

**UNIVERSIDAD LAICA “ELOY ALFARO” DE MANABÍ**

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**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:**

“TEFL APPLICATION PROCESS

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**MANTA - ECUADOR**

**2025-2**

## CERTIFICADO DE PROPIEDAD INTELECTUAL

Título del Trabajo de Integración Curricular:

### Teaching English as a Foreign Language Application Process

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#### Abstract

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

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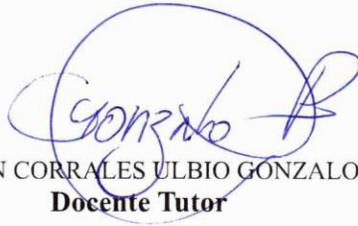
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# PERÍODO 2025-2

## Curricular Integration Model

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## **Resumen**

Este trabajo analiza la aplicación de diferentes metodologías de la enseñanza del inglés como lengua extranjera (TEFL), enfocadas en el desarrollo equilibrado de las cuatro habilidades del idioma: hablar, escuchar, leer y escribir. Se describen tres modelos principales utilizados en el aula. El modelo ECRIF (Encounter, Clarify, Remember, Internalize, Fluently Use) se emplea para fortalecer la producción oral y mejorar la comunicación. El modelo PDP (Pre, During, Post) se utiliza para trabajar la comprensión auditiva y la comprensión lectora mediante actividades organizadas por etapas. Por otro lado, el modelo PDREE (Preparation, Drafting, Revising, Editing, Extension) está orientado al desarrollo de las habilidades de escritura a través de un proceso guiado. Finalmente, se explica la manera en que estos modelos pueden integrarse de forma práctica en el aula para lograr un proceso de aprendizaje más efectivo.

### **Palabras claves:**

Lengua extranjera, TEFL, inglés, ECRIF, expresión oral, PDP, comprensión auditiva, comprensión lectora, PDREE, escritura, aprendizaje significativo, enseñanza centrada en el estudiante.

## **Abstract**

This paper examines the use of different Teaching English as a Foreign Language (TEFL) methodology aimed at the balanced development of the four main English language skills: speaking, listening, reading, and writing. Three instructional models are presented. The ECRIF model (Encounter, Clarify, Remember, Internalize, Fluently Use) is applied to improve speaking skills and support effective communication. The PDP model (Pre, During, Post) focuses on developing listening and reading comprehension through structured lesson stages. In addition, the PDREE model (Preparation, Drafting, Revising, Editing, Extension) is used to enhance writing skills through a guided writing process. Lastly, the paper highlights how these models can be effectively integrated into classroom practice to support meaningful learning.

### **Key words:**

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

## **Introduction**

This document brings the knowledge and experiences I have gained during my training as a future English teacher, including classes, teaching internships, and community teaching activities. These experiences have been very valuable, as they have helped shape my understanding of teaching and allowed me to see how language education can positively influence people's lives. Taking part in community projects has also given me the opportunity to work with different groups of people and develop important skills for my personal and professional growth.

Teaching English is highly important, as it is one of the most spoken languages in the world. As teachers, our role is to support students in developing the four main language skills: speaking, listening, reading, and writing, which are essential for effective communication.

For the development of speaking skills, the ECRIF model is used to encourage clear and meaningful communication. Through this approach, speaking lessons are planned with specific and realistic communication goals based on everyday situations. Teachers act as guides, helping students practice and improve their speaking abilities.

Listening and reading skills are developed through the PDP model, which offers a clear and organized way to teach these skills. This model helps improve comprehension and understanding by following different stages during the lesson. By using the PDP model, teachers can design engaging activities that respond to students' needs and help them become more confident listeners and readers.

Finally, writing skills are taught using the PDREE model, which focuses on planning, drafting, revising, and presenting written work. It helps students improve their writing skills by paying attention to structure, clarity, and the type of text they are asked to write.

# **MODULE 1**

## **THE LANGUAGE**

### **ANALYSIS**

**(FMU)**



# MODULE 1: FMU LANGUAGE ANALYSIS

## FMU Analysis of: First Conditional

- **FORM**

**Affirmative:** If + present simple, subject + will + base verb + complement.

- If we arrive late, she will be upset.

**We can also switch the order:**

- She will be upset if we arrive late. (No comma needed in this case.)

**Negative:** If + subject + don't/doesn't + base verb, subject + will + not + base verb + complement.

- If we don't arrive late, she won't be upset.

**Interrogative:** Will + subject + base verb + if + subject + base verb + complement + ?

- Will she be upset if we arrive late?  
+ Yes, she will. / Yes, she will be upset.
- No, she won't. / No, she won't be upset

- **MEANING**

The first conditional expresses a real and possible situation in the future.

It shows a cause-and-effect relationship:

If condition A happens, result B will follow.

- **USE**

We use the first conditional to:

- ✓ Talk about possible future events or decisions.
- ✓ Express warnings, promises, offers, or threats depending on the context.

## • ANTICIPATED DIFFICULTIES

- Using "will" in the if-clause

**Mistake:** If she will come, we will start the meeting.

**Correct:** If she comes, we will start the meeting.

- Misusing "will" in both clauses

**Mistake:** If it will rain, we will stay home.

**Correct:** If it rains, we will stay home.

- Not understanding that the condition must be realistic

Students may try to use impossible or very unlikely conditions. The first conditional is for **real and possible** future situations, not imaginary ones.

- Pronunciation and contractions

Students may struggle with contracted forms like:

We'll (will) - Won't (will not)

## • CONCEPT-CHECKING QUESTIONS

**Target Sentence:** If it rains, we will stay at home.

1. **Is it about the past, present, or future?**

→Future

2. **Can it really happen?**

→ Yes (It's possible that it will rain.)

3. **Do we already know it will rain?**

→ No (It's just a possibility.)

4. **What will happen if it rains?**

→ We will stay at home.

5. **If it doesn't rain, will we stay at home?**

→ No

• **TEACHING IDEAS**

- Look at the pictures and complete the sentences using the First Conditional. Use the correct form of the verbs in parentheses. (Annex 1)
- Put the words in the correct order to form a first conditional question. Then, ask the questions to a classmate! (Annex 2)

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ANNEXES:

- Annex 1

**IF + PRESENT SIMPLE, .....WILL/WON'T.....**



If she \_\_\_\_\_ (save) money,  
she \_\_\_\_\_ (buy) the boots.



If we \_\_\_\_\_ (run),  
We \_\_\_\_\_ (catch) the bus.



If you \_\_\_\_\_ (make) dinner,  
I \_\_\_\_\_ (wash) the dishes.



If we \_\_\_\_\_ (not hurry), we  
\_\_\_\_\_ (be) late.



If it \_\_\_\_\_ (rain), we  
\_\_\_\_\_ (not play) tennis.



If he \_\_\_\_\_ (study) hard,  
he \_\_\_\_\_ (pass) the exam.

- Annex 2

**Word Order – Questions in the First Conditional**

Put the words in the correct order to form a first conditional question. Then, ask the questions to a classmate!

- late / will / she / if / be / she / leaves / work? \_\_\_\_\_
- get / wet / it / if / will / rain / you? \_\_\_\_\_
- not / fail / study / they / if / the test / will? \_\_\_\_\_
- forget / he / his keys / what / if / will happen? \_\_\_\_\_
- go / we / if / beach / the / to / will / it's sunny? \_\_\_\_\_

## **Journal 1: FMU Language Analysis**

Form, Meaning, and Use (FMU) is a fundamental concept in linguistics that explores the intricate relationship between the structure of language (form), its intended communication or significance (meaning), and its practical application in real-world contexts (use). This framework serves as a cornerstone in understanding how language functions across various levels, from phonetics and morphology to syntax, semantics, and pragmatics. It reveals how linguistic forms carry specific meanings and how those meanings are shaped by and applied within real-world social and cultural settings.

