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MODALIDAD: TEFL APPLICATION PROCESS

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CERTIFICADO DE DERECHO DE AUTOR
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Descripción de Autoria:

Este Proyecto de Integración Curricular se desarrolló mediante la aplicación de las metodologías FMU, ECRIF, PDP y PDREE, con el objetivo de examinar su aporte al enfoque comunicativo en la enseñanza de idiomas. La sistematización de la experiencia se sustentó en planes de clase, clases demostrativas y registros de reflexión, evidenciando que las metodologías centradas en el estudiante favorecieron una mayor interacción y participación durante las sesiones. Asimismo, la práctica reflexiva se identificó como un componente esencial para fortalecer y mejorar de manera continua la enseñanza del inglés.

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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.

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Lo certifico,


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Introduction

Becoming an English teacher has been a process of continuous learning, reflection, and growth. Throughout my teaching, I have learned that teaching a language involves more than knowing its rules and structures; it also requires understanding students' needs, creating opportunities for communication, and finding strategies that make learning more meaningful. Each experience in the classroom has helped me reflect on my teaching practice, recognize areas for improvement, and develop new skills as an educator.

During my pre-teaching service, I had the opportunity to apply TEFL principles with third- and fifth-grade students. This experience allowed me to explore different ways of teaching English and understand how methodological frameworks can support students in developing their language skills. Through these practices, I recognized the importance of setting clear objectives, providing guidance according to students' needs, and designing activities that encourage participation and confidence. Additionally, my current experience working with preschool learners has helped me improve my ability to adapt activities, instructions, and materials according to students' age, characteristics, and learning processes. Working with different groups has given me a broader perspective of teaching and has strengthened my flexibility in the classroom.

Developing English proficiency requires attention to the four main language skills: speaking, listening, reading, and writing. Therefore, this portfolio presents the application of different methodological frameworks that support the development of each skill. The ECRIF framework (Encounter, Clarify, Remember, Internalize, Fluently Use) is used for speaking lessons, helping students build confidence and use English through interaction and meaningful practice. The PDP Listening framework (Pre, During, Post) supports listening comprehension by

guiding students through activities that help them understand and respond to spoken information. The PDP Reading framework focuses on improving reading comprehension by helping students identify main ideas, details, and strategies to approach different texts. Finally, the PDREE framework (Preparation, Drafting, Revising, Editing, and Extension) supports the writing process by guiding students in organizing, developing, and improving their written work.

Applying these frameworks has allowed me to connect the knowledge acquired during my teacher education with real classroom experiences. This portfolio reflects the methodologies applied, the challenges I faced, and the learning experiences that have contributed to my development as a future English teacher. Through this journey, I have gained a better understanding of the teacher's role as a guide who supports students and creates opportunities for them to communicate effectively in English.

MODULE 1

FMU LANGUAGE

ANALYSIS

(FMU)

FMU Language Analysis of: Relative Pronouns

Level: A2

- FORM

Who, Whose, Which and That.

Affirmative: independent clause + relative pronoun + relative clause.

- ✓ She is the teacher **who** helps us every day.
- ✓ I know a boy **whose** father is a pilot.
- ✓ This is a book **which** explains grammar clearly.
- ✓ He is the student **that** won the competition.

Negative: independent clause + relative pronoun + relative clause with negative verb.

- ✓ He is a student **who** doesn't like math.
- ✓ I saw a man **whose** car isn't very expensive.
- ✓ This is the computer **which** doesn't work very fast.
- ✓ He bought the car **that** I didn't recommend.

Interrogative: auxiliary + subject + verb + relative pronoun + relative clause.

- ✓ Do you know the teacher **who** works here?
- ± Yes, I do. / Yes, I know the teacher who works here.
- ± No, I don't. / No, I don't know the teacher who works here.
- ✓ Is he the boy **whose** father is a doctor?
- ± Yes, he is. / Yes, he is the boy whose father is a doctor.
- ± No, he isn't. / No, he isn't the boy whose father is a doctor.

✓ Is this the pen **which** you lost?

± Yes, it is. / Yes, this is the pen which I lost.

± No, it isn't. / No, this isn't the pen which I lost.

✓ Do you know the boy **that** plays the guitar?

± Yes, I do. / Yes, I know the boy that plays the guitar.

± No, I don't. / No, I don't know the boy that plays the guitar.

- MEANING

A relative pronoun is a word that connects a relative clause to an independent clause, adding extra information without starting a new sentence.

✓ I met the person **whose** phone was ringing.

✓ This is the car **that** we don't want to buy.

- USE

✓ To join two sentences and avoid repetition.

Examples: This is the teacher. She helped me.

This is the teacher **who** helped me.

✓ To add more information about a person, thing, or animal.

➤ **Who:** for people.

➤ **Whose:** for possession.

➤ **Which:** for things and animals.

➤ **That:** for both people and things.

Examples: The teacher **who** helped me is very kind.

She is the girl whose brother is a doctor.

We visited a city which is very old.

The movie that we watched was amazing.

- **ANTICIPATED DIFFICULTIES**

- ✓ Overusing that for everything, instead of distinguishing with who/which.
- ✓ Difficulty using whose, often replaced with his/her/their.
- ✓ Confusing who and which (using who for things, or which for people).

- **CONCEPT – CHECKING QUESTIONS**

Q: The man which lives next door is a doctor. Is this sentence correct? Why/why not?

Q: This is the girl whose cat is very playful. Is this sentence correct? Why?

Q: I saw a man whose car he drives fast. Is this sentence incorrect? Why?

Q: This is the restaurant who has the best pizza. Is this correct? Why? Why not?

- **TEACHING IDEAS**

- ✓ Complete the sentences with the correct relative pronoun: who, whose, or which.
(Annex 1)
- ✓ In the first part, identify the independent clause, the relative pronoun, and the relative clause in given sentences. In the second part combine the two sentences into one sentence using the correct relative pronoun. (Annex 2)
- ✓ Rearrange the scrambled words to form correct sentences and add the correct relative pronoun where necessary. (Annex 3)

- **SOURCES CONSULTED**

What's up: Relative clauses: who, which, whose or that? <https://whatsup.es/blog/relative-clauses-who-which-whose-or-that>

Grammarly: What Is a Relative Pronoun, and How Does It Work? <https://www.grammarly.com/blog/parts-of-speech/relative-pronouns/>

Englishan: Negative Sentences With Relative Pronouns <https://englishan.com/relative-pronouns-examples/#:~:text=that%20is%20interesting,-,Negative%20Sentences%20With%20Relative%20Pronouns,didn't%20want%20was%20sold>

English 4U: Grammar exercise relative pronouns <https://www.english-4u.de/en/grammar-exercises/relative-pronouns4.htm>

Scribd: Scrambled Sentences <https://es.scribd.com/document/564010388/scrambled-sentences>

ANNEXES

Annex 1

Name: _____

Date: _____

Summative assessment

Activity 1: Relative pronouns

Read the sentences carefully and complete each blank with the correct relative pronoun (**who, whose, or which**).

Relative Pronouns - Exercise 4

Fill in who, whose or which.

1. Do you talk about the girl brother is my friend?
2. I sent an email to my sister lives in Norway.
3. This test is for students native language is not English.
4. Is there a shop nearby sells fruit.
5. The man lost his key is waiting in the office.
6. They want to buy a car is cheaper.
7. The Euro is the currency is used in a lot of European countries.
8. This is the man sold me the watch.
9. There's a picture of the fire destroyed their house.
10. The laptop I bought last month doesn't work anymore.

Annex 2

Name: _____

Date: _____

Summative assessment

Activity 2: Relative Pronouns

NAME: _____ DATE: _____

RELATIVE PRONOUNS

Read the sentences carefully; then underline the independent clause, circle the relative pronoun, and use broken lines to show the relative clause.

1. I know someone whose car was stolen in their driveway.
2. We traveled to London, which is in England .
3. I finally found the ten dollars that I lost last week.
4. You should buy from people who you trust.
5. He's a man whose opinion I respect.

Combine the two sentences into one sentence using the correct relative pronoun (who, whose, which, that).

- We visited a city. It is very old.
We visited a city which is very old.
- I know a man. He is very intelligent.

- This is the boy. His father works at the hospital.

- They bought a car. The car is red.

- She met a teacher. The teacher helped her with math.

- The book is on the desk. You gave it to me.

- That's the girl. Her brother is in my class.

Annex3

Name: _____

Date: _____

Summative assessment

Activity 3: Relative Pronouns



RELATIVE PRONOUNS

Rearrange the scrambled words to form correct sentences. **You must also add the correct relative pronoun (who, whose, which, or that) where necessary.**
Follow the example:



This / works / father / boyfriend / is / my / at Macy's.
This is my boyfriend **whose** father works at Macy's.

