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**CARRERA DE PEDAGOGÍA LOS IDIOMAS NACIONALES Y EXTRANJEROS**

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**LICENCIADO/A EN PEDAGOGÍA DEL IDIOMA INGLÉS**

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**MODALIDAD:**

**TEFL APPLICATION PROCESS**

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**Título de Trabajo de Investigación:** Teaching English as a Foreign Language Application Process

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**Descripción de Autoría:**

El presente trabajo académico corresponde al proceso TEFL Application Process, desarrollado como parte de la formación profesional en la enseñanza del inglés como lengua extranjera (Teaching English as a Foreign Language). Este documento evidencia la aplicación de conocimientos pedagógicos, metodológicos y didácticos relacionados con la planificación de clases, diseño de actividades, aplicación de estrategias de enseñanza y reflexión sobre el proceso de aprendizaje del idioma inglés. La implementación de estos conocimientos y estrategias contribuyó al fortalecimiento de las competencias docentes y al desarrollo de prácticas de enseñanza orientadas a un aprendizaje más activo y significativo del idioma inglés.

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Yo, **Figueroa Escobar Katiuska Yamileth**, con documento de identificación **175041476-3**, declaro que soy el autor del presente trabajo de integración curricular titulado "**Teaching English as a Foreign Language**", desarrollado bajo la tutoría del **Lic. Gonzalo Farfán, Mg.**, con documento de identificación N.º **131036038-1**. Este trabajo es resultado de mi esfuerzo académico e intelectual y no ha sido copiado ni plagiado en ninguna de sus partes.

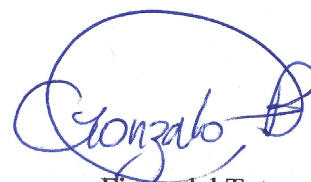
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## **DEDICATION**

This work is dedicated to my mother, who, despite the distance, has always been one of the greatest inspirations in my life. Although we were apart when I began this journey, it was you who first instilled in me the value of education and the determination to continue pursuing my dreams. Your love, strength, and the lessons you have taught me have guided me every step of the way. This achievement is a reflection of everything you inspired me to become.

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## CERTIFICO

En calidad de docente tutor(a) de la Facultad de Educación, Turismo, Artes y Humanidades de la Universidad Laica "Eloy Alfaro" de Manabí, CERTIFICO:

Haber dirigido, revisado y aprobado preliminarmente el Trabajo de Integración Curricular bajo la autoría del estudiante FIGUEROA ESCOBAR KATIUSKA YAMILETH, legalmente matriculado en la carrera de PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, período académico 2026-2027(1), cumpliendo el total de **384 horas**, cuyo tema del proyecto o núcleo problemático es "*TEFL APPLICATION PROCESS*"

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

Particular que certifico para los fines consiguientes, salvo disposición de Ley en contrario.

Manta, Miércoles, 29 de julio de 2026.

Lo certifico,



FARFAN CORRALES ULBIO GONZALO  
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## **Introduction**

Learning a foreign language transcends the mere memorization of grammar rules and vocabulary; it becomes a window that allows individuals to genuinely connect with the world. In the field of English language teaching, education must go beyond rote repetition to foster true communicative competence and authentic interaction. Therefore, this research arises from the purpose of guiding students through this acquisition process in a comprehensive manner, understanding that language is a tool for human connection. To achieve this, it is essential to cultivate a balanced and equitable development of the four fundamental communication skills: speaking, listening, reading, and writing.

To address the need for this balanced linguistic development, contemporary pedagogy requires frameworks that place the student at the center of the educational experience. It is within this context that this document analyzes three distinct but highly complementary pedagogical approaches designed to structure effective language classrooms. These methodologies provide teachers with clear pathways to transform theoretical objectives into practical, interactive, and manageable classroom strategies, ensuring that every linguistic skill is addressed with the proper pedagogical scaffolding.

Specifically, this study examines how each framework targets a particular dimension of communication. First, the ECRIF model (Encounter, Clarify, Remember, Internalize, Fluently Use) is analyzed as a structured pathway that builds learners' confidence and enhances oral expression through progressive stages of internalizing language. Second, the PDP framework (Pre, During, Post) is explored as an engaging methodology that solidifies both listening and reading comprehension by guiding students through the interpretation of messages. Finally, the PDREE strategy (Preparation, Drafting, Revising, Editing, Extension) is presented as a methodical support system that systematically guides students through the complexities of written production.

Ultimately, the primary objective of this paper is to demonstrate how the integration of these three models transforms the classroom into a space for meaningful learning. By adapting these flexible frameworks to diverse educational environments, educators can successfully shift the focus from traditional teaching to the active, evolving needs of the learners. Through this analysis, this study seeks to prove that teaching English is not merely about delivering content, but about creating an environment where students can develop the lasting skills necessary to communicate effectively and purposefully in a globalized world.

# MODULE 1

## THE LANGUAGE ANALYSIS (FMU)



## FMU Language Analysis

### There is/There are

- **FORM**

#### *There is*

**Affirmative:** there is + singular noun phrase + complement

- There is a pharmacy near the college.
- There is some milk in the fridge.

**Negative:** there is + not + singular noun phrase + complement

- There is not an apple in the basket.
- There is not a message on the board.

**Interrogative:** Is there + singular noun phrase + complement + ?

- Is there a computer in the classroom?
- ± Yes, there is / Yes, there is a computer in the classroom.
- ± No, there is not. / No, there is not a computer in the classroom.

#### *There are*

**Affirmative:** there are + plural noun + complement

- There are two windows in the room.
- There are many books on the shelf.

**Negative:** there are + not + plural noun + complement

- There are not students in the library.
- There are not restrooms on the first floor.

**Interrogative:** Are there + plural noun + complement + ?

- Are there seven days in a week?
- ± Yes, there are / Yes, there are seven days in a week.
- ± No, there is not. / No, there are not seven days in a week.

- **MEANING**

“There is / There are” indicate whether something exists or does not exist in a specific place or at a certain time, often when mentioned for the first time. (They are the equivalent of the Spanish word “hay”)

**Examples: There is a cat in the box.**

**There is not a sandwich in the fridge.**

- **USE**

- **To talk about what exists in a place:**

**Examples: There is a bathroom upstairs.**

**There are three windows in the kitchen.**

- **To ask about existence or quantity:**

**Examples: Is there a park near your house?**

**Are there any buses at night?**

- **ANTICIPATED DIFFICULTIES**

- **Confusion between there is and there are. (e.g., There is many students)**
- **Using plural nouns after there is (There is apples).**
- **Confusing it is vs. there is (It is a dog in the garden).**

- **CONCEPT – CHECKING QUESTIONS**

**Q:** Is there many teachers? Is it correct? Why?

**Q:** Are there a hospital next to the pharmacy? Is it correct? Why?

**Q:** Is there many windows in the classroom? Is it correct? Why?

**Q:** Are there any child in the corner? Is it correct? Why?

- **TEACHING IDEAS**

- **Look at the picture and decide if each statement is true or false. ([Annex 1](#))**
- **Complete the sentences in a fill-in-the-blanks activity. ([Annex 2](#))**

- Look at the pictures and write a description. ([Annex 3](#))

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## Annex 1

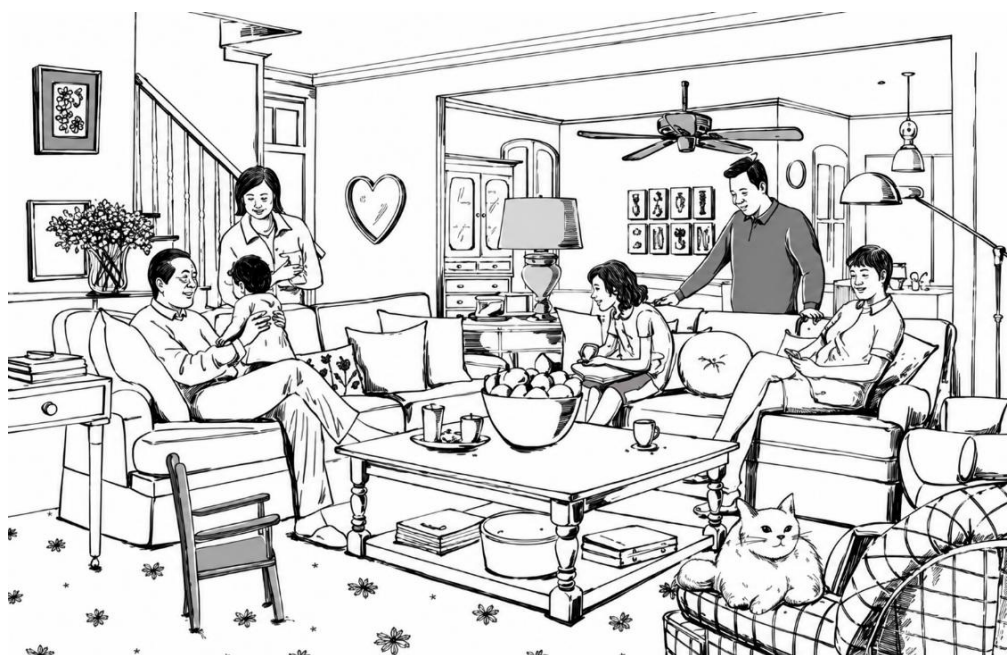
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Date: \_\_\_\_\_

## Summative assessment

## Activity 1: There is/ There are

## True or false activity

**Direction:** Look at the picture and decide if each statement is true or false

1. There are seven people in the picture. **TRUE / FALSE**
2. There is a cat on a chair. **TRUE / FALSE**
3. There is a woman standing behind a sofa. **TRUE / FALSE**
4. There aren't any cups on the table. **TRUE / FALSE**
5. There are some books under the coffee table. **TRUE / FALSE**
6. There is a small chair in front of the coffee table. **TRUE / FALSE**
7. There aren't any children in the living room. **TRUE / FALSE**
8. There are some flowers in front of a man. **TRUE / FALSE**
9. There is a fan in the picture. **TRUE / FALSE**
10. There is a small dog next to a chair. **TRUE / FALSE**

**Annex 2****Name:** \_\_\_\_\_**Date:** \_\_\_\_\_**Summative assessment****Activity 2: There is/ There are****Fill in the blanks activity****Directions:** Complete the sentences with *there is* or *there are*.

1. \_\_\_\_\_ a supermarket near my house.
2. \_\_\_\_\_ two cats in the garden.
3. \_\_\_\_\_ a book on the table.
4. \_\_\_\_\_ a new park in the city.
5. \_\_\_\_\_ three chairs in the living room.
6. \_\_\_\_\_ some posters on the wall.
7. \_\_\_\_\_ a cinema in this town.
8. \_\_\_\_\_ a lot of cars in the parking lot
9. \_\_\_\_\_ three chairs in the living room?
10. \_\_\_\_\_ a bathroom next to the kitchen?

## Annex 3

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Summative assessment

## Activity 3: There is/ There are

Look at the apartments below. Choose the one you like the most and write a short description (at least 5 sentences) using **there is** and **there are**.

A)



C)



D)




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### **Journal 1: FMU**

Grammar instruction serves as a fundamental cornerstone for successful language acquisition. Grammar extends far beyond isolated words, rules, or sentences; rather, it possesses a complex foundation that encompasses three interconnected dimensions: form, meaning, and use. As (Celce-Murcia & Larsen-Freeman, 1999) demonstrate, these dimensions are intrinsically linked, where “a change in one will involve a change in another.” Building on this perspective, the following discussion explores the FMU framework, examining its theoretical foundations, its practical classroom applications, and a reflection on its implications.

To illustrate this pedagogical approach, language learning can be likened to learning to dance: knowing the steps (form) is not enough without understanding the rhythm (meaning) or knowing when to perform each movement (use). This analogy effectively underscores the need for the comprehensive nature of FMU, which frames grammar as an interplay of dimensions rather than an isolated set of prescriptions.

This interconnectedness also highlights the social and contextual factors that determine appropriate language choices. (Celce-Murcia & Larsen-Freeman, 1999) emphasizes that “grammar is a meaning-making resource and that our ability to speak grammatically is one of the things that makes us human.” From this perspective, grammar instruction transforms from mechanical rule-learning into meaningful, context-aware language development, where communicative purpose remains at the forefront of pedagogy.

In this context, the FMU framework demonstrates that grammatical competence extends beyond memorizing rules and their exceptions; rather, it entails the ability to select appropriate forms to convey specific meanings within particular communicative contexts (Crawford, 2012). In this way, FMU shifts grammar teaching from rote memorization toward

meaningful application, thus aligning instruction with the realities of authentic communication.

(Floris, 2022) further reinforces this view, observing that “learning grammar from the FMU perspective enables learners to see how meaning and context relate to form.” This perspective consequently allows learners to experience grammar as a living part of communication, where each structure serves a purpose, and every rule facilitates human connection. Extending the dance analogy even further: just as dancers must master not only the steps but also their timing, expression, and appropriateness to the music and audience, so too must language learners cultivate sensitivity to the interplay of grammatical form, semantic meaning, and contextual use.

