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TEFL APPLICATION PROCESS

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CERTIFICADO DE DERECHO DE AUTOR
PROPIEDAD INTELECTUAL

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

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Descripción de Autoria:

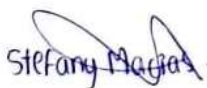
Este Proyecto de Integración Curricular se llevó a cabo utilizando las metodologías FMU, ECRIF, PDP y PDREE. Su propósito fue analizar la contribución de estos enfoques a la enseñanza comunicativa de lenguas. La sistematización se basó en planes de clase, clases demostrativas y registros reflexivos, los cuales demostraron que las metodologías centradas en el estudiante mejoraron la interacción y la participación en las clases, mientras que la práctica reflexiva se convirtió en un elemento clave para la mejora continua en la enseñanza del idioma inglés.

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I would like to express my heartfelt gratitude to my parents for giving me the strength I needed and for being my anchor throughout all these years. Thank you for your unconditional support and for trusting me every step of the way. I am also deeply grateful to my family for standing by my side during the most difficult moments and for never stopping believing in me. Thank you for always being there for me.

DEDICATION

This work is dedicated to my parents for being my pillars and my greatest source of strength and inspiration. Thank you for always encouraging me to keep moving forward

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 de la estudiante MACIAS INTRIAGO STEFANIE LISSETT, legalmente matriculada 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 problémico 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
Docente Tutor

TABLE OF CONTENTS

INTRODUCTION.....	6
MODULE 1: FMU LANGUAGE ANALYSIS	8
FMU Language Analysis for: Embedded questions.....	8
JOURNAL 1: FMU	14
MODULE 2: ECRIF SPEAKING	18
Speaking Lesson Plan ECRIF	18
JOURNAL 2: ECRIF	26
Demonstrative Lesson	29
MODULE 3 PDP LISTENING.....	35
Listening Lesson Plan PDP	35
Journal 3: PDP Listening	45
Demonstrative lesson.....	48
MODULE 4 PDP READING	54
Reading Lesson Plan PDP	54
Journal 4: PDP Reading	60
Demonstrative lesson.....	64
MODULE 5 PDREE WRITING.....	69
Writing lesson plan.....	69
Journal 5: Writing process	75
Demonstrative lesson.....	78
Recommendations	83
Conclusions	84
REFERENCE LIST	85

INTRODUCTION

This document brings together the knowledge and experience I have obtained through courses, internships, and teaching placements in the community as part of my training as a future English teacher. These experiences have shaped my perspective as a teacher and have given me the opportunity to make a positive impact through language teaching, while also allowing me to connect with different people and grow both personally and professionally.

English has become a powerful tool for communication, education, and access to opportunities around the world, making teaching it both a responsibility and a privilege. As educators, our goal is to support learners in their journey toward language proficiency by developing the four fundamental language skills: speaking, listening, reading, and writing.

For speaking, the ECRIF model is used to promote effective communication, and each lesson focuses on clear, practical objectives linked to real-life situations. In this context, the teacher's role is to act as a facilitator, guiding students through the language acquisition process. Listening and reading comprehension skills are developed through the PDP model, a structured framework that strengthens understanding and critical thinking through organized activities. This approach allows teachers to design lessons adapted to students' needs, which supports their development as confident listeners and readers.

Finally, writing skills are developed using the PDREE model, which guides students through the stages of preparation, drafting, revision, and editing before they submit their final work, allowing them to develop writing skills according to the type of text required.

MODULE 1

FMU LANGUAGE

ANALYSIS

(FMU)

MODULE 1: FMU LANGUAGE ANALYSIS

FMU Language Analysis for: Embedded questions

- **FORM**

Wh- embedded questions: Introductory phrase + question word + subject + verb + ?

✚ Could you tell me where the station is?

✚ Do you remember when the party starts?

Yes/No embedded questions: Introductory + if/whether + subject + verb + ?

✚ Do you know if she will come?

➤ Yes, she will come. / No, she won't come.

➤ Yes, I know she will come. She told me she's planning to be here around 5 p.m. /

No, I don't know if she will come. She hasn't said anything about her plans yet.

- **MEANING**

An embedded question is a question that appears as a subordinate clause rather than as the main clause of the sentence. An embedded question is a question within another statement, often followed by phrases such as "I wonder...", "Could you tell me...?" or 'Do you know...?'

✚ I wonder why she is late.

✚ Do you know who that man is?

- **USE**

✚ We use it for other questions (such as indirect questions, often to be polite).

Examples: Do you know if she has finished her homework?

Can you explain how this machine works?

- ✚ **We use it in declarative sentences (such as noun clauses that function as the subject or object of the main clause).**

Examples: I can't imagine how they solved the problem.

How he managed to win is still a mystery.

- ✚ **We use it to show curiosity or a lack of knowledge about a topic.**

Examples: I would like to know why they moved to another city.

I have been thinking about how people learn new languages.

- **ANTICIPATED DIFFICULTIES**

- ✚ Students may use question marks incorrectly after questions embedded in statements, such as "I don't know where he is?" instead of "I don't know where he is".

- ✚ Forgetting if/whether in yes/no questions.

- ✚ Incorrect contractions at the end. Errors such as "she won't come" instead of "she won't come".

- **CONCEPT-CHECKING QUESTIONS**

- ✚ Look at these two questions: "Where is the bank?" and "Could you tell me where the bank is?" Which one is an embedded question, and why?

- The second is an embedded question because instead of asking directly, we ask in a more formal and polite way.

- ✚ Look at this sentence: "Do you know where is she?" Is it correct or incorrect? If it's incorrect, explain why. If it's correct, justify your answer.

- That is incorrect. In embedded questions, the word order changes. It should be: 'Do you know where she is?' without inversion after 'where'.

✚ The purpose of saying ‘Could you tell me what time the film starts?’ is to get information directly or to ask in a polite and indirect way?

- The purpose is asking politely and indirectly, not demanding information directly.

• TEACHING IDEAS

✚ In the following worksheet

A.- Read each pair of sentences and decide which one is the correct embedded question. Circle the correct answer. (Annex 1)

B.- Rewrite the direct questions as embedded questions. (Annex 2)

✚ Jigsaw activity: The teacher cuts out the cards and gives one to each student face down. Students flip it over and walk around to find the right embedded question. Once they find their partner, they read and answer it together. (Annex 3)

• SOURCES CONSULTED

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Perfect english grammar. (n.d.). Embedded questions:

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<https://es.pinterest.com/pin/56013589125024642/>

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Questions:

<https://continuingstudies.uvic.ca/elc/studyzone/410/grammar/410-embedded-questions>

- ANNEXES

Annex 1.

Name: _____

Date: _____

Summative assessment.

Embedded questions

Name:

Date:

Reorder the words in each sentence to form a correct embedded question.

1. me / could / station / is / tell / where / you / the

2. starts / time / what / know / do / meeting / you / the

3. late / is / she / i / why / wonder

4. how / explain / works / you / can / this / machine

5. who / yesterday / remember / you / do / called

6. open / the / me / tell / shop / could / if / is / you

7. have / know / they / do / whether / you / arrived

8. wonder / where / to / they / moved / i

Annex 2.

2 ★ Rewrite the direct questions as embedded questions.

Fake news!

The inventor of the spacecraft was John Hillman Jockenhowser. He invented it in 1453 when he was 23. He left university early after he lost all his money. NASA copied Jockenhowser's designs in the 1950s.

1 Who was the inventor of the first spacecraft?

I wonder *who the inventor of the first spacecraft was*.

2 Where did he live?

Can you tell us _____?

3 Was he American?

Do you know _____?

4 What did he study at university?

Could you tell me _____?

5 Which university did he go to?

I wonder _____.

6 How did he lose all his money?

Do you know _____?

7 Can I find a biography of Jockenhowser on the internet?

I wonder _____.

8 Was he a real person or not?

Do you know _____.

Annex 3.

Formative assessment.

Jigsaw activity: The teacher cuts out the cards and gives one to each student face down. Students flip it over and walk around to find the right embedded question. Once they find their partner, they read and answer it together.