- man / athlete / She / a / an / worked / to / used / for / be
→ _____
- know / the / woman / you / Do / teaches / Spanish?
→ _____
- computer / We / to / father / my / not / the / broke / did / belong
→ _____
- very / like / did / The / friendly / customer / waitress / the / not / was
→ _____
- man / at / is / the / Alice's / I / met / That / party
→ _____
- designs / an / many / awards / won / architect / is / Steven / have
→ _____
- man / me / not / This / is / bit / the / dog
→ _____
- yesterday? / movie / watched / the / like / you / Do / we
→ _____

Journal 1: FMU

Form, Meaning, and Use (FMU) is a framework that views grammar not only as a set of rules but as the integration of three essential dimensions: structure, semantics, and pragmatics. According to (Floris, 2022) grammar involves more than isolated forms, since it also conveys meaning and must be used appropriately in context. Similarly, (Larsen Freeman, 2001) argues that grammar teaching should move away from decontextualized structures and instead highlight the interconnectedness of form, meaning, and use as parts of the same communicative process. This journal will discuss the main benefits of FMU, its application in classroom practice, and my personal teaching experiences that demonstrate its relevance for meaningful language learning.

The FMU perspective provides important benefits for both learners and teachers. (Crawford, 2012) emphasizes that grammar knowledge should allow learners to use language accurately, meaningfully, and appropriately, rather than focusing only on form. (Floris, 2022) illustrates this idea by comparing grammar to an “architect's plan”: just as a building cannot exist with bricks alone, words require grammar to create coherent communication. Moreover, (Paguigan, 2022) highlights that FMU can be taught through both inductive and deductive approaches, making instruction adaptable to different classroom contexts while keeping communicative goals at the center.

In classroom practice, FMU supports the design of activities that link grammar learning to authentic communication (Floris, 2022). explains that techniques such as the Jigsaw activity encourage learners to practice structures meaningfully while interacting with their peers. By adopting FMU in instructions, teachers help students see grammar as a tool for expression rather than a list of rules. Ultimately, this framework enhances learners' ability to communicate effectively by ensuring that language is used accurately, meaningfully, and appropriately.

During my first pre-teaching service, I had the opportunity to implement the FMU framework, which proved to be highly effective for student learning. When teaching grammar, I noticed that learners were motivated and engaged, showing genuine interest in acquiring new knowledge. With fifth graders, I aimed to keep them actively involved in every lesson. When introducing the form, students enjoyed creating their own examples, which made it easier for them to understand the meaning indirectly through context. Identifying the use also became natural, as they were able to connect grammar to real-life situations rather than viewing it as a set of isolated rules.

Lesson planning played a crucial role, since applying FMU allowed students to achieve meaningful and successful learning outcomes. Instead of simply memorizing structures, they developed a deeper understanding of how grammar functioned within authentic and relatable contexts. This made the lessons dynamic, interactive, and far from repetitive, as grammar was perceived as a tool for communication and connection with daily life.

In my second pre-teaching service, the implementation of FMU was less explicit because I was working with preschoolers, whose focus is primarily on vocabulary acquisition. However, grammar was still introduced in an implicit way through short, repetitive sentences. This exposure gradually familiarized children with grammatical patterns, preparing them to recognize and use grammar more explicitly as they progress in their learning journey.

In conclusion, the FMU framework provides a holistic perspective on grammar teaching by integrating structure, meaning, and context of use. It helps teachers move beyond isolated rules and instead design lessons that are communicative, motivating, and effective. My experience confirmed that FMU not only facilitates comprehension but also keeps learners actively engaged, as they see grammar as a tool to express themselves rather than a barrier of

memorized rules. Whether applied explicitly with older learners or implicitly with young children, FMU fosters a foundation for meaningful language learning and prepares students to use English accurately, appropriately, and with confidence.

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MODULE 2

ECRIF

SPEAKING LESSON PLAN

Speaking Lesson Plan ECRIF

Author: Esthefany Joseph Martinez Acosta

Level: A2

Action points

- ✓ Time management.
- ✓ Organizing activities.

What are your Students Learning Objectives for the lesson?

By the end of the lesson SWBAT **USE** relative pronouns structures **TO** justify the two characteristics they consider the most important **IN** a pair discussion about how their ideal friend would be.

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

- ✓ **When students** justify the two characteristics, they consider the most important using relative pronouns.
- ✓ **When students present** orally in pairs how their ideal friend would be to the class in pairs.

Preliminary considerations:

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

- ✓ Simple present tense.
- ✓ Vocabulary related to personal traits, habits, and interests.

- ✓ Adjectives to describe people's characteristics and appearance.
- ✓ Sentence connectors (and, but, because) to join ideas.

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

- ✓ Students may overuse "that" instead of using who or which correctly.

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

- ✓ I will present clear examples contrasting who, which and that, and explain when each is appropriate.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials
		Teacher will	Student will		
3 min	Encounter	-Show some pictures below and read the sentences to fill in the blank with the correct word. (Annex 1) -Ask the students: What word connects the two ideas in each sentence? Look at the box. Which word do you think fits here?	-Look at the pictures below and read the sentences to fill in the blank with the correct word. (Annex 1) - Answer teacher's questions: What word connects the two ideas in each sentence? Look at the box. Which word do you think fits here?	T-S V	Technological resources.
6 min	Clarify	-Present a set of sentences (affirmative, negative, and interrogative) taken from the FMU language analysis to help students recognize the structure. Annex 2) - Conduct CCQs to check understanding: ✓ Do we use “who” or “which” for people? ✓ Do we use “which” or “whose” to show possession? ✓ Is “whose” used for possession or for showing feelings? ✓ Do we need to repeat “it” at the end?	- Look at and analyze the given sentences (affirmative, negative, and interrogative) to recognize the structure. (Annex 2) - Respond to CCQs to confirm their understanding of the structure. ✓ Do we use “who” or “which” for people? ✓ Do we use “which” or “whose” to show possession? ✓ Is “whose” used for possession or for showing feelings? ✓ Do we need to repeat “it” at the end?	T-S V	Technological resources.
7 min	Remember	-Provide a worksheet and instruct them to complete sentences using the correct relative pronouns. (Annex 3) -Monitor students and support them if needed. -Instruct students to pair up to exchange their worksheets and compare their answers. - Select pairs at random to check the answers aloud.	-Receive the worksheet to complete the sentences individually using the correct relative pronouns. (Annex 3) -Be monitored and asked for help if needed. -Pair up to exchange their worksheets and compare their answers. - Give their answers aloud when selected.	T-S S-S	Technological resources. Worksheets. Pen or pencil.

9 min	Internalize	- Distribute the scripts and ask students to work in pairs to complete them by filling in the appropriate relative pronouns. (Annex 4) - Show a reference picture with model sentences to guide students in completing the scripts. (Annex 5) - Monitor the pairs and provide support if needed. - Ask students to choose the two characteristics they consider the most important and explain their choices. - Invite some pairs randomly to share their choices and reasons with the class.	- Work in pairs to complete the scripts by filling in the appropriate relative pronouns. (Annex 4) - Use the reference picture and model sentences to complete the scripts. (Annex 5) - Be monitored and asked for support if necessary. - Choose the two characteristics they consider the most important and explain their choices. - Share their choices and reasons with the class.	S-S V	Technological resources.
20 min	Fluency	- Divide students into pairs to discuss how their ideal friend would be using at least two or three relative pronouns (<i>who, which, whose, or that</i>). - Ask each student to share information about their ideal friend, including characteristics, habits, interests and basic details such as name, age, hobbies, etc. - Provide an example of how your ideal friend would be. (Annex 6) - Invite some pairs randomly to share their partner's ideal friend orally in front of the class.	- Work in pairs to discuss how their ideal friend would be using at least two or three relative pronouns (<i>who, which, whose, or that</i>). - Share information about their ideal friend, including characteristics, habits, interests and basic details such as name, age, hobbies, etc. - Look at the example of how your ideal friend would be. (Annex 6) - Share their partner's ideal friend orally in front of the class	S-S S-S	Technological resources.

✓ **Sources consulted:**

Relative pronoun - Worksheet

<https://www.liveworksheets.com/worksheet/en/english-second-language-esl/134636>

✓ **Annexes:**

Encounter: (Annex 1)



This is the car _____
is very fast.



He is the man _____ drives
the bus.



The woman _____ dog
is brown lives here.

• That
• Whose
• Which
• Who



That's the phone _____ I want.

Clarify: (Annex 2)

CCQs:

1. The boy who plays the guitar is my friend.
2. This is the house who windows are broken.
3. I have a dog who tail is very long.
4. This is the car which I don't like very much.
5. Is this the movie that you watched it yesterday?

Remember: (Annex 3)

7 minutes

Directions: Complete the sentences with an appropriate relative pronoun. Pair up to check your answers.

1. Do you know the woman _____ is talking to the teacher?
2. All the pictures _____ Picasso painted are very valuable.
3. The flight _____ my friend took was very slow.
4. I don't know the name of the student _____ grandparents are Italians.
5. She didn't like the letter _____ she received last week.
6. That woman was wearing some strange clothes _____ looked very expensive.
7. The wallet _____ my son found in the street belonged to Martha.
8. The vegetables _____ you are eating now are from the best supermarket in town.

