

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:

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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Resumen

Este trabajo de integración curricular analiza la aplicación de diversos enfoques metodológicos del Teaching English as a Foreign Language (TEFL) en la formación docente, con énfasis en el desarrollo equilibrado de las cuatro habilidades lingüísticas: expresión oral, comprensión auditiva, lectura y escritura. El documento articula fundamentos teóricos con la práctica pedagógica mediante planes de clase, lecciones demostrativas y diarios reflexivos. Se examina el uso del enfoque FMU (Forma, Significado y Uso) para la enseñanza de la gramática, ECRIF (Encuentro, Clarificación, Recordar, Internalización y Uso Fluido) para el desarrollo de la habilidad oral, PDP (Pre, Durante y Post) para la comprensión auditiva y lectora, y PDREE (Preparación, Redacción, Revisión, Edición y Extensión) como modelo de escritura por procesos. Estos enfoques se implementan en contextos reales de aula con el objetivo de promover un aprendizaje significativo, comunicativo y centrado en el estudiante; asimismo, los diarios reflexivos permiten analizar críticamente la toma de decisiones pedagógicas, la gestión del aula y la participación estudiantil durante las prácticas preprofesionales. Los resultados evidencian que la integración de estas metodologías fortalece el aprendizaje del idioma inglés y contribuye al desarrollo profesional de futuros docentes reflexivos, competentes y adaptables a distintos contextos educativos.

Palabras claves:

Enseñanza del inglés, lengua extranjera, TEFL, Formación docente inicial, Enseñanza comunicativa, Aprendizaje centrado en el estudiante, Desarrollo de habilidades lingüísticas, Práctica docente reflexiva, Enfoques metodológicos, Aprendizaje significativo

Abstract

This curricular integration project examines the application of key Teaching English as a Foreign Language (TEFL) frameworks within pre-service teacher training, emphasizing the balanced development of the four core language skills: speaking, listening, reading, and writing. The document integrates theoretical foundations with practical classroom implementation through structured lesson plans, demonstrative lessons, and reflective journals.

The study analyzes the pedagogical use of FMU (Form, Meaning, Use) for grammar instruction, ECRIF (Encounter, Clarify, Remember, Internalize, Fluently Use) for speaking development, PDP (Pre, During, Post) for listening and reading comprehension, and PDREE (Preparation, Drafting, Revising, Editing, Extension) for process-based writing instruction. Each framework is applied in authentic classroom contexts to promote student-centered, communicative, and meaningful learning; in addition, reflective teaching journals provide critical insights into instructional decision-making, classroom management, and learner engagement during pre-service teaching experiences. The findings highlight the effectiveness of these TEFL methodologies in fostering active participation, improving language competence, and supporting reflective professional growth. Overall, this project demonstrates how the integration of theory and practice contributes to the development of competent, reflective, and adaptable future English educators.

Key words:

Teaching English, Foreign Language, TEFL, Pre-service teacher training, Communicative language teaching, Student-centered learning, Language skills development, Reflective teaching practice, Instructional frameworks, Meaningful learning

Introduction

This document presents a comprehensive overview of the learning process and pedagogical experiences developed throughout my academic training as a pre-service English teacher. It reflects the integration of theoretical knowledge and practical application acquired through coursework, teaching internships, and classroom-based activities related to Teaching English as a Foreign Language (TEFL). The purpose of this work is to demonstrate how effective teaching methodologies can contribute to the balanced development of the four core language skills: speaking, listening, reading, and writing.

Throughout this curricular integration project, different instructional frameworks are analyzed and applied, including FMU (Form, Meaning, Use), ECRIF (Encounter, Clarify, Remember, Internalize, Fluently Use), PDP (Pre, During, Post), and PDREE (Preparation, Drafting, Revising, Editing, Extension). Each model addresses specific language skills and provides structured guidance for lesson planning and classroom implementation, ensuring that learning is meaningful, student-centered, and communicative.

Moreover, this document highlights the importance of reflective teaching practices. Analyzing lesson plans, demonstrative lessons, and reflective journals, this work illustrates the challenges and achievements experienced during pre-service teaching. These reflections contribute to the development of pedagogical awareness, classroom management skills, and a deeper understanding of learners' needs.

Finally, this project aims to show how the integration of TEFL methodologies supports effective language instruction and prepares future educators to create engaging, inclusive, and adaptable learning environments that promote meaningful language acquisition.

MODULE 1

FMU LANGUAGE ANALYSIS

MODULE 1: FMU LANGUAGE ANALYSIS

FMU Analysis of: Future simple – “Will”

• FORM

Affirmative: Subject + will + base verb + complement.

- She **will** play basketball.

Negative: Subject + will + not + base verb + complement.

- She **will not** (won't) play basketball.

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

- **Will** she play basketball?
 - a) Yes, she will. / Yes, she **will** play basketball.
 - b) No, she won't. / No, she **will not** play basketball.

• MEANING

It represents actions or events that will occur in the future.

• USE

- We use "will" to express a decision made at the moment of speaking.
- We use it to make predictions based on what we think or believe.
- We use it to talk about future facts or things that are certain to happen.

• ANTICIPATED DIFFICULTIES

- Confusion between "will" and "going to" when talking about plans.
- Using "will" for fixed plans.

• CONCEPT-CHECKING QUESTIONS

Q: Will you come to the party tonight?

➤ Yes, I **will** come. /No, I **will not** come.

Q: The sky is cloudy, **will** it rain?

➤ Yes, it **will** rain/No, it **will not** rain

Q: When **will** the next bus arrive?

➤ It **will** arrive in 10 minutes.

• TEACHING IDEAS

➤ Multiple choices activity. Choose the correct form of will with the corresponding verb to complete the sentences.

(Annex 1).

➤ Fill in the blanks below to complete the sentences. Uses the words in the boxes above

(Annex 2).

➤ Complete the sentences with will + verb. Choose the correct context of the sentences (facts, predictions, promises, decisions at the moment)

(Annex 3).

• SOURCES CONSULTED

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Dobie, R. (n.d.). Future: Will. All Things Grammar. <https://www.allthingsgrammar.com/future-will.html>

ANNEXES:

Annex 1

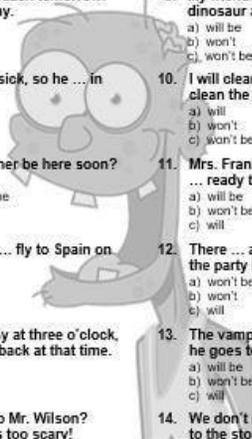
- 1) Choose the correct form of will with the corresponding verb to complete the sentences.

NAME: _____ DATE: _____

GRAMMAR QUIZ

WILL (Monster Edition)

- Complete the sentences.

- 
- Let's go to the beach tomorrow! I think it ... sunny.
a) will be
b) won't be
c) won't
 - The monster is sick, so he ... in class today.
a) won't be
b) will
c) will be
 - (A) ... your brother be here soon? (B) Yes, he
a) Won't be / will be
b) Will be / will
c) Will / will
 - My family and I ... fly to Spain on our holiday.
a) will
b) won't be
c) will be
 - My sister ... busy at three o'clock, so you can call back at that time.
a) will
b) won't be
c) will be
 - (A) ... you talk to Mr. Wilson? (B) No, I He's too scary!
a) Won't / will
b) Will / won't
c) Will be / won't be
 - Our son ... three years old next January.
a) won't
b) will
c) will be
 - (A) ... you see the zombie movie tonight? (B) Yes, I
a) Won't / won't be
b) Won't / won't
c) Will / will
 - My friend ... on time because a dinosaur ate the bus.
a) will be
b) won't
c) won't be
 - I will clean the living room but I ... clean the kitchen.
a) will
b) won't
c) won't be
 - Mrs. Frankenstein doesn't think she ... ready to leave in half an hour.
a) will be
b) won't be
c) will
 - There ... any food left if we arrive at the party late.
a) won't be
b) won't
c) will
 - The Vampire ... so tired tomorrow if he goes to bed early.
a) will be
b) won't be
c) will
 - We don't have any milk, so I ... go to the store to buy some.
a) won't be
b) won't
c) will
 - ... they finish their homework before six o'clock?
a) Will
b) Will be
c) Won't be
 - My pet didn't eat lunch today, so I think she ... hungry soon.
a) will be
b) won't
c) won't be

15 - 16 = Excellent 13 - 14 = Good 12 or Less = Study More!

Annex 2

- 2) Fill in the blanks below to complete the sentences.

Use the correct form of will in the sentences.

NAME: _____ DATE: _____

GRAMMAR WORKSHEET

FUTURE: WILL



- The movie will start soon. Let's find a seat and sit down.
- A: _____ your friend be at the party? B: Yes, she _____.
- Hello, Mr. Smith? This is Peter. I _____ be at work today because I'm sick.
- Those bags look heavy. Let me help. I _____ carry the big one for you.
- My brother _____ speak to me because he's very angry!
- What time _____ the sun rise tomorrow morning?
- A: _____ you be twenty years old next month? B: No, I _____.
- Flight CX793 _____ depart from Gate 12 in ten minutes.
- Do you think people _____ live on the moon in your lifetime?
- Maybe I _____ bake some cookies tomorrow. I'm not sure.
- A: Are you ready to order, sir? B: Yes, thank you. I _____ have a hamburger.
- It _____ be midnight in a few minutes. It's to go to bed!
- When do you think we _____ have our next test?
- Maybe it _____ rain tomorrow, and maybe it _____.
- A: _____ you marry me? B: Yes, I _____!

Annex 3

3) Complete the sentences with will + verb. Choose the correct context of the sentences (facts, predictions, promises, decisions at the moment)

1. I didn't bring an umbrella. I think it _____ soon.

- a) Promise
- b) Fact
- c) Decision
- d) Prediction

2. The train _____ at 8:00 sharp tomorrow morning.

- a) Promise
- b) Fact
- c) Decision
- d) Prediction

3. She's crying. I _____ to her after class to check on her.

- a) Promise
- b) Fact
- c) Decision
- d) Prediction

4. I promise I _____ to you again.

- a) Promise
- b) Fact
- c) Decision
- d) Prediction

5. This bag is too heavy for you. I _____ it.

- a) Promise
- b) Fact
- c) Decision
- d) Prediction

6. According to scientists, the Earth's temperature _____ to rise.

- a) Promise
- b) Fact
- c) Decision
- d) Prediction

7. He's calling again? I _____ it, but this is the last time.

- a) Promise
- b) Fact
- c) Decision
- d) Prediction

8. The store _____ at 9:00 AM every weekday.

- a) Promise

b) Fact

c) Decision

d) Prediction

9. Don't worry about dinner. We _____ something.

a) Promise

b) Fact

c) Decision

d) Prediction

10. I'm sorry for being late. I _____ next time.

a) Promise

b) Fact

c) Decision

d) Prediction

Journal 1: FMU Language Analysis

For those new to the concept, the FMU framework analysis comprising (form, meaning, and use) might initially seem unfamiliar, especially without prior in-depth exposure. However, gaining a basic understanding of what it entails and how it can be implemented in future English lessons or teaching internships is crucial. The following sections will address these key points.

