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

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

TRABAJO DE INTEGRACIÓN CURRICULAR

MODALIDAD:

TEFL APPLICATION PROCESS

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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 Autoría:

El presente Proyecto de Integración Curricular se implementó a partir de las metodologías FMU, ECRIF, PDP y PDREE, con la finalidad de evaluar su impacto en la enseñanza comunicativa del idioma inglés. La sistematización de la experiencia se realizó mediante el análisis de planes de clase, clases demostrativas y registros de reflexión docente. Los resultados mostraron que los enfoques centrados en el estudiante promovieron una participación más activa y una mayor interacción en el aula. Además, se evidenció que la reflexión sobre la práctica pedagógica desempeñó un papel fundamental en el perfeccionamiento continuo del proceso de enseñanza.

Declaración de Autoría:

Yo, **Macías Rodríguez Ashley Dayanna**, con documento de identificación **095527784-3**, declaro que soy el autor del 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 del esfuerzo intelectual y no sido copiados ni plagiado en ninguna de sus partes.

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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 MACIAS RODRIGUEZ ASHLEY DAYANNA, 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 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

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Introduction

Lesson planning constitutes one of the most fundamental responsibilities within the teaching profession, as it provides teachers with a systematic and coherent framework for achieving meaningful learning outcomes. A well-structured lesson plan enables educators to select objectives, methodologies, strategies, materials, and assessment techniques that are appropriate to learners' needs while fostering and engaging and motivating educational environment. Rigorous planning not only enhances classroom management but also cultivates learner confidence, active participation, and effective language acquisition.

This portfolio compiles a series of lesson plans developed throughout the course, each grounded in recognized language teaching methodologies designed to promote the integrated development of the four English language skills. These pedagogical approaches move away from traditional teacher-centered instruction, favoring student-centered learning experiences that foster active participation, critical thinking, collaborative work, and meaningful communication.

The first module, Language Analysis, is grounded in the FMU (Form, Meaning, and Use) framework, which enables learners to understand grammatical structures by examining the interrelationship between their form, meaning, and communicative function. Through carefully sequenced activities, students develop grammatical accuracy while employing language within authentic and meaningful contexts.

The second module, Speaking Lesson Plan, is structured according to the ECRIF (Encounter, Clarify, Remember, Internalize, and Fluency) model. This methodology progressively guides learners from initial exposure to new language toward its confident and fluent use, through interactive activities such as brainstorming, pair work, group discussion, and communicative tasks that foster authentic oral interaction.

The third module, Listening Lesson Plan, is designed according to the PDP (Pre-, During-, and Pos- Listening) framework. This methodology prepares learners prior to the listening activity, supports comprehension during the process, and consolidates understanding through reflective and collaborative tasks. Students thereby develop listening competencies such as identifying main ideas, recognizing specific details, summarizing information, and articulating informed opinions in response to audio input.

Similarly, the fourth module, Reading Lesson Plan, applies the PDP (Pre-, During-, and Post-Reading) methodology to strengthen reading comprehension. Through strategies such as brainstorming, skimming, scanning, collaborative work, and critical reflection, students are encouraged to analyze texts, extract relevant information, and construct meaning while developing higher-order thinking skills.

Finally, the fifth module, Writing Lesson Plan, follows the PDREE (Preparation, Drafting, Revising, Editing, and Extension) process approach to writing instruction. This methodology enables learners to develop their writing skills, progressively, beginning with idea generation and planning, proceeding through drafting and peer revision, and culminating in the production of a polished written text. By emphasizing feedback and reflective practice, students enhance both the accuracy of their writing and their capacity to communicate effectively in written English.

Each lesson plan has been carefully designed to promote efficient time management and purposeful instruction. Collectively, these methodologies illustrate how deliberate and reflective planning can transform the language classroom into a dynamic, supportive, and learner-centered environment, in which students are motivated to participate actively, build confidence in their linguistic abilities, and successfully acquire English as a foreign language.

MODULE 1

THE LANGUAGE ANALYSIS (FMU)”

FMU Language Analysis of: Second Conditional

• FORM

Affirmative: If + subject + past simple, subject + would + base verb + complement.

- If I won the lottery, I would travel around the world.
- If I were you, I would accept the job.

Negative: If + subject + past simple, subject + would not (wouldn't) + base verb + complement.

- If she studied more, she wouldn't fail the exam.
- If I didn't have homework, I wouldn't stay at home tonight.

Interrogative: If + subject + past simple, would + subject + base verb + complement +?

- If you had the chance, would you change schools?
- If he won the lottery, would he buy a mansion?

± *Yes, I would / Yes, I would buy a mansion.*

± *No, I wouldn't. / No, I wouldn't buy a mansion.*

• MEANING

It expresses hypothetical or unlikely situations and shows what would happen if those situations were true.

- If they **had** more money, they **would buy** a bigger house.
- If we **didn't live** in the city, we **wouldn't hear** so much noise.

• USE

- To **talk about dreams or unlikely plans.**

± If we lived in Paris, we would visit the Eiffel Tower every week.

- To **show contrast between reality and imagination.**

± If he were taller, he would play basketball.

• ANTICIPATED DIFFICULTIES

- Confusing the **Second Conditional** with the **First Conditional**.
- Forgetting the **past simple** in the if-clause.
- Using *was* instead of *were* in formal cases.
- **Omitting** *would* in the main clause.
- **Confusing** *would* (definite imagined result) **with** *could* (possibility or ability)

• CONCEPT-CHECKING QUESTIONS

- **Q:** If I say: “If I had a car, I’d drive to school” Do I have a car?
- **A:** You **don’t have a car now**. You are imagining what you would do.
- **Q:** If I ask: “Would you move to another country if you had the chance?” Am I asking about a real plan or something imaginary?
- **A:** You are asking about something imaginary.
- **Q:** If he says: “If I were rich, I would buy a big house,” what does this tell you about him now?
- **A:** He **is not rich now**.

• TEACHING IDEAS

- Look at the prompts below and use them to make sentences as in the example. Use second conditional and be careful with negations. ([Annex 1](#))
- Put the verbs in parentheses into the correct form. ([Annex 2](#))
- Choose three prompts from the boxes and write three sentences in your notebook using the Second Conditional. After that, write (just 3 or 4 students) one of your sentences on the board. ([Annex 3](#))

- **SOURCES CONSULTED**

British Council: *Conditionals: zero, first and second*

<https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/conditionals-zero-first-second?utm>

Perfect English Grammar: *Second Conditional*

<https://www.perfect-english-grammar.com/second-conditional.html?utm>

Liveworksheets. (n. d.). *Conditionals type 2*

<https://www.liveworksheets.com/worksheet/en/english-second-language-esl/993874>

Engblocks. (n.d.). *Sentence formation: Conditional type 2*

<https://www.engblocks.com/grammar/worksheets/conditionals/sentence-formation-conditional-type-2/>

Azure-English. (n.d.). *Conditionals worksheets*

<https://azure-english.com/worksheets/conditionals/>

- **ANNEXES:** Annex 1

Name: _____ **Date:** _____

Look at the prompts below and use them to make sentences as in the example. Use second conditional and be careful with negations

Example:

- know how to drive → buy a car

Answer: If I knew how to drive, I would buy a car.

1. need money → ask my friends

Answer: _____

2. speak English → apply for a better job

Answer: _____

3. win the lottery → not to work

Answer: _____

4. move house → miss my friends

Answer: _____

5. play the violin → make a concert

Answer: _____

6. not to be lazy → clean the house more often

Answer: _____

7. have time → take up surfing

Answer: _____

8. be taller → not to wear high heels

Answer: _____

9. have money → travel around the world

Answer: _____

10. work harder → get a promotion

Answer: _____

Annex 2:

Name: _____ **Date:** _____

Put the verbs into the correct form:

1. If I _____ **(be)** you, I _____ **(get)** a new job.
2. We _____ **(buy)** a house if we _____ **(decide)** to stay here.
3. If Tom _____ **(be)** younger, he _____ **(travel)** more.
4. Susan _____ **(be)** happier if she _____ **(have)** more friends.
5. If we _____ **(be)** friends, I _____ **(call)** him.
6. If I _____ **(have)** enough money, I _____ **(buy)** a big house.
7. Wendy _____ **(come)** to dinner if she _____ **(have)** time.
8. If she _____ **(not / eat)** so many vegetables, she _____ **(not / be)** so fit.
9. They _____ **(have)** more money if they _____ **(not / buy)** so many clothes.
10. She _____ **(call)** him if she _____ **(know)** his number.

Annex 3:

Choose three prompts from the boxes and write three sentences in your notebook using the Second Conditional.

you see a ghost	you have one wish	someone steals your phone	your friend forgets your birthday	you get lost in the woods
you are the president for one day	you are stuck in an elevator	you win the lottery	you see a snake in your bedroom	you meet your idol
you become a vampire	your dog eats your homework	you fail an exam	you find a wallet in the street	there is an elephant in your room
you break your friend's glasses	you break your leg tonight	you fall down in the snow	someone is rude to your friend	you forget to do your homework

Journal 1: FMU

The FMU framework is a pedagogical approach to teaching grammar that seeks to integrate three essential dimensions: 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 to use a structure in real-life contexts. Similarly, Crawford (2012) argues that the FMU framework helps overcome the mechanical teaching of rules, as it places grammar within a broader communicative process. This allows learners to understand both the structure of the language and the communicative intention behind it.

Regarding its importance, Yilmaz (2018) emphasizes that the FMU helps students achieve greater precision and fluency, as they are not limited to memorizing rules but rather develop the ability to apply them appropriately in their oral and written production. For his part, Floris (2022) emphasizes that this framework offers a comprehensive view of teaching, helping teachers plan activities that connect linguistic form with practical use in authentic situations. Therefore, learning becomes more meaningful and favors the development of communicative competence.