ICQs:

Internalize: (Annex 4)

Famous

Olivia is a famous singer _____ songs are played on the radio and shared on social media every day. She works very hard and stays humble, _____ her fans really admire.



Funny

Carlos is a funny teenager _____ loves making people laugh with his creative jokes and silly expressions. He often tells stories in class. _____ makes his classmates forget their problems and enjoy the moment.



Artistic

Sofia is an artistic teenager _____ enjoys photography and learning how to play musical instruments. She has a creative mind, _____ allows her to see the world in a unique way.



Cool

Mia is a cool girl _____ has a great sense of style and always knows the latest trends. She is confident and friendly with everyone. _____ makes her very popular among her classmates.



Famous

Olivia is a famous singer _____ songs are played on the radio and shared on social media every day. She works very hard and stays humble, _____ her fans really admire.



Funny

Laura is a funny girl _____ can make anyone laugh with her jokes and funny stories. She always has a positive attitude, _____ helps her friends feel better when they are sad.



Artistic

Sofia is an artistic teenager _____ enjoys photography and learning how to play musical instruments. She has a creative mind, _____ allows her to see the world in a unique way.



Rich

Robert is a rich teenager _____ parents own several successful businesses. He travels around the world and has many opportunities, _____ he is very grateful for.



Clever

Tom is a teenager _____ is very clever and always asks interesting questions in class. He enjoys solving difficult problems and finding creative solutions. _____ helps him succeed in school and impress his teachers.



Funny

Laura is a funny girl _____ can make anyone laugh with her jokes and funny stories. She always has a positive attitude, _____ helps her friends feel better when they are sad.



Artistic

Leonardo is an artistic teenager _____ loves painting and creating digital art in his free time. His artwork is colorful and expressive, _____ inspires many people in his community.



Rich

Robert is a rich teenager _____ parents own several successful businesses. He travels around the world and has many opportunities, _____ he is very grateful for.



(Annex 5)

Clever

Anna, who is very clever, studies hard and always helps her classmates, which is very important for teenagers.



Funny

Laura, who is funny, makes her friends laugh and creates a good atmosphere, which helps teenagers feel happy.



ICQs:

fluency: (Annex 6)

My ideal friend.

My ideal friend is someone who is kind, funny, and supportive. This person always listens to me and helps me when I have problems. They have a great sense of humor, which makes me laugh even on bad days. I also like a friend whose attitude is positive and encouraging.

In conclusion, my ideal friend is someone who I can trust and share good moments with.



Journal 2: ECRIF

The ECRIF framework, which stands for Encounter, Clarify, Remember, Internalize, and Fluency, is a useful tool for understanding how learning occurs and for designing lessons that align with students' cognitive processes. Unlike frameworks that focus mainly on teacher behavior, ECRIF allows teachers to observe what learners are doing and thinking at each stage of their learning journey (Mai, 2020). By adopting this perspective, teachers make more informed decisions that directly impact how students learn (Mai, 2020). This journal discusses the stages and purpose of ECRIF, its benefits for language learning, and its practical application in my pre-teaching experience.

The purpose of ECRIF is to offer teachers a structured yet flexible way to support students' learning. It can guide lesson planning, help identify where learners are in their relationship with new material, and inform appropriate feedback strategies (Mai, 2020). Although it can be applied sequentially, ECRIF is not strictly linear, which makes it adaptable to different classroom contexts.

The first stage, Encounter, involves exposing students to new material for the first time. Teachers often begin by activating learners' background knowledge or finding out what they already know (TESOL). In the Clarify stage, students distinguish correct meaning, form, or use, supported by techniques like comprehension checking questions. Remember focuses on committing information to memory through controlled practice and repetition (ECRIF Forum). Internalization occurs when learners store information in long-term memory and rely less on external aids. Finally, Fluency is the stage where students use the language creatively and spontaneously in authentic communication.

Each stage plays a crucial role in learning. Skipping stages can result in gaps in understanding or frustration when learners are unable to use the language effectively (ECRIF Forum). Research by (Caisaguano Simba, 2022) highlights that ECRIF offers a clear structure for vocabulary teaching, encourages active learner participation, and helps teachers plan activities that align with learners' needs and interests.

My personal expectation when applying ECRIF is to understand the purpose of each stage clearly so I can plan activities that maintain focus on learning objectives while connecting classroom content with real-life communication. Lesson planning with ECRIF is dynamic, encouraging interaction, self-expression, and authentic use of the language.

During my pre-teaching service, I applied for ECRIF with a fifth-grade class. At first, students were shy about speaking, but as we moved through the stages, their confidence increased. They enjoyed role plays and guessing games in pairs, which were meaningful and closely related to real-life situations. These activities helped them feel more comfortable expressing themselves and made the lessons more engaging.

In conclusion, the ECRIF framework provides teachers with an effective structure to understand and support language learning. Focusing on students' learning processes, it promotes well-planned lessons, meaningful practice, and greater fluency. My experience confirmed that ECRIF helps students gain confidence, retain vocabulary, and communicate more effectively in authentic contexts.

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Demonstrative Class



My ideal friend



A2

 Level: A2

 45 minutes

Tutor: Gonzalo Farfán

Student: Esthefany Martinez

Look at the pictures below and read the sentences to fill in the blank with the correct word.



This is the car _____
is very fast.



3 minutes

He is the man _____ drives
the bus.



The woman _____ dog
is brown lives here.

- That
- Whose
- Which
- Who



That's the phone _____ I want.

2

6 minutes

Language Analysis: “Relative Pronouns”

Affirmative: independent clause + relative pronoun + relative clause.

She is the teacher **who** helps us every day.

I know a boy **whose** father is a pilot.

This is a book **which** explains grammar clearly.

6 minutes

Language Analysis: “Relative Pronouns”

Negative: independent clause + relative pronoun + relative clause with negative verb.

I saw a man **whose** car isn't very expensive.

This is the computer **which** doesn't work very fast.

He bought the car **that** I didn't recommend.

1

6 minutes

Language Analysis: “Relative Pronouns”

Interrogative: auxiliary + subject + verb + relative pronoun + relative clause.

Do you know the boy **that** plays the guitar?

Yes, I do. / Yes, I know the boy that plays the guitar.

No, I don't. / No, I don't know the boy that plays the guitar.

Is this the pen **which** you lost?

Yes, it is. / Yes, this is the pen which I lost.

No, it isn't. / No, this isn't the pen which I lost.

1

CCQs:

1. The boy who plays the guitar is my friend.
2. This is the house whose windows are broken.
3. I have a dog whose tail is very long.
4. This is the car which I don't like very much.
5. Is this the movie that you watched yesterday?

Hand out a worksheet to complete the sentences using the correct relative pronouns. Then compare your answers in pairs.

Directions: Complete the sentences with an appropriate relative pronoun. Pair up to check your answers.

7 minutes

1. Do you know the woman who is talking to the teacher?
2. All the pictures that Picasso painted are very valuable.
3. The flight _____ my friend took was very slow.
4. I don't know the name of the student _____ grandparents are Italians.
5. She didn't like the letter _____ she received last week.
6. That woman was wearing some strange clothes _____ looked very expensive.
7. The wallet _____ my son found in the street belonged to Martha.
8. The vegetables _____ you are eating now are from the best supermarket in town.

ICQs:

Distribute the scripts and have students work in pairs to complete them by filling in the appropriate relative pronouns.

Famous Olivia is a famous singer _____. songs are played on the radio and shared on social media every day. She works very hard and stays humble, _____ her fans really admire. 	Funny Laura is a funny girl _____ can make anyone laugh with her jokes and funny stories. She always has a positive attitude, _____ helps her friends feel better when they are sad. 
Artistic Sofia is an artistic teenager _____ enjoys photography and learning how to play musical instruments. She has a creative mind, _____ allows her to see the world in a unique way. 	Rich Robert is a rich teenager _____ parents own several successful businesses. He travels around the world and has many opportunities, _____ he is very grateful for. 

9 minutes

Pair activity

1. Complete the script by filling in the appropriate relative pronouns.
2. Then, choose the two characteristics you consider most important and explain why you selected them.

Clever

Anna, who is very clever, studies hard and always helps her classmates, which is very important for teenagers.



Funny



Laura, who is funny, makes her friends laugh and creates a good atmosphere, which helps teenagers feel happy.



ICQs:

13

My ideal friend.

1. **Work in pairs** and discuss how your ideal friend would be.
2. **Describe** their characteristics, habits, and interests.
3. **Include** basic details such as name, age, and hobbies.
4. **Share** your description with the class.



ICQs:

14

My ideal friend.

My ideal friend is someone who is kind, funny, and supportive. This person always listens to me and helps me when I have problems. They have a great sense of humor, which makes me laugh even on bad days. I also like a friend whose attitude is positive and encouraging. In conclusion, my ideal friend is someone who I can trust and share good moments with.



Thank you!!!!!!

MODULE 3

PDP LISTENING

PDP Listening Lesson Plan

Author: Esthefany Joseph Martinez Acosta

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** an audio file “Active and Healthy Lifestyle” **by** making inferences from the speaker’s message **and then** write in a paragraph a reflection about how they can stay active and healthy in their daily lives.