First of all, one of the main challenges that the FMU framework seeks to address in teaching English as a foreign language is the way grammar is often taught. Many instructors tend to treat grammar as an isolated topic, mainly presenting rules and forms, and assigning related exercises. While this method can lead to students excelling in written grammar tasks, they often struggle with real communication. This happens because, although they may understand the rules, they lack awareness of the meaning and when to use them effectively in context (Floris, 2022).

My expectations about the FMU (form, meaning, and use) framework come from considering how to apply it in the classroom as a future teacher. At the moment that I have to finish my internships or research, I will be able to differentiate what aspects are valuable and unique in the process of teaching English as a Foreign Language. Besides, the application of this framework in the real world might enhance my ability to teach English more comprehensively and effectively. My feelings about the development of this FMU framework are that it is an interesting tool that allows for enhancing English teaching by breaking down vocabulary or grammar into form, use, and meaning, which allows for a better understanding of the topic explained in class. Fausiani (2017) states that the MUF (Meaning, Use, and Form) framework is considered one of child-friendly ways in teaching English to young learners.

The three new insights that I gained from reading and researching FMU are mentioned in the following sections. Firstly, it was learned that according to Larsen-Freeman (2001), Form (structure) concentrates on “overt lexical and morphological forms that tell us how a particular grammar structure is constructed and how it is sequenced with other structures in a sentence or a text”.

Secondly, it was defined that “The meaning (semantic) wedge focuses on what the linguistic structure means, and is suggested to vary between two different patterns: lexical or grammatical” (Yilmaz, 2018).

Thirdly, it was concluded that “use” refers to how language is applied in real-life communication. It involves considering the appropriateness of the language in different contexts and recognizing the words or expressions it is typically used with (Jones, 2023).

Reflecting on my experiences during pre-service teaching and internships, I value them with both appreciation and respect, as they revealed how demanding yet fulfilling a teaching career can be, particularly when working with students who find grammar difficult. As a result, I would advise aspiring English teachers to remain disciplined to thrive in their professional development.

The FMU framework aims to address various challenges in language learning, including difficulties in recognizing grammatical structures or distinguishing between different tenses, such as past, present, and future, through the focus on form. Besides, this framework helps address common difficulties in language learning, such as students’ ability to memorize grammatical rules without understanding their meaning or knowing when to use them appropriately.

The importance of FMU analysis for the teacher is fundamental for its application in the classroom. Furthermore, the FMU (Form, Meaning, Use) framework has become one of the most important tools for many teachers in a teaching approach. It helps break down grammar instruction into manageable parts, ensuring that learners grasp not just the structure but also the communicative purpose behind it. In my opinion, as a future teacher, I consider FMU a unique framework for developing the acquisition of grammar rules and vocabulary to get a better understanding of the topic explained in the classroom.

To conclude, I would like to say that FMU is an important tool for those students who have difficulties with grammar rules or certain vocabulary, and it also aims to address those problems or educational issues when they receive the information provided by the teacher. In addition to this, as a future teacher, I notice that some students need more explanations and motivation to continue learning a second language. Due to this, it can be concluded that with the help of this framework FMU, the students can learn in a better way, because it emphasizes the grammar rules and vocabulary.

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MODULE 2:

ECRIF

MODULE 2: ECRIF

Speaking Lesson Plan

Student: Alen Vinces Zambrano

Date: May 24th, 2025

Level: A2

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

1. Time management.
2. Teacher talking time.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT USE ‘Will’ for the future **TO** discuss travel plans for their vacations **IN** a role-play.

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 discuss travel plans for their vacations.
- When students present their travel plans in oral role-play.

Preliminary Considerations:

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

- Vocabulary about vacations and traveling.
- Present Simple tense.
- First Conditional usage.

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

- Confusion between “will” and “going to” for future expressions.

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

- Clearly stating the tense that has to be used throughout the lesson.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
3 Minutes	Encounter & Clarify	Present the video “Future simple conversation about travel plans- Talking About your Travel plans” https://youtu.be/ePtKgkMVtOc?si=pEJhOPBEIK91-oz9 ➤ Discuss the travel plans for the upcoming vacations.	➤ Listen to the travel plans mentioned throughout the video. ➤ Listen to the discussion.	T – S V A	Projector Laptop
6 Minutes		➤ Ask questions about travel plans at different times CCQs: 1. <i>What time will Tony leave his house?</i> 2. <i>What will he do first when he arrives in New York?</i> 3. <i>When will Tony be back?</i> ➤ Show a picture with some objects and ideas related to the travel plan (Annex 1)	➤ Look at the picture provided by the teacher. ➤ Answer the questions.	T – S V A	Projector Laptop
7 Minutes	Remember	➤ Provide a word order “Will” worksheet (Annex 2). ➤ Request students to put in order the words to create “Will” sentences. ➤ Monitor the progress of the students. ➤ Collect the worksheets in the classroom after they finish it.	➤ Receive the worksheets. ➤ Order the words to create “will” sentences. ➤ Ask for assistance if needed. ➤ Hand in the worksheets to the teacher	T – S V K	Worksheets Pen or pencil
8 Minutes	Internalize	➤ Ask students to pair up for an activity about travel plans using “Will” and provide a prompt (Handouts) for each student (A and B). (Annex 3).	➤ Pair up and receive a prompt. ➤ Choose the role and the prompt.	T-S S – S	Worksheets

		<ul style="list-style-type: none"> ➤ Request one member to choose a prompt for student A, and the other member chooses another prompt for student B to answer. ➤ Ask students to practice their roles (student A and B) and switch roles with different prompt to express spontaneous decisions or predictions for future plans. ➤ Monitor students and give help if needed. ➤ Collect the prompts (handouts) in the classroom. 	<ul style="list-style-type: none"> ➤ Practice their role and switch it with a different prompt. ➤ Ask for assistance if they need. ➤ Hand in the prompts (handouts) 	V A K	
21 Minutes	Fluency	<ul style="list-style-type: none"> ➤ Ask students to pair up one more time with a different classmate. ➤ Request students to discuss their travel plans with each other for vacations through a role-play to make predictions and decisions using “will”, and to take notes of them. ➤ Ask some random pairs to present their travel plans in front of the class in a role-play 	<ul style="list-style-type: none"> ➤ Pair up one more time with a different classmate. ➤ Discuss each other their travel plans for vacations and take notes. ➤ Present their travel plans in front of the class in a role-play. 	S - S A	Piece of paper Pen or pencil

RESOURCES

- **Encounter:**

<https://youtu.be/ePtKgkMVtOc?si=pEJhOPBEIK9l-oz9>

- **Clarify:**

(Annex1)



- **Remember (Annex 2)**

Put the words in the correct order to make “will” sentences

1. home won't tomorrow be they at

_____.

2. next you weekend will me visit

_____?

3. to tomorrow Emily go school won't

_____.

4. Chris the buy what in will
supermarket

_____?

5. we test a Monday will on have

_____.

6. Greece will my spend summer I
holidays in

_____.

7. Spanish study year they next will

_____?

8. have where dinner will we

_____?

9. minutes arrive will in Lilly some

_____.

- **Internalize:** (Annex 3)

Student A:

You are planning a trip, but you haven't decided everything yet. Ask your friend (Student B) for advice or suggestions.

Your Prompts:

1. I want to travel this summer, but I'm not sure where to go.
2. I think I'll visit another country. What do you think?
3. I haven't booked my hotel yet. Maybe I'll stay in a hostel.
4. I don't know how I'll get around.
5. I hope the weather will be good.

- **Student B:**

You love helping friends plan trips. Give spontaneous ideas or predictions using "will."

Your Prompts:

1. I think you'll love going to Italy!
2. If you visit Paris, you'll take amazing photos.
3. Don't worry, I'll help you book the hotel.
4. You'll probably use buses or trains—it's easy!
5. It'll be sunny most of the time in July.

Fluency:



Journal 2: ECRIF

The ECRIF framework (Encounter, Clarify, Remember, Internalize, Fluently Use) offers a dynamic model for guiding language learners through the stages of mastering new language concepts. Developed by Josh Kurzweil and Mary Scholl, ECRIF emphasizes the learner's journey from initial exposure to autonomous use of language structures. This framework has been instrumental in shifting the focus from teacher-centered instruction to learner-centered development, aligning with modern pedagogical approaches that prioritize active learning and student engagement. What were my expectations and emotional responses when first encountering ECRIF? What valuable lessons and practical experiences did I gain from applying this framework? These questions, as well as different authors' points of view, will be discussed in the following paragraphs.

Before delving into the ECRIF framework, I anticipated it to be another structured approach to lesson planning, primarily focusing on sequencing activities. However, I hoped it would provide deeper insights into facilitating language acquisition processes. My expectations were met and exceeded as I discovered that ECRIF not only structures lessons but also emphasizes the cognitive and affective stages learners experience, promoting a holistic approach to language teaching.

Initially, the multiple stages of ECRIF seemed overwhelming, and I questioned my ability to implement them effectively. However, as I engaged more with the framework, I began to appreciate its flexibility and adaptability to various teaching contexts. The realization that ECRIF supports learners' gradual progression towards fluency made me feel more confident and motivated to incorporate it into my teaching practice.

Through studying ECRIF, I learned the new learnings of each stage in facilitating language acquisition. I will explain them in the following sections.

Firstly, Tosuncuoglu (2017) defines the goal of the ECRIF framework in the encounter stages as introducing students to a new language and knowledge for them to use it fluently and for communication inside and outside the classroom. Secondly, the Clarify stage reinforces learners' understanding of the target language by using tools like concept-checking questions (CCQs) to ensure accurate comprehension (TESOL School). Thirdly, According to Dalkiran and Semerci (2020) state that the remember stage is seen as the process of conveying the target information from short-term memory to long-term memory.

Continuing with the internalization stage, the previous author also assures that internalization is to interpret and accept the results by examining an idea, knowledge, and a belief through learning and socialization.

The last stage, "fluency", I define as the most fundamental stage to speak fluently because it ensures that students practice their English learning in real-life communication.

As Dalkiran and Semerci (2020) assert, "The ECRIF taxonomy provided significant differences in students' academic success in favor of the experimental group," highlighting its effectiveness in enhancing language learning outcomes.