During the pre-teaching service experience, we found that grammar instruction using the FMU framework offers a more dynamic and functional approach to learning. By implementing activities that integrated the three dimensions of the model, we observed that students became more actively engaged and understood the real usefulness of grammar. For example, when working solely on form, they were able to produce correct sentences, but by adding activities that highlighted meaning and usage, progress was evident in their ability to communicate with greater clarity and confidence.

Analyzing these practices allowed us to reflect on the importance of planning activities that balance the three components. We designed sentence completion and

transformation exercises to strengthen form, sentence interpretation activities to reinforce meaning, and communicative tasks such as dialogues or short presentations to work on usage. This integration helped students not only memorize structures but also understand their function and apply them in communicative situations that were close to their own reality. In this way, we confirmed that grammar is learned more effectively when it is linked to meaningful contexts.

Another aspect that became evident during the practice was the motivation generated in students by working on grammar from a more meaningful perspective. By understanding that structures are not simply isolated rules, but useful tools for communicating in concrete situations, students showed greater interest and willingness to participate. This change in attitude demonstrated that the FMU framework not only improves linguistic accuracy but also contributes to the development of confidence and autonomy in language learning.

In conclusion, the application of the FMU framework during pre-teaching service allowed us to understand grammar teaching as a comprehensive process that goes beyond rules. This approach contributed to the development of students' communicative competence and strengthened our vision as future teachers, showing us that true grammar teaching consists of ensuring that students know how to construct structures, what they mean, and how to use them appropriately in real-life interactions.

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Crawford, W. (2012). *Teaching grammar*. TESOL Press.

Floris, F. (2022). Applying the FMU framework. *Modern English Teacher*, 31(1), págs. 74-76.

Larsen Freeman, D. (2001). Teaching Grammar. En M. Celce-Murica (Ed.), *Teaching English as a second or foreign language* (págs. 251-266). Heinle & Heinle.

Yilmaz, A. (2018). The Form-Meaning-Use framework in grammar teaching: Research on noun clauses in writing skills. *Journal of Language and Linguistic Studies*, 14(3), 11-25.

MODULE 2

“SPEAKING LESSON PLAN”

Speaking Lesson Plan.**Level: B1+****Action points**

- ✓ Time management.
- ✓ Classroom engagement.
- ✓ Organizing activities.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT **USE** the second conditional structure **TO** communicate hypothetical situations **IN** a group discussion.

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 communicate hypothetical situations through a construction of a dialogue.
- ✓ When students present a group conclusion orally about a community improvement project.

Preliminary Considerations:

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

- ✓ Students are familiar with vocabulary about jobs, money, travel, community topics.

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

- ✓ Some students may struggle to reach a consensus or justify their decisions effectively during the group discussion.

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

- ✓ Providing a model of the activity to guide students through process.

Time	Framework stage	Procedure		Interaction T-S/S-S VAKT	Materials needed
		Teacher will	Student will		
3 min	Encounter	Prompt a brainstorming session among students by asking to activate students' prior knowledge: <i>What would happen if...?</i> ➤ <i>If everyone lived on the Moon...</i> ➤ <i>If animals could talk...</i> ➤ <i>If you woke up famous... (Annex 1)</i>	Provide ideas about hypothetical situations during the brainstorming session.	T-S VA	Technological resources.
5 min	Clarify	Present several sentences with common errors using the FMU target structure and facilitate a brief discussion about identifying and correcting these mistakes: ➤ <i>If I will have money, I would buy a car.</i> ➤ <i>If I was you, I would accept the job.</i> ➤ <i>If they could fly, they will go to the moon. (Annex 2)</i> CCQs: • <i>Are these situations real or imaginary?</i> • <i>Can we use will after if in the second conditional?</i> • <i>What do we normally use in the if-clause after I?</i> • <i>What verb tense do we use after if in these sentences?</i>	Participate in a short discussion about the sentences presented. Answer the CCQs.	T-S VA	Technological resources.

		What do we use in the second part of the sentence?			
7 min	Remember	Distribute a fill-in-the-gaps activity worksheet to be completed. (Annex 3) Ask students to share their answers aloud and correct them as a class. Monitor progress. Collect the completed worksheets.	Complete a fill-in-the-gaps activity worksheet. Share their answers aloud and participate in the correction process. Ask for assistance if needed. Submit the completed worksheet to the teacher.	T-S VK	Worksheets
10 min	Internalize	Join them in pairs to participate in a construction of a dialogue. Distribute an incomplete dialogue template, and instruct them to complete it with their own ideas using the second conditional structure. (Annex 4) Request them to create a new dialogue, expanding the conversation with additional sentences that also apply the second conditional structure. Monitor pairs and provide assistance if needed. Choose some pairs randomly to present orally their dialogues in front of the class.	Join in pairs to participate in a construction of a dialogue. Get the incomplete dialogue template and complete it with their own ideas using the second conditional structure. Create a new dialogue, expanding the conversation with additional sentences that also apply the second conditional. Be monitored by the teacher and ask for assistance if needed. Present their dialogues in front of the class.	S-S VA	Dialogue templates
		Join them in group of four.	Join in groups of four.		

20 min	Fluency	Pose a scenario: ✓ <i>Your city is giving away one million dollars to improve your community. However, there is only enough money for one project. If you were in charge of deciding how to use the money, what would you do and why?</i> Provide a model of the activity process to guide students through brainstorming, discussing, and presenting. (Annex 5) Instruct them to have a brief discussion to brainstorm possible community projects and reach a conclusion about which project they would choose and why. Choose a few groups to share their outcomes with the class.	Work on the scenario posed by the teacher. Look at the model of the activity process to understand the steps. Have a brief discussion to brainstorm possible community projects and then reach a conclusion about which project they would choose and why. Share their outcomes with the class.	S-S VA	Technological resources.
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✓ SOURCES CONSULTED:

Second conditional - English Grammar Worksheets

<https://www.liveworksheets.com/worksheet/en/english-second-language-esl/8086602>

✓ ANNEXES:

Annex 1

WHAT WOULD HAPPEN...?



If everyone lived on the moon we would jump like kangaroos all the time.



If you wake up famous you would wear sunglasses at night.



If animals could talk cats would insult everyone.

Annex 2



*If I **will** have money, I **would** buy a car.*



*If I **was** you, I **would** accept the job.*



*If they **could** fly, they **will** go to the moon.*

Pay attention: SECOND CONDITIONAL!

- ✓ If + subject + past simple, subject + would + base verb + complement.
- ✓ If + subject + past simple, subject + would not (wouldn't) + base verb + complement.

CCQ:

Can we use **will** after **if** in the second conditional?

What do we normally use in the **if-clause** after **I**?

What **verb tense** do we use after **if** in these sentences?

What do we use in the **second part** of the sentence?



Annex 3

ESL GRAMMAR WORKSHEET

Second Conditional

Second Conditional

The second conditional is used for **unreal situations in the future** that are not impossible, but could be difficult to come true. It is also used for **hypothetical situations** and to give **advice**. NOTE: Use "were" and not "was" to give advice.

IF CLAUSE OR CONDITION = PAST SIMPLE <i>If I won the lottery,</i>	MAIN CLAUSE OR RESULT = WOULD + BASE VERB <i>I would travel the world.</i>
MAIN CLAUSE OR RESULT = WOULD + BASE VERB <i>I would travel the world</i>	IF CLAUSE OR CONDITION = PAST SIMPLE <i>if I won the lottery.</i>

Write the verbs in brackets in the correct form to create second conditional sentences.

- If mom _____ (be) here, I'm sure she _____ (cook) us lunch.
- What _____ (do) if you _____ (win) a million dollars?
- If I _____ (find) money on the street, I _____ (hide) it in my bedroom.
- Tim _____ (be) sad if his girlfriend _____ (break up) with him.
- If we _____ (not catch) the eight o'clock train, we _____ (arrive) too late.
- Amy _____ (not be) upset if you _____ (tell) her the truth.
- If I _____ (know) how to speak German, I _____ (do) it all the time.
- Peter _____ (make) a cake if he _____ (know) how to cook.
- If my wife _____ (be) a famous singer, she _____ (earn) a lot of money.
- My son _____ (not learn) so quickly if he _____ (not have) such a good teacher.
- If you _____ (stay) at home, you _____ (not see) Mike at the birthday party.
- If someone _____ (steal) my wallet, I _____ (report) it to the police right away.

Annex 4

A: Hi! If you won the lottery, what would you do?

B: If I won the lottery, I would _____. What about you?

A: If I had that much money, I would _____.

B: Interesting! If you could change one thing in your community, what would it be?

A: If I could change something, I would _____. What about you?

B: If I had the power, I would _____.

A: _____

B: _____

Annex 5

STEP 1: BRAINSTORM

Example ideas:

- *Build a new park with sports facilities*
- *Improve public transportation*
- *Build a community health center*

STEP 2: DISCUSS

Talk about each idea with your group and use the second conditional:

- *"If we built a park, people would have a place to exercise..."*
- *"If we improved transportation, students would get to school easier..."*
- *"If we created a health center, it would help elderly people..."*

Consider:

- *Who would benefit?*
- *How would it improve the community?*
- *Would everyone agree*

STEP 3: DECIDE

Reach a conclusion as a group: choose one project and explain why.

Example:

"If we had one million dollars, we would build a community sports park because..."