I find FMU analysis particularly interesting for several reasons. Firstly, it facilitates the teaching of grammar in a structured and meaningful way. Although some educators may not always prioritize this framework, its application proves highly beneficial, as it allows students to understand both the rules of grammar and the reasons behind their usage. Moreover, FMU is adaptable across different proficiency levels, making it a versatile tool in the language classroom. While various teaching models exist, I consider FMU one of the most effective and reliable.

FMU was introduced by Moon (2008) through a British Council initiative aimed at improving English language teaching in elementary schools across Asia. It emphasizes that teaching grammar should not focus solely on isolated forms, but rather on how these forms function within meaningful and authentic contexts. This approach aligns with the views of Celce-Murcia and Larsen Freeman (1999), who argue that grammar involves more than just forms; it includes morphosyntax, semantics, and pragmatics.

Halliday (1978) also contributes significantly to this discussion of language as a social system. According to Halliday, meaning is constructed through the interaction between language and its social context, and grammar is seen as a resource for making meaning. This view supports the FMU framework by emphasizing that language choices are influenced by context and function.

Furthermore, Thornbury (1999) argues that grammar instruction should focus not only on form but also on the interaction between form and communicative purpose. He stresses the importance of activities that help learners notice grammatical structures in use, promoting a deeper understanding of both meaning and pragmatic function. This approach aligns closely with the principles of FMU.

My pre-service teaching experience has shown me the importance of deep content knowledge in lesson planning. A lack of clarity and preparation can lead to ineffective instruction and student disengagement. Understanding FMU not only enhances lesson quality but also allows educators to address learners' needs more precisely. It enables teachers to implement innovative methods that foster student engagement and language development.

In practice, FMU allows students to analyze sample sentences, identify grammatical patterns, and apply their understanding in various contexts such as informal conversations, academic tasks, or everyday situations. This method not only enhances grammatical accuracy but also promotes meaningful language use, helping learners communicate more effectively and confidently in real-life scenarios.

The importance of FMU analysis lies in its ability to provide a comprehensive understanding of how language operates in real communication. By examining the form (grammatical structure), meaning (semantic content), and use (pragmatic function in context), FMU helps both learners and educators grasp how language is constructed and how it functions in diverse communicative situations. This makes it a valuable tool in communicative and context-based teaching environments.

To conclude, Form, Meaning, and Use (FMU) represent a fundamental framework in linguistics, delving into the interaction between language structure, communication intent, and practical application. This topic enriches our understanding of language's complexities, offering valuable insights into grammar teaching and contextual usage across diverse levels and settings.

FMU analysis, guided by scholars such as Moon, Conrad, Celce Murcia & Larsen Freeman, provides educators with a practical and reliable approach for language teaching. By connecting theory with practice, FMU supports the creation of engaging and effective learning experiences that address students' diverse linguistic needs.

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**MODULE 2**

**SPEAKING**

**LESSON PLAN**



## **MODULE 2: ECRIF**

### **Speaking Lesson Plan**

**Level:** B1

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

1. Reduce Teacher Talking Time.
2. Give clear and precise instructions.

**What are your Student Learning Objectives for the lesson?**

By the end of the lesson, SWBAT USE ‘first conditional’ **TO** answer questions **IN** a conversation between friends discussing future plans.

**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 complete sentences using the 1<sup>st</sup> conditional in a precise and grammatically correct way.
- When students elaborate conversations about real or possible future situations using the 1<sup>st</sup> conditional correctly and naturally.

**Preliminary Considerations:**

- a. What vocabulary/grammar/information/skills do your students already know in relation to today’s lesson?**
  - The students know modal verbs.
  - The students recognize the auxiliary “will”.
  - The students have mastered the structure of the simple present tense.
- b. What aspects of the lesson do you anticipate your students might find challenging/difficult?**
  - Negative and question forms: Difficulty forming questions or negative sentences.
  - Pronunciation and listening: Struggling with contractions like "I'll" or "she'll", especially in fast speech.
- c. How will you avoid and/or address these problem areas in your lesson?**
  - To address difficulties with negative and question forms, I will provide clear examples on the board and model both structures in context.
  - To support pronunciation and listening, especially with contractions like "I'll" or "she'll", I will include a short pronunciation drill using choral and individual repetition.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
3 Minutes	Encounter & Clarify	<ul style="list-style-type: none"> <li>➤ Play a short video clip showing people making future plans. <a href="https://www.youtube.com/watch?v=aOxG5s3kUCo">https://www.youtube.com/watch?v=aOxG5s3kUCo</a> (Annex 1).</li> <li>➤ Ask CCQs: <ul style="list-style-type: none"> <li>• Are the monsters really planning these actions?</li> <li>• What will happen if their plans come true?</li> </ul> </li> <li>➤ Provide opportunities for students to ask clarifying questions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Listen attentively and observe how the first conditional is used.</li> <li>➤ Answer CCQs and clarify doubts.</li> </ul>	T – S V A	Projector Laptop Whiteboard Markers
4 Minutes		<ul style="list-style-type: none"> <li>➤ Hand out a worksheet with a fill-in-the-blank activity related to the first conditional (Annex 2).</li> <li>➤ Ask the students to complete the activity by forming correct first conditional sentences.</li> <li>➤ Monitor and assist as needed.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Complete the activity by forming the first conditional sentences correctly.</li> <li>➤ Work individually or ask for help if needed.</li> </ul>	T – S V K	Worksheets Pen or pencil
7 Minutes	Remember	<ul style="list-style-type: none"> <li>➤ Ask students to choose 4–5 sentences from the worksheet.</li> <li>➤ Tell them to connect those sentences into a short individual script/mini story using the First Conditional.</li> <li>➤ Provide a model first. (Annex 3).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Choose 4–5 sentences from the worksheet.</li> <li>➤ Connect those sentences into a short individual script/mini story using the First Conditional.</li> <li>➤ Use the teacher’s model as a reference.</li> </ul>	T – S V A K	Paper Pen
10 Minutes	Internalize	<ul style="list-style-type: none"> <li>➤ Pair students up.</li> <li>➤ Give each pair a scenario card (planning a picnic, going to the cinema, etc.) to elaborate a scrip for a conversation using the first conditional. (Annex 4).</li> <li>➤ Ask some pairs to perform in front of the class.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Work in pairs.</li> <li>➤ Elaborate in pairs a scrip using the first conditional.</li> <li>➤ Perform if selected.</li> </ul>	S - S V A K	Scenario cards Paper Pen/pencil
21 Minutes	Fluency				

## ANNEXES:

- Annex 1 <https://www.youtube.com/watch?v=aOxG5s3kUCo>
- Annex 2

### The First Conditional

(if + simple present + will + verb)

(will + verb + if + simple present)

We use *first conditional* when talking about **possible future events**. The if clause is in the **simple present** and the main clause is in the **simple future**.

- If he **catches** a fish, he **will be** happy. Or:
- He **will be** happy if he **catches** a fish.