Implementing ECRIF during my pre-service teaching has been transformative. For instance, during the Encounter phase, I introduced new vocabulary through storytelling, which captivated students' interest. In the clarify stage, we dissected sentence structures collaboratively, fostering deeper understanding. Activities like role-plays and debates during the Internalize phase encouraged students to apply language in authentic contexts. These experiences resonate with findings by Chavarría Nájera et al. (2022), who observed increased student participation and motivation when employing ECRIF-based lessons.

The ECRIF framework is pivotal in modern language education as it aligns with learner-centered methodologies and supports scaffolded learning. Eker (2020) emphasizes

that "ECRIF provides a structured yet flexible approach to language teaching, accommodating diverse learner needs." Moreover, Amaya Noguera (2021) notes that ECRIF's stages guide and support the teaching-learning process, making it effective in developing speaking skills. Tamayo, Almeida, and Pillajo (2024) further highlight that ECRIF fosters a cooperative environment and student-centered activities, enhancing speaking skills through exploratory action research.

In short, understanding and applying the ECRIF framework plays a crucial role in nurturing an effective learning environment. Since speaking skills are essential for both teaching and evaluating English as a Foreign Language (EFL), it is important to select appropriate resources and connect them with well-planned activities. Therefore, this approach enhances the learning process, making it more meaningful for students, educators, and the broader school community.

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Demonstrative Lesson

ECRIF CLASS

BY THE END OF THE LESSON, SWBAT USE 'WILL' FOR THE FUTURE TO DISCUSS TRAVEL PLANS FOR THEIR VACATIONS IN A ROLE-PLAY.



Alen Alexander Vines
Zambrano

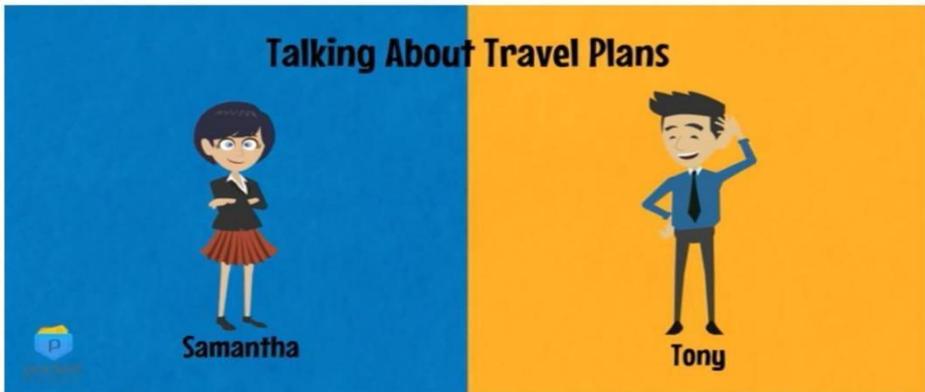
Ninth Semester

LANGUAGE ANALYSIS
"WILL" FOR FUTURE



LET'S WATCH A VIDEO!

Talking About Travel Plans



Samantha

Tony

LET'S DISCUSS THE TRAVEL PLANS FOR THE UPCOMING VACATIONS!



Example:
I will go to

- Galapagos on carnival.
- Visit my family in New York.

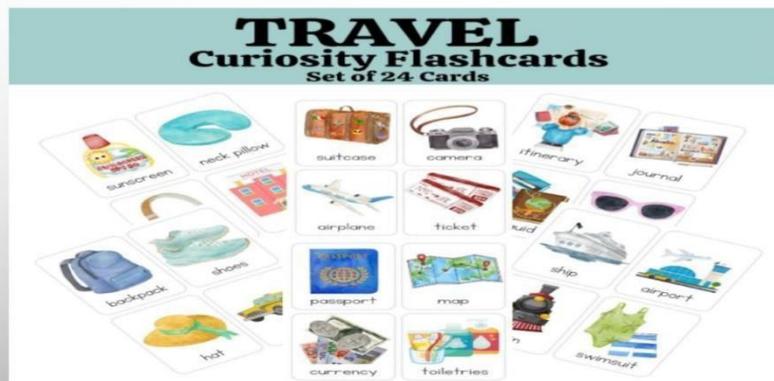
QUESTIONS!

Slide 4 of 12

- WHAT TIME WILL TONY LEAVE HIS HOUSE?
HE WILL LEAVE HIS HOUSE AT 7 O'CLOCK
- WHAT WILL HE DO FIRST WHEN HE ARRIVES IN NEW YORK?
FIRST, HE WILL CHECK INTO HIS HOTEL
- WHEN WILL TONY BE BACK?
HE WILL BE BACK ON FRIDAY NIGHT AT 7 O'CLOCK



LOOK AT THE PICTURES!

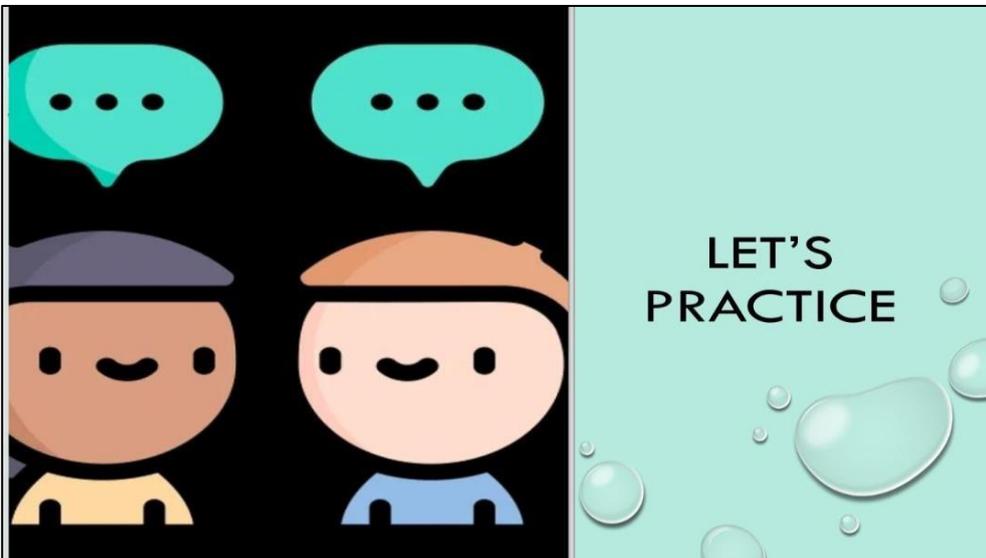


ACTIVITY #1

LET'S DO A FORMATIVE SHORSHEET!

PUT WORDS IN ORDER TO CREATE 'WILL' SENTENCES.

- Home won't tomorrow do they at
- next you weekend will me visit
- to tomorrow Emily go school won't
- Chris the buy what in will supermarket
- we test a Monday will on have
- Greg will my spend summer I holidays in
- Spanish study year they next will
- have where dinner will we
- minutes arrive will in Lily some



ACTIVITY#2

PAIR UP FOR AN ACTIVITY ABOUT TRAVEL PLANS USING "WILL"

PROMPTS

STUDENT A

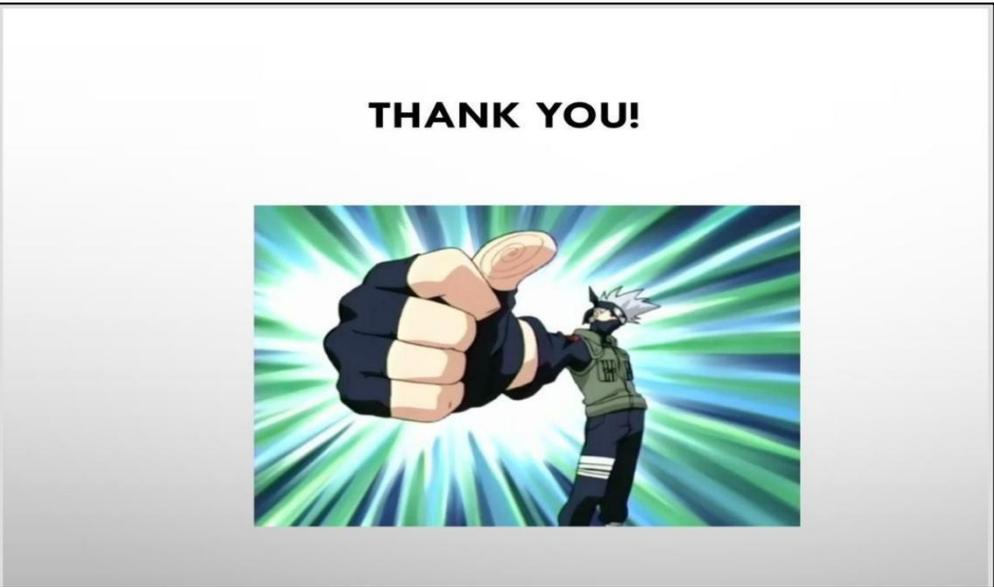
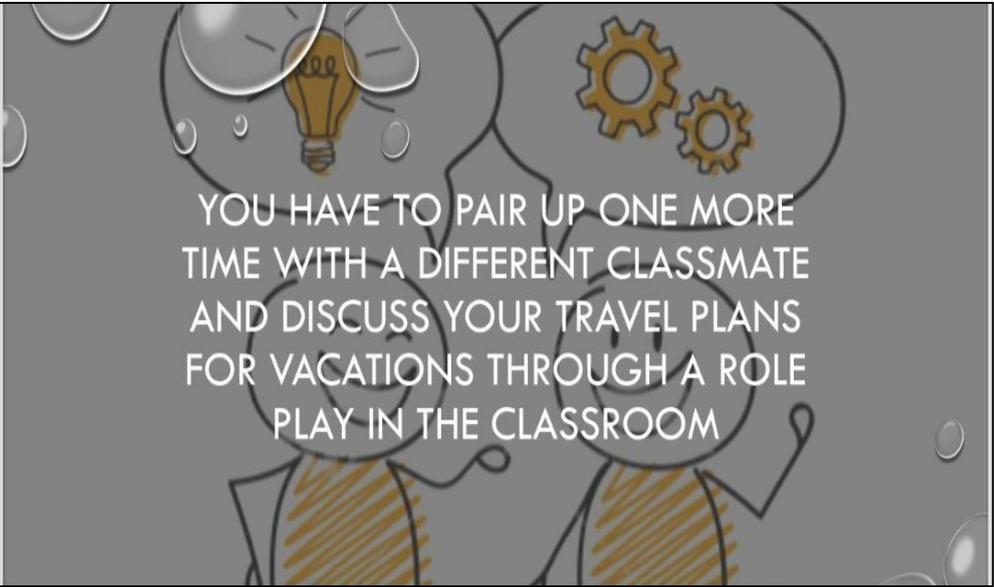
YOU ARE PLANNING A TRIP, BUT YOU HAVEN'T DECIDED EVERYTHING YET. ASK YOUR FRIEND (STUDENT B) FOR ADVICE OR SUGGESTIONS.