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

- ✓ **Students will demonstrate understanding of the text** by making inferences from the speaker’s message in groups of three.
- ✓ **Students will show that they have mastered the material** by writing in a paragraph a reflection about how they can stay active and healthy in their daily lives.

Preliminary considerations:

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

- ✓ Vocabulary related to daily routines, exercise, and healthy habits.
- ✓ Use of simple present and present continuous to describe actions and routines.

- ✓ Ability to share personal opinions about daily activities in short sentences.
- ✓ Basic listening skills to identify main ideas and specific information.

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

- ✓ New vocabulary, such as endurance, vigorous, metabolism, cardiovascular, and lifestyle.

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

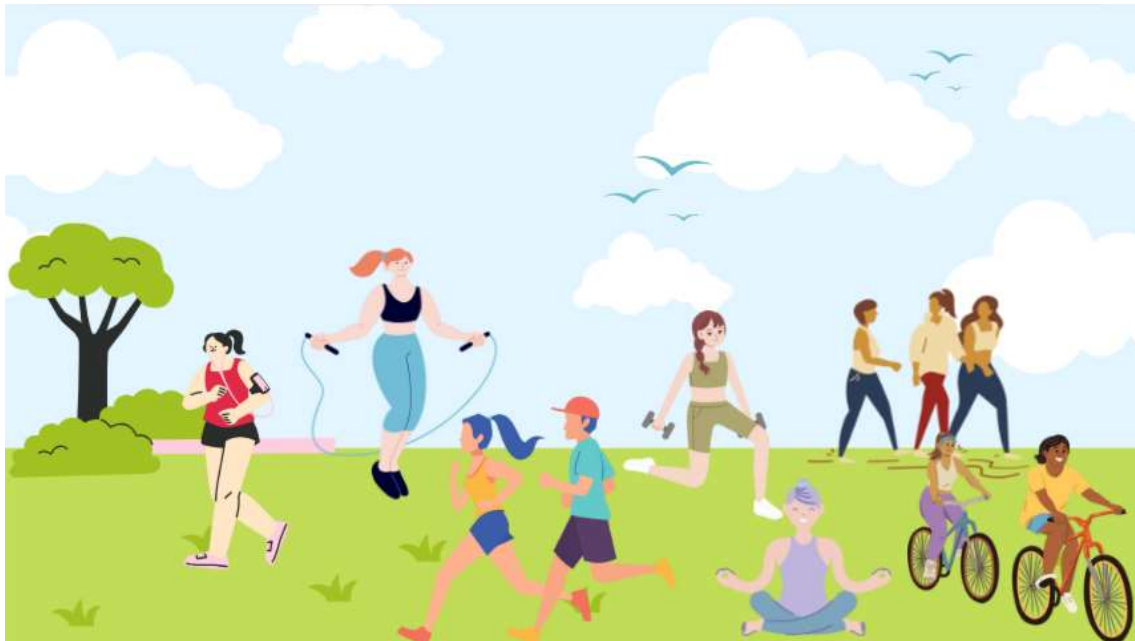
- ✓ Explaining the meaning of unknown words.

Time	Framework Stage	Procedure		Interaction	Materials needed
		Teacher will	Students will		
3 min	Pre-stage	-Show pictures of people doing different physical activities to elicit ideas (Annex 1), then ask the following questions: ✓ What are these people doing? ✓ Why are these activities good for your health?	-Observe the pictures to elicit ideas (Annex 1) and answer the teacher's questions: ✓ What are these people doing? ✓ Why are these activities good for your health?	T-S V	Technological resources.
4 min	Early during stage	-Play the audio file to listen for the main idea of the audio “Active and Healthy Lifestyle”. -Display multiple-choice options on the screen to choose the correct main idea. (Annex 2) -Monitor students as they work. -Play the audio again if necessary. - Check answers with the whole class.	-Listen for the main idea of the audio “Active and Healthy Lifestyle”. -Read the multiple-choice options and select the correct answer. (Annex 2) -Work individually to choose the main idea. -Listen again to confirm their answer if necessary. -Share and check their answers with the class.	T-S A	Technological resources. Speaker. https://youtu.be/YOmC5TyknU?si=ttINGknsusHZ-RXZ
10 min	Later during Stage	-Provide a worksheet to work on (Annex 3). -Instruct students to listen to specific information and complete the fill-in-the-gaps activity. - Play the audio file. -Monitor and support students as they work. -Ask students to work in pairs to conduct peer assessment. - Ask some pairs randomly to share their answers with the class aloud.	-Receive a worksheet to work on (Annex 3). -Listen for specific information and complete the fill-in-the-gaps activity. -Listen to the audio file. - Be monitored by the teacher. -Work in pairs to conduct peer assessment. -Share their answers with the class aloud.	T-S A	Technological resources. Worksheet Pencil Rubber Speaker https://youtu.be/YOmC5TyknU?si=ttINGknsusHZ-RXZ
		-Listen to the audio file to make inferences and decide the best one to share in groups of three. (Annex 4)	-Listen to the audio file to make inferences and decide the best one to share in groups of three. (Annex 4)		Technological resources. Notebook

20 min	Final during stage	✓ Why does the speaker think being active is fun? ✓ What message does the speaker want to give to young people? ✓ How do small actions make a big difference? -Play the audio file to do the inferences activity. -Monitor and support students as they work. -Ask students to join an additional group to the one they already have to exchange their inferences. -Monitor and support students as they work. -Ask each group to discuss and choose the best inference and share orally with the class.	✓ Why do you think the speaker sounds so motivated? ✓ What message does the speaker want to give to young people? ✓ How do small actions make a big difference? -Listen to do the inferences activity. - Be monitored by the teacher. -Join an additional group to the one they already have to exchange their inferences. - Be monitored by the teacher. - Each group discuss and choose the best inference and share orally with the class.	S-S V-A	Pencil Rubber Speaker https://youtu.be/YOmC5TyknU?si=ttINGknusHZ-RXZ
8 min	Post Stage	-Ask to write individually a one-paragraph reflection about how they can stay active and healthy in their daily life. (Annex 5) -Instruct them to consider the following structure as they write: ✓ First, describe one activity they can do to be more active. ✓ Then, explain how it can help their body or mind. ✓ Finally, write how they can keep this habit in the future. -Collect the papers.	-Write individually a one-paragraph reflection about how they can stay active and healthy in their daily lives. (Annex 5) -Consider the following structure when writing: ✓ First, describe one activity they can do to be more active. ✓ Then, explain how it can help their body or mind. ✓ Finally, write how they can keep this habit in the future. - Submit to the teacher.	S-S	Piece of papers Pencil Rubber

Annexes:

Pre stage: Annex 1



Early during stage: Annex 2

4 minutes

Listen for general understanding.

What are they talking about?

- ✓ They are talking about how to choose the best sport to play.
- ✓ Physical activities are fun and good for your health.
- ✓ People are discussing how to exercise every day at school.

ICQs:

Later during stage: Annex 3

Name _____



Fill in the gaps

Listen and fill in the missing words. Use the words in the box (there are extra options).

60 – school – sleep – recess – park – studying – mopping – stairs – heart – strong

It's actually fun to do physical activities together, and it's good for our health, too. Children and teenagers should do at least _____ minutes of physical activity every day.

You can walk to _____ and back home. You can take part in physical activities during _____ and lunch break.

How about chores when you get home? Sweeping and _____ the floor are also good physical activities.

What are the benefits of doing regular physical activities?

There are many benefits. Physical activities help your _____, lungs, and muscles stay _____.

They also have a positive impact on _____.

Even walking up and down the _____ can help your _____.

Final during stage: Annex 4

✓ Why does the speaker think being active is fun?

✓ What message does the speaker want to give to young people?

✓ How do small actions make a big difference?

Post stage: Annex 5

EXAMPLE OF REFLECTION

Staying Active Through Dancing

First, I can stay active by dancing every afternoon after I finish my homework. I enjoy this activity because I can move my body and listen to my favorite music.

Then, dancing helps my body to be stronger and more flexible. It also helps my mind because I feel less stressed and more positive.

Finally, in the future, I want to continue this habit because it makes me feel happy and healthy every day.



Journal 3: PDP Listening

The PDP framework is an effective methodology that focuses on developing students' receptive listening skills through a structured and meaningful process. It guides learners to understand, interpret, and apply information in a progressive way, allowing teachers to design well-organized lessons that enhance comprehension (Valeria Nicolle Mendoza Moreira). This journal discusses the stages and purpose of PDP listening, its benefits for language learning, and its practical application in my pre-teaching experience.

The PDP listening framework is divided into three main stages: Pre, During, and Post listening. Each stage has a specific function that helps learners move from initial preparation to deeper comprehension and reflection. (Valeria Nicolle Mendoza Moreira) emphasizes that PDP organizes listening to lessons in a logical order, beginning with the activation of prior knowledge and ending with consolidation and use of what has been learned. This sequence supports students' cognitive processes and helps teachers scaffold activities according to learners' needs.