Exercises: - Be sure to use the contracted form of the verb i.e. 'don't' rather than 'do not', 'won't' rather than 'will not' etc

1. If it , (rain) then we  (stay) at home.
2. If I  (see) Jim, I  (ask) him to phone you.
3. If I  (have) enough money, I  (go) to New York.
4. If he  (be) late, we  (go) without him.
5. If I  (be) not too tired, I  (go) to the cinema.
6. I  (be) very surprised if he  (come).
7. If I  (not/ go) to bed now, I  (be) tired tomorrow.
8. They  (go) to the party if they  (be) invited.
9. We  (be) late if we  (not hurry)
10. If we  (eat) all this cake, we  (be) sick.
11. He  (not/get) a better job if he  (not/pass) his exam.

- **Annex 3**

## **Teacher Model Example (B1 Level)**

### **My Conditional Story:**

If it rains tomorrow, I will stay at home; however, I will not waste my time. Instead, I will finish my homework and then, if I have enough free time, I will watch a new movie on Netflix. Moreover, if my best friend calls me, I will invite him to join online, so we can watch the movie together. Finally, if we enjoy it, we will talk about it at school the next day.

- **Annex 4**

### **Planning a Picnic**

You and your friend want to plan a picnic for the weekend.

### **Going to the Cinema**

You and your friend want to see a movie. Decide which movie, time, and who buys the snacks.

### **Organizing a Surprise Party**

You're planning a surprise party for a friend.

### **Studying for an Exam**

You have an exam next week. Talk with your partner about how to prepare

### **Going Shopping for Clothes**

You are planning on buying clothes for a party. Discuss where to go and what to get

### **Taking a Trip Together**

You want to travel to another city with your partner. Decide where to go, how to get

## **Journal 2: ECRIF**

ECRIF, an acronym for Encounter, Clarify, Remember, Internalize, and Fluently use, is a valuable instructional framework in language teaching that describes the stages learners typically go through as they develop language proficiency. Developed by Josh Kurzweil and Mary Scholl, ECRIF offers teachers a practical way to design lessons that support language acquisition step-by-step, emphasizing not just knowledge but also practice and integration. This approach highlights how learners encounter new language, work through understanding it, retain it, and eventually use it with increasing confidence and fluency in meaningful contexts.

I find the ECRIF framework especially enriching because of its clear structure that helps guide lesson planning. It aligns with how learners naturally process and acquire language, making it highly effective in supporting gradual and sustainable learning. While other teaching models often emphasize input or practice alone, ECRIF combines both cognitive and communicative dimensions, making it both learner-centered and functionally oriented. In my opinion, this holistic nature makes it one of the most practical and learner-friendly tools available to language educators.

Kurzweil and Scholl (2007) introduced ECRIF as a response to the need for a dynamic lesson framework that accounts for the real-time development of learner understanding. Rather than using a fixed linear model, ECRIF is recursive, allowing students to move back and forth between stages as necessary. This flexibility is especially important in communicative language classrooms, where learners build understanding through exploration, clarification, and practice. According to them, each stage supports cognitive processes that help learners not only know the language but also use it with confidence and independence.

The “Encounter” phase allows students to be exposed to language in context, through reading, listening, or interaction, without explicitly focusing on rules. This stage helps learners notice language forms in use. The “Clarify” stage, then, allows teachers to guide learners in understanding form, meaning, and use (FMU), making ECRIF compatible with other frameworks like FMU. The “Remember” phase involves memory techniques and repetition that help internalize the language, which is then reinforced through the “Internalize” phase via contextualized practice. Finally, in the “Fluently use” stage, learners demonstrate their ability to use the language in real-life, communicative situations, focusing more on meaning than on form.

ECRIF is supported by the work of other scholars in second language acquisition. For example, Nation (2007) highlights the importance of balancing meaning-focused input, language-focused learning, fluency, and output—an idea that parallels the progression in ECRIF. Moreover, Brown (2001) underscores the importance of internalization and fluency, arguing that “automatization” of language comes through repeated exposure and meaningful use. These perspectives validate the underlying principles of ECRIF.

In my pre-service teaching experience, I have found that lesson plans structured around ECRIF tend to be more coherent and effective. When I designed a lesson using this framework, I noticed that students engaged more actively, especially during the Internalize and Fluency stages, where they practiced language through games, role-plays, and problem-solving tasks. ECRIF also encouraged me to reflect more deeply on how each part of the lesson contributes to learner development. Rather than viewing practice activities as isolated, I began to see how each one could support deeper internalization and fluency.

The value of the ECRIF framework lies in its attention to the learning process. It provides

a roadmap for how language is acquired and encourages teachers to support each stage consciously. This makes teaching more targeted and responsive to learners' needs. ECRIF promotes not just knowledge acquisition but also real communicative competence, which is the goal in language learning.

To conclude, the ECRIF framework offers a comprehensive, flexible, and practical approach to language instruction. By organizing lessons around stages of learning progression—from encountering new language to using it fluently—teachers can create meaningful and effective learning experiences. This model, developed by Kurzweil and Scholl and supported by broader theories of language acquisition, empowers educators to guide students through the language learning journey with clarity and intention. Its adaptability and focus on communication make it an essential tool in the modern language classroom.

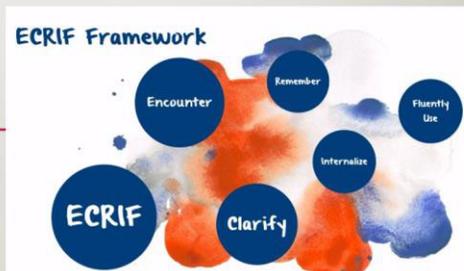
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## Demonstrative Lesson

### ECRIF CLASS

Jordan Quijije  
Ninth Semester



### LANGUAGE ANALYSIS

#### FIRST CONDITONAL



*By the end of the lesson, SWBAT USE 'first conditional' TO answer questions IN a conversation between friends discussing future plans.*

#### PEOPLE MAKING FUTURE PLANS.

- Listen attentively and observe how the first conditional is used.



## Concept Checking Questions

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- Are the monsters really planning these actions?
- What will happen if their plans come true?

## REMEMBER STAGE

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- COMPLETE THE ACTIVITY BY FORMING CORRECT FIRST CONDITIONAL SENTENCES.

### The First Conditional

(if + simple present + will + verb)  
(will + verb + if + simple present)

We use first conditional when talking about possible future events. The if clause is in the simple present and the main clause is in the simple future.

- If he catches a fish, he will be happy. Or:
- He will be happy if he catches a fish.

Exercises: - Be sure to use the contracted form of the verb i.e. 'don't' rather than 'do not', 'won't' rather than 'will not' etc

1. If it , (rain) then we  (stay) at home.
2. If I  (see) Jim, I  (ask) him to phone you.
3. If I  (have) enough money, I  (go) to New York.
4. If he  (be) late, we  (go) without him.
5. If I  (be) not too tired, I  (go) to the cinema.
6. I  (be) very surprised if he  (come).
7. If I  (not/ go) to bed now, I  (be) tired tomorrow.
8. They  (go) to the party if they  (be) invited.
9. We  (be) late if we  (not hurry)
10. If we  (eat) all this cake, we  (be) sick.
11. He  (not/get) a better job if he  (not/pass) his exam.

## INTERNALIZE STAGE

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### Teacher Model Example (B1 Level)

#### My Conditional Story:

If it rains tomorrow, I will stay at home; however, I will not waste my time. Instead, I will finish my homework and then, if I have enough free time, I will watch a new movie on Netflix. Moreover, if my best friend calls me, I will invite him to join online, so we can watch the movie together. Finally, if we enjoy it, we will talk about it at school the next day.