- I WANT TO TRAVEL THIS SUMMER, BUT I'M NOT SURE WHERE TO GO.
- I THINK I'LL VISIT ANOTHER COUNTRY. WHAT DO YOU THINK?.

STUDENT B

YOU LOVE HELPING FRIENDS PLAN TRIPS. GIVE SPONTANEOUS IDEAS OR PREDICTIONS USING "WILL."

- I THINK YOU'LL LOVE GOING TO ITALY!
- IF YOU VISIT PARIS, YOU'LL TAKE AMAZING PHOTOS.



MODULE 3:

LISTENING

MODULE 3: LISTENING

Alen Vinces Zambrano

Listening Lesson Plan Form PDP

Date: *June 14th, 2025.*

Level: *B1*

Class: *10th*

Action points – (These are two things you are working on in your teaching)

1. Making the topic a more student-centered class
2. Time management

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT show understanding of the audio “the benefits of sports” **by** summarizing the main ideas in a graphic organizer **and then** making a drawing and writing a statement to represent the most important benefit of doing sports.

When/How in the lesson will I check students’ progress toward the above learning Objective? What behaviors/activities will show me whether they have mastered the material?

- When students summarize the main ideas in a graphic organizer.
- When students make a drawing and write a statement to represent the most important benefit of doing sports.

Preliminary considerations:

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

- Vocabulary about sports and health.
- Present perfect tense.

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

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

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

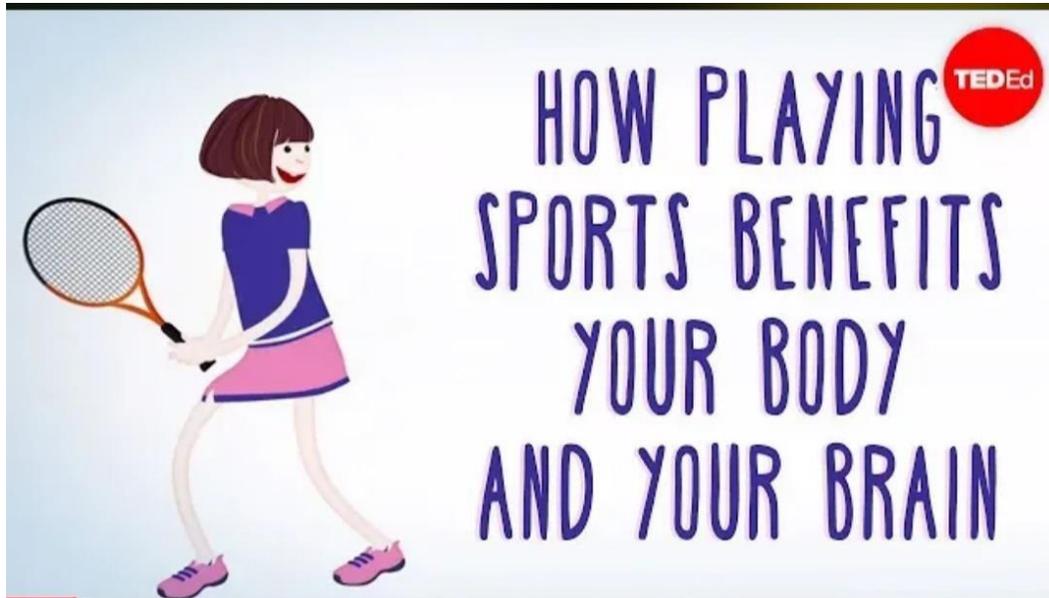
- Repeat the audio up to three times and ask them each time if they could get the information.

Time	Framework	Procedure		Interaction	Materials Needed
		Teacher will...	Students will...		
45 minutes	Stage			T-S/S-S VAKT	
4 min	Pre-stage	<ul style="list-style-type: none"> ➤ Show a video of “How playing sports benefits your brain and your body.” https://youtu.be/hmFQqiMF_f0?si=dff49ae-wC2N9PtB ➤ Ask what they think the topic will be about. 	<ul style="list-style-type: none"> ➤ Watch the video about “how playing sports benefits your brain and body”. ➤ Answer the question. 	T-S S-T	Computer projector
8 min	Early During Stage	<ul style="list-style-type: none"> ➤ Explain to the students what the activity consists of ➤ Play the audio and ask students to listen to the audio to get the main idea to complete the activity. ➤ Ask students some questions related to the audio. ➤ Monitor students’ progress. 	<ul style="list-style-type: none"> ➤ Listen to the teacher ➤ Listen to the teacher to complete the activity and listen to the audio. ➤ Answer the questions. ➤ Request help if they need it 	T-S S-T	Speaker Computer Board Worksheet Pencil Eraser
8 min	Later During Stage	<ul style="list-style-type: none"> ➤ Give students instructions for the “True or False” activity in the worksheet (Annex 1) ➤ Ask students to listen for details and play the audio. ➤ Monitor students’ progress. ➤ Collect the worksheets and check them at home. 	<ul style="list-style-type: none"> ➤ Listen to the teacher to complete the activity. ➤ Listen to the audio ➤ Request help if they need it. 	T-S	Computer Speakers Worksheet Pencil Eraser

			<ul style="list-style-type: none"> ➤ Hand in the worksheets. 		
<i>15 min</i>	<i>Final During Stage</i>	<ul style="list-style-type: none"> ➤ Provide a blank sheet of paper ➤ Ask students to summarize the main ideas of the audio in a graphic organizer. ➤ Ask students to listen to the information needed and play the audio up to three times if needed. ➤ Monitor students' progress. ➤ Collect and check the sheets of paper at home. 	<ul style="list-style-type: none"> ➤ Receive the sheet of paper. ➤ Summarize the main ideas of the audio in a graphic organizer. ➤ Listen to the audio for recognizing the information needed. ➤ Request help if they need it. ➤ Hand in the sheet of paper. 	<i>T-S</i>	<p>Computer</p> <p>Speakers</p> <p>Sheets of paper</p> <p>Pencil</p> <p>Eraser</p>
<i>10 min</i>	<i>Post-stage</i>	<ul style="list-style-type: none"> ➤ Ask students to make a drawing to represent what they consider the most important benefit of doing sports. They will also write a statement explaining why they think it is the best benefit. ➤ Monitor students' progress ➤ Ask some random pairs to present their work in front of the class. 	<ul style="list-style-type: none"> ➤ Make a drawing to represent what they consider the most important benefit of doing sports. They will also write a statement explaining why they think it is the best benefit. ➤ Request help if they need it. ➤ Present their works in front of the class. 	<p><i>T-S</i></p> <p><i>S-S</i></p>	<p>Notebook</p> <p>Pen</p> <p>Pencil</p> <p>Eraser</p>

MATERIALS

Pre-Stage



https://youtu.be/hmFQqjMF_f0?si=MuN_0EhIrYckOEKj

Early during Stage

What is the speaker's opinion about having an active lifestyle?

Why should people do sports regularly, according to the audio?

How does doing sports make people feel, according to the speaker?

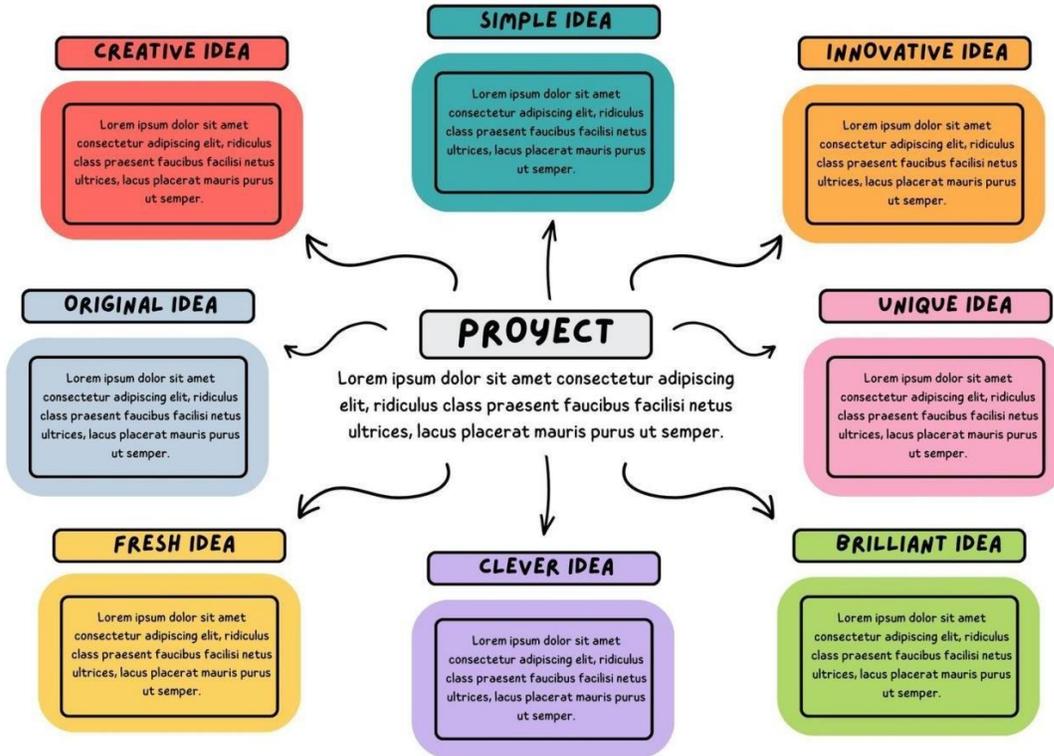
What message does the speaker want to give about sports?

Later during stage <https://www.liveworksheets.com/w/en/english-second-language-esl/7013845>

II. Listen to the audio again and choose **True** or **False** for these sentences.

1. The class has already talked about at least three of the physical effects sport has on the human body. True / False
2. Doing sports can slow down the production of chemicals in the brain that make us feel good. True / False
3. There are no real benefits associated with doing individual sports. True / False
4. Swimmers or tennis players are responsible for their own achievements. True / False
5. Being part of a team requires you to practice more regularly. True / False
6. Collaborating with other members is essential for a team to be successful. True / False
7. The skills you learn in a team sport are transferable to everyday life. True / False
8. It doesn't matter which sport you choose, as long as you're good at it. True / False

Final during stage



JOURNAL 3: PDP for Listening Skill

The PDP (Pre, During, and Post) Listening framework is a widely used approach in English language teaching that structures listening activities into three meaningful stages to guide learners through understanding and interpreting spoken language while promoting the development of critical listening skills. By activating prior knowledge, focusing attention during listening, and encouraging reflection and production afterward, the PDP helps learners engage more deeply with audio materials purposefully. This journal explores my journey of learning and applying the PDP framework in a language learning context.