The first stage, Pre listening, aims to motivate students and prepare them for the task. (Peachey, 2020) highlights the importance of activating background knowledge, introducing key vocabulary, and setting a clear purpose before listening. Similarly, (Povey, 2019) explains that pre-listening activities create a meaningful connection between students and the text, helping them predict and contextualize the audio. In this stage, teachers can use visuals, brainstorming, or directed questions to awaken curiosity and establish expectations, which makes comprehension easier once the audio begins.

The second stage, During listening, is where students actively engage with the listening text. According to (Peachey, 2020), learners should listen several times to gain both general and specific understanding, while teachers guide their attention through

structured tasks. (Smyshlyak, 2022) It also emphasizes that this phase allows learners to focus on key information, improve their concentration, and develop strategies for identifying details and main ideas. Activities such as checking true or false statements, completing charts, or answering comprehension questions are suitable to guide students toward successful listening outcomes.

The final stage, Post listening, focuses on consolidating and extending learning. (Peachey, 2020) suggests that this stage encourages students to react to the content and express their opinions. (Valeria Nicolle Mendoza Moreira) explain that teachers can include productive activities such as discussions, writing short summaries, or sharing reflections related to the audio. This stage provides opportunities for students to use the new language in a more personal and meaningful way, which strengthens retention and confidence.

My personal expectation when applying the PDP framework is to help my students improve their listening skills through active and reflective participation. I want them to be able to identify key words, respond to general and specific questions, and increase the level of difficulty with each new audio. As a teacher, my goal is for them to understand and use English in real-life contexts, making learning both effective and meaningful.

During my pre-teaching service, I applied the PDP listening framework with third and fifth grade students, and the experience was very positive. The lessons were full of active participation because the audio captured students' attention and kept them engaged. They demonstrated comprehension through their activities, and each task was designed according to their grade level. The main challenge was writing for third graders, while fifth graders performed well in their corresponding tasks. PDP listening

helped me identify each student's strengths and weaknesses and allowed me to adapt my teaching to their needs.

In conclusion, the PDP listening framework provides teachers with a clear and effective structure to develop students' listening comprehension. By following the three stages Pre, During, and Post listening, teachers can plan dynamic lessons that motivate learners and promote meaningful understanding. Supported by authors such as Peachey, Povey, Mendoza, Zambrano, Caicedo, and Smyshlyak, the PDP listening framework proves to be a valuable approach to fostering confidence, participation, and real communication in the English classroom.

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Demonstrative Class

Staying active and healthy

 Level: A2

 45 minutes

Tutor: Gonzalo Farfán

Student: Esthefany Martinez

3 minutes

What are these
ppl doing?
Why are these
activities good
for your health?



4 minutes



Listen for general understanding.



What are they talking about?

- ✓ They are talking about how to choose the best sport to play.
- ✓ Physical activities are fun and good for your health.
- ✓ People are discussing how to exercise every day at school.

ICQs:

m

Let's practice:

Listen for specific information.

- ✓ Complete the conversation with the missing words. Use the words in the box (there are extra options).
- ✓ Work in pairs to apply peer assessment.
- ✓ Share your answers with the class aloud



ICQs:

10 minutes

Name _____



Fill in the gaps

Listen and fill in the missing words. Use the words in the box (there are extra options).

60 - school - sleep - recess - park - studying - mopping - stairs - heart - strong

It's actually fun to do physical activities together, and it's good for our health, too. Children and teenagers should do at least _____ minutes of physical activity every day.

You can walk to _____ and back home. You can take part in physical activities during _____ and lunch break.

How about chores when you get home? Sweeping and _____ the floor are also good physical activities.

What are the benefits of doing regular physical activities?

There are many benefits. Physical activities help your _____, lungs, and muscles stay _____.

They also have a positive impact on _____.

Even walking up and down the _____ can help your _____.

q

20 minutes

Listen to the full audio. Work in groups of three to make inferences and decide the best one to share.

✓ Why does the speaker think being active is fun?

✓ What message does the speaker want to give to young people?

✓ How do small actions make a big difference?



ICQs:

Now, join another group and share your ideas.

Discuss and choose the best inference, and share orally with the class.

15

8 minutes

Write a short reflection about how you can stay active and healthy in your daily life.

Follow this structure:

- First, describe one activity you can do to be more active.
- Then, explain how it helps your body or mind.
- Finally, explain how you can keep this habit in the future.

Write your reflection individually.

Then, submit to the teacher.

ICQs:

10

EXAMPLE OF REFLECTION

Staying Active Through Dancing

First, I can stay active by dancing every afternoon after I finish my homework. I enjoy this activity because I can move my body and listen to my favorite music.

Then, dancing helps my body to be stronger and more flexible. It also helps my mind because I feel less stressed and more positive.

Finally, in the future, I want to continue this habit because it makes me feel happy and healthy every day.



Thank you

MODULE 4

PDP READING

PDP Reading Lesson Plan

Author: Esthefany Joseph Martinez Acosta

Level: B1

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 “A Travel Guide” **by** summarizing the pros and cons of visiting Bangkok **and then** drawing a poster of a destination they would like to visit.

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

- ✓ **Students will demonstrate understanding of the text** by summarizing the pros and cons of visiting Bangkok.
- ✓ **Students will show that they have mastered the material** by drawing a poster of a destination they would like to visit.

Preliminary considerations:

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

- ✓ Basic travel vocabulary (e.g., hotel, transportation, food, places).
- ✓ Ability to write short, simple paragraphs using present simple and basic connectors.

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

- ✓ Some students may find it difficult to identify the main sections of the text and understand how the information is organized.
- ✓ Some students may struggle to understand the overall impression the text gives about the city, especially when both positive and negative aspects are presented.

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

- ✓ I will guide students with focused comprehension questions during the skimming activity in the early during stage.
- ✓ I will encourage students to consider both advantages and disadvantages and discuss how these ideas contribute to a general view of the destination.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials needed
		Teacher will	Students will		
3 min	Pre-stage	-Display a variety of images of Bangkok to elicit ideas and then ask the following questions: (Annex 1) ✓ Have you ever seen places like these before? ✓ What is the most interesting or unusual food you've tasted?	-Look at the images to elicit ideas and answer the teacher's questions: (Annex 1) ✓ Have you ever seen places like these before? ✓ What is the most interesting or unusual food you've tasted?	T-S VA	Technological resources.
4 min	Early during stage	-Provide students with the introduction text " <i>A Travel Guide</i> " (Annex 2) and instruct to skim the text for general information then, ask the following questions: ✓ What is the purpose of the text? ✓ What main sections does the text include? ✓ What is the overall impression the text gives about the city? - Ask a few students at random to share their answers orally.	-Receive the introduction text " <i>A Travel Guide</i> " and skim the text for general information then answer the teacher's questions: ✓ What is the purpose of the text? ✓ What main sections does the text include? ✓ What is the overall impression the text gives about the city? - Share the answers orally with the whole class.	T-S VAK	Text. Technological resources.
12 min	Later during Stage	-Provide students with the whole text "A Travel Guide" (Annex 3) and ask them to read it for implicit meaning. -Deliver a worksheet to match each situation from the reading with what it really implies. (Annex 4) -Monitor and support students as they work. -Ask students to work in pairs to conduct peer assessment. -Call on some pairs at random and check if the answers are correct.	-Read the whole text " <i>A Travel Guide</i> " for implicit meaning. -Receive a worksheet to match each situation from the reading with what it really implies. (Annex 4) - Be monitored by the teacher. -Work in pairs to conduct peer assessment. -Check if the answers are correct.	T-S VAK	Text. Technological resources. Worksheet.

18 min	Final during stage	-Divide students into pairs to reread the text to synthesize information by completing the chart with five pros and five cons of visiting Bangkok (Annex 5). -Call on some pairs to share their answers. -Ask students to use the information from the chart to write a summary (5-7 lines) answering the question: <i>What does a tourist need to know before visiting Bangkok?</i> -Monitor and support students as they work. -Ask some pairs to share their summaries in front of the class.	-Be divided into pairs to reread the text to synthesize information by completing the chart with five pros and five cons of visiting Bangkok (Annex 5). - Share their answers. -Use the information from the chart to write a summary (5-7 lines) answering the question: <i>What does a tourist need to know before visiting Bangkok?</i> -Be monitored by the teacher. -Share their summaries in front of the class.	S-S S-S VAKT	Text. Technological resources.
8 min	Post Stage	-Ask students to form groups of three to choose a destination you would like to visit and create a poster including: • The name of the place • Three interesting activities or attractions. -Ask students to prepare a brief explanation about why you chose that destination. -Provide an example of the poster (Annex 6). -Choose some groups randomly to share their posters with the class.	-Form groups of three to choose a destination you would like to visit and create a poster including: • The name of the place • Three interesting activities or attractions -Prepare a brief explanation about why you chose that destination. -Look at the example of the poster (Annex 6). -Share their posters with the class.	S-S AK	Piece of papers Pencil Rubber

Annex 1: Pre- stage



Annex 2: Early during stage

A travel guide

Whether you're travelling to the islands or the mountains of Thailand, you're likely to spend at least one night in Thailand's capital city. Bangkok might be noisy and polluted, but it's also an exciting destination with plenty of things to see, do, and experience. From traditional markets to famous temples and delicious street food, the city offers something for every visitor.