- Choose 4–5 sentences from the worksheet.
- Connect those sentences into a short individual script/mini story using the First Conditional.
- Use the teacher's model as a reference.

## FLUENCY STAGE

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### Planning a Picnic

You and your friend want to plan a picnic for the weekend.

### Going to the Cinema

You and your friend want to see a movie. Decide which movie, time, and who buys the snacks.

### Organizing a Surprise Party

You're planning a surprise party for a friend.

### Studying for an Exam

You have an exam next week. Talk with your partner about how to prepare.

### Going Shopping for Clothes

You are planning on buying clothes for a party. Discuss where to go and what to get.

### Taking a Trip Together

You want to travel to another city with your partner. Decide where to go, how to get

- Work in pairs.
- Elaborate in pairs a script using the first conditional.
- Perform if selected.

# **MODULE 3**

## **LISTENING**

### **LESSON PLAN**



## MODULE 3: LISTENING

### Listening Lesson Plan

**Level:** B1+

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

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

**What are your Student Learning Objectives for the lesson?**

By the end of the lesson, SWBAT demonstrate their understanding of the audio text “*Cultivating Healthy Habits*” BY selecting the correct answers in a multiple-choice activity based on the video recording AND THEN they will write a short paragraph describing their own healthy habits and one new habit they would like to adopt, providing reasons for their choices.

**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 correctly identify and explain key healthy habits and their importance through multiple-choice activity.
- When students write a short paragraph describing their own healthy habits and one new habit they would like to adopt.

**Preliminary Considerations:**

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

- Use of the Present Simple to describe daily routines and actions.
- Vocabulary related to food, exercise, and rest.
- Use of adverbs of frequency to talk about how often they perform certain activities.

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

- Understanding specific details in the audio due to accent, speed, or unknown words

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

- Play the video multiple times when needed.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 Minutes	Pre-Stage	<ul style="list-style-type: none"> <li>➤ Show images related to healthy habits (exercising, eating vegetables, sleeping well, etc). (Annex 1)</li> <li>➤ Ask: <ul style="list-style-type: none"> <li>• What do you do to stay healthy?</li> <li>• How often do you exercise?</li> <li>• Do you eat fruit every day?</li> <li>• Why is work-life balance important for overall well-being?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ See the pictures.</li> <li>➤ Answer the questions.</li> </ul>	T - S  V	Laptop Projector Pictures
6 Minutes	Early During Stage	<ul style="list-style-type: none"> <li>➤ Play the video recording to get the main idea of the topic. (Annex 2)</li> <li>➤ Ask the following questions from the audio: <b>CCQs:</b> <ul style="list-style-type: none"> <li>• How many people are interviewed?</li> <li>• What healthy habits are mentioned?</li> <li>• Why are they important?</li> <li>• What does it mean to engage in leisure activities without feeling guilty?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Listen to the video recording.</li> <li>➤ Answer the questions from the video.</li> </ul>	T - S  A	<a href="#">Video Recording</a>
8 Minutes	Later During Stage	<ul style="list-style-type: none"> <li>➤ Play the video recording again to solve the multiple-choice worksheet. (Annex 3)</li> <li>➤ Ask to solve the multiple-choice worksheet</li> <li>➤ Play the video again if needed.</li> <li>➤ Check the correct answers with the class.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Listen to the video recording.</li> <li>➤ Solve the multiple-choice worksheet.</li> <li>➤ Listen again if needed.</li> <li>➤ Check their answers.</li> </ul>	S - S  A V	<a href="#">Video Recording</a> Multiple-choice sheets Pen or pencil
15 Minutes	Final During Stage	<ul style="list-style-type: none"> <li>➤ Ask students to write a summary about the main ideas from the video they listened to.</li> <li>➤ Explain that their summary should have a clear structure: <ul style="list-style-type: none"> <li>• <b>Introduction:</b> general idea of the video.</li> <li>• <b>Body:</b> two or three main healthy habits mentioned.</li> <li>• <b>Conclusion:</b> personal opinion or reflection about the importance of those habits.</li> </ul> </li> <li>➤ Write the outline on the board as a visual guide.</li> <li>➤ Monitor their writing and provide feedback if necessary.</li> <li>➤ Once everyone finishes, ask students to read their summaries in small groups and choose the one they consider the best, explaining the reasons for their choice.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Write a summary following the structure: introduction, body, and conclusion.</li> <li>➤ Use connectors such as <i>first, also, finally</i>, etc.</li> <li>➤ Students will receive feedback on their writing and make improvements if necessary.</li> <li>➤ Students will read their summaries in small groups and choose the one they consider the best, explaining the reasons for their choice.</li> </ul>	T – S  V K T	Notebook Pen or pencil
11 Minutes	Post Stage	<ul style="list-style-type: none"> <li>➤ Set the students in pairs.</li> <li>➤ Ask them to discuss and agree on their ideas to write a paragraph about their own healthy habits and a new one they would like to adopt.</li> <li>➤ Show the paragraph example (Annex 4)</li> <li>➤ Encourage them to include reasons why those habits are important.</li> <li>➤ Choose randomly some pairs to read their paragraphs aloud and share their ideas with the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Form pairs.</li> <li>➤ Discuss and agree on their ideas to write a paragraph about their own healthy habits and a new one they want to adopt.</li> <li>➤ Pay attention to the example provided.</li> <li>➤ Include reasons for their choices.</li> <li>➤ Read their paragraphs aloud if selected.</li> </ul>	S – S  V A K T	Paper Pen or pencil

## ANNEXES

- **Annex 1**



- **Annex 2** <https://www.esl-lab.com/interviews/a-online-health-information/>

- **Annex 3**

**Activity: In the following questions, listen and read the interview one more time to answer the questions correctly.**

What is one strategy Aubrey suggests for combating the negative effects of a sedentary job?
Taking long naps during breaks.
Ordering food delivery to the office.
Ignoring the need for physical activity.
Going for walks to the drinking fountain.
According to Aubrey, why is it important to establish a work-life balance?
To maximize work productivity at all costs.
To constantly feel guilty about relaxing.
To prevent burnout and exhaustion.
To avoid any form of leisure activities.
What is the primary message Aubrey conveys about engaging in leisure activities guilt-free?
It's crucial to always prioritize work over leisure.
Leisure activities should only be pursued on weekends.
Guilt is an inevitable emotion when taking breaks.
Allocating time for relaxation is essential and valid.
Based on Aubrey's interview, what does she imply about individuals who don't have access to healthy food options?
They have no choice but to rely on food delivery services.
They can easily find healthier alternatives in their local stores.
It's crucial to always prioritize work over leisure.
They can learn to cook with the available resources they have.
From Aubrey's statements, what can be inferred about her perspective on the relationship between mental breaks and productivity?
Mental breaks are essential for maintaining optimal productivity.
Mental breaks are unnecessary and hinder productivity.
Mental breaks should be avoided to prevent feelings of guilt.
Mental breaks should only be taken during designated break times.

- **Annex 4**

We believe that one of our healthiest habits is drinking enough water every day, because it helps us stay focused and energized during classes. Another habit we want to adopt is doing at least 20 minutes of exercise after school. We chose this because we often feel tired, and exercising regularly could improve our mood and help us feel more active throughout the day.

### **Journal 3: PDP (Listening)**

The PDP framework—Pre-, During-, and Post-listening—is a practical and effective way to teach one of the core language skills: listening. What I appreciate about this model is how it guides teachers and students through each phase of the listening process with clear objectives and meaningful activities. It turns what can often feel like a passive skill into something dynamic, purposeful, and engaging.