Therefore, implementing FMU in the classroom requires strategic recognition that, as (Crawford, 2012) asserts, “grammatical ability involves not just learning rules but using language for real communicative purposes.” A practical way to operationalize FMU is through exercises that gradually progress from controlled to more open-ended activities, allowing students to practice systematically until they can produce meaningful content independently.

Furthermore, effective grammar instruction demands strategic integration across all language skills, enabling grammatical knowledge to develop harmoniously alongside listening, speaking, reading, and writing competencies. (Khusniddin, 2024). This approach ensures that grammar becomes a natural component of authentic communication rather than an isolated academic exercise.

Building on these principles, teachers should design activities that address each FMU dimension authentically. That is, using engaging materials or exercises, such as emails, social media posts, or news articles, where students identify specific structures. Likewise, activities that help students compare how the same structure conveys different meanings, such as

distinguishing between 'I could help you' and 'I could have helped you,' enable meaningful practice. Similarly, project-based activities encourage students to use grammar purposefully in authentic contexts, supporting the integration of form, meaning, and use. (Celce-Murcia & Larsen-Freeman, 1999).

It is through this exploration of the FMU framework that my expectations regarding language analysis have evolved significantly. Initially, I viewed grammar as a rigid set of isolated rules, but this analysis has revealed new learnings about the dynamic, interconnected nature of grammatical competence. This framework has shifted my perspective from seeing grammar as a separate component to understanding it as an integral part that shapes the whole of meaningful communication. Rather than viewing grammar as merely correct forms, I now recognize how language functions as a cohesive tool where form, meaning, and use work together to create authentic communication in diverse contexts.

It is in this context that, during my pre-teaching service, I put this perspective into practice and experienced firsthand the relevance of the FMU framework in fostering meaningful grammar learning. My students were more engaged and motivated when grammar activities were authentic and connected to real-life situations. Instead of relying solely on traditional, rule-focused instruction, I encouraged them to explore grammar through context: creating their own examples helped them grasp meaning naturally, and recognizing the use of structures became an organic part of their learning, which is precisely what the FMU framework advocates.

In conclusion, the FMU framework reveals itself as an approach that transcends the hollow memorization of disconnected patterns. Instead, it deconstructs language into meaningful components, thereby fostering an intuitive understanding that empowers learners to use language with genuine awareness. Rather than viewing grammar as isolated fragments,

students learn to appreciate how form, meaning, and use work in harmony, with each element contributing to authentic, purposeful communication.

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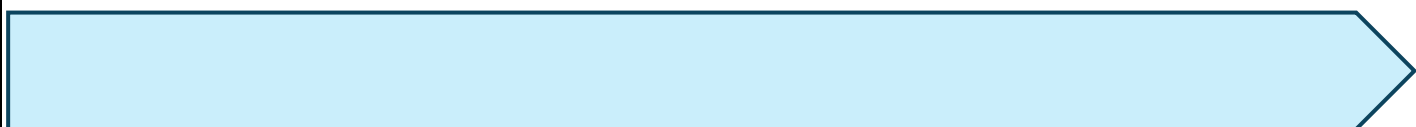
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# MODULE 2

## SPEAKING

### LESSON PLAN





## **Speaking Lesson Plan ECRIF**

**Author:** Katuska Yamileth Figueroa Escobar

**Date:** October 20<sup>th</sup>, 2025

**Level:** A2

### **Action Points-**

- Organizing Activities
- Classroom Management

### **What are your students' learning objectives for the lessons?**

By the end of the lesson SWBAT **USE** ‘‘There is/There are’’ structures **TO** describe furniture and equipment across different household environments **IN** a pair dialogue about their ideal home.

**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 describe furniture and equipment across different household environments through a picture-cued task.
- ✓ When students present orally their ideal home to the class in pairs.

### **Preliminary considerations:**

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

- ✓ Vocabulary related to rooms and furniture.
- ✓ Accommodation features and amenities (e.g., pool, WiFi, gym, parking)
- ✓ Basic prepositions of place (e.g., in, on, next to).
- ✓ Simple present tense.
- ✓ Adjectives for describing places (e.g., big, comfortable, modern)
- ✓ Expressions of preference and opinion (e.g., I like, I prefer, I think)

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

- ✓ Students might struggle to express negotiation phrases to reach an agreement during the pair dialogue.

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

- ✓ Display useful negotiation phrases on the board as a reference (e.g., "What about...?", "How about...?", "I agree/disagree because, maybe but...", "Let's agree on...").

| Time      | Stage     | Teacher will                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Student will                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Interaction           | Materials                                         |
|-----------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------|
| 3 minutes | Encounter | <p>Display a variety of images to activate students' prior knowledge. (<a href="#">Annex 1</a>)</p> <p>Ask students:</p> <ul style="list-style-type: none"> <li>✓ <i>What can you see in the pictures?</i></li> <li>✓ <i>What is in the pictures?</i></li> <li>✓ <i>What do you think today's class will be about?</i></li> </ul>                                                                                                                                                                                                                                      | <p>Observe the pictures carefully to active prior knowledge. (<a href="#">Annex 1</a>)</p> <p>Answer teacher's questions:</p> <ul style="list-style-type: none"> <li>✓ <i>What can you see in the pictures?</i></li> <li>✓ <i>What is in the pictures?</i></li> <li>✓ <i>What do you think today's class will be about?</i></li> </ul>                                                                                                                                                                  | <p>T-S</p> <p>V</p>   | Technological resources.                          |
| 6 minutes | Clarify   | <p>Present some sentences using the FMU language analysis target structures (affirmative, negative, and interrogative) for students to discriminate whether they are correct or incorrect. (<a href="#">Annex 2</a>)</p> <p>Conduct CCQs to check understanding:</p> <ul style="list-style-type: none"> <li>✓ <i>Which sentences are correct and why?</i></li> <li>✓ <i>Which one is correct for plural: Is there or Are there?</i></li> <li>✓ <i>Why the sentence is not correct? Why?</i></li> <li>✓ <i>Which type of noun do we use "There is" with?</i></li> </ul> | <p>Observe and analyze the given sentences (affirmative, negative, and interrogative) to discriminate whether they are correct or incorrect. (<a href="#">Annex 2</a>)</p> <p>Respond to the CCQs</p> <ul style="list-style-type: none"> <li>✓ <i>Which sentences are correct and why?</i></li> <li>✓ <i>Which one is correct for plural: Is there or Are there?</i></li> <li>✓ <i>Why the sentence is not correct? Why?</i></li> <li>✓ <i>Which type of noun do we use "There is" with?</i></li> </ul> | <p>T-S</p> <p>V</p>   | Technological resources.                          |
| 7 minutes | Remember  | <p>Hand out a gap-filling worksheet for students to complete. (<a href="#">Annex 3</a>)</p> <p>Monitor students and support them if needed.</p> <p>Organize students in pairs to apply peer assessment.</p> <p>Select pairs randomly to check the answers aloud.</p> <p>Collect the worksheets.</p>                                                                                                                                                                                                                                                                    | <p>Complete the gap-filling worksheet individually. (<a href="#">Annex 3</a>)</p> <p>Be monitored and asked for help if needed.</p> <p>Pair up to compare and check answers.</p> <p>Give their answers aloud when selected.</p> <p>Hand in their worksheets to the teacher.</p>                                                                                                                                                                                                                         | <p>T-S</p> <p>S-S</p> | <p>Technological resources.</p> <p>Worksheets</p> |

|               |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                |                                                 |
|---------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-------------------------------------------------|
| 9<br>minutes  | <b>Internalize</b> | <p>Pair up students to participate in a picture-cued activity.</p> <p>Show a reference picture with model sentences to guide students in the activity. (<a href="#">Annex 4</a>)</p> <p>Distribute sets of room pictures for students to describe furniture and equipment in different households. (<a href="#">Annex 5</a>)</p> <p>Monitor students and support them if needed.</p> <p>Ask selected pairs randomly to share with the class: (<a href="#">Annex 6</a>)</p> <ul style="list-style-type: none"> <li>✓ <i>Is there anything in your picture that is also in your house?</i></li> <li>✓ <i>Is there anything in your picture that isn't in your house?</i></li> <li>✓ <i>Are there any items in your house that aren't in your picture?</i></li> </ul> | <p>Work in pairs to participate in a picture-cued activity.</p> <p>Observe the picture and pay attention to the model sentences. (<a href="#">Annex 4</a>)</p> <p>Look at their assigned household pictures and describe the furniture and equipment following the teacher's model. (<a href="#">Annex 5</a>)</p> <p>Be monitored and asked for help if needed.</p> <p>Answer teacher's questions: (<a href="#">Annex 6</a>)</p> <ul style="list-style-type: none"> <li>✓ <i>Is there anything in your picture that is also in your house?</i></li> <li>✓ <i>Is there anything in your picture that isn't in your house?</i></li> <li>✓ <i>Are there any items in your house that aren't in your picture?</i></li> </ul> | <p>T-S</p> <p>S-S</p> <p>V</p> | <p>Technological resources.</p> <p>Pictures</p> |
| 20<br>minutes | <b>Fluency</b>     | <p>Pair up students again to dialogue about housing preferences.</p> <p>Request to negotiate collaboratively and reach a consensus on the most suitable features for their ideal home and then present a conclusion to the class.</p> <p>Monitor students and support them if needed.</p> <p>Call on some pairs to share their ideal home orally with the class.</p>                                                                                                                                                                                                                                                                                                                                                                                               | <p>Work in pairs to dialogue about housing preferences</p> <p>Negotiate collaboratively and reach a consensus on the most suitable features for their ideal home and then present a conclusion to the class.</p> <p>Be monitored and asked for help if needed.</p> <p>Share their ideal home orally with the class.</p>                                                                                                                                                                                                                                                                                                                                                                                                  | S-S                            | Technological resources.                        |

## RESOURCES:

### Encounter (Annex 1)

 Look at the images and describe what you see

 3 minutes



There is a...

There are...

### Clarify: (Annex 2)

 Read the sentences and decide if they are correct or incorrect

 *Keep in mind*  6 minutes



Is there any books on the table?



There are a cats on the roof



There is not a fridge in the kitchen



There are three chairs in the living room

*Keep in mind*

- there is + singular noun phrase + complement
- there is + not + singular noun phrase + complement
- Is there + singular noun phrase + complement + ?
- there are + plural noun + complement
- there are + not + plural noun + complement
- Are there + plural noun + complement + ?

CCQs:

Why the sentence is not correct?

Which one is correct for plural: Is there or Are there?

Which type of noun do we use "There is" with?

**Remember: (Annex 3)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Activity 1: Gap-filling activity****Direction:** Read the story and complete the gaps with the correct form of there is / there are.

Hello! My name is Alejandra, and people always ask me, "\_\_\_\_\_ a swimming pool at your school in Guayaquil?" Let me show you! In the entrance, \_\_\_\_\_ a big mural with our national flag. In the classroom, \_\_\_\_\_ a teacher's desk and many students' desks. On the walls, \_\_\_\_\_ posters about the Galápagos Islands. In the library, \_\_\_\_\_ many books, but \_\_\_\_\_ any air conditioning, so it gets very hot! In the sports arena, \_\_\_\_\_ a soccer field and a covered area for ecuavóley. In the cafeteria, \_\_\_\_\_ tables and chairs. Today \_\_\_\_\_ any empanadas because the cook is preparing bolones. And the swimming pool? Well, \_\_\_\_\_ one, but it is closed for repairs. I still love my school!

**Internalize:****(Annex 4)**



*Describe your picture!*

 6 minutes

Pair up to participate in a picture-cued activity and describe the given pictures.

**EXAMPLE**

In my picture, there is a sofa in the living room.  
There are three cushions on the sofa.  
And on the wall, there is a painting.





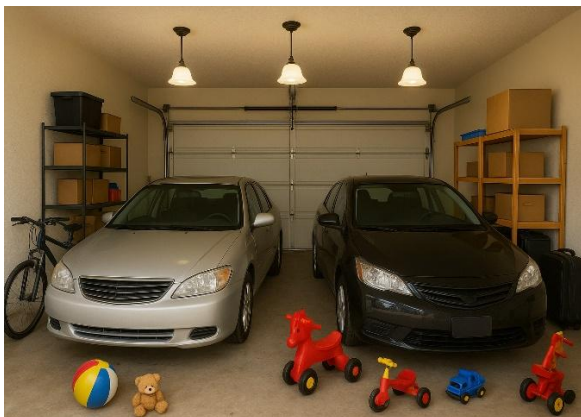
ICQs:



(Annex 5)









**(Annex 6)**

## **Journal 2: ECRIF**

Successful language instruction goes beyond mere explanations; it necessitates a systematic approach that leads learners from foundational comprehension to practical application. The ECRIF framework (Encounter, Clarify, Remember, Internalize, and Fluency) offers this systematic approach by enabling students to internalize linguistic knowledge, participate in purposeful practice, and eventually attain fluency. Thus, to thoroughly understand how the ECRIF framework functions in educational contexts, it is crucial to consider various essential keys.