Can you tell me...?

I don't remember...

I've forgotten...

I'm not sure...

I have no idea...

Do you know...?

Could you possibly tell me...?

Do you have any idea...?

Do you by any chance know...?

Does anyone know...?

Who knows...?

I'm anxious to know...

I wonder...

I'd like to know...

Tell me...



...what time the next English class starts.	...where I saved my money.	...what the teacher said about the homework.
...if this is the right bus to the city center.	...why everyone is laughing right now.	...who is going to replace Mr. Brown next week.
...how long the test will last on Friday.	...when we're supposed to hand in the project.	...where she bought that beautiful jacket.
...what happened to the Wi-Fi connection.	...how this grammar rule actually works.	...whether our names are already on the list.
...why he didn't text me back last night.	...what kind of music you usually listen to.	...how you managed to learn English so fast.



JOURNAL 1: FMU

The FMU framework is a pedagogical approach to teaching grammar that integrates three essential components: form, meaning, and use. According to Larsen-Freeman (2001) teaching grammatical form alone does not guarantee effective communication, as students need to understand meaning and know when and how a structure is used in real-life contexts. Similarly, Crawford (2012) argues that the FMU framework helps to overcome the rule-based teaching of grammar, as it places grammar in a broader communicative process. This allows students to understand both the structure of language and the communicative intent behind it.

The Form, meaning, and use (FMU) helps teachers design lessons that combine these three aspects so that students can communicate clearly and in a natural way. For instance, using the Jigsaw technique allows each student to be responsible for learning a specific topic and then teaching it to other members of the group. According to Floris (2022), activities like this offer students many opportunities to use different language skills in a realistic and meaningful way. This method provides a supportive environment in which students feel comfortable speaking, making mistakes, and learning from each other.

At the same time, teaching grammar is not only about the learning of students, but also about the role of the teacher. As Crawford (2012) argues, grammar involves two types of knowledge: Teacher knowledge and pedagogical knowledge. Teacher knowledge refers to the understanding of grammar itself, which includes different grammar patterns, verb forms, and the use of tenses. On the theoretical knowledge, knowledge refers to the methods and strategies that help students use grammar correctly and naturally.

Using the FMU framework in the classroom can be demonstrated through real-life activities. A good example is the task ‘Product Design’, which is based on the ideas of David Nunan (1989) on creating communicative activities. In this task, students work in teams to invent a new product and then present it to a group of ‘investors. This activity is more than just learning

rules. To be successful, the team has to use modal verbs not just correctly (form), but also to show good ideas and suggestions (meaning) and talk like they are in a real business meeting (use). This makes grammar a tool needed to reach a real goal, making students learn it actively instead of just memorizing rules.

During the pre-teaching service, I realized that using FMU makes it easier for students to learn grammar, as it allows us to explain form in a practical way, rather than just as rules to be memorized. I observed that when students understand how structure relates to meaning and use, they understand the purpose of grammar even more clearly. To make it even more engaging, I had a small classroom competition where teams answered questions about the grammar points, we had practiced. The students enjoyed it and were very enthusiastic about demonstrating which team knew the most. This activity made the lesson engaging and enjoyable, and it helped the students to practice the language in real-life situations.

In conclusion, FMU analysis is a valuable approach to teaching grammar, as it combines form, meaning, and use to facilitate real communication. Rather than limiting grammar to single rules, this framework helps learners to connect structures with meaning and apply them effectively in different contexts. Its importance lies in facilitating clearer communication, reducing misunderstandings, and encouraging learners to participate more actively and confidently. For teachers, FMU also serves as a practical guide to designing lessons that are meaningful and dynamic. Most importantly, it benefits students' overall development by helping them grow as communicators who can use language with precision, clarity, and purpose.

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MODULE 2

ECRIF SPEAKING

LESSON PLAN

MODULE 2: ECRIF SPEAKING

Speaking Lesson Plan ECRIF

Student: Macías Intriago Stefanie Lissette

Level: B1

Action Points

1. Time management.
2. Organizing activities.
3. Communicative activities.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT **USE** embedded questions **TO** express polite requests **IN** meaningful short interviews among students.

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

- When students express polite request.
- When students present their meaningful short interviews among students.

Preliminary Considerations:

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

- They can use polite expressions such as "Could you tell me...?" and "Do you know...?"
- They are able to ask and answer questions in pairs about familiar topics.

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

- Confusion in forming embedded questions naturally in conversation, especially using polite introductory phrases correctly.

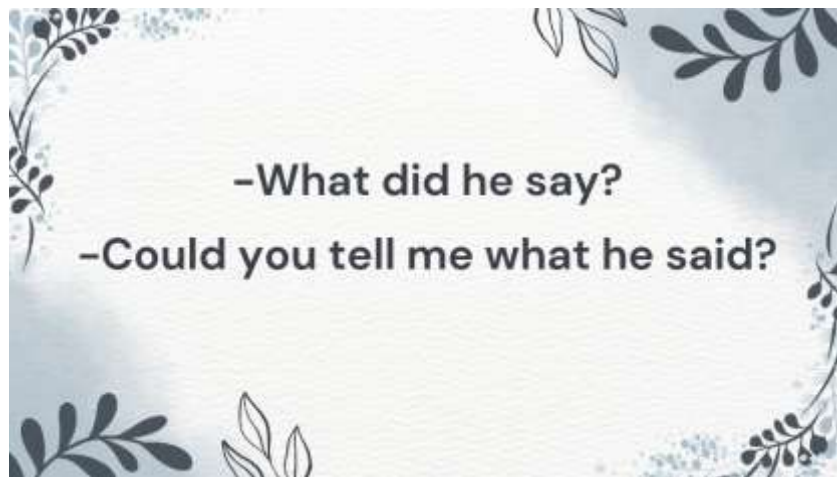
c. How will you avoid and/or address these problem areas in your lesson?

- Provide clear examples and controlled practice, then encourage use in pair work and role-play.

Time	Framework Stage	Procedure		Interaction	Materials needed
		Teacher will	Students will		
3 minutes	Encounter	-Show three images on the screen to check the point of view. (Annex 1) - Ask students: • How do you think they are talking, formal or informal? • What kind of questions could they be asking? • What do you think the conversation is about?	-Look at the images. -Answer the questions.	T – S	-Projector -Laptop
6 minutes	Clarify	-Briefly review embedded question structure according to FMU language analysis. • Introductory phrase + question word + subject + verb + ? -Project two sentences on the board. (Annex 2) -CCQs: • What words can I use to start embedded questions? • If I want to ask my best friend something, do I say “Where is the bank?” or “Do you know where the bank is?”	-Observe and describe the pattern used in polite questions. -Read the two sentences on the board carefully. -Answer the CCQs.	T – S	-Projector -Laptop

		What do we use after “Do you know”?			
7 minutes	Remember	-Provide a worksheet of scrambled sentences. (Annex 3) -Instruct students to reorder the words to create correct embedded questions. -Ask some students to read their sentences aloud so that they can correct their own sentences.	-Receive the worksheet. -Order the words to create embedded questions. -Read their sentences aloud.	T – S	-Pencil -Worksheet
8 minutes	Internalize	-Set them in pairs to practice asking and answering using embedded questions. -Deliver a card with a simple situation to each pair. (Annex 4) -Request to switch roles so that both have the chance to ask and answer questions. -Monitor by walking around to check progress and support when needed. -Select a few pairs to present their answers aloud to the class and will take brief notes to provide feedback.	-Work in pairs. -Receive one situation card from the teacher. -Switch roles with their classmate. -Receive support from the teacher as needed. -Read their questions and answers aloud to the class.	T-S	-Cards

21 minutes	Fluency	-Request to pair up again with a different partner to create an interview using embedded questions in the topic “Places they would like to visit.” -Provide a model they can follow for the interview. (Annex 5) -Select some pairs to present their interview in front of the class. -Monitor the presentations and provide feedback as needed.	-Pair up with a different classmate to create an interview. -Prepare and practice a short interview using embedded questions. -Listen to their classmates’ presentations. -Receive feedback as needed.	S-S	-Sheet of paper. -Pencil.
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Annex 1.**Annex 2.**

Annex 3.**Summative assessment.**

Embedded questions.