I found it exciting to dive into this framework because I've seen how listening activities can sometimes feel overwhelming or even discouraging for students, especially when they can't follow the audio or feel disconnected from the topic. Exploring the PDP model helped me realize how much of a difference we, as teachers, can make by preparing students properly and giving them the right tools at each step.

What I like most about PDP is its balance between structure and flexibility. It helps us stay focused and lets us be creative with the materials and activities we design. More importantly, it encourages us to pay attention to what students struggle with, so we can support them more effectively.

Kumar (2021) also reminds us that listening is more than just hearing words. It involves decoding sounds, intonation, pitch, and stress—all of which require concentration and memory. That's why having a clear structure like PDP is so helpful; it supports learners cognitively and gives them a roadmap to follow.

According to Acevedo (2018), the pre-listening stage is the perfect moment to activate students' prior knowledge and stimulate their curiosity without revealing the topic explicitly. This stage sets the tone for engagement and prepares learners for what they are about to hear. The during-listening phase focuses on guiding comprehension through connected tasks. The post-listening

activities help students reflect, relate the content to their own experiences, and develop critical thinking.

Movva (2022) reinforces this idea, saying that the three stages of PDP help learners progress gradually in their listening skills. Similarly, Gilakjani (2011) points out how discussions before and after listening don't just support comprehension—they also help students become more aware of their learning strategies, which is key for long-term improvement.

In my own teaching experience, in one of my classes, I used a British radio podcast to expose students to real accents, but many struggled to understand due to the accent and unfamiliar expressions. I ended up using short segments, visual aids, and comprehension checks. This experience showed me the importance of how a framework like PDP could have made the lesson more accessible.

Designing PDP-based lessons also means adapting to students' needs and levels. For example, in the pre-listening stage, using pictures or simple brainstorming can build curiosity. While listening, tasks like matching or ordering events help make sense of what they hear. And in the post-listening phase, creative tasks—like rewriting the ending of a story—can make the learning more personal and reflective.

To sum up, the PDP framework is a strong, learner-centered approach to teaching listening. It doesn't just support comprehension—it makes listening more engaging and thoughtful. While it's not a one-size-fits-all solution, especially in inclusive classrooms, it gives us a solid foundation for creating listening lessons that are both meaningful and effective.

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Acevedo, R. et al. (2018). *Listening Comprehension Stages in EFL Lessons*.

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## Demonstrative Lesson

# PDP Listening Class

## Cultivating Healthy Habits

Jordan Quijje Mendoza  
9th semester

### Pre-Stage

What do you do to stay healthy?

How often do you exercise?

Do you eat fruit every day?

Why is work-life balance important for overall well-being?



### Early During Stage

🎵 Listen to the video recording.

📄 Answer the questions from the video.



How many people are interviewed?

What healthy habits are mentioned?

Why are they important?

What does it mean to engage in leisure activities without feeling guilty?

### Later During Stage

- Listen to the video recording.
- Solve the multiple-choice worksheet.
- Listen again if needed
- Check the answers

What is one strategy Aubrey suggests for combating the negative effects of a sedentary job?

- Taking long naps during breaks.
- Ordering food delivery to the office.
- Ignoring the need for physical activity.
- Going for walks to the drinking fountain.

According to Aubrey, why is it important to establish a work-life balance?

- To maximize work productivity at all costs.
- To constantly feel guilty about relaxing.
- To prevent burnout and exhaustion.
- To avoid any form of leisure activities.

Note: Read the rest of the questions are on the sheet.



### Final During Stage

Write a summary based on the video content. Share the summary with the class in case of being selected. (8 minutes)

*Use connectors such as first, also, finally, etc.*

- **Introduction:** general idea of the video.
- **Body:** two or three main healthy habits mentioned.
- **Conclusion:** personal opinion or reflection about the importance of those habits.



### Final During Stage (4 minutes)

- Read the summaries in small groups and choose the one they consider the best.
- Explaining the reasons for your choice.



Post Stage

### Final activity – Writing in pairs!

1. Form pairs.
2. Discuss your ideas and reach an agreement on what to include in your paragraph about your own healthy habits and a new one you want to adopt.
3. Then write it together and include reasons for your choices. ( 8 minutes)
4. Read their paragraph aloud if selected.



Post Stage

### Final activity – Writing in pairs!

Your own healthy habits and a new one you want to adopt:

We believe that one of our healthiest habits is drinking enough water every day, because it helps us stay focused and energized during classes. Another habit we want to adopt is doing at least 20 minutes of exercise after school. We chose this because we often feel tired, and exercising regularly could improve our mood and help us feel more active throughout the day.

( 8 minutes)

# **MODULE 4**

## **READING**

### **LESSON PLAN**



## **MODULE 4: READING**

### **Reading Lesson Plan**

**Level:** B1

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

1. Organizing activities.
2. Increasing the number of tasks for pair or group work.

**What are your Student Learning Objectives for the lesson?**

By the end of the lesson, SWBAT show comprehension of the text “The Benefits and Disadvantages of Social Media” BY interpreting the text to write the missing conclusion AND THEN creating a personal recommendation card suggesting how to use social media responsibly, including one benefit and one disadvantage.

**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 interpret the text to write the missing conclusion.
- When students create a personal recommendation card suggesting how to use social media responsibly, including one benefit and one disadvantage.

**Preliminary Considerations:**

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

- Expressing opinions (e.g., I think, In my opinion, From my point of view)
- Present simple for general facts and habits
- Basic technology/social media vocabulary (e.g., post, like, share, comment, platform, app)

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

- Interpret the text in order to write the missing conclusion.
- Express the conclusion in their own words.
- Giving a personal recommendation with clear reasons due to limited vocabulary.

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

- Providing a simple model of a conclusion on the board to guide structure.

