

UNIVERSIDAD LAICA “ELOY ALFARO” DE MANABÍ

Creada mediante Ley No. 010 Reg. Off 313 del 13 de noviembre de 1985



FACULTAD DE EDUCACIÓN Y TURISMO

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

PREVIO A LA OBTENCIÓN DEL TÍTULO

LICENCIADO/A EN PEDAGOGÍA DEL IDIOMA INGLÉS

TRABAJO DE INTEGRACIÓN CURRICULAR

MODALIDAD:

TEFL APPLICATION PROCESS

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MANTA - ECUADOR

2026

CERTIFICADO DE DERECHO DE AUTOR

PROPIEDAD INTELECTUAL

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

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Fecha de finalización: 31 de julio de 2026

Descripción de Autoría:

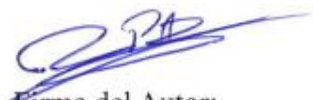
Este Proyecto de Integración Curricular se llevó a cabo utilizando las metodologías FMU, ECRIF, PDP y PDREE. Su propósito fue analizar la contribución de estos enfoques a la enseñanza comunicativa de lenguas. La sistematización se basó en planes de clase, clases demostrativas y registros reflexivos,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

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ACKNOWLEDGMENTS

I extend my deepest gratitude to my parents, whose unwavering love, sacrifices, and belief in me have been the foundation of this journey. Thank you for being my constant source of strength and guidance. I am also immensely grateful to my girlfriend for her constant encouragement, patience, and support during every step of this process. Finally, I would like to thank my family, friends, and everyone who contributed directly or indirectly to making this achievement possible.

DEDICATION

This work is lovingly dedicated to my parents and my girlfriend. To my parents, for your unconditional love and for teaching me to persevere. To my girlfriend, for walking beside me, keeping me grounded, and believing in my dreams even when the path was challenging.

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 PAZ CEVALLOS JEAN CARLOS, 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, Jueves, 30 de julio de 2026.

Lo certifico,



BAZURTO ALCIVAR GABRIEL JOSE
Docente Tutor

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INTRODUCTION

This portfolio synthesizes the academic training, practical teaching experience, and reflective practice developed throughout my formation as an English language educator. Its central purpose is to demonstrate how sound pedagogical principles, systematic lesson design, and continuous reflection create effective, student-centered learning environments. In today's globalized world, language instruction must extend beyond mechanical repetition to foster genuine communicative competence, critical thinking, and learner autonomy.

To address the diverse needs of language learners, this work integrates specialized methodological frameworks tailored to specific competencies. Target language structures are analyzed through the FMU (Form, Meaning, Use) model, ensuring grammar is taught conceptually and applied meaningfully. Speaking skills are developed through the ECRIF framework (Encounter, Clarify, Remember, Internalize, Fluently Use), guiding students step-by-step from initial input to spontaneous, fluent oral interaction.

Receptive and written productive skills are nurtured using process-oriented approaches. Receptive competencies—listening and reading—are structured around the PDP (Pre, During, Post) model to activate schema, scaffold comprehension, and deepen text analysis. Meanwhile, productive writing is guided by the PDREE framework (Preparation, Drafting, Revising, Editing, Extension), framing composition as an iterative process where learners refine their ideas with clarity and coherence.

Ultimately, this document reflects a professional journey driven by educational quality and reflective practice. By combining solid theoretical foundations with practical lesson plans and self-evaluations, this portfolio demonstrates how methodology is successfully transformed into impactful classroom reality, creating dynamic learning experiences that empower students to become confident English speakers.

MODULE 1

FMU LANGUAGE

ANALYSIS

(FMU)

MODULE 1: FMU ANALYSIS: “Linking words– (and, but, because, so)

Name: Paz Cevallos Jean Carlos

Level: B1+

Form:

Type	Rule / Function	Common Examples	Example Sentences
Addition	Used to connect similar ideas.	and, also, too	I went to the beach and I played soccer.
Contrast	Used to connect opposite ideas.	but, yet	I wanted to go out, but I was tired.
Reason / Cause	Used to give an explanation.	because	I stayed home because it was raining.
Result / Effect	Used to show a consequence.	so	It was late, so I went to bed.
Choice / Alternative	Used to show options.	or	Do you want coffee or tea?
Sequence / Time	Used to show order (basic speaking).	first, then, finally	First, I woke up, then I had breakfast.

Meaning

Linking words are words or short phrases that connect ideas in a sentence or between sentences. They help speakers organize their thoughts and make communication clearer and easier to understand.