First of all, the key to the ECRIF framework, according to (AlSaleem, 2018), is to focus on the “learning process that students go through as they work with the target skill or knowledge, rather than on the teacher's actions during the lesson.” This idea highlights the importance of shifting the focus from teacher-centered instruction to student-centered learning. From my perspective, this emphasizes that meaningful progress occurs when students are actively engaged in constructing their own understanding, while the teacher assumes the role of facilitator and guide throughout the learning process.

Thus, instead of providing a fixed structure for teaching, the ECRIF framework guides teachers in observing the learning process and gaining insight into students’ thoughts during the lesson (Tosuncuoglu, 2017). This reflection shows that the teacher's role is to observe and adapt rather than dictate the process. Throughout the stages, students progressively construct knowledge through guided and independent practice. As stated (Muñoz, 2013) "students have the opportunity to rebuild their existing knowledge through individual and social constructive participation," which means that through this framework, learners become active participants in their own learning.

During my pre-service teaching, I had the opportunity to implement this framework, which allowed me to see firsthand how knowledge is constructed step by step. The stage of

the ECRIF framework serves as a building block, helping students progressively develop their understanding and gain confidence in their abilities. While the teacher designs the lesson plan as a structured guide, it is truly the students' engagement and participation that bring the learning to life and make knowledge construction possible. In this sense, ECRIF transforms lessons into a dynamic learning environment where students are co-creators of knowledge.

This observation connects directly to the core tenets of constructivist theory. Since in each stage students are constructing and reconstructing knowledge, we can say that it is the students who "construct their knowledge and understanding of the world as a product of their action and experience" (Muñoz, 2013), allowing knowledge to be fully internalized rather than simply memorized. Therefore, each stage not only facilitates understanding but also builds learners' confidence and independence.

Another crucial element of ECRIF is classroom interaction, and although it might be seen as a secondary factor, it is stated that the type of interaction “could determine whether the learning objectives in each meeting in the classroom can be achieved or not.” (Eisenring, 2019). This indicates that interaction plays a vital role in achieving communicative goals. Throughout the five stages of the framework, the type of interaction changes according to students' independence and the lesson's focus. In the initial stages, interaction tends to be more teacher-guided, while in later stages, particularly internalization and fluency, students interact more freely and meaningfully.

According to (Eisenring, 2019), this evolution of interaction is essential, as learner–learner and learner–learner interactions promote more active participation and authentic communication among students. Specifically, these types of interaction encourage learners to use the target language meaningfully while developing both linguistic and social skills.

In addition, motivation constitutes an essential element within this framework, because learning arises not solely from instructional materials but also from the teacher's

ability to inspire cooperative study, thereby promoting a collective spirit in the classroom (Tosuncuoglu, 2017). This cooperative environment enhances engagement and builds a sense of community within the classroom. Consequently, ECRIF emphasizes not only skill acquisition but also the social and emotional dimensions of learning.

By analyzing the ECRIF framework, I aim to design lessons that are well-structured, engaging, and tailored to students' needs, allowing them sufficient time to practice and internalize language skills throughout each stage. Recognizing the importance of strategic lesson planning, I also intend to integrate ECRIF with the principles of Communicative Language Teaching (CLT), incorporating pair and group activities to foster collaboration and promote authentic communication.

Furthermore, I plan to integrate prompts, realia, and hands-on activities that reflect students' real-life experiences and contexts, as learning becomes more meaningful when it connects authentically with reality. My goal is to sustain students' motivation at every stage and, through authentic materials and experiential learning, create a dynamic classroom environment where learners feel confident to take risks, explore the language, and gradually assume responsibility for their own learning.

In conclusion, ECRIF has shown me that effective learning relies on meaningful interaction, reflection, and strategic guidance. Its stages lead students from controlled to freer practice, allowing teachers to guide and observe rather than simply instruct. Above all, ECRIF connects classroom learning with real-life contexts, helping learners not only master the language but also gain the confidence to communicate effectively beyond the classroom.

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## Demonstration Class

# My Ideal Home



Level: A2



Time: 45 min



Group: 14 students

Tutor: Gonzalo Farfán

Student: Katiuska Figueroa

 Look at the images and describe what you see

 3 minutes



There is a...

There are...



Read the sentences and decide if they are correct or incorrect



Is there any books on the table?



There are a cats on the roof



There is not a fridge in the kitchen



There is three chairs in the living room

Keep in mind

6 minutes

- there is + singular noun phrase + complement
- there is + not + singular noun phrase + complement
- Is there + singular noun phrase + complement + ?
- there are + plural noun + complement
- there are + not + plural noun + complement
- Are there + plural noun + complement + ?

CCQs:

Why the sentence is not correct?

Which one is correct for plural: Is there or Are there?

Which type of noun do we use "There is" with?



Worksheet time!

7 minutes

### Activity 1: Complete the story

Read the story and complete the gaps using: There is / There are

Hello! My name is Alejandra, and people always ask me, "\_\_\_\_\_ a swimming pool at your school in Guayaquil?" Let me show you! In the entrance, \_\_\_\_\_ a big mural with our national flag. In the classroom, \_\_\_\_\_ a teacher's desk and many students' desks. On the walls, \_\_\_\_\_ posters about the Galápagos Islands. In the library, \_\_\_\_\_ many books, but \_\_\_\_\_ any air conditioning, so it gets very hot! In the sports arena, \_\_\_\_\_ a soccer field and a covered area for ecuaavóley. In the cafeteria, \_\_\_\_\_ tables and chairs. Today \_\_\_\_\_ any empanadas because the cook is preparing bolones. And the swimming pool? Well, \_\_\_\_\_ one, but it is closed for repairs. I still love my school!



Time to practice!



Work individually first.



Now check with a partner!

✓ Compare answers

✓ Help each other



Let's check together

Some pairs will read their answers aloud



Submit your worksheet

ICQs:



### Describe your picture!

6 minutes

Pair up to participate in a picture-cued activity and describe the given pictures.



In my picture, there is a sofa in the living room.  
There are three cushions on the sofa.  
And on the wall, there is a painting.



ICQs:

Is there anything in your picture that is also in your house?

Are there any items in your house that aren't in your picture?

3 minutes



Is there anything in your picture that isn't in your house?





## Design your Ideal Home!

20 minutes



Work in pairs

- ✓ Discuss your ideal home using details (rooms, furniture, location, features, etc.).
- ✓ Negotiate and agree on the best features for ONE ideal home
- ✓ Be ready to present your conclusion



Look at the images and describe what you see

3 minutes



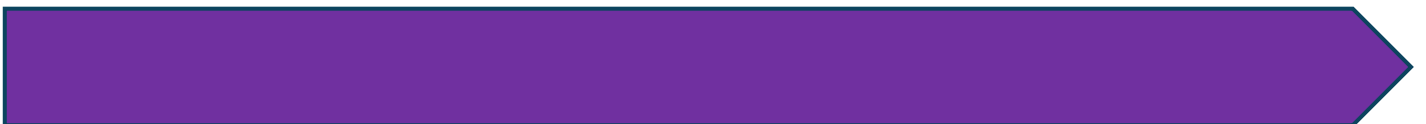
There is a...

There are...

# MODULE 3

## LISTENING

## LESSON PLAN



## PDP Listening Lesson Plan

**Katiuska Figueroa**

**Level: B1**

### Action points

- ✓ Time management
- ✓ Arranging the activities

### What are your Students Learning Objectives for the lesson?

By the end of the lesson SWBAT **show understanding** of the audio file ‘‘ How the Internet is Changing Friendship’’ **by** making inferences from the speaker’s ideas in pairs **and then** writing a one-paragraph reflection about reconnecting with friends and strengthening friendships

**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?**

- ✓ **Students will demonstrate understanding of the text** by making inferences from the speaker’s ideas in pairs.
- ✓ **Students will show that they have mastered the material** by writing a one-paragraph reflection about reconnecting with friends and strengthening friendships.

### Preliminary considerations:

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

- ✓ Students can understand the main points of clear standard speech on familiar matters.
- ✓ Present simple and present continuous for habits and current situations
- ✓ Students can analyze arguments and distinguish between fact and opinion.

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

- ✓ Some students may find it challenging to use appropriate discourse markers to structure their group conclusions (firstly, in addition, on the other hand, in conclusion).
- ✓ A few students may struggle with interpreting the metaphors when making inferences.

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

- ✓ Display useful discourse markers on the board as a reference (firstly, in addition, on the other hand, in conclusion).
- ✓ Provide direct explanations when monitoring groups if students are stuck on metaphorical interpretation.

| Time   | Framework Stage    | Procedure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Interaction | Materials needed                                          |
|--------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------------------------------------------------|
|        |                    | Teacher will                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Students will                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |             |                                                           |
| 3 min  | Pre-Stage          | Display a variety of images to spark brainstorming and ask the following questions: ( <a href="#">Annex 1</a> ) <ul style="list-style-type: none"> <li>✓ <i>What do these characters have in common?</i></li> <li>✓ <i>Does ugly equal evil? Why?</i></li> <li>✓ <i>What do you think today's class will be about?</i></li> </ul>                                                                                                                                                                                                                                    | Observe the pictures to spark brainstorming and answer teacher's questions: ( <a href="#">Annex 1</a> ) <ul style="list-style-type: none"> <li>✓ <i>What those this character has in common?</i></li> <li>✓ <i>Does ugly equal evil? Why?</i></li> <li>✓ <i>What do you think today's class will be about?</i></li> </ul>                                                                                                                                                                                                                 | T-S         | Technological resources.<br>Market                        |
| 5 min  | Early During-Stage | Distribute the text ( <a href="#">Annex 2</a> ) and instruct students to skim it for main ideas, then ask the following questions: <ul style="list-style-type: none"> <li>✓ <i>How many paragraphs does the text have?</i></li> <li>✓ <b><i>What type of text is it?</i></b> (a story, a novel, a newspaper article, a biography?)</li> <li>✓ <b><i>What is the mood of the text?</i></b> (happy, sad, scary, mysterious?)</li> <li>✓ <i>What is the main idea of the third paragraph?</i></li> </ul> Ask Ss to skim the text one more time to answer the questions. | Skim the main ideas of each paragraph. ( <a href="#">Annex 2</a> ) then answer the following questions: <ul style="list-style-type: none"> <li>✓ <i>How many paragraphs does the text have?</i></li> <li>✓ <b><i>What type of text is it?</i></b> (a story, a novel, a newspaper article, a biography?)</li> <li>✓ <b><i>What is the mood of the text?</i></b> (happy, sad, scary, mysterious?)</li> <li>✓ <i>What is the main idea of the third paragraph?</i></li> </ul> Skim one more time the text to answer the teacher's questions. | T-S         | Text<br>Technological resources.                          |
| 12 min | Later During-Stage | Request Ss to scan the text for specific information to complete a cause-effect chain chart in a worksheet ( <a href="#">Annex 3</a> )<br><br>Monitor Ss and provide support as needed.<br><br>Choose some Ss randomly to share their answers with the class.                                                                                                                                                                                                                                                                                                        | Scan the text for specific information to complete a cause-effect chain chart in a worksheet ( <a href="#">Annex 3</a> )<br><br>Ask for help if needed.<br><br>Share their answers with the class aloud.                                                                                                                                                                                                                                                                                                                                  | T-S         | Technological resources.<br>Worksheet<br>Pencil<br>Rubber |

|        |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |     |                                                                                   |
|--------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------------------------------------------------------------------------------|
|        |                    | <p>Instruct students to read for details to complete <b>activity 2. (Annex 4)</b></p> <p>Collect the worksheets.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Read for details to complete <b>activity 2. (Annex 4)</b></p> <p>Hand in the worksheets.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |     |                                                                                   |
| 17 min | Final During-Stage | <p>Ask students to form groups of three and assign ONE thought-provoking question to each group. Then, instruct them to reread the text to infer the author's deeper message based on their assigned question.</p> <ul style="list-style-type: none"> <li>✓ <i>What is the author implying about the difference between reality and perception?</i></li> <li>✓ <i>What deeper message is the author trying to communicate about the relationship between creators and their creations?</i></li> <li>✓ <i>What is the author suggesting about how rejection and loneliness can transform a person?</i></li> <li>✓ <i>What is the author suggesting about the importance of empathy and acceptance through the creature's experiences?</i></li> </ul> <p>Monitor Ss and provide support as needed.</p> <p>Choose some groups randomly to share their interpretations aloud with the class.</p> | <p>Form groups and analyze the thought-provoking question assigned. Then, reread the text to infer the author's deeper message based on their assigned question.</p> <ul style="list-style-type: none"> <li>✓ <i>What is the author implying about the difference between reality and perception?</i></li> <li>✓ <i>What deeper message is the author trying to communicate about the relationship between creators and their creations?</i></li> <li>✓ <i>What is the author suggesting about how rejection and loneliness can transform a person?</i></li> <li>✓ <i>What is the author suggesting about the importance of empathy and acceptance through the creature's experiences?</i></li> </ul> <p>Be monitored.</p> <p>Share their interpretations aloud with the class.</p> | S-S | <p>Technological resources.</p> <p>Piece of paper</p> <p>Pencil</p> <p>Rubber</p> |

