good communication skills
- Basic customer service experience
- Ability to work in a team

Schedule:

Weekends and afternoons

How to apply:

Write a short email explaining why you are suitable for this position.

Job Vacancy: Café Helper

A small café is looking for a Café Helper to join our team.

Requirements:

- Friendly and polite attitude
- Ability to work with customers
- Basic English communication

Schedule:

Morning shifts

How to apply:

Send an email describing your skills and availability.

Job Vacancy: Babysitter

A family is looking for a responsible Babysitter.

Requirements:

- Experience with children
- Patient and caring personality
- Available in the afternoons

Schedule:

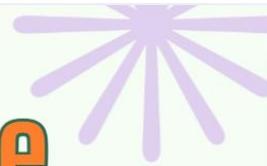
Monday to Friday

How to apply:

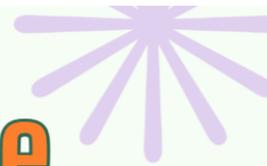
Write a formal email explaining why you are a good candidate for this job.



Drafting Time

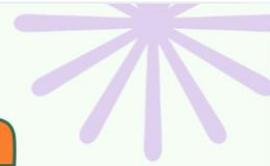


Revision Time

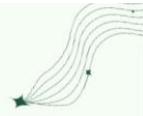




Editing Time

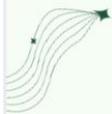


ROLEPLAY

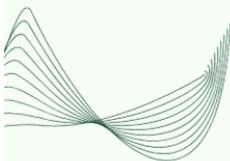


Mock HR

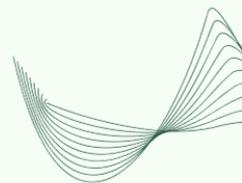
Review



THANK



YOU



Conclusions

This Curricular Integration Project demonstrates that the application of structured TEFL methodologies significantly enhances the teaching-learning process of English as a foreign language. The systematic use of pedagogical frameworks such as FMU, ECRIF, PDP, and PDREE provided clear guidance for lesson planning and implementation, allowing for coherent integration of grammar, speaking, listening, reading, and writing skills.

The FMU framework proved effective in grammar instruction, as it facilitated a deeper understanding of language structures by connecting form, meaning, and use. This approach helped learners move beyond memorization of rules and apply grammatical knowledge in meaningful communicative contexts. As a result, students were better able to identify and use transitive and intransitive verbs accurately in both spoken and written communication.

Similarly, the ECRIF model supported the development of speaking skills by offering a gradual progression from exposure to fluent use. Through carefully staged activities, students gained confidence and accuracy in oral production, particularly when using the present perfect tense to discuss personal experiences. The emphasis on interaction and fluency encouraged active participation and reduced anxiety during speaking tasks.

The implementation of the PDP framework in listening and reading lessons effectively supported comprehension by activating prior knowledge, guiding learners through focused tasks, and promoting reflection after exposure to input. This structure enabled students to identify main ideas, specific details, and implicit meanings, while also fostering critical thinking and personal engagement with the content.

Finally, the PDREE model guided students through the writing process in a structured and supportive manner. By emphasizing preparation, drafting, revising, editing, and extension, learners improved their ability to produce coherent and accurate written texts. Peer

feedback and revision activities further contributed to the development of writing skills and learner autonomy.

Overall, this project highlights the importance of learner-centered methodologies and structured instructional frameworks in TEFL. The experience also contributed significantly to the author's professional growth by reinforcing reflective practice, effective lesson planning, and the integration of communicative and form-focused instruction.

Recommendations

Based on the development and outcomes of this Curricular Integration Project, it is recommended that English language teachers incorporate structured pedagogical frameworks such as FMU, ECRIF, PDP, and PDREE into their daily teaching practice. These models provide clear guidance for lesson planning and help ensure a balanced integration of language skills, allowing students to develop both accuracy and fluency in meaningful contexts.

It is also advisable for teachers to allocate sufficient time for each stage of the lesson, particularly during practice and production phases, in order to promote active student participation. Careful time management and the use of clear, engaging instructions can enhance student involvement and maximize learning opportunities within the classroom.

Furthermore, the promotion of learner-centered strategies should remain a priority in English language instruction. Encouraging interaction, collaboration, and personalization of activities can increase student motivation and facilitate more meaningful language use. When learners are given opportunities to connect new language structures to their own experiences, their confidence and communicative competence tend to improve.

In addition, the consistent use of formative assessment techniques is strongly recommended. Observation, peer feedback, and concept-checking questions can help teachers monitor student progress and identify learning difficulties in a timely manner. These strategies allow for immediate instructional adjustments that better address learners' needs.

Finally, it is recommended that future projects and teaching practices explore the integration of technological tools and digital resources to support TEFL methodologies. The use of multimedia materials and interactive platforms may further enhance student engagement and contribute to the development of autonomous learning skills across different proficiency levels and educational contexts.

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