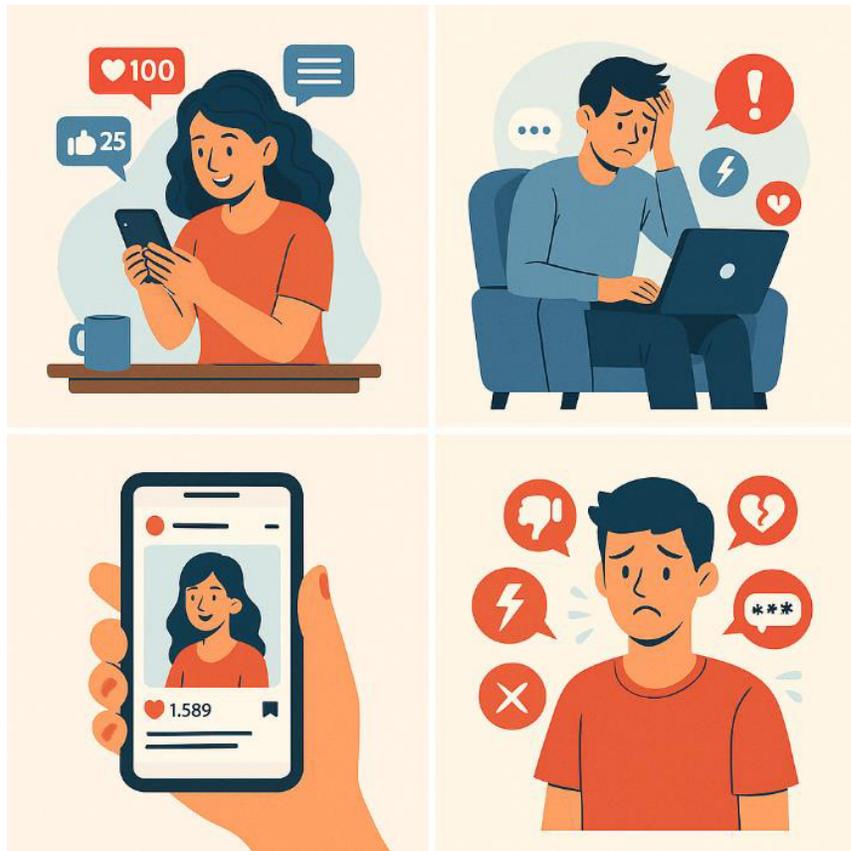
Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		The teacher will...	Students will...		
4 Minutes	Pre-Stage	<ul style="list-style-type: none"> <li>➤ Show images representing social media, including both positive and negative examples. (ANNEX 1)</li> <li>➤ Ask: <ul style="list-style-type: none"> <li>• What do you see?</li> <li>• What are the differences between each image?</li> <li>• Is it helpful or harmful?</li> <li>• What vocabulary do you expect in today's reading?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Observe and describe the images.</li> <li>➤ Answer the questions.</li> </ul>	T-S V	PPT Laptop
4 Minutes	Early During-Stage	<ul style="list-style-type: none"> <li>➤ Show the introduction of the text "<i>The Benefits and Disadvantages of Social Media</i>" and ask the students to read the introduction to guess the context of the full text. (ANNEX2)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read the introduction of the text to guess about the content of the full text.</li> </ul>	T-S V	PPT Laptop
9 Minutes	Later During-Stage	<ul style="list-style-type: none"> <li>➤ Hand out the text with a multiple-choice worksheet. (ANNEX 3)</li> <li>➤ Ask students to read and apply scanning to answer multiple-choice questions in the worksheet.</li> <li>➤ Monitor and support if needed.</li> <li>➤ Check the students' answers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read the text and apply scanning to answer multiple-choice questions.</li> <li>➤ Request support if needed.</li> <li>➤ Check answers with teacher feedback.</li> </ul>	T-S VA	Pencil or pen Worksheets

16 Minutes	Final During-Stage	<ul style="list-style-type: none"> <li>➤ Ask students to read the text to write the conclusion that is missing.</li> <li>➤ Guide the students with questions such as: <ul style="list-style-type: none"> <li>• What message should the author give at the end?</li> <li>• How can the text finish in a coherent and meaningful way?</li> <li>• What reflection could summarize the main ideas?</li> </ul> </li> <li>➤ Ask students to form groups of 5 to share and compare the conclusions they individually wrote.</li> <li>➤ Guide groups to discuss and agree on one conclusion that they believe is the clearest, most coherent, and best supported by the text.</li> <li>➤ Invite each group to select a student to read their chosen conclusion aloud to the class.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read the text to write the conclusion that is missing.</li> <li>➤ Work collaboratively in groups of 5 to share and compare their individual written conclusions with their group members.</li> <li>➤ Decide together which conclusion they believe is the clearest, most coherent, and best supported by the text.</li> <li>➤ Present the final chosen conclusion to the whole class.</li> </ul>	T-S V A K	Pencil or pen Worksheets
12 Minutes	Post-Stage	<ul style="list-style-type: none"> <li>➤ Ask students to create a short Recommendation Card about how to use social media in a healthy and responsible way.</li> <li>➤ Show an example: (ANNEX 4) “Social media is useful to stay connected with friends, but it can be distracting. I recommend using it for a short time each day to stay balanced.”</li> <li>➤ Invite some students to share their recommendation cards with the class.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Think about one benefit and one disadvantage of social media.</li> <li>➤ Write their own personal recommendation on how to use social media in a responsible way.</li> <li>➤ Share the Recommendation Cards with the class.</li> </ul>	T-S V A K	Recommend ation Cards Pen

## ANNEXES

- **Annex 1**

*“The Benefits and Disadvantages of social media*



- **Annex 2**

In today's world, most people use social media every day. Platforms like Instagram, TikTok, Facebook, and X (formerly Twitter) help people stay in touch with friends, share moments, and learn new things.

- **Annex 3**

**The Benefits and Disadvantages of Social Media**

In today's world, most people use social media every day. Platforms like Instagram, TikTok, Facebook, and X (formerly Twitter) help people stay in touch with friends, share moments, and learn new things.

**One benefit** of social media is **communication**. People can easily message family or friends, even if they live in different countries. Social media is also useful for **learning**: many students watch short videos to understand math, science, or English grammar.

Another advantage is **entertainment**. You can watch funny videos, follow celebrities, or play games. Some people even build careers as influencers and earn money from their content.

However, there are **drawbacks**. Social media can cause **addiction**. Many users spend hours scrolling, forgetting to study or sleep. It can also lead to **low self-esteem**, especially when people compare their lives to perfect photos online.

Lastly, **cyberbullying** is a serious issue. Some users receive hateful comments, and this affects their mental health.

**1) What is one reason people like social media?**

- a) To disconnect from others
- b) To watch TV shows
- c) To communicate with friends
- d) To go shopping

**2) What is the benefit of social media mentioned in the text?**

- a) It helps you forget your problems
- b) It helps you learn new things
- c) It helps you ignore others
- d) It makes you angry

**3) What is the danger of using social media too much?**

- a) Gaining more friends
- b) Becoming popular
- c) Developing addiction
- d) Learning faster

**4) What problem affects mental health, according to the text?**

- a) Learning science
- b) Cyberbullying
- c) Playing games
- d) Studying at night

**5) What is the conclusion of the article?**

- a) Social media is bad
- b) Social media must be banned
- c) Social media is good for children only
- d) Social media should be used responsibly

- Annex 4

**Recommendation Card**

Social media is useful to stay connected with friends, but it can be distracting. I recommend using it for a short time each day to stay balanced.

**Recommendation Card**

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## **Journal 4: PDP (Reading)**

The PDP framework Pre, During, and Post reading is a model in EFL classrooms that gives students a clearer way to approach reading. Instead of just handing out a text and hoping for the best, this method helps turn reading into something more active and engaging. Each stage has its purpose: getting students ready for the topic, helping them make sense of what they're reading, and finally encouraging them to reflect on and share their own ideas. It's not just about reading the words; it's about really understanding what's going on in the text.

I got really interested in this framework because I've seen many students freeze up when they're faced with long or complicated texts. Some rush through without getting the meaning, and others get stuck trying to figure out every single word. The great thing about PDP is that it helps break the reading down into manageable parts. As teachers, we can guide students to think about the topic beforehand, stay focused while reading, and then use what they read in a meaningful way.

Renandya & Jacobs (2002) point out that pre-reading activities—like brainstorming, checking out the title or pictures, or answering a few warm-up questions—get students ready and curious. Grellet (1981) says that during-reading tasks should have different goals: finding specific info, getting the general idea, or going into detail. And Wallace (1992) reminds us that after reading, it's important to let students reflect and connect what they read to their own lives.

I remember doing a lesson with an article about technology in education. Instead of jumping straight into reading, I had students chat in pairs about how they use tech in class. It was a simple pre-reading step, but it made them way more curious and focused. During the reading, I gave them some guiding questions. Afterward, we had a great discussion comparing the article

with their real-life experiences. That lesson was much better than others I'd done without a clear structure.

One of the best things about PDP is how flexible it is. Pre-reading activities can be things like quick vocabulary games, simple discussions, or creating mind maps. During-reading tasks can involve matching exercises, short answers, or even drawing parts of the story. And for post-reading, students might write a reply, debate an idea, or act out a scene. You can really adjust it depending on the topic and the class.