In this guide, you'll discover where to stay, the best ways to get around the city, places to enjoy local food, and some of Bangkok's most popular attractions. Whether you're visiting for a day or a week, Bangkok has something to offer every traveller.

Annex 3: Later during stage

A travel guide

Whether you're travelling to the islands or the mountains of Thailand, you're likely to spend at least one night in its capital city on the way. Bangkok might be noisy and polluted but it's also an exciting city with plenty of things to see and do. Why not make it a longer stay?

Where to stay
The Khao San Road was a famous traveler spot even before Leonardo di Caprio's character in the film *The Beach* stayed there. But it's noisy, not very pretty and not very Thai. For something more authentic, Phra Kanong offers an alternative place to stay, with its fantastic street markets where everyday Bangkok people eat, work and live. It's not as convenient for the main tourist sites, but it has a Skytrain station so you can be at the Grand Palace in 20 minutes.

How to get around
Bangkok's traffic can be a nightmare. Sure, you can easily take a taxi if you want to spend hours stuck in traffic jams but there are two much better ways to get around the city. To explore the temples and historical sites, catch an express boat river taxi or a longtail boat along the Chao Phraya river and the canals. For the modern part of the city, the Skytrain is a fast, cheap way to travel from the river to the shopping malls and nightlife of Sukhumvit, and the famous Chatuchak street market.

Where to eat
The simple answer is: everywhere! Thai street food is among the best in the world, and for around \$5 you can eat a filling and delicious meal. Some food stands have little plastic seats where you can sit and eat and they cook the same dish over and over, like fried chicken on rice or Pad Thai noodles. Head for Chinatown Yaowarat Street and choose whatever looks most interesting from the many excellent Chinese and Thai restaurants and food stands.

What to do
After you've seen the main sites like the Giant Buddha at the temple of Wat Pho and the spectacular Grand Palace, and shopped at Chatuchak market, check out the snake farm and watch the live snake show. You can even touch a snake yourself if you want to!

Annex 4

Name: _____

Date: _____

Matching activity

Read the text and match each situation on the left with what it really implies about Bangkok on the right. Write the correct letter (a-e) in the blank space next to each item. Be careful, there are three extra options.

- a) The Khao San Road is very famous among travelers, but it is noisy, not pretty, and not very authentic.
- b) Phra Kanong is less convenient for main tourist sites, but it offers a more authentic local experience.
- c) Bangkok's traffic is terrible, and taking a taxi might leave you stuck for hours.
- d) Street food in Bangkok is cheap and delicious, and you can find good meals almost anywhere.
- e) Visitors can watch a live snake show and even touch a snake if they want to.

- _____ Working directly with local environments allows tourists to experience everyday culture, not just tourist attractions.
- _____ Choosing an activity like a snake show shows that Bangkok offers adventurous and unique experiences.
- _____ Some popular tourist areas are overrated and don't represent the real culture of the city.
- _____ Local food can be both affordable and high quality, making it accessible to any traveler.
- _____ Transportation choices can affect the quality of your trip, and taxis aren't always the best option.
- _____ Not all tourist cities offer both modern and traditional experiences, but Bangkok does.
- _____ Sometimes the most famous places in Europe are not the most convenient or comfortable for travelers.
- _____ Some cities require tourists to rethink their transportation habits.

Annex 5: Final during stage

Pros of visiting Bangkok.	Cons of visiting Bangkok.
-	-
-	-
-	-
-	-
-	-

Annex 6: Post stage



Journal 4: PDP Reading

The PDP framework is an effective methodology used to guide learners through a structured and meaningful reading process. It supports students in understanding written texts progressively, moving from preparation to interaction and finally to reflection. According to (Norhayati), the PDP model is particularly valuable for developing reading materials aligned with learners' needs, especially in specific fields such as tourism and hospitality. This journal discusses the stages and purpose of PDP reading, its benefits for second language acquisition, and its practical application in my pre-teaching experience.

The PDP reading framework is organized into three stages: Pre, During, and Post reading. Each stage supports learners in building comprehension step-by-step. As (Norhayati) explains, PDP is a flexible structure used to design receptive skills lessons, ensuring that learners activate prior knowledge, engage with texts multiple times, and extend their understanding beyond the written material. This organization allows teachers to scaffold reading tasks in a logical manner, helping students move from general awareness to detailed comprehension and meaningful application.

The first stage, Pre-reading, aims to prepare learners for interacting with a new text. (Norhayati) emphasizes that this phase includes activities such as activating schema, assessing learners' background knowledge, introducing new vocabulary, and generating interest in the topic. These strategies help students build connections between what they know and what they will read. The importance of preparation in reading is also highlighted by (Chandra, 2021), who argues that language is a powerful tool that allows humans to interpret the world and communicate ideas. By helping students activate prior knowledge and understand the purpose of

the text, Pre-reading activities set up the foundation for successful comprehension. Teachers may use visuals, predictions, or short discussions to support students' readiness and motivation.

The second stage, during reading, focuses on students' direct interaction with the text. (Norhayati) It explains that multiple exposures to the text are necessary to help learners comprehend general and specific information. Activities in this stage should guide students from easy to more complex tasks, moving from general to specific comprehension and from concrete to abstract concepts. This structured scaffolding supports learners as they develop reading strategies such as skimming, scanning, and identifying details. (Abbasi, 2021) highlights that reading comprehension involves cognitive and metacognitive processes that help learners analyze, summarize, and evaluate information. Likewise, (Sangia) notes that reading is a complex interaction between text and reader, influenced by prior knowledge and continuous cognitive activity. During reading tasks such as answering comprehension questions, completing charts, or identifying main ideas help learners develop these processes and achieve full understanding of the text.

The final stage, post-reading, allows learners to consolidate and extend their learning. Although this stage is not always mandatory, (Norhayati) describes it as an opportunity for students to connect the text with real-life experiences and build other language skills through creative activities. Post-reading tasks encourage students to reflect, express opinions, and apply the content in meaningful ways. This stage strengthens learners' understanding by allowing them to personalize the topic, summarize what they learned, or participate in discussions that promote deeper language use.

My personal expectation when applying the PDP Reading framework is to help my students improve their reading comprehension by identifying main and general ideas,

recognizing specific information, and becoming more confident readers. I want them to use reading strategies not only in the classroom but also in their daily lives, where understanding written information is essential. As a teacher, my goal is to support them in developing the skills needed to interpret texts independently and meaningfully.

During my pre-teaching service, I observed that many of my students initially struggled with reading comprehension. They found it challenging to distinguish key details, identify main ideas, and understand longer texts. However, as we applied the PDP Reading framework, I noticed significant improvements. The structured activities helped them approach texts with more confidence, and they gradually became more familiar with reading strategies. Students began to answer questions more accurately, participate actively, and demonstrate better comprehension of the material.

This experience also allowed me to identify their individual strengths and weaknesses, adapt my instructions according to their needs, and understand how important scaffolding is in helping them progress. The PDP Reading lesson became an opportunity not only for student improvement but also for my growth as a future teacher.

In conclusion, the PDP Reading framework provides teachers with an organized and effective structure for developing students' reading comprehension. Through the Pre, During, and Post stages, learners are guided from preparation to deep understanding and meaningful application of information. Supported by authors such as Norhayati, Abbasi, Sangia, and Chandra, the PDP approach proves to be a valuable methodology for enhancing comprehension, participation, and critical thinking in the English classroom. Its structured design and emphasis on cognitive and metacognitive strategies make it a powerful tool for developing reading skills in second language learners.

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Demonstrative Class

My dream destination



B1 Level



45 minutes

Tutor: Gonzalo Farfán

Student: Esthefany Martinez

3 minutes

Have you ever seen
places like these
before?

What is the most
interesting or
unusual food you've
tasted?



4 minutes

LET'S START!

Skim the text for general information and answer the following questions:

- What is the purpose of the text?
- What main sections does the text include?
- What is the overall impression the text gives about the city?

Be ready to share your answers orally.

ICQs:

A travel guide

Whether you're travelling to the islands or the mountains of Thailand, you're likely to spend at least one night in Thailand's capital city. Bangkok might be noisy and polluted, but it's also an exciting destination with plenty of things to see, do, and experience. From traditional markets to famous temples and delicious street food, the city offers something for every visitor.

In this guide, you'll discover where to stay, the best ways to get around the city, places to enjoy local food, and some of Bangkok's most popular attractions. Whether you're visiting for a day or a week, Bangkok has something to offer every traveller.

12 minutes

Read the text carefully for implicit meaning.

Provide the whole text.

Match each situation with what it really implies.

Work with a partner to compare and check your answers.

Be ready to share your answers orally to the class.