- *It would give young people a safe place to play*
- *Families would have a place to spend time together*
- *It would improve health in the community*
- *Everyone could use it, not just one group*

STEP 4: PRESENT

"If we had one million dollars, we would build a community sports park with soccer fields, basketball courts, and a playground. This would benefit young people and families. If we built this, children would have a safe place to play and people would be healthier. We chose this project because it would help the most people in our community."

Journal 2: ECRIF

The ECRIF framework (Encounter, Clarify, Remember, Internalize, and Fluency) offers a meaningful perspective to guide this process. This framework emphasizes what learners are doing, thinking, and feeling as they progress through the lesson. Developed by Josh Kurzweil and Mary Scholl, the model focuses not only on what teachers do but on what learners experience throughout the class. By allowing teachers to monitor the learning process more precisely, the ECRIF framework transforms the traditional approach of simply “teaching content” into a learner-centered process that prioritizes gradual discovery and active practice. This learner-centered perspective makes the framework especially relevant for the development of speaking skills, which rely heavily on active participation and the gradual building of confidence.

According to ECRIF: Seeing learning (n.d.), the framework encourages teachers to visualize learning as a continuous process in which students gradually transform new information into personal knowledge. This approach allows educators to design activities that align with how learning naturally unfolds, instead of forcing a rigid sequence that may not suit students’ real pace of understanding.

During my pre-service teaching experience, I realized how much impact a well-structured sequence has on students’ oral production. For instance, in the Encounter stage, students are first exposed to new input (visuals, audio clips or short readings) that awaken curiosity. This is followed by the Clarify stage, where the teacher ensures comprehension through examples, explanations, and concept-checking questions (CCQs). As noted in EdwardTESOL (n.d), the clarification phase bridges the gap between noticing and understanding, helping learners confirm meaning before they attempt to produce the target language.

Moving into the Remember stage, repetition and guided practice play a crucial role. At this point, students engage in short drills, memory games, or quick pair activities to strengthen retention. However, one of the most challenging transitions for me as a teacher was guiding learners from the Remember stage to the Internalize stage. In the latter, students begin to apply what they have learned in more spontaneous or semi-controlled situations. Tosuncuoglu (2017) explains that this transition helps learners shift from short-term recall to long-term competence, a necessary step before achieving fluency.

A recent exploratory study conducted in Ecuador revealed that applying the ECRIF framework in English classrooms resulted in noticeable improvements in students' speaking performance. Teachers reported that using this structure helped learners build self-confidence and coherence when expressing their ideas. This evidence demonstrates that ECRIF can be successfully adapted to real teaching contexts, especially when combined with motivation and positive reinforcement (Researchgate, 2024).

Personally, I believe the Fluency stage is the most rewarding part of the entire process. It is where learners can finally use language freely, express emotions, and experiment with ideas without constant correction. As ECRIF: Seeing learning (n.d.) also highlights, fluency activities are not simply "speaking tasks" but spaces for real communication where meaning takes priority over form. This reminds me that the goal of language teaching is not perfection, but authentic expression and confidence.

In conclusion, applying the ECRIF framework has reshaped my understanding of lesson planning and student engagement, teaching me to view instruction as an evolving, learner-driven process. Each stage functions like a link in a chain, balancing structure and freedom while guiding learners toward deeper understanding. This framework demonstrates that effective teaching depends not only on the activities selected but on how those activities align with the stages of learning. By integrating ECRIF into lesson design, teachers can foster

communicative competence, creativity, and learner autonomy, transforming lessons into truly meaningful learning experiences for both teacher and student.

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<https://files.eric.ed.gov/fulltext/ED577148.pdf>

Demonstrative class

WHAT WOULD IF?



B1+ Level



45 minutes

Tutor: Gonzalo Farfán**Student:** Ashley Macías R.

WHAT WOULD HAPPEN...?



If everyone lived on the moon we would jump like kangaroos all the time.



If you wake up famous you would wear sunglasses at night.



If animals could talk cats would insult everyone.



*If I will have money,
I would buy a car.*



*If I was you, I would
accept the job.*



*If they could fly, they
will go to the moon.*

Pay attention: SECOND CONDITIONAL!

- ✓ If + subject + past simple, subject + would + base verb + complement.
- ✓ If + subject + past simple, subject + would not (wouldn't) + base verb + complement.

CCQs:

Can we use **will** after **if** in the second conditional?

What do we normally use in the **if-clause** after **I**?

What **verb tense** do we use after **if** in these sentences?

What do we use in the **second part** of the sentence?



LET'S PRACTICE!

Complete the following worksheet: write the verbs in brackets in the correct form to create second conditional sentences.

Share your answers aloud: participate in the correction process.

Submit your completed worksheet to the teacher.

ICQ

The second conditional is used for **unreal situations in the future** that are not impossible, but could be difficult to come true. It is also used for **hypothetical situations** and to give **advice**. NOTE: Use "were" and not "was" to give advice.

IF CLAUSE OR CONDITION = PAST SIMPLE <i>If I won the lottery,</i>	MAIN CLAUSE OR RESULT = WOULD + BASE VERB <i>I would travel the world.</i>
MAIN CLAUSE OR RESULT = WOULD + BASE VERB <i>I would travel the world</i>	IF CLAUSE OR CONDITION = PAST SIMPLE <i>if I won the lottery.</i>

Write the verbs in brackets in the correct form to create second conditional sentences.

1. If mom _____ (be) here, I'm sure she _____ (cook) us lunch.
2. What _____ (do) if you _____ (win) a million dollars?
3. If I _____ (find) money on the street, I _____ (hide) it in my bedroom.
4. Tim _____ (be) sad if his girlfriend _____ (break up) with him.

LET'S WORK IN PAIRS!

A: Hi! If you won the lottery, what would you do?

B: If I won the lottery, I would _____. What about you?

A: If I had that much money, I would _____.

B: Interesting! If you could change one thing in your community, what would it be?

A: If I could change something, I would _____. What about you?

B: If I had the power, I would _____.

A: _____

B: _____



ICQ

In pairs, complete it with your own ideas using the second conditional structure.

Expanding the conversation with additional sentences that also apply the second conditional structure.

Present orally your dialogues in front of the class.

LET'S WORK IN GROUPS!

STEP 1: BRAINSTORM

Example ideas:

- Build a new park with sports facilities
- Improve public transportation
- Build a community health center

STEP 2: DISCUSS

Talk about each idea with your group and use the second conditional:

- "If we built a park, people would have a place to exercise..."
- "If we improved transportation, students would get to school easier..."
- "If we created a health center, it would help elderly people..."

Consider:

- Who would benefit?
- How would it improve the community?
- Would everyone agree?

STEP 3: DECIDE

Reach a conclusion as a group: choose one project and explain why.

Example:

"If we had one million dollars, we would build a community sports park because..."

- It would give young people a safe place to play
- Families would have a place to spend time together
- It would improve health in the community
- Everyone could use it, not just one group

STEP 4: PRESENT

"If we had one million dollars, we would build a community sports park with soccer fields, basketball courts, and a playground. This would benefit young people and families. If we built this, children would have a safe place to play and people would be healthier. We chose this project because it would help the most people in our community."

Brainstorm possible community projects and choose which one is the most important and why.

Your city is giving away one million dollars to improve your community. However, there is only enough money for one project. If you were in charge of deciding how to use the money, what would you do and why?

ICQ

MODULE 3

“LISTENING LESSON PLAN”

Listening Lesson Plan**Level: B1****Action points**

- ✓ Time management.
- ✓ Classroom engagement.
- ✓ Organizing activities.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT **show understanding of** an audio file “Earth and Mars: A Space Talk” **by** summarizing the audio in a diagram pair activity, **and then** writing a reflective paragraph about what would they do if they spent a day living on Mars.

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

- ✓ Students will demonstrate understanding of the text by summarizing the audio in a diagram pair activity.
- ✓ Students will show that they have mastered the material by writing a reflective paragraph about what would they do if they spent a day living on Mars.

Preliminary Considerations:

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

- ✓ Students know how to identify main ideas and supporting details from audio texts.
- ✓ Students are familiar with the second conditional structure.
- ✓ Students have experience writing reflective paragraph.

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

- ✓ Some students may find it challenging to create a diagram, as they might lack experience with visual organization of information.

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

- ✓ Providing models of diagrams to guide students through the process.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials needed
		Teacher will	Student will		
3 min	Pre-stage	Display a variety of Earth and Mars images to activate students' prior knowledge through personal questions. (Annex 1) Ask students: ✓ <i>What similarities and differences can you find between Earth and Mars?</i> ✓ <i>How do you imagine life would be on Mars compared to Earth?</i>	Look at the pictures to activate prior knowledge through personal questions. Answer teacher's questions.	T-S VA	Images Technological resources.
5 min	Early during stage	Play the audio file to ask the students to get the gist of the audio. (Annex 2) Illicit the main idea of the audio with the following statements: ✓ <i>They compare facts and differences between Earth and Mars.</i> ✓ <i>They discuss if Mars could support human life like Earth.</i> ✓ <i>They talk about interesting information about both planets.</i> (Annex 3)	Listen to the audio file to identify the main idea. Justify their answer.	T-S A	Audio File. Technological resources.
10 min	Later during stage	Hand out a fill-in-the-gaps activity worksheet to work on. (Annex 4) Play the audio file to listen for details to complete the worksheet.	Get the fill-in-the-gaps activity worksheet provided by the teacher to work on. Listen to the audio file for details to complete the worksheet. Ask for assistance if needed.	T-S VAK	Audio File. Worksheet. Technological resources.