Before exploring the PDP framework in depth, I expected it to be a basic template for organizing listening lessons. I assumed it would simply divide the listening activity into three phases without adding much value beyond structure. However, I hoped it would give me practical strategies to better engage students and make listening lessons more interactive and meaningful.

At first, I felt uncertain about how effective the PDP framework would be in real classroom scenarios. Listening is often one of the most challenging skills for English learners, and I was skeptical about whether this structure could address learners' comprehension issues. However, after understanding each phase and seeing how it connects with cognitive processes, I felt more confident and excited to apply it. I realized that PDP offers more than structure—it provides opportunities for learners to build listening strategies and respond critically to spoken input.

The new learnings while studying the PDP model taught me the importance of planning each stage: First, Pre-listening: Activates background knowledge, sets a purpose for listening, and introduces key vocabulary or context. According to Wilson (2008), who argues that meaningful pre-listening tasks can significantly enhance learners' comprehension and motivation

Second, During-listening: Focuses attention on specific information, allowing learners to listen for gist or details. According to Al Bloushi (2024) states that the while-listening stage is vital in listening, as it is considered the core of the listening.

Third, Post-listening: Encourages analysis, interpretation, discussion, and follow-up tasks that connect listening to speaking or writing. Al Bloushi (2024) states that it shows whether students successfully understood the given activity.

Richards (2005) notes that effective listening tasks should build learners' ability to infer meaning and predict content, which PDP supports. I also learned how strategic questioning and scaffolding can reduce anxiety, promote engagement, and improve long-term listening skills.

Using PDP in my teaching practice was both rewarding and insightful. In one lesson, I introduced a podcast episode during the pre-listening phase by discussing the topic and pre-teaching essential vocabulary. During listening, I had students identify key points and answer comprehension questions. In the post-listening stage, they participated in group discussions and shared opinions, linking the topic to their personal experiences. This sequence improved student engagement and showed a clear progression in understanding. It was evident that students benefited from the structure and felt more in control of their listening process.

The PDP framework is essential in teaching English because it promotes active listening and helps learners develop strategies to cope with real-world listening tasks. As Field (2008) explains, listening instruction should “shift from product-oriented to process-oriented approaches,” and PDP supports this shift by focusing on how learners understand spoken language. According to Vandergrift and Goh (2012), effective listening instruction involves “metacognitive awareness, strategy use, and interactive tasks,” all of which are embedded in the PDP stages. By incorporating PDP, educators create a supportive environment where learners can gradually develop both confidence and competence in listening.

In short, exploring the PDP framework has significantly enriched my understanding of how to approach listening in teaching English. By structuring lessons into pre-stage listening, during-stage listening, and post-stage listening phases, teachers can support learners before, guide them during, and extend their understanding after the listening task. This not only enhances comprehension but also promotes critical thinking and language production. The framework creates a more interactive and learner-centered environment, allowing students to develop confidence and autonomy in their listening abilities. Overall, PDP proves to be a powerful tool for transforming passive listening into an active and meaningful part of language learning.

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Demonstrative Lesson



PDP Listening Class
Alen Vinces Zambrano
9 semester

**Let's
Watch a
Video!**



clideo.com

Question!



What do you think the topic will be about?



The benefits of doing sport

Time For Listening!



Early stage



Listen to the audio to get the main idea!



1. What is the speaker's opinion about having an active lifestyle?
2. Why should people do sports regularly, according to the audio?
3. How does doing sports make people feel, according to the speaker?
4. What message does the speaker want to give about sports?

During stage

Listen to the audio again for specific details. You have to choose true or false in the sentences



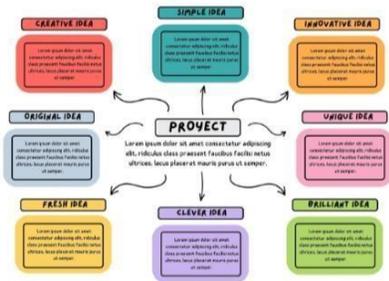
II. Listen to the audio again and choose True or False for these sentences.

- 1. The class has already talked about at least three of the physical effects sport has on the human body. True / False
- 2. Doing sports can slow down the production of chemicals in the brain that make us feel good. True / False
- 3. There are no real benefits associated with doing individual sports. True / False
- 4. Swimmers or tennis players are responsible for their own achievements. True / False



Final During stage

Let's Summarize The Main Ideas of the audio!



Summarize the main ideas of the audio in a graphic organizer



Listen to the audio again in order to do the activity



Example

Post Stage

Let's make a draw to show the most important benefit of doing sports. Next to the draw, you will write a statement explaining what you think is the greatest benefit of doing sports and why.



**Let's
present
their work!**



Thank You!



MODULE 4:

READING

MODULE 4: READING

Reading Lesson Plan Form PDP

Date: *December 16, 2025.*

Level: *A2*

Class: *9th High school*

Action points – (These are two things you are working on in your teaching)

3. Time management
2. Student-Centered class

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT show understanding of the text “Unusual and wonderful jobs” **by** summarizing the text in a graphic organizer and **then** writing an alternative job description

When/How in the lesson will I check students’ progress toward the above learning Objective? What behaviors/activities will show me whether they have mastered the material?

- When students summarize the text in a graphic organizer.
- When students write an alternative job description.

Preliminary considerations:

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

- Present Perfect tense
- Vocabulary about jobs

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

- Students might have difficulty understanding several words in the reading.

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

- Explain the meaning of the words they don’t know through examples.

Time	Framework Stage	Procedure		Interaction T-S/S-S	Materials Needed
		The teacher will...	Students will...		
45 minutes					
4 min	Pre-stage	<ul style="list-style-type: none"> ✓ Show students pictures related to the vocabulary they will encounter in the reading. ✓ Ask them the following questions: Do you think these kinds of jobs exist? Would you like to have one of these jobs? 	<ul style="list-style-type: none"> ✓ Look at the pictures. related to the reading. ✓ Answer the questions. 	T-S	Marker Board Eraser Pictures
6 min	Early During Stage	<ul style="list-style-type: none"> ✓ Show through a slide two paragraphs of the text “Unusual and wonderful jobs” without the title. (Annex 1) ✓ Ask students to guess the title of the text. ✓ Ask students to read to skim the text to get the Title of the reading. ✓ Monitor students’ progress. ✓ Ask them to tell their responses. 	<ul style="list-style-type: none"> ✓ Look at the two paragraphs of text of the reading. ✓ Guess the title of the text. ✓ Skim the text to get the title of the reading. ✓ Request help if they need it. ✓ Tell their responses. 	T-S	Text Marker Board
10 min	Later During Stage	<ul style="list-style-type: none"> ✓ Provide students a worksheet.(Annex 2) ✓ Provide students a piece of the reading (Annex 3) ✓ Ask students to read to scan the text for specific information and details. ✓ Explain to students how to complete the worksheet with the activities “True or False” “Multiple choice”(Annex 2) 	<ul style="list-style-type: none"> ✓ Receive the worksheet. ✓ Receive the piece of the reading. ✓ Read to scan the text for specific information. ✓ Listen to the teacher. 	T-S	Text Worksheet Pen Highlighter

		<ul style="list-style-type: none"> ✓ Monitor students' progress ✓ Ask them to compare answer with their classmates and check their responses. ✓ Collect the worksheets and check them at home. 	<ul style="list-style-type: none"> ✓ Request help if they need it. ✓ Compare answers with their classmate and check the responses. ✓ Hand in the worksheets. 		Liquid paper
16 min	Final During stage	<ul style="list-style-type: none"> ✓ Provide the whole text "Unusual and Wonderful jobs" (Annex 4) ✓ Ask students to reread the text to get a better comprehension of the text. ✓ Ask them to complete an activity about matching the job with the description through a slide. (Annex 5) ✓ Provide a blank sheet of paper. ✓ Ask students to summarize the text in a graphic organizer. ✓ Monitor students' progress. ✓ Provide to students a checklist.(Annex 6) ✓ Ask students to exchange and evaluate their graphic organizer in groups of 4 with the checklist. ✓ Collect the papers in the classroom. 	<ul style="list-style-type: none"> ✓ Receive the whole text "Unusual and Wonderful jobs. ✓ Read the text again. ✓ Receive the sheet of paper. ✓ Summarize the text in a mind map. ✓ Request help if they need it. ✓ Receive a checklist. ✓ Exchange and evaluate their graphic organizer with the checklist. ✓ Hand in the worksheets. 	T-S S-S	Marker Paper Board Colors Pencil
9 min	Post-stage	<ul style="list-style-type: none"> ✓ Ask students to write an alternative job with its corresponding description on the back of the blank sheet of paper. ✓ Monitor students' progress. ✓ Ask students to exchange and evaluate their works with a rubric. (Annex 6) ✓ Ask them to give back the sheet of paper. 	<ul style="list-style-type: none"> ✓ Write an alternative job description on the back of the blank sheet of paper. ✓ Request help if they need it. ✓ Exchange and evaluate their works with a rubric. ✓ Hand in the sheet of paper. 	S-S	Paper Pencil Pen Eraser

Pre stage



Early during stage

Annex 1.-

“Unusual and wonderful jobs

This text discusses some jobs that many people may not be aware of. For example, a chocolate consultant studies different types of chocolate and helps companies or buyers choose the best products. A LEGO sculptor builds creative models for the LEGO company, but it’s a very hard job to get because there are only a few positions worldwide. Another interesting job is an island caretaker, where a person lives on a beautiful island, explores it, and shares their experiences online to promote tourism.

There are also more surprising jobs, like a shark tank cleaner, who cleans aquarium glass while swimming with sharks — a job for brave and skilled divers! Finally, there are professional sleepers, who get paid to sleep for research studies or artistic projects. All these jobs show that work doesn’t always have to be boring — it can be exciting, creative, and very different from normal office jobs.

Later during stage

Annex 2.-

Activity 1: Multiple Choice

Choose the correct option based on the text.

Multiple Choice

1. What does a chocolate consultant mainly do?

- a) Designs new chocolate factories.
- b) Advises people and companies about chocolate.
- c) Works as a salesperson in a chocolate shop.
- d) Studies the history of chocolate.

Answer: b) Advises people and companies about chocolate.

2. What subject is especially useful for a chocolate consultant?

- a) Geography
- b) Chemistry
- c) Mathematics
- d) History

Answer: b) Chemistry

3. Where do LEGO sculptors usually work?

- a) At home
- b) In schools
- c) In Legoland Discovery Centres
- d) In toy stores

Answer: c) In Legoland Discovery Centres

4. How many LEGO sculptor jobs are there approximately around the world?

- a) Between 9 and 30
- b) Around 100
- c) About 500
- d) Less than 5

Answer: a) Between 9 and 30

Annex 2-

Activity 2: True or False

Decide if each statement is TRUE or FALSE according to the text. Be careful, some answers require close reading.