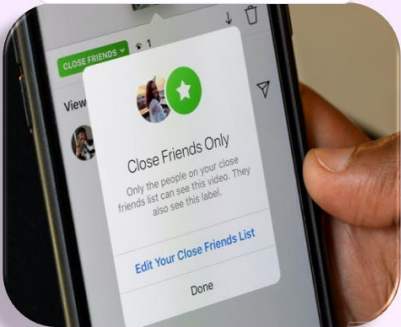
|       |            |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                   |     |                                                            |
|-------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------------------------------------------------------------|
|       |            | <p>Request groups to synthesize their ideas by writing a brief conclusion (3-5 lines) about: <i>What deeper <b>message</b> is the author trying to communicate?</i></p> <p>Monitor Ss and give support if needed.</p> <p>Choose some Ss randomly to share their conclusions with the class.</p>                                                              | <p>Synthesize their ideas by writing a brief conclusion (3-5 lines) about: <i>What deeper <b>message</b> is the author trying to communicate?</i></p> <p>Ask for help if needed.</p> <p>Share their conclusions with the class.</p>                                               |     |                                                            |
| 8 min | Post-Stage | <p>Ask students to write a personal reflection (5–7 lines) based on the following prompt:</p> <p>✓ Reflect on, how our words and the way we treat people, especially those who seem different from us, can impact others. How can our behavior hurt or support someone?</p> <p>Choose some Ss randomly to share their reflections orally with the class.</p> | <p>Write a personal reflection (5–7 lines) based on the following prompt:</p> <p>✓ Reflect on, how our words and the way we treat people, especially those who seem different from us, can impact others. How can our behavior hurt or support someone?</p> <p>Read it aloud.</p> | S-S | <p>Pencil<br/>Rubber<br/>Adhesive tape<br/>Whiteboard.</p> |

## Pre-Stage (Annex 1)

3 minutes

**?** Do **you have** Friends on social media that you never talk to?

**Why do you keep them as "Friends"?**

**♥** Do you think online friendships are **as real** as face to face ones?

## Early-During Stage (Annex 2)

5 minutes

**🎧** Listening for general understanding

**🎬** What is the audio mainly about?

**🎤** What is the speaker's main purpose?

**💬** What is the speaker's general opinion about social media and friendship?



**▶** **🎥**

ICQs:



**Later-During Stage (Annex 3)**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Activity 1: Matching**

**Directions:** Listen to the audio and match the types of friendship (A-C) with their correct definitions (1-3)

A. Commemorative friendship

1. Someone you're regularly in touch with, you can call on them for emotional support, and you know what's going on in their lives.

2. Someone you see often and get along with in a specific setting, like school or work. You enjoy their company, but you don't keep in touch outside that context or know much about their personal life.

B. Dormant friendship

3. A person who played a significant role in your life before, but you no longer anticipate staying in touch with. You have positive memories of them, but the friendship belongs to your history.

C. Active friendship

4. A person from your past who you haven't been in contact with recently. However, if you happened to be in their city, you'd feel comfortable reaching out to meet up

**Later-During Stage (Annex 4)****Activity 2:** True or False

**Directions:** Listen carefully and decide if the statements are True (T) or False (F). Correct the false statements.

1. According to Robin Dunbar, people can maintain meaningful relationships with 200 to 300 people at one time. \_\_\_\_\_

Correction: \_\_\_\_\_

2. Young people aged 15 to 19 spend the most time socializing per day compared to older adults. \_\_\_\_\_

Correction: \_\_\_\_\_

3. Social media allows you to maintain more friendships, but in a deeper way. \_\_\_\_\_

Correction: \_\_\_\_\_

4. The speaker says that some friendships maintained only through social media are really living and healthy. \_\_\_\_\_

Correction: \_\_\_\_\_

## Final During Stage (Annex 5)

 Get into pairs. Listen to the audio, then analyze the following metaphors and discuss the questions   15 minutes

**1** Why does the speaker compare Facebook to a “trophy case” for commemorative friendships? What is the speaker revealing about how people preserve old relationships online?



**2** The speaker compares a friendship to “that crumpled soccer team sweatshirt that you finally threw out after your third move.” What is the speaker criticizing about how some people treat their social connections?



**3** The speaker says, “When you’re ready, your friends are there in your pocket, waiting for you to reconnect.” What deeper message is the speaker communicating about responsibility in friendships?



 **And now synthesize a conclusion about “how the internet has changed human relationships” to share orally with the class.** 

ICQs:

## Post Stage (Annex 6)

 Write a **one-paragraph reflection (4-5 lines)** about the importance of reconnecting with a friend or strengthening a friendship. 10 minutes

 *Why is it important to reconnect with a friend or strengthen a friendship?*

 Use the following questions to guide your reflection

 *Is it worth reconnecting with someone who hurt you?*

 What makes a friendship worth keeping over time?

 Would you put your ego aside to reconnect with a friend?



 Share your **reflection** with the class

ICQs:

### **Journal 3: PDP Listening Lesson Plan**

Panic and fear are frequent reactions teachers encounter in classrooms when students are evaluated or exposed to listening activities. This prevalent classroom response underscores a significant deficiency in traditional approaches to teaching listening skills within language education. Unlike reading, where learners can control the pace and revisit the text, listening requires real-time processing, which can easily overwhelm unprepared students. Therefore, addressing this challenge calls for strategic lesson planning that breaks the listening experience into manageable, purposeful stages. The PDP framework addresses these needs through three distinct stages: pre-stage, during-stage, and post-stage. This journal examines how systematic implementation of the PDP framework can transform listening instruction from an anxiety-inducing experience into a structured, confidence-building process.

Before learning about the PDP framework in my teacher preparation program, I must confess that the anxiety and confusion students experience with listening activities was something I had lived through myself as a student. I vividly remember the sinking feeling in my stomach when teachers would announce a listening exercise, knowing I would struggle to catch every word while my classmates seemed to understand effortlessly. This personal struggle made me question whether I could ever effectively teach listening skills to my future students, and how I could help others with something I found so challenging myself. However, precisely because I experienced these obstacles firsthand, I know what I want to do differently, and pedagogically, I can achieve this through the PDP framework.

As (Povey, 2019) explains, the PDP framework offers a pedagogical structure aimed at enhancing learners' receptive abilities, such as listening and reading, through a gradual, scaffolded process. Moreover, this framework provides teachers with a clear plan for transforming a complex receptive skill into a set of manageable, purposeful stages. By

organizing instruction around these stages, educators can foster both comprehension and confidence, creating a supportive environment where students approach listening with purpose rather than fear.

During my pre-teaching service, I observed that the anxiety and confusion students often display during listening activities, the same feelings I once experienced, are rooted in broader pedagogical shortcomings. According to (Loan, Tuoi, & Hoa, 2024) many educational institutions fail to implement systematic approaches to listening instruction, which leads to inconsistent and ineffective teaching practices. Consequently, teachers frequently ask learners to listen without setting clear objectives or providing structured guidance, causing students to approach audio materials passively and without a sense of purpose or strategy.

Listening, as (Smith, 2021) notes, involves more than just the sense of hearing; it also includes interpretation, evaluation, and response. Without explicit listening objectives and structured guidance, students often lack direction, resulting in passive hearing rather than active, meaningful comprehension. Therefore, the panic I experienced and now observe in classrooms is not a reflection of students' inability, but rather a symptom of inadequate instructional planning.

My exploration of the PDP framework has revealed key insights that have profoundly reshaped my understanding of listening instruction. Research has demonstrated that “the PDP methodology helps structure the listening process, increases student participation, and improves listening comprehension when its stages are implemented effectively” (Mendoza, Caicedo, & Zambrano, 2025). This evidence-based perspective reinforces the value of structured pedagogical design in listening lessons, showing that when instruction is systematically organized, learners can engage more confidently and meaningfully with the input.

Effective listening pedagogy also emphasizes that “there are certain goals that should be achieved before learners attempt to listen to any text. These are motivation, contextualization, and preparation” (Peachey, 2011). This idea resonates deeply with me because it emphasizes the importance of setting a clear purpose and emotional readiness before engaging with a listening task. By ensuring students are motivated and provided with sufficient context, they approach listening with curiosity rather than fear, which helps reduce anxiety and promotes deeper comprehension.

In this regard, the Pre-stage serves as the foundational phase where context is established and anxiety is systematically reduced. During this initial stage, the teacher fosters motivation and engages students in preparatory activities designed to activate prior knowledge, introduce key vocabulary, and mentally prepare learners for what they will hear. By activating schema through topic introduction, building contextual frameworks, and clarifying potentially challenging lexical items, teachers create a cognitive foundation that enables learners to approach the listening text with confidence (Gundla, 2021).

Following this, the During-stage represents the phase where learners actively interact with the audio material in a structured and purposeful manner. At this point, each activity must have a clear rationale and objective, since, as pedagogical research confirms, “learners also need a reason to listen that will focus their attention” (Peachey, 2011). During this stage, teachers guide students through carefully designed activities that target specific listening sub-skills, such as listening for gist, identifying specific information, or recognizing speaker attitudes.

Finally, the post-stage represents a crucial yet often overlooked aspect of listening instruction. In this phase, students no longer focus on comprehension of the audio itself; instead, instruction shifts toward reflection, integration, and extension of what has been learned. This stage typically involves freer, communicative activities that encourage learners

to connect the listening content to their own experiences, analyze the linguistic features encountered, or apply the information creatively. Post-listening tasks thus serve a dual purpose: consolidating comprehension and fostering opportunities for meaningful language production.

Having understood the theoretical foundation of the PDP framework and reflected on my own experiences as a learner, I am now prepared to implement concrete strategies for student-centered listening instruction in my future classroom. In the Pre-stage, prediction activities using authentic images, vocabulary pre-teaching, and small group discussions activate prior knowledge and reduce anxiety. During the While-listening stage, structured worksheets, clear objectives, and peer assessment guide learners' attention and enhance comprehension. In the Post-stage, reflective discussions and journal activities allow students to consolidate their understanding and apply the language in meaningful ways. Implementing these strategies across all three stages ensures that listening becomes a purposeful, collaborative, and engaging experience rather than an anxiety-inducing task.

In conclusion, the PDP framework has proven to be an effective approach for transforming complex receptive processes into structured, meaningful, and manageable learning experiences. Through its three stages, Pre, During, and Post, it provides a systematic method for scaffolding comprehension, reducing anxiety, and fostering learner autonomy. This structured approach not only enhances the teaching of listening skills but also empowers educators to design lessons where listening becomes a process of engagement, reflection, and authentic communication. I am committed to breaking the cycle of anxiety-inducing listening instruction when I enter my own classroom, ensuring that no student under my guidance will experience the confusion and helplessness I once felt.

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## Demonstration Class

# How the Internet is Changing Friendship



Level: B1



Time: 45 min



Group: 15 students

Tutor: Gonzalo Farfán

Student: Katiuska Figueroa

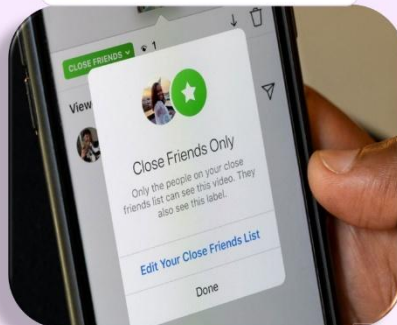
3 minutes



Do **you** have Friends on social media that you never talk to?



Why do you keep them as "Friends"?



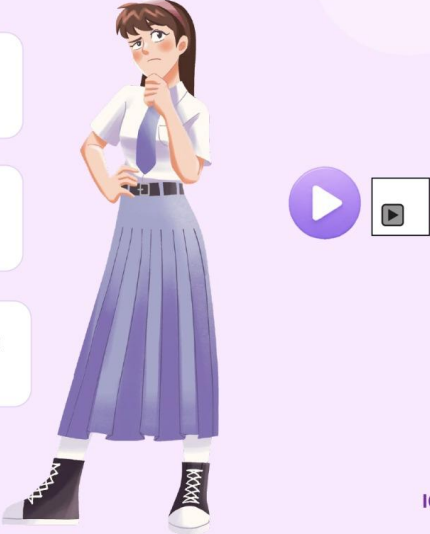
Do you think online friendships are as **real** as face to face ones?