		Play the audio again if needed and monitor students as they work. Organize students in pairs and request them to exchange worksheets to apply peer assessment. Select pairs randomly to check the answers aloud. Collect the worksheets.	Pair up and exchange worksheets to apply peer assessment. Share the answers aloud if selected. Submit the worksheet to the teacher.		
20 min	Final during stage	Set them in groups of four to summarize the audio file through a diagram. Play the audio to listen for summarize. Request students to be creative in their design (include drawings and colors) to present key information clearly and concisely. Provide models of diagrams to guide students through the process. (Annex 5) Monitor group work and provide feedback. Select some groups to present their diagrams in front of the class and deliver a check list to assess their work. (Annex 6)	Join in groups of four to summarize the audio file through a diagram. Listen to the audio file for summarize. Be creative in their design (include drawings and colors) to present key information clearly and concisely. Use the models of diagrams provided to guide them through the process. Request teacher feedback during the work process if needed. Present their diagrams in front of the class (if selected) and use the check list to assess their work.	T-S S-S VAKT	Audio File. Technological resources. Models of diagrams.

7 min	Post stage	Request students to write a reflective paragraph about the question posed: ✓ <i>What would you do if you spent a day living on Mars?</i> Collect their paragraphs.	Write a reflective paragraph about the question posed Submit their paragraphs to the teacher.	T-S AK	Technological resources.
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ANNEXES: Annex 1



Annex 2

Audio text:

Teacher: So you've got a few minutes to discuss with your partner.

Student 1: So, as far as I know, the main similarity between Mars and Earth is that they can both support human life.

Student 2: Yeah, but do we know that's actually true? I mean, Mars is much colder than Earth, isn't it? It says here it's about minus 55 degrees most of the time, whereas on Earth only places like Antarctica get that cold.

Student 1: True. Well then, I suppose you could say both planets are a similar distance from the Sun?

Student 2: No way! Mars is much further away! It says here it's about 228 million kilometres, while Earth is about 150 million.

Student 1: Yes, but in space that's not that far. Jupiter is, like, almost 780 million kilometres. That's why we use astronomical units when we talk about distances in space. Earth is 1 astronomical unit from the Sun and Mars is 1.3. The difference doesn't sound so big when you look at it that way.

Student 2: I see what you mean. Jupiter is 5.2 astronomical units so I guess you're right. What other similarities are there between the two planets?

Student 1: Let's see ... not the colour, obviously!

Student 2: Yeah! Earth is called the blue planet and Mars is called the red planet for pretty obvious reasons!

Student 1: Their sizes are pretty different. Mars is about half the size of Earth.

Student 2: What about this? It looks like the days on both planets are almost the same length. Earth's day is 24 hours but Mars's is about half an hour longer.

Student 1: You're right. OK, any other things they both share?

Student 2: I suppose you could say they have water in common.

Student 1: Could you? How?

Student 2: Well, Earth is 70 per cent water and Mars probably had huge oceans in the past. It's just that most of the water there now is probably frozen.

Student 1: Ah, I see. I don't think we can say the air is the same, though. Most of Earth's air is nitrogen and oxygen, but Mars ...?

Student 2: Mars doesn't really have air, not compared with Earth. It's got about one per cent as much air as Earth.

Student 1: Right, and it's mostly carbon dioxide.

Student 2: Gravity is another difference. I didn't know this, but Mars has higher gravity than the Moon. But it's much less than on Earth, of course.

Student 1: Oh, yes. It says Mars has about 38 per cent of Earth's gravity.

Teacher: OK, let's see what you've found ...

Annex 3:

5 minutes





ICQ

Listen, can you think of what is the main idea of the audio?

- ✓ They compare facts and differences between Earth and Mars.
- ✓ They discuss if Mars could support human life like Earth.
- ✓ They talk about interesting information about both planets.

Annex 4:

Name: _____ Date: _____

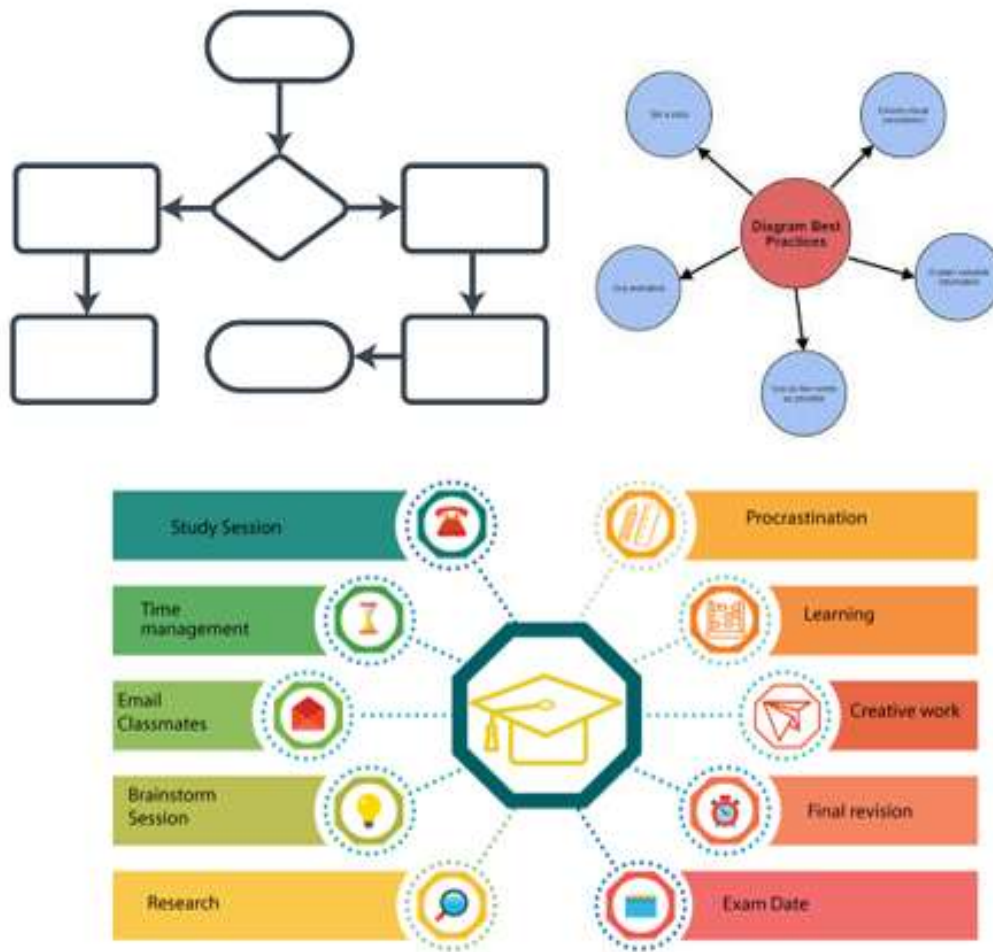
Activity 1: Fill in the gaps

- ✓ **Listen carefully and complete the paragraph with the missing words presented in the box below. Be careful, there are three extra options.**

colder – oxygen – water – frozen – carbon dioxide – 55 – minutes – 38 – air – closer – nitrogen

Students are talking about the differences and similarities between Earth and Mars. They say that Mars is much _____ than Earth, with an average temperature of about _____ degrees. However, both planets have days that are almost the same length. A day on Earth lasts 24 hours, and a day on Mars is only about _____ longer. The students also mention that Earth has a lot of _____, but on Mars most of it is probably _____. When they talk about the air, they say that Earth's atmosphere is made mostly of nitrogen and _____, while Mars's atmosphere is very thin and full of _____. Finally, they compare the gravity on both planets. Mars has only about _____ per cent of Earth's gravity, which means that people would feel much lighter there.

Annex 5:



Annex 6:

CRITERIA	
Includes main ideas from the audio (Earth vs Mars comparison)	
Information is accurate and relevant	
Uses drawings, colors, and visual elements effectively	
Design is creative and engaging	
Information is presented clearly and concisely	
Layout is organized and easy to follow	

Journal 3: PDP Framework

Listening plays a fundamental role in the process of language acquisition, as it supports the development of speaking, reading, and writing skills. Within English language teaching, the PDP Framework has proven to be one of the most structured and effective approaches to strengthening listening comprehension. This framework divides the listening process into three sequential stages (pre-stage, during stage, and post-stage), each one designed to guide learners step by step toward a deeper understanding and more meaningful engagement.

As a teacher, my main goal is to enhance my students' listening comprehension through active involvement and reflection. I want them to be able to recognize key ideas, answer comprehension questions, make predictions, and approach various listening texts with confidence, whether they are informal dialogues, monologues, or more formal speeches. By sequencing activities from the most general to the most detailed, I aim to create meaningful connections between classroom listening and real-life communication.

According to Povey (2019), the PDP model is particularly useful for developing receptive skills such as listening and reading, as it provides a clear instructional sequence. In the pre-stage, the teacher's focus is to generate interest, activate prior knowledge, and introduce essential vocabulary. Peachey (2023) highlights three key objectives at this stage: motivation, contextualization, and preparation. These elements ensure that learners are ready to engage with the listening text without being hindered by unfamiliar words or unclear instructions. Similarly, Field (2008) explains that well-designed pre-stage tasks reduce anxiety and help learners make predictions about what they will hear, which is crucial for comprehension.

The during stage is the heart of the framework. At this point, students interact with the audio for the first time and apply both top-down and bottom-up strategies to construct

meaning. Activities such as identifying main ideas, distinguishing facts from opinions, or completing missing information help learners process the text actively. As Flores Soto and Guido García (2021) point out, this is often the most demanding part of the lesson, since learners must simultaneously interpret, infer, and respond to information. Similarly, Anderson and Lynch (2003) emphasize that listening involves not only decoding sounds but also constructing meaning through context and prior knowledge.