Name:

Date:

Reorder the words in each sentence to form a correct embedded question.

1. me / could / station / is / tell / where / you / the

2. starts / time / what / know / do / meeting / you / the

3. late / is / she / i / why / wonder

4. how / explain / works / you / can / this / machine

5. who / yesterday / remember / you / do / called

6. open / the / me / tell / shop / could / if / is / you

7. have / know / they / do / whether / you / arrived

8. wonder / where / to / they / moved / i

Annex 4.

Asking a clerk about the store opening hours.	Asking a neighbor when the bus usually arrives.	Asking a friend where the nearest pharmacy is.
Asking a classmate what time the school meeting starts.	Asking a shop assistant if a product is in stock.	Asking a teacher which homework assignment is due next.
Asking a family member what time dinner will be ready.	Asking a friend where they usually go shopping.	Asking a classmate if they have finished a project.
Asking a librarian where to find a specific book.	Asking a receptionist when a meeting starts.	Asking a school administrator how to register for a course.
Asking a hotel clerk if a room is available.	Asking a colleague where the conference room is.	Asking a supervisor when a report is due.
Asking a customer service representative how to return a product.		

Annex 5.

Healthy habits and eating routines.

Interviewer: Hi! Do you know what kind of breakfast your friend usually eats?

Interviewee: Yes, usually they eat eggs, toast, and fruit.

Interviewer: Can you tell me what your friend does to stay healthy?

Interviewee: They exercise three times a week and try to eat balanced meals.

Interviewer: Do you know why it is important to drink enough water every day?

Interviewee: Yes, because it helps the body stay hydrated and improves concentration.

Interviewer: Can you tell me what snacks your friend usually avoids?

Interviewee: They try to avoid too much sugar and fried food.

Interviewer: Do you know what healthy habits your friend wants to start this year?

Interviewee: They want to start meditating and walking more every day.

JOURNAL 2: ECRIF

The ECRIF framework (Encounter, Clarify, Remember, Internalize, and Fluency) is one of the most effective ways to plan a language lesson. It helps teachers understand how learning happens step by step and how students go from seeing something that is new to them to using it with more confidence. The five stages of ECRIF are interconnected, with each stage preparing students for the next. The sequence of steps makes learning more natural and meaningful for students. Mai (2020) suggests the framework offers teachers a way to understand learning from the perspective of students. This model makes it easier to remember the English language and speak it more fluently through the activities carried out at each stage, because it focuses on the progress and development of each student.

The ECRIF framework can also be understood through everyday situations. For example, the ECRIF forum mentions what happens when you meet someone new at a party. First, you notice the person and want to know their name (Encounter), then you ask them or listen carefully to know it (Clarify), and try to keep it in mind (Remember). After becoming familiar with the name, it becomes part of your memory (Internalize) until you can say it more naturally (Fluency). This example helps us show how learning can be developed step by step.

According to Perez (2025), teaching a new language requires not only knowledge of the language but also understanding of the correct use of approaches, methods, techniques, and strategies, as well as the use of structured lesson plans with clear and achievable objectives designed to develop the knowledge of students in the classroom.

During my pre-teaching service, I realized how helpful the ECRIF framework is for improving the speaking skills of my students. During the Encounter stage, I realized the importance of introducing new topics in interesting and real-life situations, so students

would be curious and motivated to learn. In the clarify stage, I guided the students to notice how the language works, gave them examples, and encouraged them to try it themselves. At the end, students must answer the CCQs to ensure that they really understand the meaning and use of the language.

In the Remember stage, I used repetition exercises in which the students could speak and gradually become more and more comfortable with new words or expressions. During the Internalize stage, I observed that the students could use the language a little more naturally. They could express their ideas and relate the language to their real-life experiences, which demonstrated real progress.

The fluency stage is when students can use the language more confidently and naturally. As “Dialogues and role play based on real-life conversations are oral activities that can be used to bridge the gap between guided and free tasks. Learners can find them entertaining and motivating as they take on the role of an imaginary character” (Kırkgöz, pág. 345), these types of activities help students practice speaking another language in a more fun and engaging way. I noticed that using these role-plays and dialogues made the students feel more comfortable and motivated, which helped to improve their vocabulary.

To conclude, the ECRIF framework is an effective model that helps teachers and students understand the language learning process. Each stage guides students step by step, so they can use the language more fluently and confidently. Through real-life activities, students can better connect with new knowledge because they resemble real-life situations and improve their speaking skills. ECRIF promotes meaningful communication, making language learning more dynamic and successful.

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Demonstrative Lesson



ECRIF

"Places you would like to visit"

B1 LEVEL

Tutor: Gonzalo Farfán

Student: Lissett Macias



3 minutes

-Here you can see three types of conversations in three different contexts. Please look at the pictures and answer the questions.

- How do you think they are talking, formal or informal?
- What kind of questions could they be asking?
- What do you think the conversation is about?



ICQs

6 minutes



Language analysis: Embedded questions.



Common Introductory Question Phrases	Common Questions	Embedded Question Examples
Do you know...	When does the class start?	Do you know when the class starts?
Who knows...	What is the answer?	Who knows what the answer is?
Do you think...	Can he come tonight?	Do you think he can come tonight?
Do you remember...	Where is the restaurant?	Do you remember where the restaurant is?
Could you tell me...	Is there free parking?	Could you tell me if there is free parking?
Would you mind telling me...	What time is it?	Would you mind telling me what time it is?

ICQs

-Which of the following sentences is a direct question, and which one is an embedded question?

- What did he say?
- Could you tell me what he said?

ICQs





In the following worksheet, reorder the words in each sentence to form a grammatically correct embedded question.

ICQs



7 minutes

Worksheet time! ✨

Name: _____
Date: _____

Reorder the words in each sentence to form a correct embedded question.

1. me / could / station / is / tell / where / you / the

2. starts / time / what / know / do / meeting / you / the

3. late / is / she / i / why / wonder

4. how / explain / works / you / can / this / machine

5. who / yesterday / remember / you / do / called

6. open / the / me / tell / shop / could / if / is / you

7. have / know / they / do / whether / you / arrived

8. wonder / where / to / they / moved / i

ICQs

8 minutes

Pair work activity

- In pairs, create a short interview script about places you would like to visit, using embedded questions, in both, questions and answers.
- Follow the model provided by your teacher.
- Practice the interview with your partner.

ICQs

Healthy habits and eating routines.

Interviewer: Hi! Do you know what kind of breakfast your friend usually eats?

Interviewee: Yes, usually they eat eggs, toast, and fruit.

Interviewer: Can you tell me what your friend does to stay healthy?

Interviewee: They exercise three times a week and try to eat balanced meals.

Interviewer: Do you know why it is important to drink enough water every day?

Interviewee: Yes, because it helps the body stay hydrated and improves concentration.

Interviewer: Can you tell me what snacks your friend usually avoids?

Interviewee: They try to avoid too much sugar and fried food.

Interviewer: Do you know what healthy habits your friend wants to start this year?

Interviewee: They want to start meditating and walking more every day.

21 minutes

Final activity!

-Prepare to perform a role-play based on the interview you previously created.

ICQs

THANKS!



MODULE 3

PDP LISTENING

MODULE 3 PDP LISTENING

Listening Lesson Plan PDP

Student: Macías Intriago Stefanie Lissett

Level: A2

Action Points

- Time management.
- Organizing activities.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT **show understanding of** the text “An Invitation to a Party” **by** summarizing the audio in pairs **and then** creating a “Best Birthday Party Plan” to read them aloud.

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

- When students summarize the audio in pairs through a mind map.
- When students create a “Best Birthday Party Plan” to read them aloud.

Preliminary Considerations:

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

- Students know basic party-related vocabulary.
- Students can understand and use simple present and future forms to talk about plans and events.

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

- Understanding longer messages with multiple details in one listening.
- Making inferences about feelings, reasons, and implied information.