 **Listening for general understanding** 5 minutes

 What is the audio mainly about?

 What is the speaker's main purpose?

 What is the speaker's general opinion about social media and friendship?



ICQs:

 **Worksheet time!** 12 minutes

**1**  Listening for **specific information** to complete a **matching activity**  Annex 3

**2**  Listening one more time for **specific information** to complete a **true/false activity**  Annex 3

**3**  **Work in pairs**

- Check and compare answers with your partner 



**Submit the worksheet**  ICQs:

 **Get into pairs. Listen to the audio, then analyze the following metaphors and discuss the questions**   15 minutes

**1** Why does the speaker compare **Facebook to a “trophy case”** for commemorative friendships? What is the speaker revealing about how people preserve old relationships online?



**2** The speaker uses the metaphor of **“that crumpled soccer team sweatshirt that you finally threw out after your third move”** to describe a friendship. What is the speaker criticizing about how some people treat their social connections?



**3** At the end, the speaker says, **“when you’re ready, your friends are there in your pocket, waiting for you to reconnect.”** What deeper message is the speaker communicating about responsibility in friendships?



 **And now synthesize a conclusion about “how the internet has changed human relationships” to share orally with the class.** 

ICQs:

 **Write a one-paragraph reflection (4-5 lines) about the importance of reconnecting with a friend or strengthening a friendship.** 10 minutes

 *Why is it important to reconnect with a friend or strengthen a friendship?*

 **Use the following questions to guide your reflection**

 *Is it worth reconnecting with someone who hurt you?*

 *What makes a friendship worth keeping over time?*

 *Would you put your ego aside to reconnect with a friend?*



 **Share your reflection with the class**

ICQs:

***Thank you***

# MODULE 4

## READING

### LESSON PLAN



## PDP Reading Lesson Plan

Katiuska Figueroa

**Level:** B1+

**Students:** 21

### Action points

- ✓ Time management
- ✓ Arranging the activities

### What are your Students Learning Objectives for the lesson?

**By the end of the lesson** SWBAT **show understanding of** the story “Frankenstein: The Monster's Heart” **by** inferring the author's messages in groups of three **and then** writing a short personal reflection on the impact of human behavior on others.

**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?**

- ✓ **Students will demonstrate understanding of the story** by inferring author's messages through some thought-provoking questions individually.
- ✓ **Students will show that they have mastered the material** by writing a short personal reflection on the impact of human behavior on others.

### Preliminary considerations:

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

- ✓ Students can paraphrase simple and moderately complex texts, restating ideas in their own words.
- ✓ Students can make **inferences** about characters' feelings, motivations, and implicit meanings in narrative texts.
- ✓ Students can **identify main ideas** and supporting details in narrative texts.

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

- ✓ Some students may struggle to articulate their interpretations of the text using academic discourse markers and connectors.

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

- ✓ I will provide **sentence frames and discourse markers** during pair discussions to help students structure their analytical responses (e.g., "The author implies that...", "This suggests that...", "The deeper message is...", "According to the text...").

| Time   | Framework Stage    | Procedure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Interaction | Materials needed                                          |
|--------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------------------------------------------------|
|        |                    | Teacher will                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Students will                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |             |                                                           |
| 3 min  | Pre-Stage          | Display a variety of images to spark brainstorming and ask the following questions: ( <a href="#">Annex 1</a> ) <ul style="list-style-type: none"> <li>✓ <i>What do these characters have in common?</i></li> <li>✓ <i>Does ugly equal evil? Why?</i></li> <li>✓ <i>What do you think today's class will be about?</i></li> </ul>                                                                                                                                                                                                                      | Observe the pictures to spark brainstorming and answer teacher's questions: ( <a href="#">Annex 1</a> ) <ul style="list-style-type: none"> <li>✓ <i>What those this character has in common?</i></li> <li>✓ <i>Does ugly equal evil? Why?</i></li> <li>✓ <i>What do you think today's class will be about?</i></li> </ul>                                                                                                                                                                                                   | T-S         | Technological resources.<br>Market                        |
| 5 min  | Early During-Stage | Distribute the text ( <a href="#">Annex 2</a> ) and instruct students to skim it for main ideas, then ask the following questions: <ul style="list-style-type: none"> <li>✓ <i>How many paragraphs does the text have?</i></li> <li>✓ <b>What type of text is it?</b> (a story, a novel, a newspaper article, a biography?)</li> <li>✓ <b>What is the mood of the text?</b> (happy, sad, scary, mysterious?)</li> <li>✓ <i>What is the main idea of the third paragraph?</i></li> </ul> Ask Ss to skim the text one more time to answer the questions. | Skim the main ideas of each paragraph. ( <a href="#">Annex 2</a> ) then answer the following questions: <ul style="list-style-type: none"> <li>✓ <i>How many paragraphs does the text have?</i></li> <li>✓ <b>What type of text is it?</b> (a story, a novel, a newspaper article, a biography?)</li> <li>✓ <b>What is the mood of the text?</b> (happy, sad, scary, mysterious?)</li> <li>✓ <i>What is the main idea of the third paragraph?</i></li> </ul> Skim one more time the text to answer the teacher's questions. | T-S         | Text<br>Technological resources.                          |
| 12 min | Later During-Stage | Request Ss to scan the text for specific information to complete a cause-effect chain chart in a worksheet ( <a href="#">Annex 3</a> )<br><br>Monitor Ss and provide support as needed.<br><br>Choose some Ss randomly to share their answers with the class.                                                                                                                                                                                                                                                                                          | Scan the text for specific information to complete a cause-effect chain chart in a worksheet ( <a href="#">Annex 3</a> )<br><br>Ask for help if needed.<br><br>Share their answers with the class aloud.                                                                                                                                                                                                                                                                                                                    | T-S         | Technological resources.<br>Worksheet<br>Pencil<br>Rubber |



|        |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |     |                                                                                   |
|--------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------------------------------------------------------------------------------|
|        |                    | Instruct students to read for details to complete <b>worksheet 2. (Annex 4)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Read for details to complete <b>worksheet 2. (Annex 4)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |     |                                                                                   |
|        |                    | Collect the worksheets.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Hand in the worksheets.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |     |                                                                                   |
| 17 min | Final During-Stage | <p>Ask students to form groups of three and assign ONE thought-provoking question to each group. Then, instruct them to reread the text to infer the author's deeper message based on their assigned question.</p> <ul style="list-style-type: none"> <li>✓ <i>What is the author implying about the difference between reality and perception?</i></li> <li>✓ <i>What deeper message is the author trying to communicate about the relationship between creators and their creations?</i></li> <li>✓ <i>What is the author suggesting about how rejection and loneliness can transform a person?</i></li> <li>✓ <i>What is the author suggesting about the importance of empathy and acceptance through the creature's experiences?</i></li> </ul> <p>Monitor Ss and provide support as needed.</p> <p>Choose some groups randomly to share their interpretations aloud with the class.</p> | <p>Form groups and analyze the thought-provoking question assigned. Then, reread the text to infer the author's deeper message based on their assigned question.</p> <ul style="list-style-type: none"> <li>✓ <i>What is the author implying about the difference between reality and perception?</i></li> <li>✓ <i>What deeper message is the author trying to communicate about the relationship between creators and their creations?</i></li> <li>✓ <i>What is the author suggesting about how rejection and loneliness can transform a person?</i></li> <li>✓ <i>What is the author suggesting about the importance of empathy and acceptance through the creature's experiences?</i></li> </ul> <p>Be monitored.</p> <p>Share their interpretations aloud with the class.</p> | S-S | <p>Technological resources.</p> <p>Piece of paper</p> <p>Pencil</p> <p>Rubber</p> |

|       |            |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                   |     |                                                            |
|-------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------------------------------------------------------------|
|       |            | <p>Request groups to synthesize their ideas by writing a brief conclusion (3-5 lines) about: <i>What deeper <b>message</b> is the author trying to communicate?</i></p> <p>Monitor Ss and give support if needed.</p> <p>Choose some Ss randomly to share their conclusions with the class.</p>                                                              | <p>Synthesize their ideas by writing a brief conclusion (3-5 lines) about: <i>What deeper <b>message</b> is the author trying to communicate?</i></p> <p>Ask for help if needed.</p> <p>Share their conclusions with the class.</p>                                               |     |                                                            |
| 8 min | Post-Stage | <p>Ask students to write a personal reflection (5–7 lines) based on the following prompt:</p> <p>✓ Reflect on, how our words and the way we treat people, especially those who seem different from us, can impact others. How can our behavior hurt or support someone?</p> <p>Choose some Ss randomly to share their reflections orally with the class.</p> | <p>Write a personal reflection (5–7 lines) based on the following prompt:</p> <p>✓ Reflect on, how our words and the way we treat people, especially those who seem different from us, can impact others. How can our behavior hurt or support someone?</p> <p>Read it aloud.</p> | S-S | <p>Pencil<br/>Rubber<br/>Adhesive tape<br/>Whiteboard.</p> |

## Pre-Stage (Annex 1)

Look at the images and response the following questions:











3 minutes

What do these characters have in common?

Does "ugly" mean equal "evil"?

What do you think today's class will be about?

## Early during stage (Annex 2)

### FRANKENSTEIN: THE MONSTER'S HEART

Once upon a time, in a cold laboratory in Switzerland, there lived a young scientist named Victor Frankenstein. He loved science very much and always dreamed of doing something special. Victor wanted to create life, to bring a dead body back to life. He worked day and night, collecting body parts and studying electricity. One stormy night, lightning struck his laboratory, and suddenly, his creation opened its eyes. The creature was alive! But when Victor saw what he had created—a tall figure with yellow skin, black lips, and strange eyes—he felt terrified. Instead of welcoming his creation, Victor ran away in fear, leaving the creature alone and confused in the dark laboratory.

The creature did not understand what was happening. He woke up in a world that seemed scary and strange. He tried to learn about life by watching people from far away. He learned how to speak by listening to a family through their window. He learned about love, friendship, and family. The creature wanted these things too. He wanted someone to care about him. One day, he tried to talk to the family, hoping they would accept him. But when they saw his face, they screamed in horror and attacked him with sticks and stones. The creature felt deep pain in his heart. He realized that no one would ever love him because of how he looked. Even though he had feelings and a kind heart, people only saw a monster. He felt so lonely and rejected that his sadness slowly turned into anger.

Then, the creature made a difficult decision. He went to find Victor, his creator, the only person who could understand him. "You created me, but you abandoned me," the creature said with tears in his eyes. "All I wanted was to be accepted and loved. But everyone hates me because of my appearance. If you won't create a companion for me, someone who will not judge me, then I will make you feel the same loneliness I feel." Victor refused, fearing that he would create another monster. This decision led to terrible consequences. The creature, heartbroken and full of rage, hurt the people Victor loved most. In the end, both Victor and the creature lost everything. Victor died from sadness and exhaustion, and the creature disappeared into the frozen Arctic, alone forever.



## Annex 2.1

**Skim the text** for the main ideas and general understanding

5 minutes

**Answer the following questions:**

- ✓ How many paragraphs does the text have?
- ✓ What type of text is it?
- ✓ What is the mood of the text?
- ✓ What is the main idea of the third paragraph?

ICQs

## Later during stage (Annex 3)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Activity 1

Read the text carefully and complete the cause-effect chains below.

| Cause (Why?)                                              |   | Effect (What happened?)                       |
|-----------------------------------------------------------|---|-----------------------------------------------|
| 1. Victor created the creature                            | → |                                               |
| 2. Victor saw the creature's appearance                   | → |                                               |
| 3.                                                        | → | The creature felt lonely and confused         |
| 4. The creature watched a family through the window       | → |                                               |
| 5.                                                        | → | The family screamed and attacked the creature |
| 6. People rejected the creature because of his appearance | → |                                               |
| 7.                                                        | → | The creature went to find Victor              |
| 8. Victor refused to create a companion                   | → |                                               |

**Worksheet 2 (Annex 4)**

Name: \_\_\_\_\_

date: \_\_\_\_\_

**Activity 1**

**Direction:** Read the words from the story. Use the context of the reading to deduce their meaning. Then, draw a line to match each word with its correct definition.

| Word         | Meaning                            |
|--------------|------------------------------------|
| 1. Terrified | a. A friend or partner             |
| 2. Abandoned | b. Very scared or frightened       |
| 3. Rejected  | c. Left alone without help or care |
| 4. Companion | d. Not accepted; pushed away       |

**Direction:** Read the events from the story. Put them in the correct chronological order by writing numbers **1-6** in the blanks (1 = first event, 6 = last event).

- \_\_\_\_\_ The creature learned to speak by watching a family.
- \_\_\_\_\_ Victor created the creature using body parts and electricity.
- \_\_\_\_\_ The family attacked the creature with sticks and stones.
- \_\_\_\_\_ Victor refused to create a companion for the creature.
- \_\_\_\_\_ Victor ran away because he was terrified of the creature.
- \_\_\_\_\_ The creature asked Victor to create a companion for him.