Once comprehension has been achieved, the post-stage phase allows students to reflect and extend their learning. This stage encourages them to relate the content to personal experiences or other language skills through activities such as discussions, role-plays, or written summaries. Vandergrift and Goh (2012) underline that reflection after listening promotes metacognitive awareness, enabling students to analyze their learning process and improve their strategies over time.

During my teaching internship, I was unable to apply the PDP framework in an actual listening class, but I often reflected on how beneficial it could have been for my students. I imagined how engaging it would be to guide them step by step through the process of understanding an audio text, starting with curiosity and prediction, moving into focused comprehension, and concluding with creative and communicative tasks. Although I could not implement it, exploring the framework helped me recognize the importance of structure in lesson design. I realized that successful listening lessons require not only an audio file but also a clear plan that enables students to connect meaning to real-life situations and develop confidence in their listening abilities.

According to Richards and Renandya (2002), effective language instruction must be both systematic and communicative, combining structured learning with opportunities for authentic interaction. This perspective aligns with what I found most inspiring about the PDP model: it encourages teachers to design lessons that are not only organized but also

purposeful, helping learners actively construct meaning rather than passively receive information. If I had implemented the PDP framework, I believe it would have supported my students in becoming more autonomous and reflective learners, capable of understanding English in practical and meaningful contexts.

In conclusion, the PDP framework offers a coherent and practical approach to developing listening comprehension in language learners. It's a clear sequence, from preparation to reflection, that promotes understanding, motivation, and real-world language use. Although I did not apply it during my internship, studying the framework provided me with valuable insights into how to design listening lessons that truly foster comprehension and engagement. This experience has strengthened my commitment to plan with purpose and intention, ensuring that every listening activity contributes to the growth of confident, active, and thoughtful language users.

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Demonstrative class

A DAY LIVING ON MARS



B1 Level



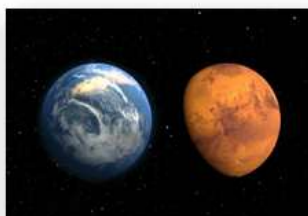
45 minutes

Tutor: Gonzalo Farfán**Student:** Ashley Macías R.

3 minutes



What similarities and differences can you find between Earth and Mars?



How do you imagine life would be on Mars compared to Earth?

5 minutes



ICQ

Listen, can you think of what is the main idea of the audio?

- ✓ They compare facts and differences between Earth and Mars.
- ✓ They discuss if Mars could support human life like Earth.
- ✓ They talk about interesting information about both planets.

10 minutes

LET'S PRACTICE!

Complete the following worksheet: listen carefully and complete the paragraph with the missing words presented in the box below.

Be careful, there are three extra options.

Pair up time: exchange worksheets to apply peer assessment.

Check the answers aloud.

Submit your completed worksheet to the teacher.

- ✓ Listen carefully and complete the paragraph with the missing words presented in the box below. Be careful, there are three extra options.

colder – oxygen – water – frozen – carbon dioxide – 55 – minutes – 38 – air – closer – nitrogen

Students are talking about the differences and similarities between Earth and Mars. They say that Mars is much _____ than Earth, with an average temperature of about _____ degrees. However, both planets have days that are almost the same length. A day on Earth lasts 24 hours, and a day on Mars is only about _____ longer. The students also mention that Earth has a lot of _____, but on Mars most of it is probably _____. When they talk about the air, they say that Earth's atmosphere is made mostly of nitrogen and _____, while Mars's atmosphere is very thin and full of _____. Finally, they compare the gravity on both planets. Mars has only about _____ per cent of Earth's gravity, which means that people would feel much lighter there.



ICQ

5 minutes

LET'S WORK IN PAIRS

Listen the audio file and take notes on key ideas and important details **to summarize** it.



ICQ



15 minutes

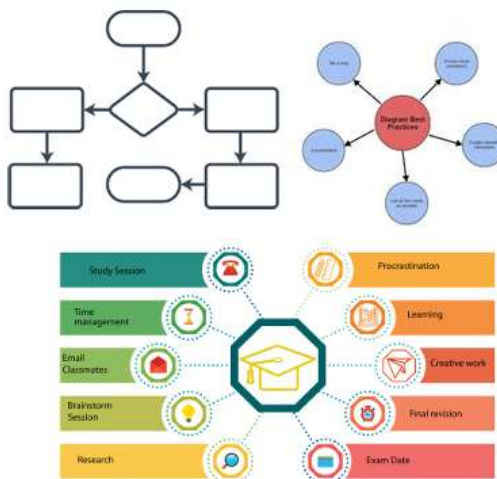
Now, use your notes to **create a diagram**.

Be creative with your design!

Use drawings and colors to present your ideas clearly and concisely.

Present your diagrams in front of the class and **use the check list to assess your classmates' work.** (Annex 6)

ICQ





CHALLENGE TIME!

7 minutes



Write a reflective paragraph about the question posed:

***WHAT WOULD YOU DO IF YOU
SPENT A DAY LIVING ON MARS?***

Submit your paragraph to the teacher.



THANK YOU!

MODULE 4

“READING LESSON PLAN”

Reading Lesson Plan**Level: B1****Action points:**

- ✓ Time management.
- ✓ Classroom engagement.
- ✓ Organizing activities.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT **show understanding of** the text “Learning Languages Through Music: Benefits and Limitations” **by** summarizing the text in a mental map group activity, **and then** writing a paragraph about if listening to music alone can make someone fluent in another language.

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

- ✓ Students will demonstrate understanding of the text by summarizing the text in a mental map group activity.
- ✓ Students will show that they have mastered the material by writing a paragraph about if listening to music alone can make someone fluent in another language.

Preliminary Considerations:

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

- ✓ Students are familiar with vocabulary related to language learning (fluent, pronunciation, grammar, practice, etc.)
- ✓ Students can express their opinions and support their ideas in a clear and coherent manner.

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

- ✓ Some students may find it challenging to create a mental map, as they might lack experience with visual organization and hierarchical structuring of information.

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

- ✓ Providing models and examples of mental maps to guide students through the organizational process.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials needed
		Teacher will	Student will		
3 min	Pre-stage	Pose a question to elicit ideas from students: ✓ <i>What are different ways you can use music to improve your English?</i>	Answer the question and provide ideas.	T-S VA	Technological resources.
5 min	Early during stage	Distribute the text “ <i>Learning Languages Through Music: Benefits and Limitations</i> ” to the students (Annex 1). Ask to skim the text to identify 1 or 2 positive and negative aspects of learning languages through music, and then instruct them to share their answers aloud.	Get the text from the teacher. Skim the text to identify 1 or 2 positive and negative aspects of learning languages through music, and then share their answers aloud.	T-S A	Text. Technological resources.
10 min	Later during stage	Hand out a true or false activity worksheet to work on (Annex 2). Ask to scan the text for specific information to determine if each statement is true or false, and then justify their answers with information from the text. Monitor and support students as they work. Organize students in pairs and request them to exchange worksheets to apply peer assessment. Collect the worksheets.	Get the worksheet. Scan the text for specific information to determine if each statement is true or false, and then justify their answers with information from the text. Ask for assistance if needed. Pair up and exchange worksheets to apply peer assessment. Submit the worksheet to the teacher.	T-S VAK	Text. Worksheet. Technological resources.
		Set them in groups of four to summarize the text through a mental map activity.	Join in groups of four to summarize the text through a mental map activity.		

19 min	Final during stage	Request students to be creative in their design (include drawings, colors, and visual elements) to present key information clearly and concisely. Provide models of mental maps to guide students through the process (Annex 3). Monitor group work and provide feedback. Select some groups to present their mental maps in front of the class.	Be creative in their design (include drawings, colors, and visual elements) to present key information clearly and concisely. Use the models of mental maps to guide students through the process. Request teacher feedback during the work process if needed. Present their mental maps in front of the class.	T-S S-S VAKT	Text. Technological resources.
8 min	Post stage	Request students to write a paragraph (6-8 sentences) about the posed question: ✓ <i>Can you become fluent by just listening to music in another language?"</i> Collect their paragraphs.	Write a paragraph about the question posed. Submit their paragraphs to the teacher.	T-S AK	Technological resources.

ANNEXES: Annex 1**LEARNING LANGUAGES THROUGH MUSIC:****BENEFITS AND LIMITATIONS**

Many people love listening to music in English or other foreign languages. Some students believe that by listening to their favorite songs over and over again, they can become fluent without studying grammar or taking classes. But is this really true?

Listening to music in another language has several benefits. First, it helps you improve your pronunciation. When you sing along to songs, you practice the sounds and rhythm of the language naturally. Second, music makes learning fun and easy to remember. Songs often repeat words and phrases, which helps you memorize vocabulary without even trying. Another advantage is that music teaches you real, natural language. Songs use expressions and slang that native speakers actually use in daily life. Finally, listening to music is something you can do anywhere: while traveling on the bus, exercising at the gym, or relaxing at home.

However, learning languages only through music has important limitations. The biggest problem is that songs don't teach you grammar rules. You might memorize phrases, but you won't understand why sentences are structured in a certain way. Another disadvantage is that song lyrics often use incorrect grammar on purpose to fit the melody. If you only learn from songs, you might learn mistakes instead of proper language. Additionally, music doesn't help you practice speaking or having conversations. Listening to songs is passive: you receive information but don't produce language yourself. Finally, many songs have limited vocabulary and focus only on topics like love or emotions.

Learning a new language is a complex process that involves multiple skills and methods. Each learner is different, and what works for one person might not work for another. The key is to find a balance between enjoyable activities and structured learning. Music can be a powerful motivator that keeps students engaged, but language acquisition requires dedication, practice, and exposure to various learning experiences. The most important thing is to stay consistent and find methods that match your personal learning style.