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

- Use clear instructions and the worksheet to guide understanding.
- Use guided questions and teacher monitoring to support learners in making inferences and connecting ideas.

Time	Framework Stage	Procedure		Interaction	Materials needed
		Teacher will	Students will		
5 minutes	Pre-Stage	-Show pictures of birthday parties to answer the questions. (Annex 1) -Ask students: • What do you see in the pictures? • When is your birthday? • What things do people usually do at a party? -Write key vocabulary on the board. (Annex 2)	-Observe the images and answer the questions. -Participate by sharing their opinions. -Repeat the vocabulary and write it in their notebooks.	T-S	-Pictures -Board -Markers
6 minutes	Early During	-Play the audio once to listen for gist to get the main idea of the text. (Annex 3) -Tell them they will listen for gist to get the main idea. - Ask questions after listening: • Who is talking? • What is the message about? • What do you think is the topic of the audio?	-Listen to the audio. -Do skimming to get the main idea. -Answer the questions.	T-S	-Speaker

9 minutes	Later During	-Inform them to listen for scanning the specific information to fill-in-the-gaps. (Annex 4) -Distribute the worksheets. -Play the audio to scanning. -Play the audio again to confirm or correct answers. -Monitor students. -Request them to exchange worksheets with a partner to compare answers.	-Pay attention to the instructions. -Receive the worksheet. -Listen the audio to scanning. -Listen again to check answers. -Work individually. -Exchange worksheets and compare answers with a partner	T-S	-Worksheet -Pen
17 minutes	Final During	-Set them in pairs. -Play the audio to summarize the information. -Play the audio again. -Ask them to categorize what they think or feel based on the audio. (Annex 6) -Circulate and check their work. -Request them to discuss with their partner which ideas or feelings they consider most important. -Monitor by walking around the class.	-Work in pairs. -Listen the audio to summarize information. -Listen the audio again. -Categorize what they think or feel based on the audio. -Work while the teacher circulates. -Discuss with a partner to choose the most important ideas or feelings. -Be monitored by the teacher.	T-S	- Worksheet - Pencil

8 minutes	Post-Stage	-Instruct learners to work in pairs to create a “Best Birthday Party Plan” using the vocabulary from the audio previously play. -Provide guiding questions to help them develop their ideas: • Who would you invite? • What activities, music, and food would you include? • What special details would make your party fun? -Monitor groups and provide support during the activity. -Select a few pairs to read their birthday plan aloud to the class.	-Discuss answers in pairs and create a “Best Birthday Party Plan”. -Use the guiding questions to develop their ideas. -Receive support from the teacher as needed. -Read their plan aloud to the class.	S-T	Sheet of paper Pencil
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SOURCES CONSULTED

<https://learnenglish.britishcouncil.org/skills/listening/a2-listening/invitation-party>

ANNEX 1.**ANNEX 2.**

- Birthday invitation
- Give directions
- Close friends
- Birthday card
- Take the exit
- Pick up (someone)
- Have a party
- Swimming pool

ANNEX 3.

An Invitation to a Party.

Automated message: You have two new messages.

Message number one, received today at 3:45 p.m.

Hi, it's me, Sophie. How's it going? I guess you're at work and you don't have your phone on, right? First of all, thank you, THANK YOU for the birthday card and message. I received it this morning. That's so nice of you. I'm organising a little party for my birthday. It's nothing very big – only a few of my best and closest friends. That means you too! We're going to have it at my cousin's house. She lives in the countryside in a nice big house with a swimming pool. I'd love to see you there. It's going to be this Friday. I'll send you the instructions on how to get there later, OK?

Anyway, have fun at work. Don't work too hard, OK? Talk soon.

Message number two, received today at 5:15 p.m.

Aw, you're still not answering your phone! OK, here are the instructions to get to my cousin's house for the party. Are you going to take your car? If you take the car, drive straight on Forest Road until you get to the motorway. Drive past Brownsville and take exit 13A. That's 13A. You drive down the road there and turn left. It's the first big house on the right. OK? If you're taking a bus, you can get the number 80 to Brownsville. Call me when you get there and somebody can pick you up in a car. I can't wait. This is going to be so great!

ANNEX 4.

An Invitation to a Party.

Automated message: You have two new messages.

Message number one, received today at 3:45 p.m.

Hi, it's me! How's everything going? I guess you're still at work and you can't answer your phone right now, right? Anyway, I just wanted to say thank you, thank you so much for the birthday card and the sweet message! I received it this morning and it really made me smile. You're always so thoughtful.

So, I have some news! I'm organising a little party for my birthday this weekend. It's not going to be very big, just something small and friendly with a few of my closest friends, and of course, that includes you! We're having it at my cousin's house. She lives in the countryside, not far from Brownsville. It's such a beautiful place! The house is big and cozy, and it has a nice garden and even a swimming pool. We're going to have some music, good food, and maybe a little barbecue if the weather is nice.

The party starts around 7:00 in the evening, but you can come a bit earlier if you want to help with decorations or just hang out before everyone arrives. I really hope you can make it because it's been such a long time since we last saw each other. I really miss talking and laughing with you.

Anyway, I'll send you another message later with the directions to get there. OK? Have a nice afternoon at work, and don't work too hard! Talk soon. Bye!

Automated message: You have two new messages.

Message number two, received today at 5:15 p.m.

Hey again! Aw, you're still not answering your phone! OK, so here are the directions to my cousin's house for the party. Are you planning to drive, or are you taking the bus? If you take your car, it's super easy to find. Drive straight on Forest Road until you get to the motorway. Then drive past Brownsville and take exit 13A. Yes, that's 13A. After that, go down the road for about five minutes, then turn left at the sign that says "Green Hill Farm." My cousin's house is the first big house on the right. You'll see some balloons outside, so it'll be easy to find!

If you're taking the bus, get the number 80 to Brownsville. The trip takes around 30 minutes. When you arrive at the bus station, call me and someone can come and pick you up in the car.

Oh! And don't forget to bring your swimsuit if you want to go for a swim, and maybe a light jacket because it can get a bit cold in the evening. We're going to have games, snacks, and of course, cake! I can't wait to see everyone together again. It's going to be so much fun.

OK, I hope you get this message soon. Call me when you can! Bye for now!

ANNEX 5.

Name: _____

Date: _____

Instructions:

Listen carefully and write the missing words in the blanks.

1. Hi, it's me! Thank you for the _____ card and the _____ message.
2. I'm organizing a small _____ this weekend at my _____'s house.
3. She lives in the _____, not far from _____.
4. The house has a nice _____ and a _____ pool.
5. The party starts around _____ in the evening.
6. If you come by car, take _____ Road and exit _____.
7. Turn left at the sign that says "_____ Farm."
8. If you take the bus, get the number _____ to _____.
9. Don't forget to bring your _____ and a light _____.
10. We'll have games, snacks, and of course, _____!

ANNEX 6.

Listen carefully to the two messages from the audio.

What the audio says	What I think / feel
-Who is talking?	-How does the speaker feel about friends?
-When is the party?	-Why is the speaker excited?
-Where is the party?	-What makes the party special or fun?
-What activities are planned?	-Which activities would you enjoy?
-What food and drinks are there?	-Would you add something different?
-Decorations / music	-How would you decorate or add music?
-Other details	-Any other ideas you notice from the audio?

Journal 3: PDP Listening

The PDP (pre, during, post) framework is an ideal structure for planning lessons that focus on listening comprehension for teaching a new language. It is helpful for teachers in guiding pupils before, during, and after listening to a text so that they can understand it better. In the pre-stage before listening, students activate their prior knowledge and prepare for the new topic. During listening, students concentrate on the audio provided by the teacher and complete tasks to assess their comprehension. In the post stage, students reflect, discuss, and expand on what they have heard. This final framework supports learning and encourages participation between practice and listening.

Neher (2009) argues that the PDP framework allows teachers not only to structure and deliver an effective listening comprehension lesson but also allows pupils to remain active and motivated throughout these three stages. This approach ensures that students participate before, during, and after listening, and this is something that reinforces their understanding and engagement. Moreover, students feel motivated to apply their prior knowledge and strategies, which creates a comfortable environment for them.