1. The island caretaker's job included swimming, exploring, and blogging about the experience.

True/False True

2. The island caretaker earned £50,000 for one year.

True/False

False (He earned £73,400 for six months.)

3. The island caretaker's job was to promote the Islands of the Great Barrier Reef

True/False

True

4. Shark tank cleaners work safely outside the tank.

True/False

False (They swim inside the tank with sharks.)

5. Shark tank cleaners must be brave and strong swimmers.

True/False

True

6. Visitors can watch the cleaners working inside the tank.

True/False

True

Annex 3.-

“Unusual and wonderful jobs

A. Chocolate consultant

If you love chocolate, becoming a chocolate consultant could be an exciting job. There are various types of chocolate consultants, so you can follow the best career path for you. You could work full-time with well-known brands or focus on smaller brands that specialize in specific types of chocolate. To be successful in this job, you must have a passion for chocolate and an interest in understanding the wide varieties of cocoa. For this reason, you need a lot of knowledge in certain subjects. Chemistry and food-based subjects are particularly useful. Although you could work for companies that produce chocolate-based products, you could also be in charge of your career, advising chocolate buyers on which products to buy or running chocolate-tasting events.

B. LEGO sculptor

while filming and blogging about his experiences. At the end of his contract, the British island caretaker was promoted to a new job as a Global Tourism Ambassador, representing Queensland tourism around the world.

Many of us have enjoyed building things with LEGO blocks as children, but for some people, this childhood activity can turn into a career. LEGO has temporary jobs and long-term positions for certified professionals who create models and sets for the company. These LEGO sculptors work within specific themes and are based in Legoland Discovery Centres around the world.

Becoming a LEGO sculptor is quite challenging. There are usually only between nine and 30 jobs available worldwide. To be hired, you need to successfully complete different tasks, including building difficult LEGO models.

C. Island caretaker

This role is often described as the best job in the world, and it's easy to see why! In 2009, the Queensland Tourism Board created a position to promote the Islands of the Great Barrier Reef. The lucky employee from the UK – chosen among thousands of applicants – earned £73,400 on a temporary job for six months, living on an island in the Great Barrier Reef. His job involved swimming, exploring underwater, and having fun

D. Shark tank cleaner

Cleaning windows might not sound thrilling, but what if you did it in the water surrounded by sharks? That would be a different story, surely! Shark tank cleaners have to swim with sharks to make the tank's glass clean and shiny while visitors watch the whole process. This job requires a person who is not only brave but also a strong swimmer and experienced diver. Of course, if you're afraid of sharks, it might be safer to look for other opportunities!

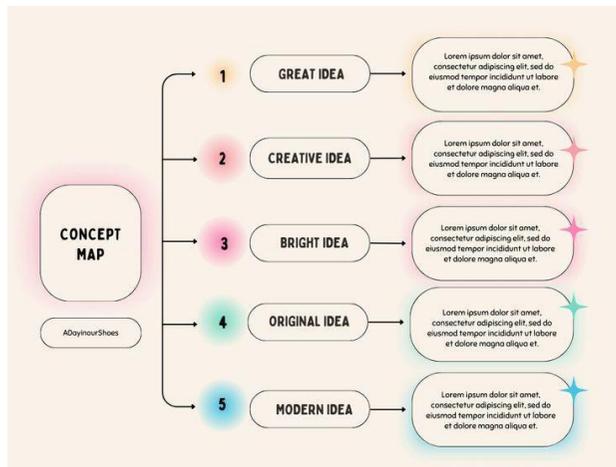
Final during-stage

Annex 4.-

“Unusual and wonderful jobs

E. Professional sleeper

If you love sleeping and can't get enough of it, why not turn that passion into a career? Professional sleepers often participate in sleep studies, but there are also more unusual opportunities. For example, in 2009, women were hired for a temporary job where they were paid to sleep as part of a 'living art' exhibit at The New Museum of Contemporary Art in New York while tourists visited the museum.



Annex 5.-

**Read the text. Match each job with the correct description.
Write the correct letter (A–E).**

___ This person sleeps and gets money.

___ This person cleans glass in water with animals.

___ This person builds things with blocks.

___ This person works with chocolate and helps companies.

___ This person lives on an island for a short time.

Answer key:

E

D

B

A

C

Annex 6.-

Checklist

- Main topic is clear and centered (1)

- Ideas are organized from the center outward(1)

- Main ideas are relevant and well defined(1)

- Supporting ideas add useful details(1)

- All ideas are clearly connected(1)

- Keywords or short phrases are used(1)

- Vocabulary and spelling are appropriate(1)

- Layout is clear, legible, and well organized (2)

- Use of color or visuals supports understanding(1)

Post Stage

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Content & Task Completion	The text fully describes the alternative job, including duties, skills, and reasons why it's interesting. All information is clear and relevant.	The text describes the job with some details (duties or skills) but may miss one aspect.	The text gives a basic description but lacks important details or clarity.	The text is incomplete or off-topic. It doesn't describe the job clearly.
Organization & Coherence	The ideas are well-organized with clear paragraphs and logical connectors (first, then, because, etc.).	Ideas are mostly organized but some transitions or connectors are missing.	The text has limited organization; ideas are not clearly connected.	Ideas are disorganized or confusing. No clear structure.
Vocabulary Range	Uses varied and appropriate vocabulary to describe jobs and abilities (e.g., skills, tools, responsibilities).	Uses some variety of vocabulary, with occasional repetition or minor mistakes.	Uses basic vocabulary; limited variety. Some incorrect word choices.	Very limited vocabulary; frequent errors that make understanding difficult.
Grammar & Accuracy	Uses correct sentence structures with few minor errors (e.g., in tenses, modals, or articles).	Some grammar errors but meaning is clear.	Frequent grammar errors that sometimes make understanding difficult.	Many grammar errors that interfere with communication.
Creativity & Engagement	The job idea is original, interesting, and clearly expressed. The description shows imagination.	The job idea is somewhat original and interesting.	The job idea is basic and lacks creativity.	The job idea is not creative or is copied from examples.

Journal 4: PDP (Reading)

How can we turn passive reading into an active, meaningful experience for language learners? The PDP (Pre, During, and Post) framework is a well-established strategy in reading instruction that helps learners develop better comprehension and critical thinking skills. It structures reading activities into three interconnected stages that prepare students for understanding, guide them through the text, and promote reflection and analysis afterward. This framework emphasizes active reading and ensures that learners engage with texts at a deeper level. In this journal, I reflect on my learning and experiences using the PDP framework to improve reading lessons and student outcomes.

Initially, I expected the PDP approach to provide a clear structure for organizing reading lessons. I was hoping it would offer strategies to make reading more engaging, especially for learners who struggle with comprehension. While I knew it involved three stages, I did not anticipate how deeply each phase could enhance the learning process when properly implemented.

At first, I felt curious but also a little skeptical about whether PDP could address the common challenges in teaching English due to students face when reading, like decoding vocabulary, understanding context, or identifying main ideas. However, after applying the framework in class, I felt reassured and inspired. The structure helped reduce student anxiety, and I felt more confident in guiding learners step by step.

The new learnings that the PDP model taught me during my pre-service teaching will be discussed in three points. First, pre-reading prepares students by activating prior knowledge, previewing vocabulary, and setting a purpose for reading. Second, during-reading guides them through the text with targeted questions or tasks, encouraging them to focus on key points, main ideas, and details. Third, post-reading

allows for reflection, analysis, and creative responses like summarizing, debating, or connecting the content to personal experiences.

I also realized how effective this framework is for developing both language skills and higher-order thinking. Grabe and Stoller (2011) describe reading as “an interactive process”, and PDP supports this by making learners active participants. Similarly, Wallace (2020) sees reading as “a problem-solving activity”, which aligns with the PDP’s emphasis on guided understanding and interpretation.

During my pre-service teaching to apply PDP in a reading lesson brought noticeable improvements. I began with a pre-reading discussion to activate background knowledge and introduced some challenging vocabulary. During reading, students were given guiding questions that helped them stay focused and comprehend the main message. In the post-reading stage, they participated in small group discussions, shared personal reactions, and completed a short writing task. This made the reading lesson more dynamic and helped learners retain what they read. It also showed me that comprehension improves when students are emotionally and cognitively involved.

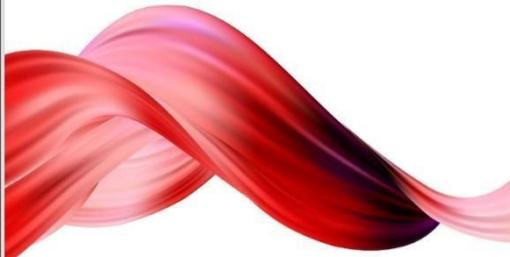
The PDP framework is vital to work on reading skills harmoniously in teaching English because it encourages learners to become strategic, independent readers. It moves away from passive reading toward a process where students interact with the text. According to Brown (2021), reading tasks should include pre-reading motivation, comprehension checks, and post-reading responses to develop critical literacy. Vandergrift and Goh (2012) also emphasize that learners benefit when they engage in reflective and metacognitive reading practices. Nation (2020) supports the use of structured reading to aid vocabulary retention and text engagement. These insights confirm that PDP not only supports reading comprehension but also cultivates skills necessary for lifelong learning.

In summary, the PDP reading framework offers an effective, learner-centered approach to reading instruction. Guiding students before, during, and after reading helps them develop strategies for understanding texts more thoroughly and confidently. It transforms reading into a meaningful and interactive experience and equips learners with skills they can apply beyond the classroom. Incorporating PDP into reading lessons has not only enhanced my teaching practice but also empowered students to become more thoughtful and engaged readers.

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Demonstrative Lesson



PDP Reading Skill

Alen Vinces Zambrano
9th semester

Pre-stage

Let's see a picture!