Annex 2:

Name: _____ Date: _____

Activity: True or False

Read each statement carefully. Write T (True) or F (False) in the blank. Then, justify only the false statements by writing a complete sentence using information from the text.

- ✓ *Music is the only method you need to become fluent in a language.* (F)

This is false because the text says you need a combination of different methods like studying grammar, practicing conversation, reading, and writing to become truly fluent.

- ✓ *Singing along to songs can help improve your pronunciation and accent in another language.* (_____)

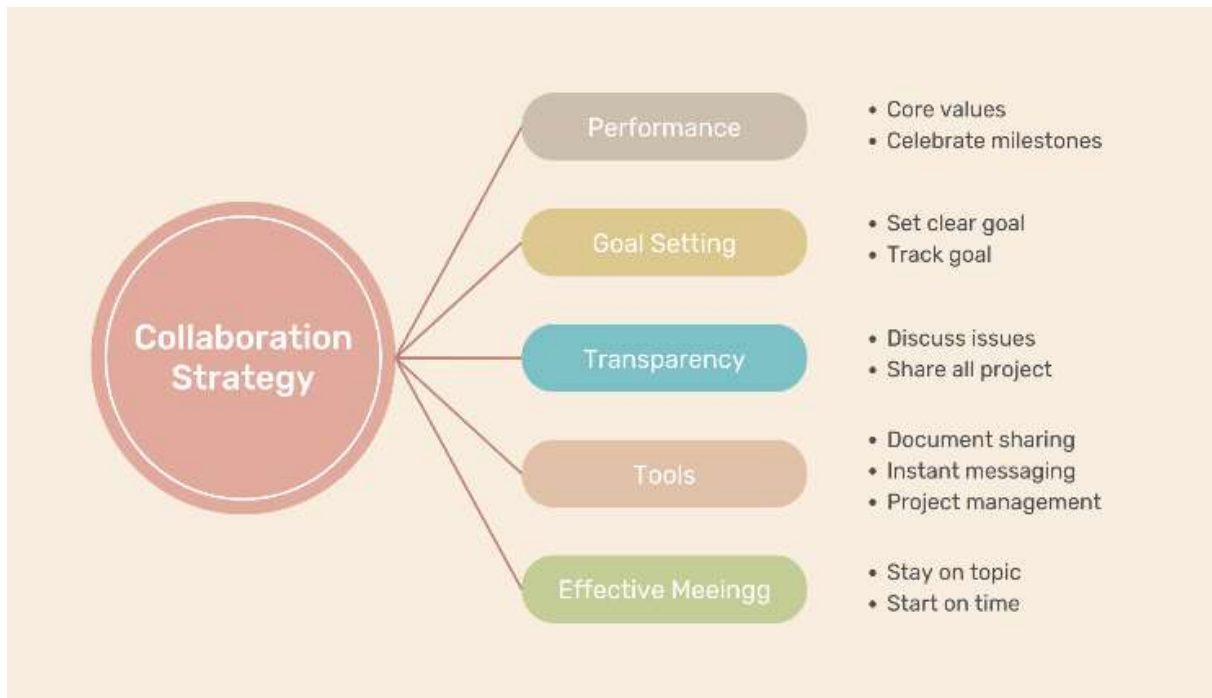
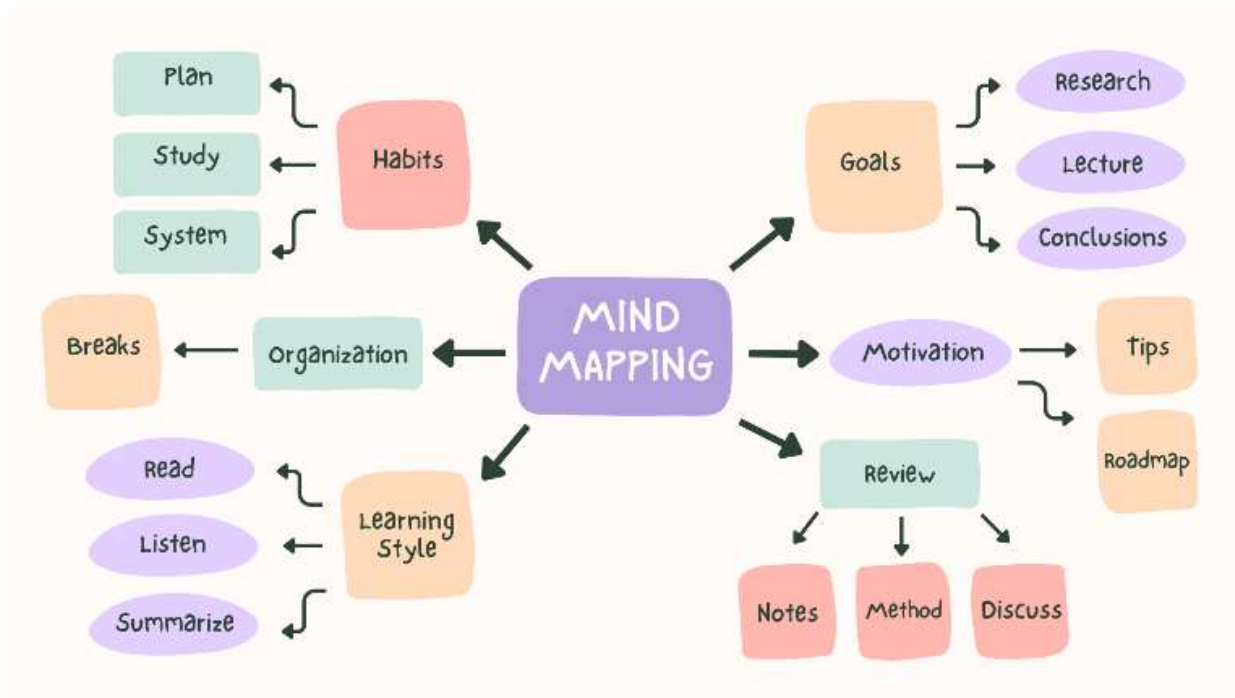
- ✓ *Songs are the best way to learn grammar rules because they repeat structures many times.* (_____)

- ✓ *Music teaches real, natural language including slang and expressions that native speakers use daily.* (_____)

- ✓ *Song lyrics always follow correct grammar rules to help language learners.* (_____)

- ✓ *Listening to music helps you practice having real conversations with other people.* (_____)

Annex 3:



Journal 4: PDP Framework

Reading skills are a cornerstone of language acquisition, serving as a gateway to vocabulary expansion, grammatical understanding, and cultural knowledge. In English language teaching, the PDP Framework (Pre-During-Post) has emerged as a highly effective pedagogical approach for developing reading skills systematically. This framework organizes the reading process into three interconnected stages, each designed to scaffold learners' comprehension and foster deeper engagement with written texts.

As a trainee English teacher, my primary objective is to cultivate proficient readers who can navigate various text types with confidence and critical thinking. I aim to help students identify main ideas, make inferences, analyze textual features, and connect reading content to their own experiences and knowledge. By implementing the PDP framework, I seek to transform reading from a passive decoding activity into an active meaning-making process that prepares learners for real-world literacy demands.

The theoretical foundation of the PDP framework rests on the principle that effective reading instruction requires careful preparation, focused engagement, and reflective follow-up. According to Wallace (2001), reading is not simply a matter of extracting meaning from text but rather a complex interaction between the reader, the text, and the context. The pre-stage activities activate this interaction by building background knowledge and establishing a purpose for reading.

This stage serves multiple critical functions in the reading lesson. During this phase, teachers introduce the topic, pre-teach essential vocabulary, and activate students' prior knowledge through brainstorming, predictions, or visual aids. As Grellet (1981) explains, pre-reading activities help learners establish expectations about the text and provide a cognitive framework for organizing incoming information. Without adequate preparation,

students may struggle to connect new information with existing schemas, leading to superficial comprehension.

Hedge (2000) emphasizes that pre-reading tasks should generate genuine interest and curiosity about the topic while reducing anxiety associated with unknown vocabulary or complex structures. Effective pre-reading strategies include examining titles and headings, discussing related personal experiences, analyzing accompanying images, or answering predictive questions. These activities prime the reader's mind for the content ahead and establish clear learning objectives.

The during-reading stage represents the core of the reading lesson, where students engage directly with the text using various comprehension strategies. This phase typically involves multiple readings with different purposes: skimming for general understanding, scanning for specific information, and intensive reading for detailed comprehension. During this stage, teachers design tasks that guide students through the text systematically.

Activities may include answering comprehension questions, completing graphic organizers, identifying text structure, or recognizing the author's purpose and tone. As Brown (2001) notes, interactive reading tasks encourage learners to become active participants rather than passive recipients of information. The goal is to help students develop metacognitive awareness about their reading process and apply appropriate strategies when comprehension breaks down.

The post-reading stage extends comprehension beyond the immediate text, encouraging students to synthesize information, evaluate ideas, and apply new knowledge in meaningful contexts. This phase transforms reading from an isolated skill into an integrated language experience. According to Harmer (2007), post-reading activities should create opportunities for students to respond personally to the text, relate it to other texts or real-world situations, and use the content as a springboard for speaking or writing tasks. Common

post-reading activities include debates, role-plays based on text content, creative writing assignments, comparative analyses, or project-based tasks. These activities not only consolidate comprehension but also develop critical thinking skills and promote authentic language use. Grabe (2009) emphasizes that reflection after reading helps students internalize vocabulary, recognize patterns, and build confidence in their ability to tackle increasingly complex texts.