The initial stage of the PDP framework has a fundamental role in preparing students for listening comprehension. In the pre-stage, students can activate their prior knowledge and explore key vocabulary related to the topic. This preparation promotes a much better understanding among students and allows them to anticipate the content.

Poves (2019) states that the main focus of the PDP framework is on the During stage, in which learners actively engage with the text and perform comprehension tasks, such as identifying the main idea, details, or making inferences. This phase can range from basic comprehension to deeper analysis and evaluation of the content, reflecting progression through different levels of comprehension. The final stage of the PDP

framework is the Post stage, which helps learners to develop their understanding by using the information in a meaningful way. These activities reinforce comprehension and promote communication beyond the task of listening.

According to Alvarez (2025) strategic approaches for teaching listening comprehension involve more than just exposing students to audio stimulation; teachers must help them to analyze and process the information efficiently. This involves guiding them to identify key ideas, recognize patterns, and be able to handle different contexts to communicate in English.

During my pre-teaching service, I applied and used the PDP framework for listening and observed how it helped students stay more focused on the instructions for activities. I also noticed that they were more confident based on the listening tasks. Guiding them through each stage of PDP allowed them to develop their understanding step by step; they were able to predict and identify the main ideas and discuss their own opinions.

Another thing I noticed during my pre-teaching service was that students enjoyed the post-stage activities because they could participate and share their ideas and opinions. Although some of them felt a little insecure at first, they gradually became more confident and began to participate in the activities.

As Praveen (2021) states, “The activities that make up the post-listening stage are mainly based on asking follow-up questions, participating in discussions about the topics, and assigning reinforcement tasks” Making the listening material relatable to real-life contexts was what helped my students improve their communication skills. These activities also encouraged collaboration and participation, giving students the chance to practice speaking in a situation where they didn't feel pressured.

To conclude, the PDP framework offers us a structured and highly effective approach to teaching listening comprehension. It guides students through three stages and helps them activate prior knowledge and focus on applying that learning in a meaningful way. It helps students develop participation and confidence in a way that makes them feel comfortable and allows them to become more involved in listening activities.

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Demonstrative lesson



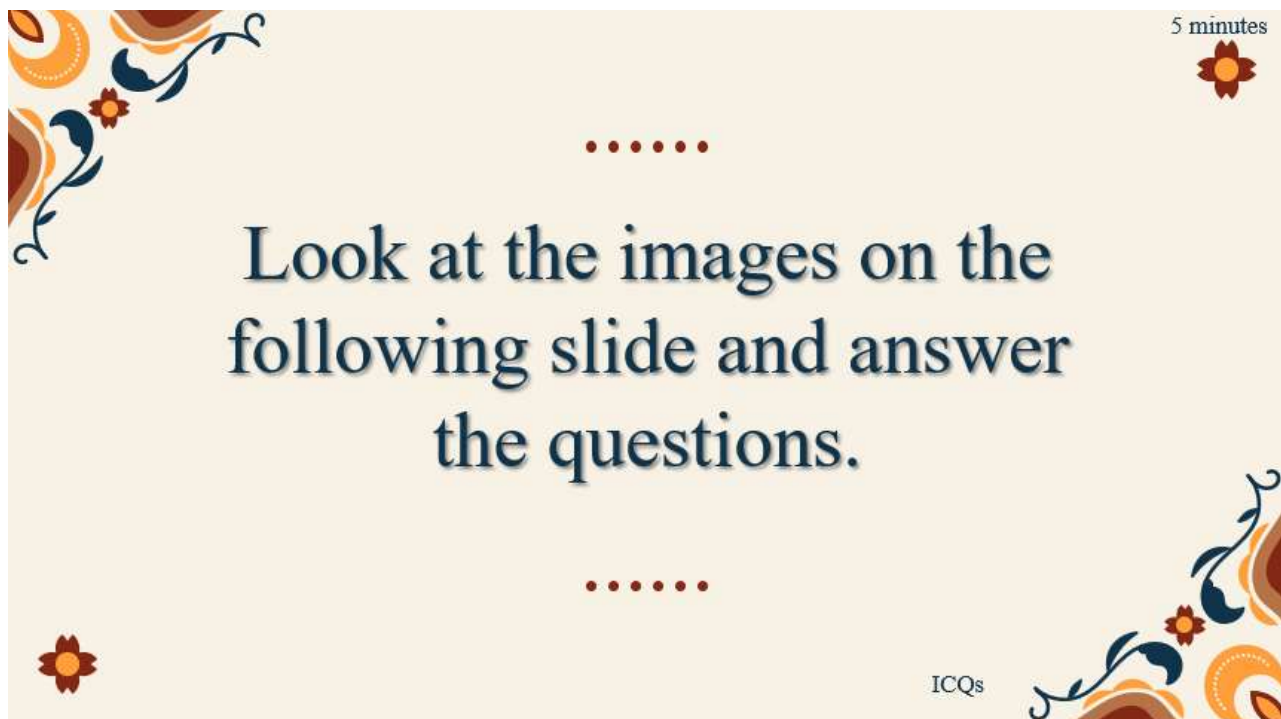
..... A2 Level

An Invitation to a Party

- PDP Listening

Tutor: Gonzalo Farfán
Student: Lissett Macias

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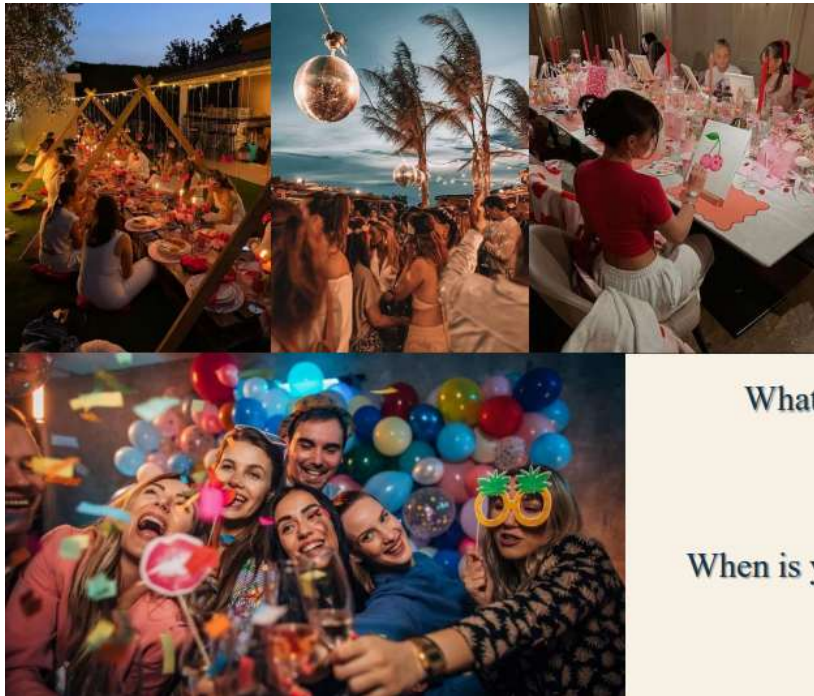
5 minutes

.....

Look at the images on the following slide and answer the questions.

.....

ICQs



What do you see in the pictures?

What things do people usually do at a party?

When is your birthday?



Key vocabulary

- Birthday invitation
- Give directions
- Close friends
- Birthday card
- Take the exit
- Pick up (someone)
- Have a party
- Swimming pool



ICQs

6 minutes

Pay attention and listen to the audio for gist to understand the main idea.



1. Who is talking?

2. What is the message about?

3. What do you think is the topic of the audio?

ICQs

9 minutes

Listen carefully and complete the blanks with the missing words on the worksheet provided.



After completing the task, exchange worksheets with a partner to compare your answers.