**Direction:** Read each sentence carefully and decide if it is true or false according to the text.

Write T (True) or F (False) in the blank.

- Victor Frankenstein worked in a warm laboratory in Switzerland. \_\_\_\_\_
- The creature opened its eyes when lightning struck the laboratory. \_\_\_\_\_
- The creature learned to speak by reading books. \_\_\_\_\_
- The family rejected the creature because he was rude to them. \_\_\_\_\_
- The creature wanted Victor to create a companion because he felt lonely. \_\_\_\_\_
- At the end of the story, both Victor and the creature were happy. \_\_\_\_\_

## Annex 4.1

 **Read for details** to complete worksheet 2

 6 minutes

 **Annex 4.** Read the text and complete the activities in a worksheet

**Activity 1**

**Direction:** Read the words from the story. Use the context of the reading to deduce their meaning. Then, draw a line to match each word with its correct definition.

| Word         | Meaning                            |
|--------------|------------------------------------|
| 1. Terrified | a. A friend or partner             |
| 2. Abandoned | b. Very scared or frightened       |
| 3. Rejected  | c. Left alone without help or care |
| 4. Companion | d. Not accepted; pushed away       |

**Direction:** Read the events from the story. Put them in the correct chronological order by writing numbers **1-6** in the blanks (1 = first event, 6 = last event).

- \_\_\_\_\_ The creature learned to speak by watching a family.
- \_\_\_\_\_ Victor created the creature using body parts and electricity.
- \_\_\_\_\_ The family attacked the creature with sticks and stones.
- \_\_\_\_\_ Victor refused to create a companion for the creature.
- \_\_\_\_\_ Victor ran away because he was terrified of the creature.
- \_\_\_\_\_ The creature asked Victor to create a companion for him.



 ICQs

## Final During-Stage

## Annex 5

 **Work in groups.**  
Reread the text and **discuss** the following thought-provoking questions to **infer** the author's message.

 10 minutes

**1**



What is the author implying about the difference between **reality** and **perception**?

**2**



What deeper message is the author trying to communicate about the relationship between **creators** and their **creations**?

**3**



What is the author suggesting about how **rejection** and **loneliness** can transform a person?

**4**



What is the author suggesting about the importance of **empathy** and **acceptance** through the creature's experiences?



 ICQs

## Annex 5.1

7 minutes

What deeper *message* is the author trying to communicate?

Synthesize your ideas by *writing a brief conclusion* (3-5 lines)

Share your conclusion with the class!

ICQs

## Post-Stage

## Annex 6

8 minutes

Write a short personal reflection (5-7 lines) based on the following prompt:

Reflect on, how our words and the way we treat people, especially those who seem different from us, can impact others. How can our behavior hurt or support someone?

Share your reflection with the class!

ICQs

#### **Journal 4: PDP Reading Lesson Plan**

The development of reading skills is undoubtedly a crucial component of second language instruction, and it requires far more than simply providing students with a text and expecting comprehension to occur automatically. Reading goes beyond superficial understanding; instead, it involves interpreting, questioning, and connecting new information to prior knowledge (Kumar, 2024). Therefore, effective instruction must include scaffolding and strategic guidance. However, when students are left to navigate challenging texts without adequate preparation or support, confusion and disengagement often follow. For these reasons, this journal explores how the systematic use of the PDP framework helps develop engaged, strategic, and successful readers.

Before learning about the PDP framework in my pre-service teaching preparation program, I must confess that I believed there was little detailed planning behind reading activities, viewing them merely as opportunities for those who wanted to engage with new texts. Consequently, I often found reading lessons uninspiring, particularly when the selected texts felt distant from the social and cultural contexts of my student life, leading me to assume that reading instruction required minimal strategic design. However, my perspective changed completely upon discovering the PDP framework and realizing that each activity within it serves a deliberate, specific purpose.

Learning that pre-stage, during-stage, and post-stage are carefully structured to build comprehension systematically revealed a level of intentionality I had never previously considered. This realization filled me with both excitement and reflection, as it suggested that perhaps my former teachers had not fully recognized the importance of such meticulous planning in their reading instruction. Nevertheless, rather than viewing this as a limitation of past experiences, I now see it as an opportunity to approach my own teaching with greater awareness and commitment to implementing the PDP framework effectively.



My exploration of the PDP framework has yielded profound new learnings that have fundamentally reshaped my understanding of what it means to teach reading effectively. Perhaps the most significant insight concerns the critical importance of purposeful planning in reading instruction. As reading is one of the most essential skills humans develop, it allows us to access information, understand the world, and connect with ideas far beyond our immediate experience. This realization has transformed not only how I plan lessons but also how I conceptualize my role as an educator.

Recognizing this, teachers must plan with intention and ensure that reading instruction is never left to chance. Concretely, purposeful planning involves setting clear, measurable, and achievable goals that guide students toward deeper levels of comprehension. When these goals are aligned with students' needs and the complexity of the text, instruction becomes more targeted and effective. (Norhayati & Din, 2024) Emphasize that offering learners multiple opportunities to engage with a text through varied activities strengthens their reading skills and enhances overall comprehension, highlighting the importance of deliberate instructional design. This evidence-based principle revealed to me that effective reading instruction requires deliberate instructional design where each activity serves a specific purpose in building comprehension rather than simply keeping students busy with texts.

Furthermore, I discovered that reading comprehension is not a monolithic skill but rather emerges from the interaction of multiple interconnected components. According to (Butterfuss, Kim, & Kendeou, 2020), reading comprehension relies on three interconnected components: the reader, the text, and the activity being performed. Each component contributes uniquely to the comprehension process and shapes the way meaning is constructed. The reader brings prior knowledge, motivation, and linguistic resources that influence how information is interpreted. The text, in turn, presents the linguistic and

conceptual demands that must be decoded and understood. Meanwhile, the activity provides a purpose for reading and guides the strategies students use to process information.

In alignment with this framework, the PDP model offers a sequence of structured stages in which each activity is designed to scaffold comprehension and promote purposeful engagement with the text. Through this progression, students are not only supported at every step but are also encouraged to become strategic, reflective readers capable of interacting with texts at deeper levels. **In this way**, this systematic approach ensures that reading instruction moves beyond surface-level decoding to cultivate genuine understanding and critical analysis.

Equally important, I learned that developing strong reading comprehension requires more than exposure to texts; it depends on the intentional use of strategies that help learners process, evaluate, and internalize information. The practice of effective reading comprehension techniques is essential to enhance the extent of comprehension among students, and thus, language instructors are required to implement adequate reading strategies to improve comprehension and facilitate critical thinking in understanding complex texts (Alghonaim, 2020).

This research finding illuminated for me that simply telling students to read carefully or pay attention is insufficient; instead, effective instruction requires explicitly teaching specific strategies such as questioning, prediction, inference, and synthesis that guide students' attention toward critical textual elements. Specifically, I discovered that strategies that students use while reading, such as directing students' attention to single words, main ideas, important phrases, and the review of the title of the reading, help improve reading comprehension. These concrete, actionable strategies provide learners with tools to navigate challenging passages and make sense of unfamiliar linguistic structures, transforming reading from a passive reception activity into an active meaning-construction process.

Reflecting on my own experience, although during my pre-teaching service I did not have the opportunity to apply the PDP framework in the development of reading skills, I believe that this model offers strong potential for fostering meaningful reading experiences. As a student myself, I found that the most beneficial texts were those that connected with me personally and allowed me to engage more deeply with the content. This perspective now influences how I approach teaching, highlighting the importance of choosing materials that genuinely resonate with learners. As (Djumabaeva, 2020) explains, authentic materials are highly motivating, provide a sense of achievement when understood, and encourage further reading, underscoring their value in creating purposeful and learner-centered comprehension activities.

Building on these understandings about meaningful materials and strategic instruction, I am now prepared to implement the PDP framework through concrete and actionable strategies in real classroom practice. In the pre-reading stage, I plan to employ engaging activities that activate background knowledge and generate curiosity, such as prediction tasks using the title, images, or opening sentences to encourage students to hypothesize about possible content, characters, or themes. This type of preparation not only motivates students but also creates an essential cognitive bridge to the text.

Transitioning to the during-reading stage, my focus will shift toward developing specific reading subskills and guiding students toward defined comprehension goals through structured activities such as graphic organizers, including Venn diagrams for comparison texts and cause-and-effect chains for expository passages, while annotation strategies will support students in making their thinking visible. In the post- stage, I will then prioritize consolidation and extension by encouraging learners to connect the text with their cultural, social, and personal realities. Through these targeted applications across all three stages, the

PDP framework becomes a practical and achievable approach for fostering strategic, confident readers who approach texts with purpose rather than apprehension.

As (Fresno Pacific University Staff, 2023) states, reading is important because it supports the development of real comprehension, which requires students not only to decode words but also to understand and interpret meaning. In this sense, the PDP framework plays a key role by guiding learners through structured stages that help them gradually build the ability to analyze texts independently and think critically. However, as teachers, our role is also essential, as we must motivate students throughout the reading process to strengthen their engagement with the text. According to (Protacio, 2017), students with high levels of reading engagement are those who are motivated to read, use strategies while reading, construct meaning from texts, and participate in social interactions around reading. This type of active involvement enhances deeper comprehension and encourages learners to develop greater independence. Together, the PDP framework and teacher support contribute to more meaningful and effective reading experiences.

In conclusion, the PDP framework for reading represents a comprehensive approach to developing strategic and confident readers. My exploration of this model has transformed both my understanding and my expectations, revealing that systematic instruction through structured stages can genuinely democratize access to sophisticated reading strategies. The concrete classroom applications I have envisioned demonstrate that this framework is not merely theoretical but practically achievable. Most importantly, by implementing the PDP model consistently, I am committed to ensuring that my future students develop not only as competent readers but as engaged, critical thinkers who approach texts with confidence rather than fear.

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## Demonstration Class

### *The Monster's Heart*



Level: B1+



Time: 45 min



Group: 21 students

Tutor: Gonzalo Farfán

Student: Katuska Figueroa



Look at the images and response the following questions:



3 minutes



✓ What do these characters have in common?

✓ Does "ugly" mean equal "evil"? Why?

✓ What do you think today's class will be about?



Skim the text for the main ideas and general understanding

5 minutes



Answer the following questions:



How many paragraphs does the text have?



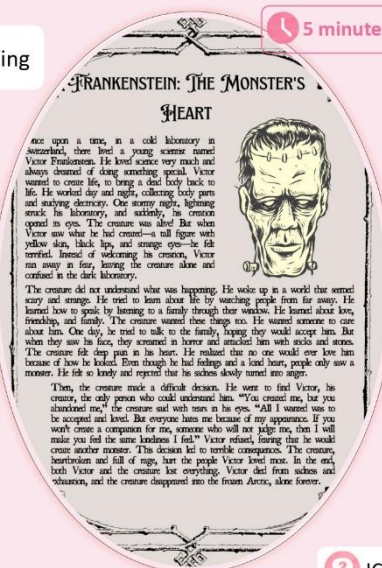
What type of text is it?



What is the mood of the text?



What is the main idea of the third paragraph?



ICQs



Scan the text for specific information to complete worksheet 1

6 minutes



Annex 3. Read the text carefully and complete the cause-effect chain chart below in a worksheet

| Cause (Why?)                                              |   | Effect (What happened?)                       |
|-----------------------------------------------------------|---|-----------------------------------------------|
| 1. Victor created the creature                            | → |                                               |
| 2. Victor saw the creature's appearance                   | → |                                               |
| 3. _____                                                  | → | The creature felt lonely and confused         |
| 4. The creature watched a family through the window       | → |                                               |
| 5. _____                                                  | → | The family screamed and attacked the creature |
| 6. People rejected the creature because of his appearance | → |                                               |
| 7. _____                                                  | → | The creature went to find Victor              |
| 8. Victor refused to create a companion                   | → |                                               |



Share your answers with the class!

ICQs



Read for details to complete worksheet 2



6 minutes



Annex 4. Read the text and complete the activities in a worksheet

#### Activity 1

**Direction:** Read the words from the story. Use the context of the reading to deduce their meaning. Then, draw a line to match each word with its correct definition.

| Word         | Meaning                            |
|--------------|------------------------------------|
| 1. Terrified | a. A friend or partner             |
| 2. Abandoned | b. Very scared or frightened       |
| 3. Rejected  | c. Left alone without help or care |
| 4. Companion | d. Not accepted; pushed away       |

**Direction:** Read the events from the story. Put them in the correct chronological order by writing numbers 1-6 in the blanks (1 = first event, 6 = last event).