In conclusion, the PDP framework provides a comprehensive and pedagogically sound approach to teaching reading comprehension. Its systematic progression through pre-reading preparation, during-reading engagement, and post-reading extension ensures that students develop both the cognitive skills and strategic competence necessary for proficient reading. By implementing this framework, teachers can create lessons that are structured yet flexible, supportive yet challenging, and focused on developing autonomous, critical readers capable of engaging with diverse texts in academic and real-world contexts.

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Demonstrative class

LEARNING LANGUAGES THROUGH MUSIC



B1 Level



45 minutes

Tutor: Gonzalo Farfán**Student:** Ashley Macías R.

3 minutes

***What are different
ways you can use
music to improve
your English?***



5 minutes

LET'S START!

Skim the text to identify 1 or 2 positive and negative aspects of learning languages through music. Circle the negative aspects and underline the positive ones.

Now, share your answers aloud.

ICQs



10 minutes

LET'S KEEP WORKING OUR READING!

Read the text to complete the following worksheet: read each statement carefully. Write T (True) or F (False) in the blank.

Then, justify only the false statements by writing a complete sentence using information from the text.

Pair up time: exchange worksheets to apply peer assessment.

Submit your completed worksheet to the teacher.

Activity: True or False

Read each statement carefully. Write T (True) or F (False) in the blank. Then, justify only the false statements by writing a complete sentence using information from the text.

✓ Music is the only method you need to become fluent in a language. (F)

This is false because the text says you need a combination of different methods like studying grammar, practicing conversation, reading, and writing to become truly fluent.

✓ Singing along to songs can help improve your pronunciation and accent in another language. ()

✓ Songs are the best way to learn grammar rules because they repeat structures many times. ()

ICQs

3 minutes

LET'S WORK IN GROUPS!

Read the text and take notes on key ideas and important details to **summarize** it.



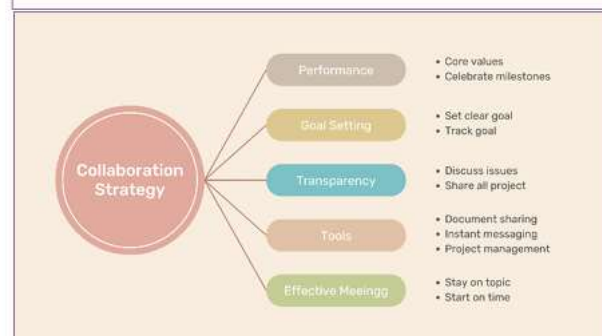
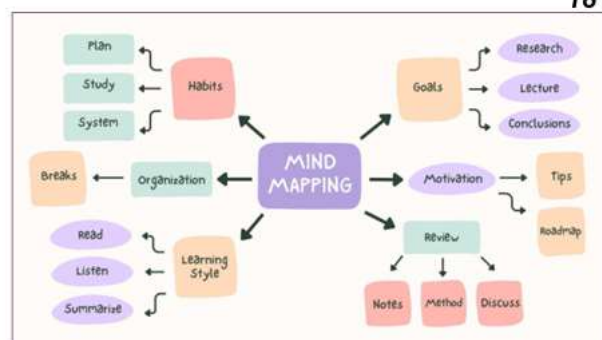
Now, use your notes to **create a mental map in a piece of paper.**

*Be creative with your design!
Use drawings and colors to
present your ideas clearly and
concisely.*

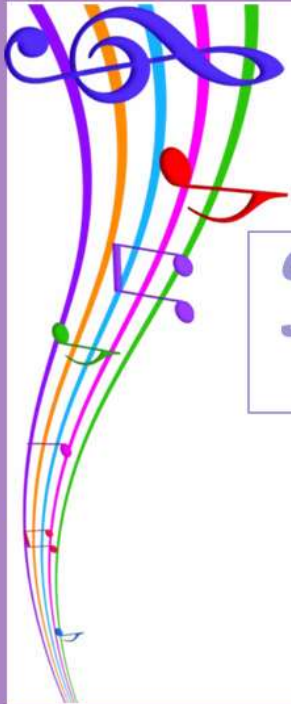
**Present your mental maps in front of
the class.**

ICQs

16 minutes



8 minutes



CHALLENGE TIME!

***CAN YOU BECOME FLUENT BY
JUST LISTENING TO MUSIC IN
ANOTHER LANGUAGE?***

Write a paragraph to justify your answer:

Submit your paragraph to the teacher.

THANK YOU!

MODULE 5

“WRITING LESSON PLAN”

Writing Lesson Plan**Level: B1+****Action points**

- ✓ Time management.
- ✓ Organizing activities.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT **write** a formal email **to** invite someone to a project meeting, **then** post their emails on the whiteboard to be reviewed by peers using a check list according to the appropriate professional format given.

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

- ✓ When students can write a formal email to invite someone to a project meeting.
- ✓ When students use the check list to review their peers' emails according to the appropriate format.

Preliminary Considerations:

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

- ✓ Students are familiar with formal vocabulary related to meetings and invitations.

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

- ✓ Some students may struggle to use appropriate punctuation.
- ✓ Some students may find it challenging to maintain formal tone throughout the entire email.

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

- ✓ Providing personalized guidance to check possible mistakes during the writing process.
- ✓ Offering a list of sentence starters and formal language examples to help students maintain professional tone throughout their writing.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials needed ⁶⁸
		Teacher will	Student will		
7 min	Preparation	Prompt a brainstorming activity among students by asking to activate students' prior knowledge: ✓ <i>What elements make an email formal and professional?</i> (e.g., greeting, subject...) Present and explain a formal email model that include the parts and structure (Annex 1).	Provide ideas during the brainstorming session. Analyze the formal email model and identify its components.	T-S VA	Technological resources.
10 min	Drafting	Request students to write a formal e-mail implementing the instructions provided for the scenario below: ✓ <i>Invite someone to a project meeting.</i> Provide a list of sentence starters and formal language examples to help them maintain professional tone throughout their writing (Annex 2). Monitor students during their writing process.	Write a formal e-mail based on the scenario provided. Use the list of sentence starters and formal language examples to guide their writing process. Request teacher feedback during the work process if needed.	T-S VK	Technological resources. Formal email model.
16 min	Revising and Editing	Show the peer revising checklist and explain how to use it to review formal emails (Annex 3). Instruct students to exchange their drafts for peer revision using the checklist. Monitor and support students as they review their classmates' emails, providing help with corrections if needed.	Listen to the explanation and review the checklist criteria. Exchange their drafts for peer revision using the checklist. Ask for corrections if needed.	T-S VAK	Technological resources.

		Ask students to return the drafts to their original owners. Request students to write their final email incorporating the corrections and feedback received.	Return the drafts to their original owners. Write their final email incorporating the corrections and feedback received.		
12 min	Extension	Set students in groups of five to review all group members' emails. Instruct them to select the best one that meets the formal email criteria. Then, provide the checklist to identify which email best meets the formal email requirements. (Annex 4). Request them to put up their chosen email on the whiteboard.	Join in groups of five to review all group members' emails. Select the best one that meets the formal email criteria using the checklist to identify which email best meets the formal email requirements. Put up their chosen email on the whiteboard.	S-S VAKT	Technological resources. Checklist.

ANNEXES: Annex 1

Recipient — john.doe@company.com

Subject — Invitation to Project Update Meeting on June 1st

Greeting — Dear Ms. Johnson,
I hope this message finds you well.

Introduction — I am writing to invite you to a project update meeting for the ABC initiative. The purpose of this meeting is to discuss our progress, address any challenges, and plan for the upcoming quarter.

Body — Details of the meeting are as follows:
Date: Thursday, June 1st, 2023
Time: 10:00 AM - 11:30 AM
Location: Conference Room A
Virtual Access: [Zoom Meeting Link]

Conclusion — Please confirm your attendance by replying to this email no later than Tuesday, May 30th. If you are unable to attend, kindly inform me so that we can arrange a separate briefing for you.

Closing & Signature — We look forward to your valuable input and collaboration.
Best regards,
[Your Name]
[Your Title]

LeaveBoard

Annex 2:

Opening your letter	- We are writing to inform you that ... - to confirm ... - to request ... - to inquire about ... - I am contacting you for the following reason. - I recently read/heard about ... and would like to know ... - Having seen your advertisement in ... I would like to ... - I would be interested in (obtaining/receiving) ... - I received your address from ... and would like to ... - I am writing to tell you about ...
Referring to a previous contact between you and the reader	- Thank you for your letter of March 15 ... - Thank you for contacting us (me). - In reply to your request ... - Thank you for your letter regarding ... - With reference to our telephone conversation yesterday ... - Further to our meeting last week ... - It was a pleasure meeting you in London last month. - I enjoyed having lunch with you last week in Seoul. - I would just like to confirm the main points we discussed on Tuesday ...
Requesting...	- We would appreciate it if you would ... - I would be grateful if you could... - Could you please send me ... - Could you possibly tell us/let us have... - In addition, I would like to receive ... - It would be helpful if you could send us ... - I am interested in (obtaining/receiving...) - I would appreciate your immediate attention to this matter. - Please let me know what action you propose to take.

Annex 3:

REVISING SYMBOLS GUIDE	
<i>Grammar mistake</i>	GM
<i>Word order</i>	WO
<i>Spelling</i>	SP
<i>Capital letter</i>	CL
<i>Punctuation</i>	P

Annex 4:

CRITERIA	
Includes all 6 email components (Recipient, Subject, Greeting, Introduction, Body, Conclusion, Closing & Signature).	
Uses correct grammar with no errors throughout the email.	
Sentences are structured correctly with proper word order.	
All words are spelled correctly with no spelling mistakes.	
Capital letters are used appropriately at the beginning of sentences, for proper nouns, and in formal titles.	
Demonstrates correct use of commas, periods, and other punctuation marks throughout the email	
Maintains a professional tone with formal and polite language throughout	
The purpose is clearly stated with a specific invitation to a project meeting	

Journal 5: PDREE (writing)

The preparation, drafting, revising, editing, and extension stages framework constitutes a fundamental component of TEFL methodology for developing writing competence. As a productive skill, writing demands systematic instruction and careful assessment. Research indicates that explicit teaching of writing strategies significantly improves student performance across academic disciplines. This framework encompasses various dimensions that merit exploration through theoretical foundations and pedagogical insights.