ICQs:

Name: _____

Date: _____

Matching activity

Read the text and match each situation on the left with what it really implies about Bangkok on the right. Write the correct letter (a-e) in the blank space next to each item. Be careful, there are three extra options.

a) The Khao San Road is very famous among tourists, but it is noisy, not pretty, and not very authentic.

b) Phra Prang is best convenient for main tourist sites, but it offers a more authentic local experience.

c) Bangkok's traffic is terrible, and taking a taxi might leave you stuck for hours.

d) Street food in Bangkok is cheap and delicious, and you can find good meals almost anywhere.

e) Visitors can watch a live snake show and even touch a snake if they want to.

_____ Working directly with local environments allows tourists to experience everyday culture, not just tourist attractions.

_____ Choosing an activity like a snake show shows that Bangkok offers adventurous and unique experiences.

_____ Some popular tourist areas are overrated and don't represent the real culture of the city.

_____ Local food can be both affordable and high quality, making it accessible to any traveller.

_____ Transportation choices can affect the quality of your trip, and taxis aren't always the best option.

_____ Not all tourist sites offer both modern and traditional experiences, but Bangkok does.

_____ Sometimes the most famous places in Europe are not the most convenient or comfortable for travellers.

_____ Some cities require tourists to adjust their transportation habits.

LET'S WORK IN PAIRS!

Reread the text with your partner.

Complete the chart with five pros and five cons of visiting Bangkok.

Share your answers.

Use the information from the chart to write a summary (5-7 lines) answering the following question:

What does a tourist need to know before visiting Bangkok?

Be ready to share your summary with the class.

ICQs:

Pros of visiting Bangkok.	Cons of visiting Bangkok.
•	•
•	•
•	•
•	•
•	•

LET'S WORK IN GROUPS!



ICQs:

Choose a destination you would like to visit and create a poster including:

- The name of the place
- Three interesting activities or attractions.

Prepare a brief explanation about why you chose that destination.

Share your posters with the class.

THANK YOU!!!

MODULE 5

PDREE WRITING

Writing Lesson Plan (PDREE)

Author: Esthefany Martinez

Level: A2

Action points

- ✓ Time management.
- ✓ Organizing activities.

What are your Students Learning Objectives for the lesson?

By the end of the lesson, SWBAT **write** an informal email **to** invite their best friend on a trip, **then** in groups use a checklist to identify the most effective email invitation and explain the reason why while posting the selected email on the whiteboard.

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

- ✓ When students can write an informal email.
- ✓ When students can identify in groups the most effective invitation using a checklist and explaining their choice.

Preliminary considerations:

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

- ✓ Students are familiar with everyday vocabulary related to personal interests, free-time activities, places, and travel.
- ✓ Students know how to use simple informal expressions to communicate with friends and express personal ideas and opinions.

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

- ✓ Some students may have difficulty maintaining an informal and friendly tone throughout the email.

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

- ✓ Provide an example of an informal email students can use as a guide when writing their own email.

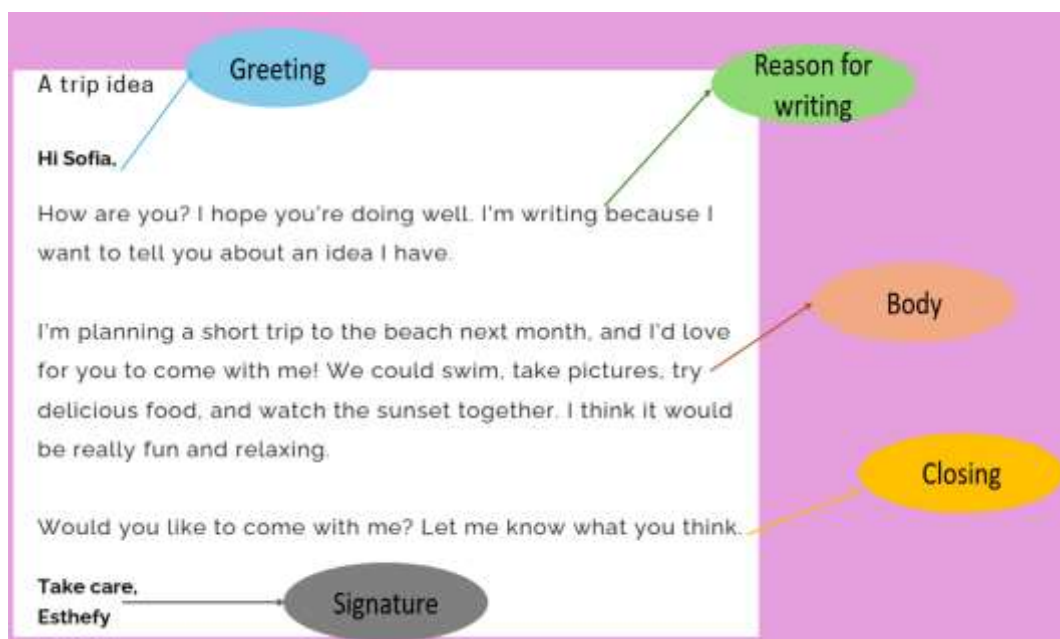
Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials needed
		The teacher will...	Students will...		
10 minutes	Preparation	-Show an email (Annex 1) to elicit students' ideas by asking: ✓ You want your friend to go on a trip with you. What would you say to convince them to go? -Show an informal email model to introduce the basic structure. (Annex 2) - Ask to read the informal email to identify the tone, vocabulary, greeting, reason for writing, body, closing, signature, and friendly expressions. -Confirm and clarify the structure of the informal email if needed.	-Look at an email (Annex 1) to share ideas by answering: ✓ You want your friend to go on a trip with you. What would you say to convince them to go? -Observe the informal email model to identify the basic structure. (Annex 2) - Read the email to identify the tone, vocabulary, greeting, reason for writing, body, closing, signature, and friendly expressions. -Ask for clarification if needed about the informal email structure.	T-S VA	Technological resources.
10 minutes	Drafting	-Ask to write an informal email inviting their best friend on a trip, following the basic structure given (100–120 words). -Remind students to include the destination, activities, and reasons for inviting their friend. -Supervise students as they write and offer help if necessary.	-Write an informal email inviting their best friend on a trip following the basic structure given (100–120 words). -Include the destination, activities, and reasons for inviting their friend in their informal email. -Be supervised while writing and request help if necessary.	T-S VK	Technological resources. Informal email model.
8 minutes	Revising	-Provide a revising symbols guide to identify common writing errors (Annex 3).	-Receive a revising symbols guide to identify common writing errors (Annex 3).	T-S VAK	

		-Ask students to exchange their emails with a partner and use the symbols guide to revise their classmate's writing possible mistakes. -Ask students to give helpful and respectful feedback to your partner. -Monitor students.	-Exchange their emails with a partner and use the symbols guide to revise their classmate's writing possible mistakes. -Give helpful and respectful feedback to your partner. -Be monitored.		Revising symbol guide. Technological resources
7 minutes	Editing	- Ask students to edit their informal emails and correct any mistakes using their partner's feedback. -Monitor students.	- Edit their informal emails and correct any mistakes using their partner's feedback. -Be monitored.	T-S VAK	Pen Rubber
10 minutes	Extension	-Divide students into groups of four to review their informal emails. -Ask each group to use a checklist (Annex 4) to identify which informal email sounds the most effective while following the basic structure. -Ask each group to explain their choice using the checklist and post the selected email on the whiteboard to share it with the class.	-Join in group of four to review their informal emails. -Use a checklist (Annex 4) to identify which informal email sounds the most effective while following the basic structure. -Explain their choice using the checklist and post the selected email on the whiteboard to share it with the class.	S-S VAK	Final informal emails. Checklist

Preparation: Annex 1



Drafting: Annex 2



Revising: Annex 3

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

Extension: Annex 4

Checklist		
Items	Yes	No
Email includes all the basic parts of an informal email (Greeting, Reason for writing, Body, Closing, Signature).		
The invitation is clearly stated, and the purpose of the email is easy to identify.		
The body develops the invitation by giving information about the trip.		
Email uses informal and friendly language appropriate for writing to a best friend.		
The invitation is written in an engaging way (Uses friendly expressions, questions, or personal language).		

Journal 5: Writing

The ability to write in English is one of the most important skills students are expected to develop, especially in the modern educational context. Writing involves not only the correct use of grammar and vocabulary, but also the ability to organize ideas and communicate meaning clearly. Through proper lesson planning and the use of effective writing frameworks, teachers can support students in becoming more confident and skillful writers. However, many learners continue to struggle with writing due to difficulties in organizing ideas, selecting appropriate vocabulary, and constructing accurate sentences. These challenges represent an important concern for teachers and highlight the need for structured and strategic approaches to writing instruction. This journal discusses the importance of applying a writing framework as a process-oriented approach to teaching writing, the role of effective strategies in supporting students' writing development, and the connection between theoretical perspectives and practical classroom experience.