1. Hi, it's me! Thank you for the _____ card and the _____ message.

2. I'm organising a small _____ this weekend at my _____'s house.

3. She lives in the _____, not far from _____.

4. The house has a nice _____ and a _____ pool.

5. The party starts around _____ in the evening.

6. If you come by car, take _____ Road and exit _____.

7. Turn left at the sign that says "_____ Farm."

8. If you take the bus, get the number _____ to _____.

9. Don't forget to bring your _____ and a light _____.

10. We'll have games, snacks, and of course, _____!

ICQs

17 minutes

Pair work activity.

- Listen to the audio and summarize into main ideas.
- Then, answer the questions on the provided worksheet using the information from the audio.
- Discuss with your partner which ideas or feelings are the most important.



ICQs

Worksheet time!

Listen to the audio again and answer the questions.

What the audio says	What I think / feel		
-Who is talking?	-How does the speaker feel about friends?	-What time does the party start?	-What time do you think a party should start?
-When is the party?	-Why is the speaker excited?	-Why does Sophie want the friend to arrive earlier?	-How would you decorate or add music?
-Where is the party?	-What makes the party special or fun?	-What is the name of the place where the cousin lives?	-Any other ideas you notice from the audio?
-What activities are planned?	-Which activities would you enjoy?		

Discuss with your partner which ideas or feelings are the most important.

ICQs

Final activity

- ❑ Work in pairs to create a “Best Birthday Party Plan” using the vocabulary from the audio.
- ❑ Use these questions to help you:
 - Who would you invite?
 - What activities, music, and food would you include?
 - What special details would make your party fun?
- ❑ Select a few pairs to read their birthday plan aloud to the class.

ICQs

THANKS!

MODULE 4

PDP READING

MODULE 4 PDP READING**Reading Lesson Plan PDP****Student:** Macías Intriago Stefanie Lissett**Level:** B1**Action Points**

- Time management.
- Classroom management.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT **show understanding of** the text “Travel guide” **by** writing a summary of the reading **and then** create a small illustrated description a specific tourist attraction in their city.

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

- When they summarize the reading ranking the most important cities.
- When students create a small illustrated description of a specific tourist attraction in their city.

Preliminary Considerations:

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

- They are already familiar with giving opinions about destinations and expressions for describing and comparing places.

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

- Making grammatical mistakes when writing a summary, such as articles, or confusing prepositions.

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

- Give examples, guide practice, and provide feedback while they write.

Time	Framework Stage	Procedure		Interaction	Materials needed
		Teacher will	Students will		
3 minutes	Pre-Stage	-Show pictures about touristic places to describe them and express their opinions to get the main idea. (Annex 1)	-Observe the pictures and express their opinions to get the main idea.	T-S	-Pictures -Projector -Laptop
6 minutes	Early During	-Provide the reading “Travel guide” (Annex 2) and ask for skimming the text to answer the following questions: • What is the general purpose of this text? • What types of attractions does the guide include? • What place on the list looks the most famous?	-Skim the text to answer the questions.	T-S	-Worksheet -Pencil -Reading
9 minutes	Later During	-Provide a worksheet and ask to do scanning of the reading “Travel Guide” to solve the worksheet activity. (Annex 3) -Check the worksheet answers with them and give feedback.	- Read the text to solve the worksheet activities. -Discuss the worksheet answers.	T-S	-Worksheet -Pen -Reading
17 minutes	Final During	-Set them in pairs to read once again and work in pairs to create a ranking of the places they liked the most from the reading. -Monitor groups and provide support during the activity. -Ask them to use their ranking to write a short synthesis summarizing the main ideas and their opinions about the reading. -Ask students to change partners and discuss the synthesis they wrote with their new classmates. -Select a few pairs to read their work in front of the class.	-Join in pairs to create a ranking of the places they liked the most from the reading. -Receive support from the teacher as needed. -Use their ranking to write a short synthesis about the reading. -Change partners and discuss the synthesis they wrote with their new classmates.	T-S	-Sheet of paper -Pencil -Reading

			-Read their work in front of the class.		
8 minutes	Post-Stage	-Ask them to create a small illustrated description of their favorite tourist attraction in their city, including a drawing and a short text. -Choose some students to present it in from of the class.	-Create a small illustrated description of their favorite tourist attraction of their city. -Present it in from of the class.	S-T	Sheet of paper Pencil

-SOURCES CONSULTED:

<https://learnenglishteens.britishcouncil.org/skills/reading/b1-reading/travel-guide>

ANNEX 1.



ANNEX 2.

Discover America
California
1 San Francisco

Fisherman's Wharf is a historic marketplace on the seafront with trendy restaurants, shops and street performers. Visit Ghirardelli Square, home to the amazing Ghirardelli Ice Cream and Chocolate Shop, and Pier 39, a lively marketplace with shops, restaurants and music. From here you can take a cruise round the Bay.

3 Alcatraz Island

Once a high-security prison, Alcatraz Island is one of the Bay Area's most interesting tourist attractions. Take the ferry from Pier 41 and visit the dark cell blocks that were home to America's most wanted criminals.

5 Venice Beach

This is where skateboarding started, so you must visit the famous skate park right on the beach. Also watch the bodybuilders at Muscle Beach Gym, which is where Arnold Schwarzenegger started his career.

6 Hollywood

You can stand in the footprints of Johnny Depp at Grauman's Chinese Theatre and then meet his strangely accurate wax model, along with Hugh Jackman, Lance Armstrong, and Brad and Angelina, all at Madame Tussauds Hollywood. Discover how films are made at the working movie studio at Universal Studios Hollywood, where there are also exciting park rides and shows.

**2 Golden Gate Bridge**

Connecting San Francisco and Marin County, this is the largest suspension bridge in the world and one of the most famous Californian landmarks. As you cross the 4200-ft bridge below the famous orange towers, you'll enjoy awesome views of the entire Bay Area.

**4 Santa Cruz**

Go to the Santa Cruz Surfing Museum, which is in a lighthouse, and see classic boards including one eaten by a shark – the surfer survived! Next stop, the Santa Cruz Beach Boardwalk for a ride on the Giant Dipper rollercoaster.

**7 Los Angeles**

Have you ever wanted to record yourself? Now you can at the fascinating Grammy Museum. You can also learn how to dance like Michael Jackson, and find out about the links between blues and rap.

**8 Disneyland**

One of the most magical places in the world, Disneyland Park has hundreds of rides such as Space Mountain, Indiana Jones Adventure, Matterhorn and Pirates of the Caribbean. A day in Disneyland is a day you will never forget!

Annex 3.

Name: _____

Date: _____

Read the sentences carefully and number them (1-8) in the correct order according to the information from the text "Travel Guide".

- The Golden Gate Bridge connects San Francisco and Marin County.
- Alcatraz Island used to be a high-security prison.
- Santa Cruz has a Surfing Museum located inside a lighthouse.
- Venice Beach is famous for its skate park and Muscle Beach Gym.
- Hollywood lets visitors see wax models of famous actors.
- Disneyland is described as one of the most magical places in the world.
- At Fisherman's Wharf, tourists can visit shops, restaurants, and street performers.
- Los Angeles is home to the Grammy Museum, where visitors can learn about blues and rap.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Journal 4: PDP Reading

Reading is a fundamental skill in learning English, as it helps students understand written texts and develop their vocabulary. To teach reading effectively, teachers need clear, organized strategies to guide students before, during, and after the reading process. A structured approach allows learners to prepare for the text, understand the main ideas, and reflect on the information in a meaningful way. This type of reading instruction also increases the confidence of the learners and participation in class. According to Anderson et al. (1984) described reading as a process in which students construct meaning from written texts using different sources of information together.

The PDP framework (Pre, During, Post) is an important and effective way to organize reading lessons. In the pre-stage, learners activate their previous knowledge and make predictions about the text using titles, images or keywords. This helps them to feel more prepared and engaged with the topic. During reading, they concentrate on understanding the principal ideas and specific details by answering questions or completing simple tasks. In the post stage, they reflect on what they have read, sharing their opinions and relating the text to their own experiences, which helps them to reinforce their understanding and active participation in class.