Writing lesson planning within the TEFL context requires educators to integrate theoretical knowledge with practical application while designing engaging activities that resonate with students' interests and needs. Successful writing instruction requires teachers to move beyond formulaic exercises toward meaningful communication tasks that motivate learners to express authentic ideas.

However, inherent challenges exist within writing instruction. Writing can be particularly demanding for students with limited L1 literacy or those who struggle with motivation. As Williams (2005) notes, "writing is often perceived as the most difficult of the four skills to acquire because it requires simultaneous control of multiple elements, including content, organization, vocabulary, grammar, and mechanics" (p. 67). These complexities necessitate careful consideration when developing instructional frameworks that accommodate diverse learner profiles.

Several critical insights emerge when examining the writing process framework. First, the recursive nature of writing distinguishes it from linear skill development. Unlike traditional assumptions that writing follows a sequential progression, Flower and Hayes (1981) demonstrate that skilled writers constantly move back and forth between planning, drafting, and revising. This means lesson plans should accommodate flexibility rather than rigid stage-by-stage progression.

Beyond the recursive nature of writing, the role of audience awareness represents another significant dimension of writing instruction. Understanding the rhetorical situation shapes every decision a writer makes. This insight highlights the importance of incorporating authentic writing tasks with clear communicative purposes rather than artificial exercises that lack real-world relevance. According to Hyland (2003), effective writing instruction must consider "the social and cultural contexts in which writing occurs" (p. 23), emphasizing that writing is fundamentally a communicative act situated within specific discourse communities.

Additionally, peer feedback and collaborative writing play powerful roles in skill development. Research reveals that peer review activities not only improve writing quality but also develop critical reading skills and metacognitive awareness. This suggests that revision and editing stages should incorporate social interaction rather than being solely individual processes, fostering a community of writers within the classroom. Ferris (2003) argues that "peer response can be particularly valuable when students are trained to provide focused, constructive feedback" (p. 164), highlighting the need for structured guidance in collaborative writing activities.

Writing instruction must acknowledge that students enter classrooms with varying levels of proficiency and different learning needs. Differentiated instruction becomes essential in accommodating this diversity. Some learners may require additional scaffolding during the preparation stage, while others might benefit from more challenging extension activities. Effective writing instruction responds to individual readiness levels, interests, and learning profiles.

Furthermore, students who struggle with fundamental literacy concepts in their first language may face compounded challenges when writing in English. Strong literacy skills in one language can transfer to another, but weaknesses also transfer. This reality requires educators to sometimes address basic writing principles that transcend language-specific

concerns, such as paragraph organization, logical sequencing, and coherence. As Raimes (1985) observes, "writing problems are not simply language problems but often reflect broader cognitive and developmental issues" (p. 229), suggesting that effective writing instruction must address multiple dimensions of literacy development simultaneously.

In conclusion, the writing process framework offers a structured yet flexible approach to developing student literacy while accommodating individual differences. By embracing the cyclical nature of writing through repeated practice, meaningful feedback, and explicit strategy instruction, teachers can foster both competence and confidence in their learners. This framework serves as an essential tool for educators committed to preparing students for the diverse writing demands they will encounter beyond the classroom.

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Demonstrative class

A PROJECT MEETING



B1+ Level



45 minutes

Tutor: Gonzalo Farfán**Student:** Ashley Macías R.

3 minutes



***What elements make
an email formal and
professional?***

- ✓ Greetings
- ✓ Subject...

4 minutes

Recipient —————

Greeting —————

Introduction —————

Body —————

Closing & Signature —————

john.doe@company.com

Invitation to Project Update Meeting on June 1st

Dear Ms. Johnson,
I hope this message finds you well.

I am writing to invite you to a project update meeting for the ABC initiative. The purpose of this meeting is to discuss our progress, address any challenges, and plan for the upcoming quarter.

Details of the meeting are as follows:
Date: Thursday, June 1st, 2023
Time: 10:00 AM - 11:30 AM
Location: Conference Room A
Virtual Access: [Zoom Meeting Link]

Please confirm your attendance by replying to this email no later than Tuesday, May 30th. If you are unable to attend, kindly inform me so that we can arrange a separate briefing for you.

We look forward to your valuable input and collaboration.
Best regards,
[Your Name]
[Your Title]

Subject —————

Conclusion —————

ICQs

10 minutes

LET'S GET STARTED!

Write a formal e-mail implementing the instructions provided for the scenario below:

✓ Invite someone to a project meeting



ICQs

Use the provided list of sentence starters and formal language examples to help you maintain a professional tone throughout your writing. (Annex 2)



Opening your letter	- We are writing to inform you that ... - to confirm ... - to request ... - to inquire about ... - I am contacting you for the following reason. - I recently read/heard about ... and would like to know ... - Having seen your advertisement in ... , I would like to ... - I would be interested in (obtaining/receiving) ... - I received your address from ... and would like to ... - I am writing to tell you about ...
Referring to a previous contact between you and the reader	- Thank you for your letter of March 15 ... - Thank you for contacting us (me). - In reply to your request ... - Thank you for your letter regarding ... - With reference to our telephone conversation yesterday ... - Further to our meeting last week ... - It was a pleasure meeting you in London last month. - I enjoyed having lunch with you last week in Seoul. - I would just like to confirm the main points we discussed on Tuesday ...
Requesting...	- We would appreciate it if you would ... - I would be grateful if you could ... - Could you please send me ... - Could you possibly tell us/let us have ... - In addition, I would like to receive ... - It would be helpful if you could send us ... - I am interested in (obtaining/receiving ...) - I would appreciate your immediate attention to this matter. - Please let me know what action you propose to take ...



16 minutes

REVISING SYMBOLS GUIDE	
Grammar mistake	GM
Word order	WO
Spelling	SP
Capital letter	CL
Punctuation	P

ICQs

Now, exchange your written drafts with a classmate and use the **Peer Revising Checklist** to review each other's formal emails.



Write their final email incorporating the corrections and feedback received.

12 minutes

LET'S DISCUSS IN GROUP!

Join in groups of five to review all the emails in the group and discuss which one best meets the formal email criteria.

Use the checklist to assess the emails according to the formal email criteria and identify which one best meets the requirements. (Annex 4)

Once you have selected the best email, put it up on the whiteboard.



CRITERIA

CRITERIA	
Includes all 6 email components (Recipient, Subject, Greeting, Introduction, Body, Conclusion, Closing & Signature).	
Uses correct grammar with no errors throughout the email.	
Sentences are structured correctly with proper word order.	
All words are spelled correctly with no spelling mistakes.	
Capital letters are used appropriately at the beginning of sentences, for proper nouns, and in formal titles.	
Demonstrates correct use of commas, periods, and other punctuation marks throughout the email	
Maintains a professional tone with formal and polite language throughout	
The purpose is clearly stated with a specific invitation to a project meeting	



THANK YOU!

Recommendations

To further improve the quality of our lesson planning and teaching practice, it is essential to continue designing lessons that are students-centered and aligned with clear learning objectives. Each lesson should include meaningful activities that encourage active participation, collaboration, and the practical use of English in authentic communicative situations. Additionally, teachers should carefully select materials and resources that are appropriate for students' proficiency levels and learning needs.

Furthermore, it is important to apply teaching methodologies consistently according to the language skill being developed. Frameworks such as FMU, ECRIF, PDP, and PDREE provide structured guidance that helps students progress from understanding language forms to using them confidently in real-life contexts. Incorporating visual aids, guided practice, communicative tasks, and collaborative activities can increase learners' motivation and facilitate deeper learning.

Another important recommendation is to provide continuous feedback throughout the learning process. Monitoring students during classroom activities, encouraging peer assessment, and offering constructive feedback allow learners to identify their strengths and areas for improvement. Likewise, formative assessment should be integrated into every lesson to ensure that learning objectives are achieved and that teaching strategies can be adjusted when necessary.

Finally, future lesson planning should continue promoting creativity, critical thinking, and learner autonomy through engaging tasks that connect classroom learning with real-life experiences. By creating supportive and motivating learning environments, teachers can foster students' confidence, communicative competence, and long-term development of the four English language skills.

Conclusion

The development of this TEFL portfolio has strengthened my understanding of effective English language teaching by demonstrating how different methodologies can be applied to develop the four language skills in a meaningful and student-centered way. Through the implementation of the FMU, ECRIF, PDP, and, PDREE frameworks, I learned the importance of planning lessons that combine clear objectives, appropriate strategies, and engaging activities to promote active learning.

The FMU and ECRIF frameworks helped me understand the importance of connecting grammar with meaningful communication and guiding students progressively toward confident language use. Likewise, the PDP framework provided an effective structure for developing listening and reading comprehension, while the PDREE model reinforced the value of writing as a process of planning, drafting, revising, editing, and improving through feedback. Together, these methodologies promote participation, critical thinking, and communicative competence.

Overall, this portfolio has reinforced my growth as a future English teacher by highlighting the importance of thoughtful lesson planning, continuous assessment, and reflective teaching practice. These methodologies have provided practical strategies that I will continue applying to create motivating learning environments where students can develop confidence, autonomy, and proficiency in English.

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