Reading has its own unique challenges. Unlike listening, there are no voices or tones to help students understand just the words on the page. That's why having a solid plan like PDP can make a huge difference. It helps students go step by step, from being confused to actually getting the message.

In conclusion, the PDP model is a great tool for turning reading into a meaningful experience. It gives structure to lessons, keeps students involved, and helps them connect with what they read. Whether you're working with short texts or longer articles, PDP can make reading more engaging and effective for students and teachers.

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- Renandya, W. A., & Jacobs, G. M. (2002). *Extensive Reading: Why? and How?.* SEAMEO Regional Language Centre.
- Wallace, C. (1992). *Reading*. Oxford University Press.

## Demonstrative Lesson

### PDP Reading



English class: B1  
Jordan Quijije Mendoza

#### Pre-stage

### Look at the pictures

Answer the questions:

- What do you see?
- What are the differences between each image?
- Is it helpful or harmful?
- What vocabulary do you expect in today's reading?



#### Early during Stage

- • Read the introduction of the text to guess about the content of the full text.



In today's world, most people use social media every day. Platforms like Instagram, TikTok, Facebook, and X (formerly Twitter) help people stay in touch with friends, share moments, and learn new things.

Later during

- Read the text and apply scanning to answer multiple-choice questions.
- Check answers

#### The Benefits and Disadvantages of Social Media

In today's world, most people use social media every day. Platforms like Instagram, TikTok, Facebook, and X (formerly Twitter) help people stay in touch with friends, share moments, and learn new things.

**One benefit** of social media is **communication**. People can easily message family or friends, even if they live in different countries. Social media is also useful for **learning**: many students watch short videos to understand math, science, or English grammar.

Note: Read the rest of the text on the sheet.

Later during

## TIME TO WORK ON THE WORKSHEET

( 6 minutes )



Final during Stage

- Read the text to write the conclusion that is missing. (9 minutes)

#### Guide questions

- What message should the author give at the end?
- How can the text finish in a coherent and meaningful way?
- What reflection could summarize the main ideas?



Final during Stage

- Work in groups of 5 to share and compare their individual written conclusions with their group members.
- Decide together which conclusion they believe is the clearest, most coherent, and best supported by the text.



(4 minutes)

Final during Stage

- Present the final chosen conclusion to the whole class.



Post-Stage

- Think about one benefit and one disadvantage of social media.
- Write their own personal recommendation on how to use social media in a responsible way.

(8 Minutes)

Example:

**Recommendation Card**

Social media is useful to stay connected with friends, but it can be distracting. I recommend using it for a short time each day to stay balanced.



**MODULE 5**

**WRITING**

**LESSON PLAN**



## **MODULE 5: WRITING**

### **Writing Lesson Plan**

**Level:** B1

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

1. Give clear instructions.
2. Time management.

#### **What are your Student Learning Objectives for the lesson?**

By the end of the lesson, SWBAT write a personal review about a movie, series, videogame, or book of their choice by using the structure of the example provided and then they will read it in small groups and choose the one they consider the best, explaining the reasons for their choice.

#### **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 can write a personal review about a movie, series, videogame, or book of their choice.
- When students present the chosen review in their small groups and clearly explain the reasons why they selected it.

#### **Preliminary Considerations:**

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

- Connectors (e.g., however, therefore, in addition)
- Descriptive adjectives (e.g., interesting, boring, exciting, confusing)
- Opinion phrases (e.g., I think that..., In my opinion...)
- Simple present and past tenses to describe plots and experiences.

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

- Difficulty organizing their review using the structure (introduction, discussion, conclusion).
- Challenges using evaluative vocabulary to clearly express their opinions.
- Struggling to connect ideas smoothly with appropriate connectors.

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

- Provide a model personal review and analyze its structure together, highlighting the introduction, discussion, and conclusion.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials needed
		The teacher will...	Students will...		
3 Minutes	Preparation	<ul style="list-style-type: none"> <li>➤ Show the title “What makes a good review?” and ask students to elicit ideas of a good review.</li> <li>➤ Take notes on the whiteboard.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Share ideas about what elements they think a review should have.</li> <li>➤ Take notes.</li> </ul>	T-S V A	PPT Marker Board
18 Minutes	Drafting	<ul style="list-style-type: none"> <li>➤ Show and analyze the sample review (ANNEX 1), highlighting the structure: <i>Introduction, Discussion, Conclusion</i>.</li> <li>➤ Ask students to write their own personal review about a movie, series, video game, or book of their choice by previous the model.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Analyze the sample review and identify the main parts.</li> <li>➤ Write their own personal review using the structure and example as guidance.</li> </ul>	T-S V A	PPT Paper Pen or pencil
14 Minutes	Revising and Editing	<ul style="list-style-type: none"> <li>➤ Show the “Peer editing symbols guide” and explain how to use it. (ANNEX 2)</li> <li>➤ Ask students to exchange their reviews for peer feedback.</li> <li>➤ Assist and clarify doubts as students review drafts.</li> <li>➤ Ask students to return the drafts with comments.</li> <li>➤ Ask students to rewrite their final review with the corrections made.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Check their partner’s review using the peer editing guide.</li> <li>➤ Ask for support if needed.</li> <li>➤ Return drafts with comments and suggestions.</li> <li>➤ Write their final revised review based on the feedback received.</li> </ul>	S-S V K	Drafts Editing guide Pen or pencil
10 Minutes	Extension	<ul style="list-style-type: none"> <li>➤ Ask students to form groups of 5 to share and compare their personal reviews.</li> <li>➤ Guide groups to discuss and agree on one review that they believe is the clearest, most coherent, and best explained.</li> <li>➤ Invite each group to select a student to read their chosen personal review aloud to the class and explain the reason why they selected it.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Work collaboratively in groups of 5 to share and compare their written personal reviews with the group members.</li> <li>➤ Decide together which conclusion they believe is the clearest, most coherent, and best explained.</li> <li>➤ Present the final chosen review to the whole class and explain the reasons why they selected it.</li> </ul>	T-S / S-S V A	Final reviews

## ANNEXES

- **Annex 1**

18 people found this review helpful



**Recommended**  
69.5 hrs on record

More than just a game or a survival story, it is a tale about humanity in its most vulnerable state.

The relationship between Joel and Ellie is told in a beautiful way. Ellie becomes a catalyst for emotions Joel had been suppressing due to the loss of his daughter, helping him grow in certain aspects while also bringing out others that may be considered less positive or practical.

The Last of Us remains a gem, a true work of art even today, long after its release. It is a benchmark and clear proof that this medium can tell stories as profound as any other form of art.

*Posted 27 February.*

Was this review helpful?

- **Annex 2**

**PEER EDITING SYMBOLS GUIDE**

**Grammar mistake:**

**Spelling:**

**Capital letter:**

**Punctuation:**

## **Journal 5: Writing**

Being a productive skill makes it strongly important to be taught and assessed.

According to the NFC Academy, students who develop their writing skills will better execute flawless essays, complete homework faster and better, and boost their grade point average with minimal effort. The path to reach this goal will be reviewed in the expectations, new learnings, experiences, and ideas sections below.

Starting with my expectations about planning a writing lesson plan. I will be able to apply the knowledge previously acquired and mix this information with the ability to be creative; therefore, I could include those activities that make this lesson plan meaningful for students.