- \_\_\_\_\_ The creature learned to speak by watching a family.
- \_\_\_\_\_ Victor created the creature using body parts and electricity.
- \_\_\_\_\_ The family attacked the creature with sticks and stones.
- \_\_\_\_\_ Victor refused to create a companion for the creature.
- \_\_\_\_\_ Victor ran away because he was terrified of the creature.
- \_\_\_\_\_ The creature asked Victor to create a companion for him.

Submit the worksheet



ICQs



Work in groups of three.

Reread the text and discuss the following thought-provoking questions to infer the author's message.



10 minutes

1



What is the author implying about the difference between reality and perception?

2



What deeper message is the author trying to communicate about the relationship between creators and their creations?

3



What is the author suggesting about how rejection and loneliness can transform a person?

4



What is the author suggesting about the importance of empathy and acceptance through the creature's experiences?



Share your interpretations with the class!



ICQs



7 minutes

What deeper *message* is the author trying to communicate?

Synthesize your ideas by **writing a brief conclusion** (3-5 lines)

Share your conclusion with the class!

ICQs

8 minutes

**Write** a short personal reflection (5–7 lines) based on the following prompt:

Reflect on, how our words and the way we treat people, especially those who seem different from us, can impact others. How can our behavior hurt or support someone?

Share your reflection with the class!

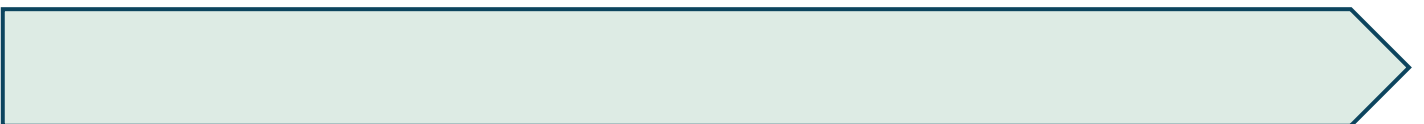
ICQs

**Thank you**



# MODULE 5

## WRITING LESSON PLAN



### Writing Lesson Plan (PDREE)

**Authors:** Figueroa Katiuska

**Level:** B1

#### **Action points**

- ✓ Time management
- ✓ Classroom management

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

By the end of the lesson, **SWBAT** write a cover letter **to** apply for a job position on digital platforms, then participate in a hiring panel activity in groups of three to vote for the most professional and persuasive cover letter using a checklist.

#### **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?**

- ✓ **Students will demonstrate understanding of the text** by writing a cover letter.
- ✓ **Students will show that they have mastered the material** by using the checklist to evaluate their peers' cover letters according to the appropriate cover letter format during the hiring panel activity.

#### **Preliminary considerations:**

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

- ✓ Students are familiar with common job titles, professions, and workplace vocabulary (experience, skills, qualifications, responsibilities)
- ✓ Basic adjectives to describe abilities (experienced, creative, organized, reliable)
- ✓ Present simple and present perfect tenses to describe experience ("I have worked...", "I am proficient in...")

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

- ✓ Students might struggle to find alternative ways to start and end their cover letters beyond basic formulas like "Dear Sir/Madam" and "Sincerely."
- ✓ Students might mix formal and informal language when writing their cover letters, using expressions that are not appropriate for a professional context.

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

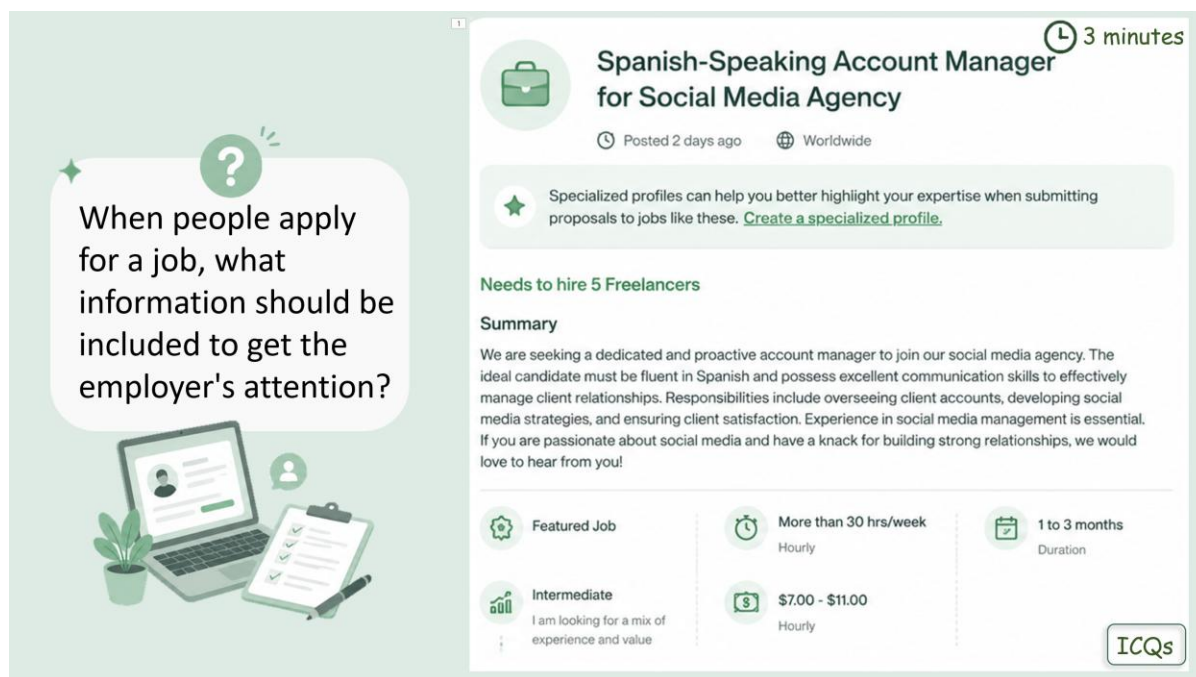
- ✓ Provide a useful phrases bank with sentence starters and alternatives appropriate for each section (greetings, openings, closings, and sign-offs).
- ✓ Model examples of formal digital language and highlight informal expressions to avoid, guiding students to choose appropriate vocabulary and tone.

| Time       | Framework Stage | Procedure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Interaction | Materials needed                                           |
|------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------------------------------------------------------|
|            |                 | Teacher will                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Students will                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |             |                                                            |
| 9 minutes  | Preparation     | <p>Show a job proposal to elicit students' ideas about the application process on digital platforms (<a href="#">Annex 1</a>) by asking the following question:</p> <p>✓ When you apply for a job, what information should you include to get the employer's attention?</p> <p>Present an authentic cover letter sample, highlighting its parts to identify the organizational structure (greeting, introduction, relevant experience, timeline, availability, call to action, and closing). (<a href="#">Annex 2</a>)</p> <p>Confirm and clarify the cover letter's structure if needed.</p> | <p>Observe the job proposal (<a href="#">Annex 1</a>) and share their ideas about the application process by answering the question.</p> <p>✓ When you apply for a job, what information should you include to get the employer's attention?</p> <p>Watch the authentic cover letter sample to identify the organizational structure (the greeting, introduction, relevant experience, timeline and availability, call to action, and closing). (<a href="#">Annex 2</a>)</p> <p>Ask for clarification about the structure if needed.</p> | T-S         | Technological resources                                    |
| 12 minutes | Drafting        | <p>Ask students to write a cover letter following the structure given to apply for a job at any role position they want.</p> <p>Encourage students to be creative and organized.</p> <p>Monitor students.</p>                                                                                                                                                                                                                                                                                                                                                                                 | <p>Write a cover letter following the structure given to apply for any job position they want.</p> <p>Be creative and organized.</p> <p>Be monitored.</p>                                                                                                                                                                                                                                                                                                                                                                                 | T-S         | Pen<br>Rubber<br>Sheet of paper<br>Technological resources |
| 7 minutes  | Reviewing       | <p>Provide a peer editing symbols guide to do a peer revision (<a href="#">Annex 3</a>)</p> <p>Instruct students to exchange their piece of writing with a partner to identify possible structural, grammatical, or spelling mistakes.</p> <p>Monitor students.</p>                                                                                                                                                                                                                                                                                                                           | <p>Receive peer editing symbols as a guide and use those symbols to mark any mistakes they find. (<a href="#">Annex 3</a>)</p> <p>Exchange their piece of writing with a partner to identify possible structural, grammatical, or spelling mistakes.</p> <p>Be monitored.</p>                                                                                                                                                                                                                                                             | T-S<br>S-S  | Peer editing symbol guide.<br>Technological resources.     |
| 7 minutes  | Editing         | <p>Instruct students to get their piece of writing back to edit any mistakes.</p> <p>Monitor students.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Get their piece of writing back to edit any mistakes.</p> <p>Be monitored.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                         | S-S         | Pen<br>Rubber                                              |

|               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                  |                                                  |
|---------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|--------------------------------------------------|
| 10<br>minutes | Extension | <p>Divide the class into groups of three to participate in a hiring panel activity.</p> <p>Have each group exchange their cover letters with another group and use the checklist (<a href="#">Annex 4</a>) to select the best one and explain why.</p> <p>Instruct all groups to post their selected cover letter on the board. Then, place stamp markers at the front of the classroom and invite each student to vote for their favorite cover letter by stamping it once. (<a href="#">Annex 5</a>)</p> <p>Announce the top three cover letters with the most stamps and collect all papers.</p> | <p>Be divided into groups of three students to participate in the hiring panel activity.</p> <p>Exchange their cover letters with another group and use the checklist (<a href="#">Annex 4</a>) to select the best one and explain their decision.</p> <p>Post their group's chosen cover letter on the board. Then, use one stamp to vote for their favorite cover letter. (<a href="#">Annex 5</a>)</p> <p>Listen to the teacher's announcement of the top three cover letters and hand in their papers.</p> | <p>T-S</p> <p>S-S</p> <p>T-S</p> | <p>Technological<br/>resources<br/>Checklist</p> |
|---------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|--------------------------------------------------|

## Preparation

### Annex 1:



**Spanish-Speaking Account Manager for Social Media Agency** ⌚ 3 minutes

🕒 Posted 2 days ago 🌐 Worldwide

★ Specialized profiles can help you better highlight your expertise when submitting proposals to jobs like these. [Create a specialized profile.](#)

**Needs to hire 5 Freelancers**

**Summary**

We are seeking a dedicated and proactive account manager to join our social media agency. The ideal candidate must be fluent in Spanish and possess excellent communication skills to effectively manage client relationships. Responsibilities include overseeing client accounts, developing social media strategies, and ensuring client satisfaction. Experience in social media management is essential. If you are passionate about social media and have a knack for building strong relationships, we would love to hear from you!

**Featured Job**

**Intermediate**  
I am looking for a mix of experience and value

**More than 30 hrs/week**  
Hourly

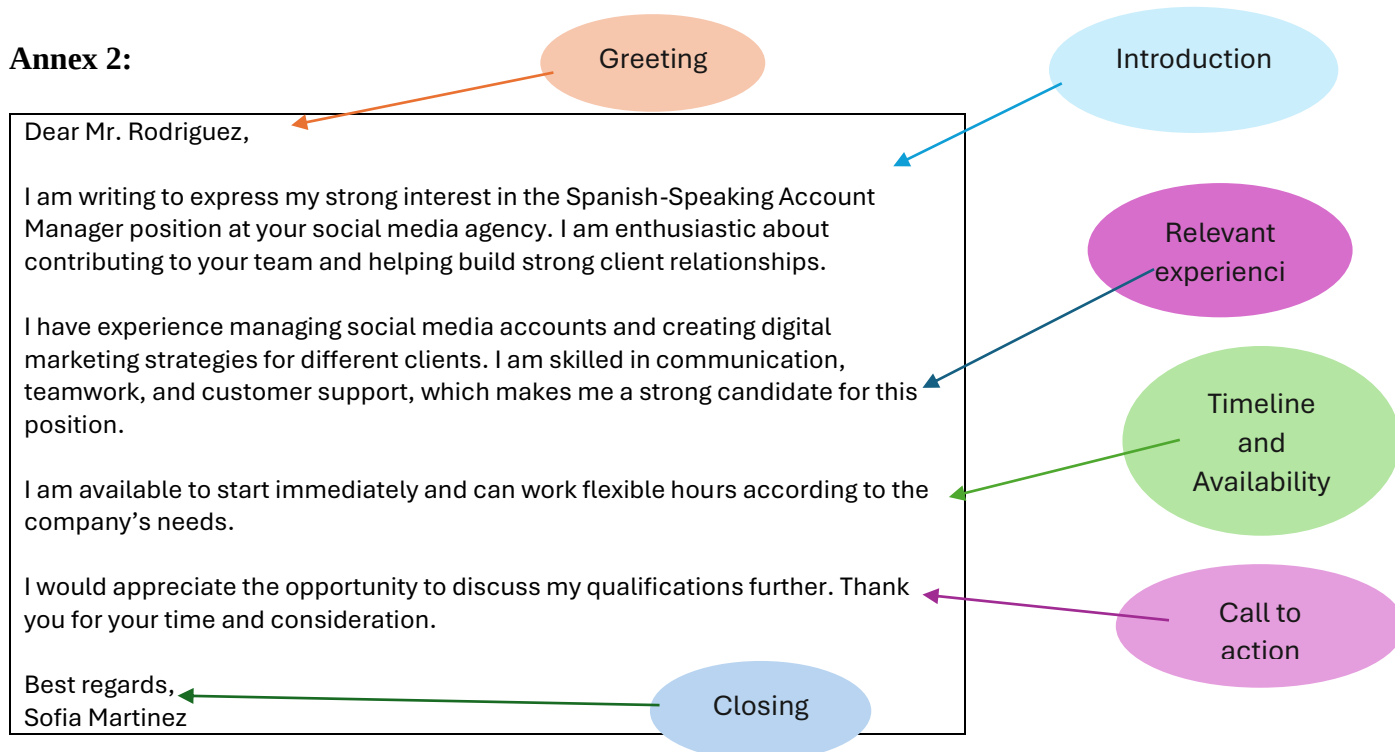
**\$7.00 - \$11.00**  
Hourly

**1 to 3 months**  
Duration

ICQs

**When people apply for a job, what information should be included to get the employer's attention?**

### Annex 2:



**Greeting**

Dear Mr. Rodriguez,

**Introduction**

I am writing to express my strong interest in the Spanish-Speaking Account Manager position at your social media agency. I am enthusiastic about contributing to your team and helping build strong client relationships.