CHOCOLATE CONSULTANT

LEGO SCULPTOR

ISLAND CARETAKER

SHARK TANK CLEANER

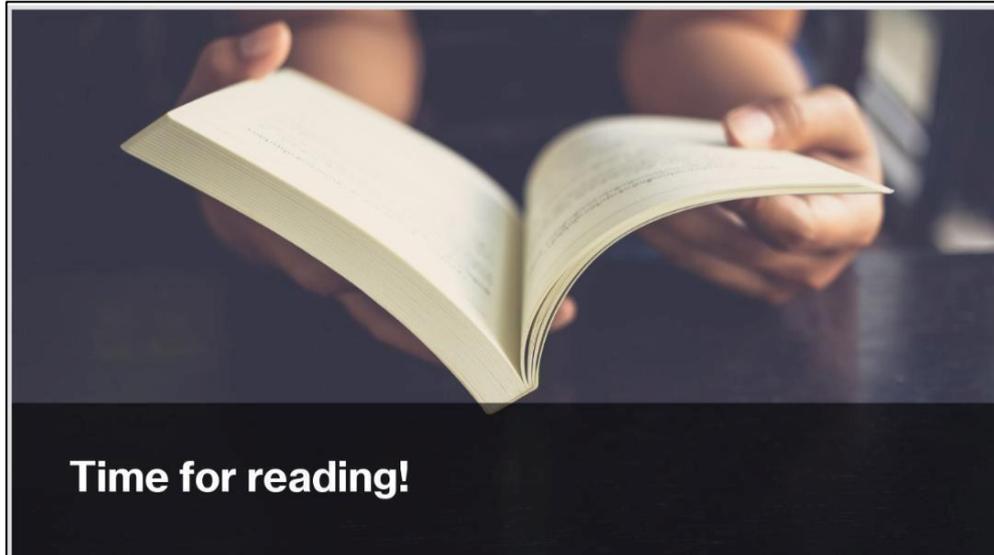
PROFESSIONAL SLEEPER



Question!

Do you think these kinds of jobs exist?

Would you like to have one of these jobs?



Early stage

Can you guess the title?

Unusual and wonderful jobs

This text talks about some jobs that many people might not know exist. For example, a chocolate consultant studies different types of chocolate and helps companies or buyers choose the best products. A LEGO sculptor builds creative models for the LEGO company, but it's a very hard job to get because there are only a few positions worldwide. Another interesting job is an island caretaker, where a person lives on a beautiful island, explores it, and shares their experiences online to promote tourism.

There are also more surprising jobs, like a shark tank cleaner, who cleans aquarium glass while swimming with sharks – a job for brave and skilled divers! Finally, there are professional sleepers, who get paid to sleep for research studies or artistic projects. All these jobs show that work doesn't always have to be boring – it can be exciting, creative, and very different from normal office jobs.

 Skim to get the title of the reading

Later stage

Read the text!

A. Chocolate consultant

If you love chocolate, becoming a chocolate consultant could be an exciting job. There are various types of chocolate consultants, so you can follow the best career path for you. You could work full-time with well-known brands or focus on smaller brands that specialise in specific types of chocolate. To be successful in this job, you must have a passion for chocolate and an interest in understanding the many varieties of cocoa. For this reason, you need a lot of knowledge in certain subjects. Chemistry and food-based subjects are particularly useful. Although you could work for companies that produce chocolate-based products, you could also be in charge of your career, advising chocolate buyers on which products to buy or running chocolate-tasting events.

B. LEGO sculptor

Many of us have enjoyed building things with LEGO blocks as children, but for some people, this childhood activity can turn into a career. LEGO has temporary jobs and long-term positions for certified professionals who create models and sets for the company. These LEGO sculptors work within specific themes and are based in Legoland Discovery Centres around the world.

Becoming a LEGO sculptor is quite challenging. There are usually only between nine and 30 jobs available worldwide. To be hired, you need to successfully complete different tasks, including building difficult LEGO models.

Later stage

Let's do a worksheet!

True or False and
Multiple choice
activities

Scanning the text
to get specific
details and
information to solve
the activities.

Final stage

Let's read again!

Match each job with the correct description.

Write the correct letter (A–E).

E This person sleeps and gets money.

D This person cleans glass in water with animals.

B This person builds things with blocks.

A This person works with chocolate and helps companies.

C This person lives on an island for a short time.



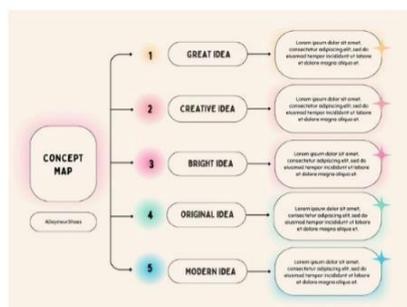
Read the whole text to get a better comprehension of the reading



You have 3 minutes to read!

Final stage

Let's Summarize the text!



Read the whole text to get a better comprehension of the reading



Summarizing the main ideas of the text in a graphic organizer

Final during stage

Evaluation checklist

-  Evaluate your classmate work
-  Use the checklist
-  Exchange your graphic organizer

- Main topic is clear and centered (1)
- Ideas are organized from the center outward(1)
- Main ideas are relevant and well defined(1)
- Supporting ideas add useful details(1)
- All ideas are clearly connected(1)
- Keywords or short phrases are used(1)
- Vocabulary and spelling are appropriate(1)
- Layout is clear, legible, and well organized (2)
- Use of color or visuals supports understanding(1)

Post-stage

Let's create an alternative job description!



Write an alternative job description



Exchange your work with your classmate

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Content & Task Completion	The text fully describes the alternative job, including duties, skills, and reasons why it's interesting. All information is clear and relevant.	The text describes the job with some details (duties or skills) but may miss one aspect.	The text gives a basic description but lacks important details or clarity.	The text is incomplete or off-topic. It doesn't describe the job clearly.
Organization & Coherence	The ideas are well-organized with clear paragraphs and logical connectors (first, then, because, etc.)	Ideas are mostly organized but some transitions or connectors are missing.	The text has limited organization (ideas are not clearly connected).	Ideas are disorganized or confusing. No clear structure.
Vocabulary Range	Uses varied and appropriate vocabulary to describe job and abilities (e.g. skills, tools, responsibilities).	Uses some variety of vocabulary, with occasional repetition or minor mistakes.	Uses basic vocabulary, limited variety. Some incorrect word choice.	Very limited vocabulary; frequent errors that make understanding difficult.
Grammar & Accuracy	Uses correct sentence structures with few minor errors (e.g. in tenses, modals, or articles).	Some grammar errors but meaning is clear.	Frequent grammar errors that sometimes make understanding difficult.	Many grammar errors that interfere with communication.
Creativity & Engagement	The job idea is original, interesting, and clearly expressed. The description shows imagination.	The job idea is somewhat original and interesting.	The job idea is basic and lacks creativity.	The job idea is not creative or is copied from examples.

In pairs: Evaluate your classmate works following the rubric.



MODULE 5:

WRITING

MODULE 5: WRITING

Writing Lesson Plan

Name: Alen Vines Zambrano **Date:** December 16, 2025. **Level:** B1
Class: 10th

Action points:

1. Time Management
2. Teacher Talking Time

What are your Student Learning Objectives for the lesson?

By the end of the lesson, students will be able **to** write a descriptive paragraph about their favorite unreal character **in** a piece of paper **and then** post their drawing of the character on the board.

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

- When students write a descriptive paragraph about their favorite unreal character
- When students post their drawing of the character on the board.

Preliminary considerations:

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

- Students already know how to use the simple present tense.
- Students already know vocabulary about feelings and emotions.

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

- Students might find it difficult to put their ideas together to describe their favorite unreal character in a paragraph.
- Students might lack adjectives to describe characters.

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

- The teacher will provide the chance to use a dictionary.
- The teacher will be constantly providing assistance during the writing time.

Time	Framework Stage	Procedure		Interaction T-S/S-S	Materials Needed
		Teacher will...	Students will...		
5 min	Preparation	<ul style="list-style-type: none"> ✓ Show images of 4 unreal characters. (Annex 1) ✓ Ask students: Who are they? How do they look? ✓ Write vocabulary ideas based on the student's responses on the board. 	<ul style="list-style-type: none"> ✓ See the images of 4 unreal characters ✓ Answer the questions ✓ See the board vocabulary ideas. 	T – Ss	Projector Computer Board Markers
15 min	DRAFTING	<ul style="list-style-type: none"> ✓ Show the hamburger paragraph model(Annex 2) ✓ Show an example of a descriptive paragraph using an unreal character. ✓ Ask them to write the draft of the descriptive paragraph on a piece of paper following the hamburger model shown and using the following prompt: "Write about your favorite character and why it is interesting to you." 	<ul style="list-style-type: none"> ✓ See the hamburger paragraph model ✓ See an example of a descriptive paragraph ✓ Write the draft of the anime description in a paragraph following the instructions given. 	T – Ss	Board Markers Pencil Computer Projector Paper

15 min	REVISION and EDITING	<ul style="list-style-type: none"> ✓ Show the “peer editing symbols guide” ✓ Ask them to exchange their drafts with a classmate for peer revision. ✓ Ask them to use the “peer editing symbols guide.” (Annex 3) ✓ Help students with corrections and notes if needed. ✓ Ask them to give back their drafts. ✓ Ask them to write down the final descriptive paragraph on a piece of paper with the corrections made. 	<ul style="list-style-type: none"> ✓ See the “peer editing symbols guide” ✓ Exchange their drafts with a classmate ✓ Use the “peer editing symbols guide” ✓ Request help and use symbols to revise the draft: <p>Grammar (G) Sentence structure (SS)</p> <p>Spelling (SP) Coherence (Coh)</p> <ul style="list-style-type: none"> ✓ Give back their drafts. ✓ Write down the final descriptive paragraph in a piece of paper with the corrections made. 	T – Ss Ss – Ss	Projector Computer Pencil Paper
10 min	EXTENSION	<ul style="list-style-type: none"> ✓ Ask students to make groups of 4 to make a drawing of their favorite unreal character ✓ Ask students to post their drawings on the board to choose the best works. 	<ul style="list-style-type: none"> ✓ Make groups of 4 to make a drawing of their favorite unreal character. ✓ Post their drawings on the board to choose the best works. 	T– Ss	Board

MATERIALS

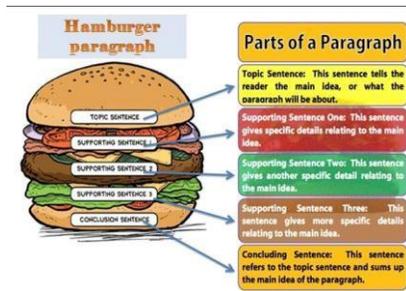
Preparation

Annex1.



Drafting

Annex 2.-



My favorite anime character is Tanjiro Kamado from Demon Slayer. He is a kind and brave boy who fights demons to protect other people. I like him because he never gives up, even when the situation is very difficult. Also, he has a special technique called “Water Breathing,” which makes his attacks look strong and beautiful. In my opinion, Tanjiro is an inspiring character because of his positive attitude and his love for his sister.