My feelings are mixed, though. Although I like and enjoy the process of planning, I consider that the writing skill itself could be tiring for those students who do not find joy in the English language as others and that is a crucial aspect. The reason why is that at the moment of planning, I should select the appropriate tasks to encourage students to create drafts, revise and edit their pieces of writing.

Continuing with the new learnings that I did not have before the writing process of this journal, they include the importance of drafting when creating a text. According to Ruchi Das (2020), Drafts help you to organize your ideas into words. Before your final ideas are read by the target audience, it is a must to put them into initial thoughts as they evolve with the revising and editing procedures. Determine the exact audience that your text is meant to catch is also a first. According to the University System of Maryland, knowing your audience guides you on how to structure your text, what kind of language and tone to use, what sort of information to

use and how to progress into topics.

My experiences during Pre-service teaching in the matter of the students' writing skills were quite interesting. While some students demonstrated that they had the background of writing to create coherent and well-structured texts, some others showed their struggle to even form simple sentences before the final text. The issue with this scenario goes back, as it was brought to my attention that specific students did not even know how to properly write in Spanish; consequently, it would be a reason why they also struggled to write in English. I consider that this issue is most likely to be solved with personalized tutorship in order to locate the root of the writing issue and make use of the knowledge we have to improve our students' skills and writing abilities.

Some ideas to be used in real writing lessons include going by stages, in order to make the writing process more meaningful and enjoyable for the student include Preparation, drafting, revising, editing and extension.

The importance of the writing process is its relevance for communication purposes in general. Not every single piece of information we receive comes by reading, listening or speaking to someone, as there are data determined to be a piece of paper and doing it correctly. Each step must be done correctly; hence, this will be a way to inspire others to write and share their passion for writing.

To conclude, it is crucial to keep in mind that every person writes in a different way, and it is okay to make mistakes. That is the reason why going by stages and getting to know the audience is vital, as well as keeping average expectations and documenting results.

## REFERENCES

Das, R. (2020). 5 Reasons Drafts Are Important to Writing. <https://writingcooperative.com/5-reasons-drafts-are-important-to-writing-7124a1717e5>

NFC Academy (n/d). The importance of writing skills for students.

<https://nfcacademy.com/blog/the-importance-of-writing-skills-for-students/>

University of Maryland Global Campus (n/d). The Writing Process.

<https://www.umgc.edu/current-students/learning-resources/writing-center/online-guide-to-writing/tutorial/chapter2/ch2-01>

## Demonstrative Lesson

# Reviews

## B1 Class

### Writing Skill

Preparation 3 min

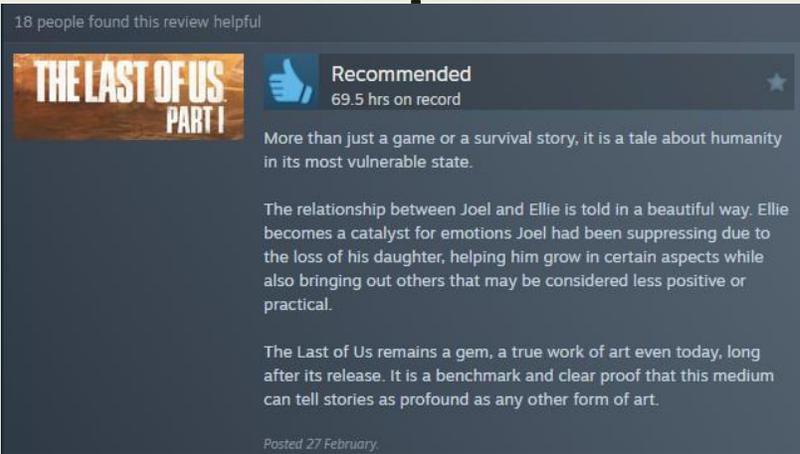
### What makes a good review?



Drafting 4min

### Analyze the sample review and identify the main parts.

18 people found this review helpful



**THE LAST OF US PART I**

**Recommended**  
69.5 hrs on record

More than just a game or a survival story, it is a tale about humanity in its most vulnerable state.

The relationship between Joel and Ellie is told in a beautiful way. Ellie becomes a catalyst for emotions Joel had been suppressing due to the loss of his daughter, helping him grow in certain aspects while also bringing out others that may be considered less positive or practical.

The Last of Us remains a gem, a true work of art even today, long after its release. It is a benchmark and clear proof that this medium can tell stories as profound as any other form of art.

*Posted 27 February*

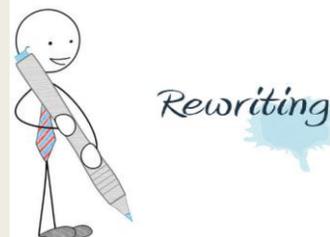
**Write your own personal review using the structure and example as guidance.**

- Introduction
- Discussion
- Conclusion

- **Exchange your draft with a classmate.**
- **Make use of the *Editing Symbols Guide* to help with corrections if needed.**

PEER EDITING SYMBOLS GUIDE	
Grammar mistake:	G.M
Spelling:	S
Capital letter:	C.L
Punctuation:	P

- **Return the drafts.**
- **Rewrite the final version of your review with the corrections made.**



Extension 5 min

- **Work collaboratively in groups of 5 to share and compare your written personal reviews with the group members.**
- **Decide together which conclusion you believe is the clearest, most coherent, and best explained.**

Extension 3 min

- **Present the final chosen review to the whole class and explain the reasons why you selected it.**

Attention please



## **Recommendations**

To improve both lesson planning and classroom implementation, several important aspects should be considered. When designing lesson plans, it is advisable to include visual, auditory, or audiovisual materials that help capture students' attention and clearly introduce the topic.

It is also recommended to provide simple and clear explanations of the vocabulary and grammar used in each lesson. Teachers can support understanding by using practical examples and guided activities, while also promoting active student participation during the learning process.

Another key recommendation is to create opportunities for students to use English in real and meaningful situations. Activities that encourage interaction and oral communication allow learners to practice more confidently and apply what they have learned in class.

Teachers should establish clear and realistic learning objectives for each lesson, selecting the content and materials carefully and adjusting activities to students' language levels and needs. In addition, regularly checking students' progress is important to ensure that these objectives are achieved, as well as to provide individual feedback, help students resolve doubts, and support their improvement.

Finally, it is suggested that the teacher training program include a specific subject or section focused on communication with parents and student representatives. Learning how to interact effectively with families, manage concerns, and build positive relationships can better prepare future teachers for the professional challenges they will face in real educational settings.

## Conclusions

My experience teaching English has been positive and meaningful due to the use of different TEFL models applied to each language skill. These models focus on the learning process and encourage students to take an active role in their own learning, which helps them develop stronger and more lasting language knowledge.

The ECRIF model has shown to be especially useful when teaching speaking skills, as it allows students to work with relevant content connected to real communicative situations. By guiding learners through different stages of exposure and practice, this model supports a deeper understanding and more confident language use.

In the same way, the PDP model, organized into pre, during, and post stages, helps structure lessons with clear objectives and appropriate strategies. The use of varied and interactive activities during the lesson creates an engaging environment that supports comprehension and keeps students motivated.

Likewise, the PDREE model offers a clear and organized approach to teaching writing. Its student-centered focus allows learners to improve their writing skills by practicing, reviewing their work, and learning from their mistakes, which helps them apply these skills in future writing tasks

In conclusion, the combined application of the ECRIF, PDP, and PDREE models in my teaching practice has been highly beneficial. This approach has supported active participation, better understanding of the content, and the development of meaningful language skills. Overall, these models have had a positive impact on students' learning and have helped me become a more prepared and confident English teacher.