Putri and Sari (2025) argues that teaching strategies must be coherent, diverse and flexible in order to respond effectively to the different needs of pupils and the diverse contexts that exist in classrooms. Teachers should not use the same method for all students. Each class is different, and learners have different abilities, interests, and learning styles. For this reason, it is important to adapt activities and reading materials so that all students can participate and feel supported in the learning process.

During my pre-teaching service, I used the PDP reading framework to design my lessons in a more organized and effective manner. This approach helped my students understand texts better and feel more confident during reading activities. By applying the PDP stages, I was able to guide them step by step and support their learning process in a clearer way.

In the Pre stage, students reacted positively because they felt more prepared before reading. They enjoyed predicting the content and learning key vocabulary, which reduced their anxiety and increased their interest in the text. In the During stage, most students were more focused and worked harder. They concentrated more on identifying the main ideas and specific details, and they were more motivated to complete the reading comprehension tasks. For the post stage, Povey (2019) explain that this phase works as an extension of the topic, in which students move from understanding the text to using the text in a more personal and productive way.

This stage was very meaningful because the learners had the opportunity to express their opinions, relate the text to their own lives, and participate in oral activities. I noticed that they became more confident and comfortable sharing ideas, and the classroom environment became more interactive and collaborative.

Rodríguez (2020) argues that reading is a skill that is essential for both academic and everyday life, as it helps students develop their linguistic knowledge, especially grammar and vocabulary, as well as their understanding of the world. Reading plays a crucial role in language learning, as it helps students acquire new vocabulary and grammatical structures in context. Regular reading also promotes the development of comprehension and encourages students to make connections between the text and their own experiences, which promotes greater confidence in the use of English.

To conclude, reading is an important skill that helps students learn English and better understand texts. Using the PDP (before, during, and after) framework helps learners to prepare, focus on the reading, and reflect on what they have learned. My experience showed that this approach increased learners' confidence, motivation, and engagement. It also helped them to connect the text to their own life experiences, making the reading more meaningful and engaging.

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Demonstrative lesson

B1 level

Travel Guide

-PDP Reading

Tutor: Gonzalo Farfán**Student:** Lissett Macias

3 minutes

Look at the pictures of different tourist attractions. Describe each place to get the main idea.



ICQs

7 minutes



1 San Francisco

Fisherman's Wharf is a historic marketplace on the seafront with trendy restaurants, shops and street performers. Visit Ghirardelli Square, home to the amazing Ghirardelli Ice Cream and Chocolate Shop, and Pier 39, a lively marketplace with shops, restaurants and music. From here you can take a cruise round the Bay.

Skim the text provided by the teacher to answer the following questions:

- ❖ What is the general purpose of this text?
- ❖ What types of attractions does the guide include?
- ❖ What place on the list looks the most famous?

ICQs

10 minutes

Complete the worksheet provided by the teacher to scan the text for specific information. Then, review your answers with the teacher.

Read the sentences carefully and number them (1-8) in the correct order according to the information from the text "Travel Guide".

- The Golden Gate Bridge connects San Francisco and Marin County.
- Alcatraz Island used to be a high-security prison.
- Santa Cruz has a Surfing Museum located inside a lighthouse.
- Venice Beach is famous for its skate park and Muscle Beach Gym.
- Hollywood lets visitors see wax models of famous actors.
- Disneyland is described as one of the most magical places in the world.
- At Fisherman's Wharf, tourists can visit shops, restaurants, and street performers.
- Los Angeles is home to the Grammy Museum, where visitors can learn about blues and rap.

ICQs

Worksheet answers!

1. At Fisherman's Wharf, tourists can visit shops, restaurants, and street performers.
2. The Golden Gate Bridge connects San Francisco and Marin County.
3. Alcatraz Island used to be a high-security prison.
4. Santa Cruz has a Surfing Museum located inside a lighthouse.
5. Venice Beach is famous for its skate park and Muscle Beach Gym.
6. Hollywood lets visitors see wax models of famous actors.
7. Los Angeles is home to the Grammy Museum, where visitors can learn about blues and rap.
8. Disneyland is described as one of the most magical places in the world.

ICQs

17 minutes

Pair work activity!

- ❑ Read the text again with your partner.
- ❑ Create a ranking of the places you liked the most from the reading.
- ❑ Then, write a short synthesis with the main ideas and your opinions.
- ❑ Change partners and share your synthesis with your new classmate.
- ❑ Finally, some pairs will share their work with the class.



ICQs

8 minutes

"Volleyball and Sunset at San Lorenzo"

Final activity

- Create a small illustrated description of your favorite tourist attraction in your city, including a drawing and a short text.
- Then, some students will present it to the class.

ICQs

THANK YOU!

MODULE 5

PDREE WRITING

MODULE 5 PDREE WRITING

Writing lesson plan

Student: Macías Intriago Stefanie Lissett

Level: B1

Action Points

- Time management.
- Classroom management.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT write an informal email to a friend, then post their emails on the board and choose the best email structure using a simple checklist.

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

- When they write an informal email to a friend.
- When they use a simple checklist to choose the best email structure.

Preliminary Considerations:

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

- Students already know past Simple and Present Continuous to describe experiences and activities.

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

- Students might struggle with organizing their ideas clearly into a coherent email structure and using appropriate linking words.

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

- Providing a model email as an example to follow and using a simple checklist to check possible mistakes.

Time	Framework Stage	Procedure		Interaction	Materials needed
		Teacher will	Students will		
9 minutes	Preparation	-Brainstorm: If you were writing to a friend about your trip, what would you write about? Example: the weather. -Encourage students to share ideas aloud. -Present an email model. (Annex 1) - Highlight the structure of the email.	-Think about experiences they could share in an email. -Share ideas orally. -Read and analyze the model email. -Pay attention to the structure.	T-S	-Pencil -Projector -Laptop
10 minutes	Drafting	-Ask students to write their first draft of an email to a friend. -Point out useful phrases. (Annex 2)	-Write their first draft following the model. -Identify key phrases.	T-S	-Sheet -Pencil -Projector -Laptop
8 minutes	Revising	-Ask them to exchange their emails with a partner. - Show the “peer editing symbols guide” to be applied and explain their meaning. (Annex 3) -Monitor and support if needed.	- Read their partner’s email. - Mark it using the symbols. - Request short suggestions if needed.	SS-SS	-Sheet -Pen -Email
8 minutes	Editing	-Request them to give the drafts back to their original writers. -Ask them to write the final version using their peers’ corrections.	-Correct mistakes. -Write the final version.	SS-SS	-Sheet of paper -Pencil

10 minutes	Extension	-Ask them to set groups of four. -Explain to switch the emails to choose the best one according to the checklist (Annex 4). -Select the best of the four final emails. -Post it on the board.	-Set in groups of four. -Exchange their emails, evaluate them using the checklist and choose the best final email from their group. -Listen to the teacher announce the best email.	SS-SS	-Board -Emails -Checklist
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ANNEX 1.

The diagram shows an email from Fran Romero to Simon Allen with the subject 'How's it going?'. The email text is as follows:

Hi Simon,

Sorry I haven't written until now. I've been really busy with the course and making new friends. I'm speaking English all the time and learning a lot about different cultures and countries.

My host family are very kind. The children, Lewis and Amy, are sweet, but watching Frozen all the time is driving me crazy! I already know all the songs.

We live pretty near the school so I walk there every day. It's only a short bus ride from Edinburgh city centre, and there are loads of shops and cafés there. Edinburgh is a really interesting city. There are lots of shops, cafés, and even an ancient castle. There's also a festival at the moment, so we've been enjoying free street performances. Yesterday I saw a magician doing card tricks and it was so fun!

I'll send some photos of Edinburgh Castle next time. Take care and let me know how you are doing.

Fran

Labels and arrows on the right side of the email indicate the structure:

- Greeting**: Points to 'Hi Simon,'
- Opening**: Points to 'Sorry I haven't written until now. I've been really busy with the course and making new friends. I'm speaking English all the time and learning a lot about different cultures and countries.'
- Main body**: Points to the paragraph about the host family and the paragraph about living near the school.
- Closing sentence**: Points to 'I'll send some photos of Edinburgh Castle next time. Take care and let me know how you are doing.'
- Sign-off**: Points to 'Fran'

ANNEX 2.