Revision and editing

Annex 3.-

SYMBOL	
G	GRAMMAR ←-b-point→
Sp	SPELLING <i>font</i>
Cap	CAPITAL LETTER ↑
P	PUNCTUATION 🔗
SS	SENTENCE STRUCTURE
Coh	COHERENCE
WC	WRONG WORD
MW	MISSING WORD +
EW	EXTRA WORD -

Extension



Journal 5: Writing

Writing is a fundamental skill in language learning, and a well-structured writing lesson plan ensures students develop fluency, accuracy, and confidence. A process-oriented approach to writing through the stages of preparation, drafting, revision, editing, and extension provides learners with the support they need to express themselves effectively in written form. This journal reflects on the application of this writing lesson structure, focusing on its pedagogical benefits and personal impact.

Expectations. At the beginning, I expected that guiding students step by step through each phase would help them manage the writing process more effectively. I anticipated that a systematic approach would reduce student anxiety, improve their organization, and help them better express ideas. I also hoped to discover specific techniques to make each stage of the writing process more engaging.

Feelings Initially, I felt somewhat overwhelmed by the multiple components of the writing process. However, as I became more familiar with the stages, I began to feel more comfortable and confident. Each phase brought new opportunities to connect with students and witness their growth, making the experience highly rewarding.

The new learning I gained is that each phase of the writing lesson serves a distinct purpose. First, Preparation encourages brainstorming, outlining, and setting writing goals. According to Seow (2002), the pre-writing stage is crucial as it “activates schema and provides motivation.” Second, drafting allows students to get their ideas down without fear of mistakes. As Harmer (2020) points out, the drafting stage is where “writers prioritize meaning and idea generation.” Third, revision focuses on reorganizing content, improving clarity, and strengthening arguments or descriptions. Zamel (1983) emphasizes that “writing is a process of discovery,” and revision is where that discovery happens. Fourth, editing sharpens grammar, punctuation, and spelling. According to

Tribble (1996), editing helps students “internalize formal writing conventions” and raise their awareness of language accuracy. The last step, extension, offers chances for sharing, publishing, or further elaborating on the topic. Hyland (2003) argues that extension tasks “reinforce writing purpose and enhance genre understanding.”

I also learned how peer review and teacher feedback play crucial roles in revision and editing. Incorporating collaborative activities led to greater student engagement and more thoughtful writing.

Experiences Implementing this lesson plan structure in the classroom was a transformative experience. Students responded well to the guidance provided at each stage. For instance, using graphic organizers or pictures during preparation helped them stay focused. Drafting without pressure allowed for creativity, and group revision activities sparked valuable discussions. Through editing exercises, students became more aware of language accuracy. Finally, extension tasks like presentations or digital publishing boosted their motivation and pride in their work.

Importance: A writing lesson plan that incorporates all five stages equips students with a comprehensive toolkit for writing. It promotes independence and fosters a growth mindset. As writing becomes a process rather than a one-time task, students learn that improvement comes with practice. This method not only enhances writing skills but also builds critical thinking and collaboration. As noted by Richards and Renandya (2002), effective writing instruction involves guiding students through a series of interrelated steps that mirror real-world writing practices.

To conclude, using a structured writing lesson plan that emphasizes preparation, drafting, revision, editing, and extension significantly benefits both learners and teachers. It supports students through the challenges of writing and helps them become more

confident, expressive, and competent writers. This reflective experience has deepened my appreciation for process-based writing instruction and affirmed its value in the language classroom.

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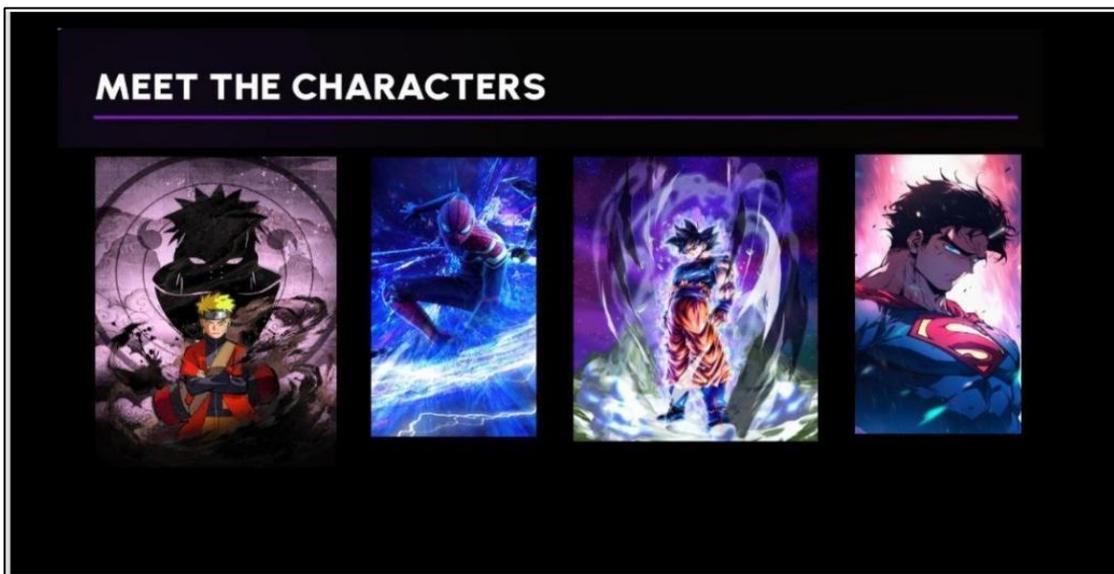
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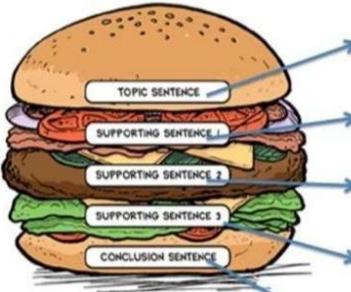
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Demonstrative Lesson



THE HAMBURGUER MODEL

Hamburger paragraph



TOP BUN: TOPIC SENTENCE
Introduces the main idea. Who are you writing about?

MEAT: SUPPORTING DETAILS
Give reasons, descriptions, and facts. Use the Simple Present tense.

BOTTOM BUN: CONCLUSION
Restates the main idea or gives a final thought.

Parts of a Paragraph

Topic Sentence: This sentence tells the reader the main idea, or what the paragraph will be about.

Supporting Sentence One: This sentence gives specific details relating to the main idea.

Supporting Sentence Two: This sentence gives another specific detail relating to the main idea.

Supporting Sentence Three: This sentence gives more specific details relating to the main idea.

Concluding Sentence: This sentence refers to the topic sentence and sums up the main idea of the paragraph.



How to write your paragraph

My favorite anime character is Tanjiro Kamado from Demon Slayer. He is a kind and brave boy who fights demons to protect other people. I like him because he never gives up, even when the situation is very difficult. Also, he has a special technique called "Water Breathing," which makes his attacks look strong and beautiful. In my opinion, Tanjiro is an inspiring character because of his positive attitude and his love for his sister.

YOUR TURN: DRAFTING

Write about your favorite character and why it is interesting to you

 **Time:** You have 8 minutes!



Hamburger paragraph

Parts of a Paragraph

- Topic Sentence:** This sentence tells the reader the main idea, or what the paragraph will be about.
- Supporting Sentence One:** This sentence gives specific details relating to the main idea.
- Supporting Sentence Two:** This sentence gives another specific detail relating to the main idea.
- Supporting Sentence Three:** This sentence gives more specific details relating to the main idea.
- Concluding Sentence:** This sentence refers to the topic sentence and sums up the main idea of the paragraph.

Let's Check your Work: Peer Editing

5 minutes 🕒

Exchange drafts with a partner and help them improve!

SYMBOL	
G	GRAMMAR ←-point-→
Sp	SPELLING <i>font</i>
Cap	CAPITAL LETTER ↑
P	PUNCTUATION 🔗
SS	SENTENCE STRUCTURE
Coh	COHERENCE
WC	WRONG WORD
MW	MISSING WORD +
EW	EXTRA WORD -

Give back your drafts

Write down your final Draft!

8 minutes 🕒

Post your drawing about an unreal character on the board to choose the best work through claps

In groups of 4:
Make a draw of
your favorite
character

5 minutes 🕒



Recommendations

It is recommended that English teachers adopt student-centered teaching practices through the consistent application of methodologies such as FMU, ECRIF, PDP, and PDREE. These frameworks provide structured guidance for lesson planning and classroom instruction, supporting the balanced development of speaking, listening, reading, and writing skills while promoting meaningful communication and learner autonomy.

The integration of technology into English language teaching is also recommended as a pedagogical tool to enhance student engagement and facilitate meaningful learning experiences. Digital resources such as interactive platforms, audiovisual materials, online exercises, and collaborative tools allow learners to actively interact with the language, accommodate diverse learning styles, and receive timely feedback that supports language development.

In addition, incorporating diverse and relevant content aligned with students' interests, such as anime, films, podcasts, and engaging reading texts, can increase motivation and participation in the learning process. These materials provide exposure to authentic language use and cultural contexts, helping learners develop vocabulary, comprehension, and critical thinking skills in a more relatable and meaningful way.

Teachers are encouraged to design interactive and technology-based activities, including digital role-plays, multimedia projects, collaborative writing tasks, and gamified learning experiences. Such activities foster creativity, collaboration, and communicative competence, while creating opportunities for learners to apply language skills in authentic and purposeful contexts.

Finally, it is recommended that certain subjects within the Pedagogy of National and Foreign Languages degree program be retained due to their importance in the design, creation, and improvement of our linguistic skills as future English teachers. These subjects include Design and Lesson Planning, TEFL Assessment, Expert User, Academic Writing 1 and 2, and Teacher as an Advisor. These subjects contribute to the improved training of future English teachers. Furthermore, integrating them with the new technologies that emerge daily can make them more interactive for students.

Conclusions

To sum up, this document demonstrates the relevance and effectiveness of applying TEFL methodologies in the teaching and learning of English as a Foreign Language. Through the implementation of FMU, ECRIF, PDP, and PDREE frameworks, it is evident that structured and well-planned instruction can significantly enhance students' language development across speaking, listening, reading, and writing skills.

The experience of designing lesson plans, conducting demonstrative lessons, and engaging in reflective journals has contributed to my professional growth as a future English teacher. These experiences have strengthened my understanding of how learners acquire language and how teaching strategies can be adapted to meet diverse educational needs.

Furthermore, this document highlights the importance of reflective and student-centered teaching practices in fostering meaningful learning. By prioritizing communication, interaction, and active engagement, teachers can create supportive learning environments that promote confidence and autonomy among students.

Overall, the knowledge and experiences gained through this work reaffirm the value of TEFL methodologies in modern language education and underscore their role in preparing educators to face the challenges of teaching English in diverse and dynamic contexts.