Teaching writing in English is particularly challenging in international contexts due to diverse linguistic and cultural backgrounds. As (Athirah, 2025) explains, students in many countries require time to become familiar with the structural and stylistic features of English writing, especially when English is a foreign language. In contexts such as Indonesia, students are often not accustomed to writing in English, which increases their difficulty in producing written texts. (Athirah, 2025) It highlights that learning is a complex process and emphasizes the importance of using appropriate teaching strategies to make writing instruction easier to understand and more engaging for students. When writing strategies capture students' attention, the writing process becomes more accessible and meaningful.

According to (Athirah, 2025), effective writing instruction requires the use of visual aids and structured guidance. For example, teachers may use charts to illustrate the stages of writing, such as composing a recount text, so students can clearly understand each step. Other strategies, such as mixing words or guided sentence construction, can also support learners in generating ideas and developing their texts. Teaching strategies, therefore, are methods through which instructors provide learning experiences that help students better understand writing concepts. These strategies aim to create a positive learning environment, promote student engagement, and support personal and academic development. As a result, writing instruction must be planned carefully, considering students' needs, abilities, and learning preferences.

Planning plays a crucial role in the writing process. Planning in writing refers to thinking about ideas, purpose, structure, and content before beginning to write. Research shows that more experienced writers spend more time planning, which allows them to produce clearer and more organized texts. (Caulfield, 2025) Supports this idea by describing writing as a structured process that includes several key stages. These stages begin with prewriting, where writers decide on a topic and gather information, followed by planning and outlining, which helps organize ideas logically. Writing a first draft allows writers to develop their ideas freely, while redrafting and revising focus on improving content and structure. Finally, editing and proofreading ensure clarity, accuracy, and consistency. This writing process aligns with the PDREE framework (Preparation, Drafting, Revision, Editing, and Extension), which emphasizes writing as a staged and recursive process that supports students' development from planning ideas to producing meaningful texts for real audiences.

The importance of writing is further emphasized by (Education, 2025) framework, which describes writing as a creative and social act. Writing allows individuals to express themselves,

reflect on their experiences, and communicate with others. It also contributes to learners' well-being and supports deeper thinking and learning across the curriculum. Writing helps students process information more deeply than reading alone and strengthens long-term memory. The framework also stresses the importance of spoken language in writing development, as interaction, discussion, and dialogue help students generate ideas and improve their writing skills.

Another key aspect highlighted by (Education, 2025) is the need to manage cognitive loads in young writers. Writing should not be rushed; instead, students should focus on producing high-quality work rather than large amounts of text. Teachers are encouraged to slow down the writing process, model writing features in small steps, and provide time for planning, editing, and proofreading. Foundational skills such as handwriting and spelling must also be developed to reduce barriers to writing and allow students to focus on composition and creativity. Motivation is equally important, as students are more successful when they feel confident and have opportunities to write for authentic purposes and audiences.

(Kennedy & Shiel, 2019) describe writing as a goal-directed and self-sustained cognitive activity that requires managing the writing environment, topic constraints, writer intentions, and composing skills. Writing is viewed as a complex problem-solving process that involves planning, translating ideas into language, and reviewing text. Their model distinguishes between pre-planning, online planning during writing, and post-writing planning, emphasizing that both children and adults may experience challenges related to transcription, spelling, or idea generation. Understanding these processes allows teachers to better support students in developing effective writing skills.

My personal expectation when applying a writing framework was to help my students understand that writing is a process and not simply writing for the sake of writing. Writing requires time and organization, even if the process does not need to be excessively long. For many students, writing can become boring or frustrating if they do not understand the steps involved. For this reason, I hope to see my students become more interested in writing and recognize it as an essential skill for expressing ideas clearly and creatively. I want them to develop patience, confidence, and a positive attitude toward writing in English.

During my pre-teaching service, applying writing instruction was somewhat challenging because I worked with third and fifth grade students. Despite these challenges, the students were able to write and complete sentences with good receptivity. They were always willing to learn, participate, and collaborate in classroom activities. With appropriate guidance and support, students showed improvement in constructing sentences and expressing their ideas in writing. This experience helped me understand the importance of adapting writing strategies to students' levels and reinforced the value of careful planning and scaffolding in writing instruction.

In conclusion, writing is a complex but essential skill that requires structured guidance, effective strategies, and thoughtful planning. The writing framework discussed by Athirah, Caulfield, HFL Education, and Kennedy and Shiel highlights the importance of viewing writing as a process that develops through stages and practice. By applying these principles in the classroom, teachers can support students in becoming more confident, motivated, and capable writers. A well-planned writing framework not only improves students' writing performance but also fosters creativity, critical thinking, and meaningful communication in the English classroom.

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Demonstrative Class

Inviting a Friend on a Trip

 A2 Level

 45 minutes

Tutor: Gonzalo Farfán

Student: Esthefany Martinez

🔍 📄 🗑️ 🔄 📧 📁

10 minutes

You want your friend to go on a trip with you.

✓ What would you say to convince them to go?

NEW EMAIL

To: Marco

From: Sara

Message:

Dear Marco,

I hope you are doing well. I am writing to invite you to a trip to the beach next weekend. We will travel on Saturday morning and return on Sunday evening.

During the trip, we will visit different places and eat at local restaurants. The weather is expected to be pleasant. Please let me know if you are interested in attending this trip.

Sincerely,

Sara

SAVE AS DRAFT

SEND EMAIL

Observe the informal email model to identify the basic structure.

A trip idea

Greeting

Reason for writing

Hi Sofia,

How are you? I hope you're doing well. I'm writing because I want to tell you about an idea I have.

I'm planning a short trip to the beach next month, and I'd love for you to come with me! We could swim, take pictures, try delicious food, and watch the sunset together. I think it would be really fun and relaxing.

Would you like to come with me? Let me know what you think.

Take care,
Esthefy

Signature

Body

Closing

ICQs:

Time to write your email!

10 minutes

1. Write an informal email inviting your best friend to go with you

2. In your email, include: **Greeting**, **Reason for writing**, **Closing**, **Signature**.

Body:

- where you want to go,
- what activities you can do there,
- and why you want your friend to join you.

3. Write 100–120 words.

ICQs:

Revise your classmate's email

8 minutes

1. Use the revising symbols guide to identify possible mistakes.
2. Exchange your email with a partner.
3. Give helpful and respectful feedback to your partner.

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

ICQs:

Edit your informal email

7 minutes

1. Read and edit your informal emails, then correct any mistakes using your partner's feedback.



ICQs:

10 minutes

CHOOSE THE MOST EFFECTIVE INFORMAL EMAIL!

1. Work in groups of four to review your informal emails.
2. Use the checklist to choose the best informal email that fits the checklist criteria and explain your choice.
3. Post the selected email on the whiteboard to share it with the class.

ICQs:

Checklist		
Items	Yes	No
Email includes all the basic parts of an informal email (Greeting, Reason for writing, Body, Closing, Signature).		
The invitation is clearly stated, and the purpose of the email is easy to identify.		
The body develops the invitation by giving information about the trip.		
Email uses informal and friendly language appropriate for writing to a best friend.		
The invitation is written in an engaging way (Uses friendly expressions, questions, or personal language).		

THANK YOU!!

Recommendations

Based on my teaching experience, I recommend planning each lesson according to the language skill being taught and selecting activities that are appropriate for students' age, language level, and learning needs. During my pre-teaching service, I realized that students responded better when the lessons had clear objectives, simple instructions, and activities that encouraged active participation.

I also recommend using methodological frameworks such as ECRIF, PDP Listening, PDP Reading, and PDREE because they provide a clear structure for lesson planning and help teachers organize activities in a logical sequence. However, it is important to remain flexible and make adjustments whenever necessary, since every class is different and students may respond in different ways.

Finally, I believe that reflecting after each lesson is one of the best ways to improve as a teacher. Thinking about what worked well, the challenges that appeared during the lesson, and the changes that could be made for future classes helped me grow professionally. Every teaching experience is an opportunity to learn, improve, and become more confident in the classroom.

Conclusions

Developing this portfolio has allowed me to reflect on everything I have learned throughout my teaching and during my pre-teaching service. Applying different TEFL frameworks helped me understand that each language skill requires a different approach and that careful lesson planning plays an important role in helping students achieve their learning objectives.

Throughout my teaching practice, I experienced different situations that helped me grow as a future English teacher. I observed students who were initially shy when speaking English, others who had difficulty understanding reading texts, and younger learners who needed more support during writing activities. These experiences taught me the importance of being patient, adapting my teaching strategies, and providing the appropriate guidance according to students' needs and language level.

Applying the ECRIF, PDP Listening, PDP Reading, and PDREE frameworks allowed me to organize my lessons more effectively and create activities that encouraged participation and meaningful learning. At the same time, I developed greater confidence in lesson planning, classroom management, and decision-making during the teaching process.

Overall, this portfolio represents an important stage in my professional development. It reflects not only the knowledge I have gained during my university studies but also the practical experiences that have helped me become a more reflective, organized, and confident teacher. I believe these experiences have prepared me to continue improving my teaching practice and to provide meaningful learning opportunities for my future students.

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