○ Greeting	○ Opening	○ Main Body
Hi _____! Hello _____! How are you? Sorry I haven't written before.	I just wanted to tell you about... Since I arrived here... I've been really busy with...	Also... Besides that,... By the way,...
○ Main body	○ Main body	○ Closing
For example,... At the moment,... These days,...	First,... Then,... After that,...	Write back soon! Let me know how you are. I'll send photos next time.
○ Sign-off		
Take care, See you soon, Bye for now,		

ANNEX 3

Symbol	Meaning
S.M.	Spelling mistake
P	Punctuation mistake
C	Capital letter mistake
G.M.	Grammar mistake (tenses, verbs)
?	Idea not clear / hard to understand
✓	Good sentence

ANNEX 4

Checklist for Best Email Structure	YES	NO
Greeting included (Hi/Hello + name)		
Opening line present (intro/apology)		
Main body has experiences and details		
Closing line included (future contact / plan to write again)		
Sign-off present (Take care / See you / Bye)		
Includes a funny or interesting story/anecdote.		
Total score		

Journal 5: Writing process

Writing is one of the most important skills to learn when studying English. The writing process framework helps students organize their ideas and create more effective texts through its distinct stages: preparation, drafting, revision, editing and expansion. According to Graham and Perin (2007) teaching students to use the writing process significantly improves the quality of their writing. This framework is important because it provides learners with a clear guide to follow when writing, making the task less challenging and more manageable.

The importance of this framework cannot be underestimated. As Harmer (2004) states, writing is a process that requires time and practice, and students need guidance at every step to develop their skills effectively. This framework provides a structure that helps them understand that good writing is not achieved in a single try, but through multiple stages of reflection, writing, and improvement. It is the result of several steps before a final piece of good writing. This is super helpful for English learners who might feel a bit nervous about writing in a new language.

Furthermore, the writing process framework deals with the specific challenges faced by second language learners. White and Arndt (1991) emphasize that the process approach to writing is particularly beneficial for students of English as a second language, as it divides the complex task of writing into manageable steps, reducing anxiety and gradually increasing confidence. When students understand that they do not need to produce perfect texts immediately, they feel more comfortable experimenting with language and expressing their ideas.

The framework also allows teachers to provide feedback at different stages, not just on the final product, which helps students see writing as a learning opportunity rather than

just an assessment task. This approach recognizes that writing in a foreign language is challenging and that students need support throughout the process, not just at the end.

In my pre-teaching service, I had the opportunity to use this framework with my students, and the results were mixed, but it helped me clarify my ideas about how to teach a better writing class. Some students adapted well to the process and produced coherent, well-organized texts. They understood that writing is not just about putting words on paper, but about planning, drafting and refining their work. However, other students struggled more because they were not used to writing in English or even thinking about writing as a process.

According to Tribble (1996), many students think of writing as a linear process rather than a recursive one, which explains why some found it difficult at first. I noticed that students who struggled often skipped the preparation and drafting stages and tried to write a perfect text straight away, which led to frustration and poor results.

One important conclusion I have taken from my experience is that the framework should be introduced gradually. Students need time to understand and practice each stage before they can use the entire process independently. I have also learned that it is essential to provide examples and models, especially during the preparation phase, to help students visualize what they are expected to produce.

To conclude, the writing process framework is a valuable tool for teaching writing in English. Although some students may find it difficult at first, with patience and practice, most can learn to use it effectively. As teachers, we must remember that writing is a skill that develops over time, and our role is to guide students through each stage with encouragement and support.

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Demonstrative lesson

B1 level

An informal email to a friend

PDREE Writing

Tutor: Gonzalo Farfán Student: Lissett Macias

9 minutes



If you were writing to a friend about your trip, what would you write about?

ICQs

Read the sample letter to recognize the organizational structure.

From: Fran Romero
To: Simon Allen
Subject: How's it going?

Hi Simon,

Sorry I haven't written until now. I've been really busy with the course and making new friends. I'm speaking English all the time and learning a lot about different cultures and countries.

My host family are very kind. The children, Lewis and Amy, are sweet, but watching Frozen all the time is driving me crazy! I already know all the songs.

We live pretty near the school so I walk there every day. It's only a short bus ride from Edinburgh city centre, and there are loads of shops and cafés there. Edinburgh is a really interesting city. There are lots of shops, cafés, and even an ancient castle. There's also a festival at the moment, so we've been enjoying free street performances. Yesterday I saw a magician doing card tricks and it was so fun!

I'll send some photos of Edinburgh Castle next time. Take care and let me know how you are doing.

Fran

Greeting

Opening

Main body

Closing sentence

Sign-off

ICQs

10 minutes

Time to write your informal letter!



Write your own informal letter to a friend following the structure provided.



Be creative, organized, and friendly.



Include a greeting, opening sentence, main body, closing message and a sign-off.



Use appropriate vocabulary and complete sentences to express your ideas clearly.



ICQs

Keep these helpful phrases in mind while writing your informal letter.

o Greeting	o Opening	o Main Body
Hi ____!	I just wanted to tell you about...	Also...
Hello ____!	Since I arrived here...	Besides that,...
How are you?	I've been really busy with...	By the way,...
Sorry I haven't written before.		
o Main body	o Main body	o Closing
For example,...	First,...	Write back soon!
At the moment,...	Then,...	Let me know how you are.
These days,...	After that,...	I'll send photos next time.
o Sign-off		
Take care,		
See you soon,		
Bye for now,		

ICQs

Reviewing!

8 minutes



Exchange your informal email with a partner. Read carefully what your partner wrote.



Use the "Peer Editing Symbols Guide" to check grammar, vocabulary, punctuation, spelling, and organization.



Review your partner's letter using the symbols guide and provide helpful feedback.

Peer Editing Symbols Guide

S.M.

Spelling mistake

P

Punctuation mistake

C

Capital letter mistake

G.M.

Grammar mistake (tenses, verbs)

?

Idea not clear / hard to understand

✓

Good sentence

ICQs

8 minutes

Edit your email!



- Return the drafts to their original writers and read your partner's feedback carefully.
- Then, write the final version of your informal email by improving it with the corrections and suggestions received.

ICQs



Final activity!

10 minutes

1. Form groups of four students.
2. Switch the emails and read them together.
3. Use the checklist (Annex 4) to vote for the email with the best organization and structure.
4. Give the selected email to the teacher.
5. The teacher will post the best email on the board.

ICQs



Recommendations

Effective lesson planning begins before class starts. In speaking classes, it's important to capture students' attention before class begins, and a short, engaging video can help achieve that. Questions that don't have a single correct answer are also useful, as they encourage students to connect their prior knowledge with the new topic.

An effective class should encourage students to take an active role in their own learning by participating in meaningful activities that require them to communicate, think critically, and collaborate with others. Rather than covering a large amount of content, teachers should prioritize quality over quantity by setting achievable learning goals and organizing lessons in a logical sequence. Selecting resources that are relevant, engaging, and appropriate for students' language proficiency levels is also essential, as this can increase motivation and support successful language development.

Conclusions

The use of the ECRIF, PDP, and PDREE models throughout my teaching career has shown that effective language learning depends on careful planning and a student-centered approach. Each model provided a well-structured framework that helped students develop their skills progressively, while promoting active participation and meaningful use of English.

The ECRIF model highlighted the importance of introducing the language gradually. As students progressed from comprehension to independent production, they gained more confidence in speaking English. The PDP model showed how organizing lessons into clear stages facilitates understanding and makes learning more effective. It also helped me identify students' difficulties and provide them with better support when needed.

The PDREE model reinforced the idea that writing improves through revision and reflection. Allowing students to review and edit their work motivated them to learn from their mistakes and improve their performance.

Ultimately, these three models have strengthened my teaching practice by demonstrating that successful English instruction is based on providing clear guidance, meaningful learning experiences, and opportunities for reflection. This experience has also deepened my understanding of how structured methodologies can help students develop their language skills with increased confidence and independence.

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