**Relevant experience**

I have experience managing social media accounts and creating digital marketing strategies for different clients. I am skilled in communication, teamwork, and customer support, which makes me a strong candidate for this position.

**Timeline and Availability**

I am available to start immediately and can work flexible hours according to the company's needs.

**Call to action**

I would appreciate the opportunity to discuss my qualifications further. Thank you for your time and consideration.

**Closing**

Best regards,  
Sofia Martinez



## Drafting

⌚ 12 minutes

### Time to Draft your cover letter!



-  Choose a job position you would like to apply for.
-  Write your own cover letter following the structure provided.
-  Be creative, organized, and professional.
-  Highlight your skills, experience, and availability.

 Write clearly and use formal language.

ICQs

## Reviewing

### Annex 3:

| Editing Symbols Guide |           |                         |           |
|-----------------------|-----------|-------------------------|-----------|
| Spelling error        | SP        | Incomprehensible        | ?         |
| Verb error            | V         | Incorrect word order    | <u>WO</u> |
| Wrong word            | <u>WW</u> | Capital letter          | C         |
| Punctuation           | P         | Delete unnecessary word | Ø         |

## Extension

### Annex 4:

| Checklist                                                                                                                                   |     |    |
|---------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| Items                                                                                                                                       | Yes | NO |
| Includes all 6 cover letter components (greeting, introduction, relevant experience, timeline and availability, call to action and closing) |     |    |
| The greeting addresses the employer appropriately (e.g., Dear Mr./Ms. + name or Dear Hiring Manager)                                        |     |    |
| The introduction clearly states the job position and shows interest in the role.                                                            |     |    |
| The experience or skills mentioned are relevant and specific to the job position.                                                           |     |    |
| Punctuation marks (commas, periods, apostrophes) are used correctly throughout the cover letter.                                            |     |    |
| The cover letter is well-organized, easy to follow, and maintains a professional tone.                                                      |     |    |
| The cover letter demonstrates creativity while maintaining professionalism.                                                                 |     |    |
| The closing includes a clear call to action and encourages further contact.                                                                 |     |    |

### Annex 5



### **Journal 5: PDREE**

Writing plays a significant role in mastering a second language as it requires complex cognitive processes that transform thoughts into coherent and purposeful communication. As (Peterson, 2017) powerfully states, “writing is the most powerful weapon you can possibly provide someone with” This assertion highlights not only the transformative power of writing but also the urgency of effective pedagogy in developing strong writing skills among English language learners. In this regard, the PDREE (Preparation, Drafting, Revising, Editing, Extension) methodology offers a systematic and transparent approach that demystifies the writing process and empowers both teachers and learners. This reflective journal explores my understanding, expectations, and experiences with the PDREE writing lesson plan.

Initially, my expectations regarding writing lesson plans were characterized by both concern and uncertainty. This apprehension stemmed from the recognition that writing is challenging even in one's native language, as it requires ingenuity, critical thinking, and sustained cognitive effort. Before encountering the PDREE framework, I felt somewhat overwhelmed by the prospect of guiding students through such a complex skill, particularly when learners perceive writing as an insurmountable task rather than a developable competency. However, upon discovering the PDREE methodology, I came to understand that effective writing instruction does not demand immediate perfection; rather, it fosters continuous improvement through deliberate and scaffolded stages.

Through deeper engagement with the PDREE framework, I have learned that writing should be approached as a sequence of distinct yet interconnected phases rather than as a single, overwhelming task. This realization has been transformative in shaping my understanding of writing pedagogy. Notably, the methodology emphasizes that a text does

not need to be flawless from the outset; instead, it should demonstrate progressive improvement throughout the process.

Beyond its technical dimensions, writing also serves as a powerful tool for self-expression and creativity. As the (Morehouse College Writing Center, 2025) emphasizes, writing reflects our “personality, values, and unique perspective,” revealing who we are as individuals. Building on this idea, (Forster, 2015) suggests that creative expression through writing enables learners to “transforms knowledge into a new product or outcome that is original and valuable” redefining the writing process into both a linguistic exercise and a vehicle for personal innovation. This understanding reinforces the importance of encouraging students to view writing not merely as a technical skill but as a meaningful opportunity to express their identity and develop creativity through purposeful communication.

Furthermore, the PDREE framework allows educators to break down the writing process into clearly defined stages, each serving a specific pedagogical purpose. From preparation to extension, each phase builds upon the previous one, promoting gradual development. Through this approach, I discovered that revising and editing are not interchangeable stages but rather distinct levels of textual refinement. This shift from a product-oriented to a process-oriented perspective fosters metacognitive awareness, enabling students to reflect on their own progress and develop greater autonomy and confidence.

Although I did not have the opportunity to implement this lesson plan in an authentic classroom setting beyond training simulations, these preparatory experiences were nonetheless valuable. Despite this limitation, I have developed clear and purposeful goals for applying this methodology to writing tasks that reflect real-world needs, such as CVs, cover letters, paragraphs, and professional emails. In today's digital era, where technology dominates communication, it is essential to update our pedagogical practices while still valuing traditional genres such as essays and reports.

For instance, a PDREE-based lesson on email writing could begin with preparation activities focused on analyzing tone, register, and structure for different audiences, followed by drafting, peer-review sessions emphasizing clarity and professionalism, and editing for grammatical accuracy and appropriate formatting before final evaluation against real-world standards. Similarly, teaching cover letter writing through the PDREE framework would involve researching effective formats, drafting relevant content, revising for impact, editing for precision, and evaluating the final product in relation to actual job postings, thereby enhancing student engagement and equipping learners with transferable skills for their future academic and professional lives.

The value of writing becomes clearer when it is viewed not only as a means of communication, but also as a process that fosters critical thinking and learning. According to (Smith, 2013), writing allows individuals to pursue a variety of personal, intellectual, occupational, and recreational goals. Through this process, students strengthen their analytical abilities, learn to shape complex ideas, and gradually develop their own voice. The PDREE methodology supports this development by offering structured time for each stage of writing. As students come to understand that writing is a recursive process that even experienced writers engage in repeatedly, they begin to release unrealistic expectations and approach writing with greater confidence.

In conclusion, as (Peterson, 2017) asserts, “the best way to teach people critical thinking is to teach them to write.” This principle reflects precisely what we seek to accomplish as educators: to support students not only in their academic development, but also in their holistic growth by equipping them with a lifelong resource. Therefore, the goal is not to produce perfect writers overnight, but to cultivate independent learners who understand that effective writing emerges through process, persistence, and continuous refinement.

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[benefits-of-writing.pdf](https://www.niu.edu/language-literacy/_pdf/the-benefits-of-writing.pdf)

## Demonstration Class

# Your first job application

Level: B1

Time: 45 min

Group: 22 students

Tutor: Gonzalo Farfán

Student: Katiuska Figueroa

?

When people apply for a job, what information should be included to get the employer's attention?

### Spanish-Speaking Account Manager for Social Media Agency

Posted 2 days ago   Worldwide

3 minutes

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**Intermediate**  
I am looking for a mix of experience and value

**More than 30 hrs/week**  
Hourly

**\$7.00 - \$11.00**  
Hourly

**1 to 3 months**  
Duration

⌚ 6 minutes

### Look at the cover letter sample to identify the organizational structure

Dear Mr. Rodriguez,

Greeting

I am writing to express my strong interest in the Spanish-Speaking Account Manager position at your social media agency. I am enthusiastic about contributing to your team and helping build strong client relationships.

Introduction

I have experience managing social media accounts and creating digital marketing strategies for different clients. I am skilled in communication, teamwork, and customer support, which makes me a strong candidate for this position.

Relevant experience

I am available to start immediately and can work flexible hours according to the company's needs.

Timeline and availability

I would appreciate the opportunity to discuss my qualifications further. Thank you for your time and consideration.

Call to action

Best regards,  
Sofia Martinez

Closing

ICQs

⌚ 12 minutes

### Time to Draft your cover letter!



Choose a job position you would like to apply for.



Write your own cover letter following the structure provided.



Be creative, organized, and profesional.



Highlight your skills, experience, and availability.



Write clearly and use formal language.

ICQs



## Reviewing!

🕒 7 minutes

Let's help each other improve our cover letters!



### 1. Exchange

Exchange your cover letter with a partner. Then, read your partner's letter carefully.



### 2. Review

Use the peer-editing symbols guide to identify possible structural, grammatical, or spelling mistakes.



### 3. Give you feedback

Mark your partner's letter using the symbol and write helpful suggestions.



#### REVIEW SYMBOLS GUIDE

sp

Spelling error

V

Verb error

ww

Wrong word

P

Punctuation

?

Incomprehensible

wo

Incorrect word order

C

Capital letter

Ø

Delete unnecessary word

ICQs

## Editing!

🕒 7 minutes



Get your piece of writing back  
to **edit any mistakes**



Work carefully and improve your  
cover letter

ICQs

## Extension activity!

🕒 10 minutes

### Hiring panel



#### 1 Form Groups

Divide into groups of 3 and form a hiring panel



#### 2 Exchange & Review

Exchange all cover letters with another group and review them using **Annex 4 (Checklist)**



#### 3 Choose the Best

Select the best cover letter and explain why your group chose it



#### 4 Post it

Post you selected cover letter on the board



#### 5 Vote

Vote with one stamp to get the Top 3 cover letters!



#### 6 Announce & Collect

Announce the top 3 cover letters with the most votes and collect all papers

ICQs

**Thank you**

### **Recommendations**

Based on the experience gained through the planning and implementation of the demonstration lessons presented in this work, English language teachers are encouraged to integrate the ECRIF, PDP, and PDREE frameworks into their classroom practice to promote the balanced development of speaking, listening, reading, and writing skills. Since each methodology addresses different stages of the language learning process, their combined use can help create dynamic, student-centered lessons that encourage active participation and meaningful communication.

Teachers are also encouraged to adapt these methodologies according to their students' needs, interests, and proficiency levels. Flexible lesson planning enables learners to participate actively, build on their previous knowledge, and use English in authentic communicative situations, making the learning process more relevant and engaging.

Educational institutions should support the implementation of these pedagogical approaches by providing opportunities for continuous professional development. Workshops and training sessions focused on student-centered methodologies can strengthen teachers' instructional practices and contribute to more effective English language teaching.

Finally, these methodologies should continue to be implemented and adapted in different educational contexts. Future studies may also examine their application with diverse groups of learners to further explore their contribution to language development, student motivation, and classroom engagement.

## **Conclusion**

The planning and implementation of the demonstration lessons presented in this work provided a valuable opportunity to put student-centered teaching methodologies into practice and reflect on their role in English language instruction. Applying the ECRIF, PDP, and PDREE frameworks demonstrated that effective lesson planning goes beyond selecting classroom activities; it requires clear objectives, thoughtful organization, and the ability to adapt instruction to students' needs and learning contexts.

This experience reinforced the importance of designing lessons that actively engage learners while promoting the balanced development of speaking, listening, reading, and writing skills. It also highlighted the value of flexibility and reflection in the teaching process, as adapting instructional strategies contributes to creating more meaningful and inclusive learning experiences.

Overall, this work emphasizes that ECRIF, PDP, and PDREE are practical and complementary frameworks that support effective English language teaching. Beyond their contribution to language development, these methodologies encourage teachers to become reflective practitioners who continuously evaluate and adapt their lesson planning to foster meaningful learning and respond to the diverse needs of their students.

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