In this lesson, linking words are used mainly for speaking, especially when students talk about their daily life, experiences, or opinions. These connectors help learners express ideas more naturally and fluently in conversations using simple words such as and, but, because, and so.

Use

We use **linking words** to:

- Join ideas in the same sentence
I was tired but happy.
- Give reasons
I stayed home because it rained.
- Show results
It was late, so we went home.
- Add information
I like music and movies.
- Make spoken communication more natural and connected

Examples of use:

- I went out with my friends, and we had fun.
- I wanted to play soccer, but it was raining.
- I stayed home because I had homework.

- It was very hot, so we went swimming.

Anticipated Difficulties

- Students may use too many connectors in one sentence
 ✗ Because I was tired, so I slept.
 ✓ Because I was tired, I slept.
- Confusion between connectors (e.g., but vs so)
- Students may produce short, disconnected sentences instead of connected speech
- Direct translation from L1 leading to incorrect structure

Comprehension Checking Questions

- In the sentence “I stayed home because it was raining,” does because show a reason or a result?

Reason

- If I say “I like pizza but I don’t like pasta,” are the ideas similar or opposite?

Opposite

- What linking word can we use to add information?

and

- In “It was late, so I went to bed,” what does so express?

Result

Teaching Idea**Activity: “Weekend Talk”**

Students work in pairs and talk about their weekend.

Instructions:

- Student A talks about their weekend using at least 3 linking words
- Student B listens and notes the linking words used
- Then they switch roles

After that:

- Students report what their partner said using linking words

Example:

“My partner went to the beach and played soccer. He was tired, so he slept early.”

- ANNEXES

Annex 1.**Name:** _____**Date:** _____**TASK A**

Complete the sentences with the correct linking word (and, but, because, so).

1. I wanted to go to the park, _____ it started to rain.
2. She studied hard, _____ she passed the exam.
3. I love playing football _____ watching movies on weekends.
4. He stayed at home _____ he was feeling sick.

TASK B

Match the two halves of the sentences.

A

1. I was very tired,
2. She bought a new laptop
3. They didn't go to the beach

B

- a. because it was cold and cloudy.
- b. so I went to sleep early.
- c. and a pair of headphones.

Annex 2.

LINKING WORD	FUNCTION (FUNCIÓN)	VISUAL / SYMBOL	EXAMPLE
1  AND 	Addition / Information (Adición)		I like pizza and pasta.
2  BUT 	Contrast / Opposite (Contraste)		I am tired but happy.
3  BECAUSE 	Reason / Cause (Razón/Causa)		He slept because he was tired.
4  SO 	Result / Effect (Resultado/Efecto)		It was late, so I went to bed.

JOURNAL 1: FMU

Designing the FMU analysis on linking words was a challenging but very meaningful experience for me as a future English teacher. At the beginning, I thought this task would be mostly about organizing grammar, but as I worked on it, I realized it involved much more than that. I had to carefully select linking words appropriate for a B1+ level, such as and, but, because, and so, and then explain not only how they are formed, but also what they mean and how they are used in real communication. In addition, I included anticipated difficulties, comprehension checking questions, and a teaching idea, which made me think more deeply about how students actually learn and use language.

At first, I felt a bit confused and unsure about how to balance form, meaning, and use. I noticed that I was focusing too much on form, trying to explain rules and structures, because that is how I was used to learning grammar. However, I started to realize that this approach is not always effective, especially when the goal is communication. This made me feel challenged, but also motivated to improve my approach. As I continued working, I felt more confident when I started to simplify my explanations and focus more on how linking words help connect ideas in real situations.

While developing the FMU, I also reflected on how students usually learn linking words. I think that many times students memorize connectors without really understanding how to use them, which makes it difficult for them to speak naturally. Because of this, I decided to focus on clear and simple explanations that show how linking words express addition, contrast, reason, and result. I also paid attention to the students' level, since using too many complex connectors could confuse them. This helped me understand that teaching is not about giving as much information as possible, but about giving the right information in a clear and useful way.

One part that really helped me grow was thinking about possible student difficulties. For example, I included common mistakes like using because and so in the same sentence, or confusing but and so. This made me realize that as a teacher, I need to think ahead and try to understand how students might get confused. According to Thornbury (1999), anticipating errors allows teachers to guide students more effectively, and I could clearly see how this applies in real teaching situations. This part made me feel more prepared and aware of my role as a teacher.

Another important aspect was creating comprehension checking questions. At the beginning, I found this difficult because I didn't know how to make questions that really check understanding. I used to ask very general questions, but now I understand that CCQs need to be simple and focused. For example, asking if because shows a reason or a result is much clearer and more effective. Scrivener (2011) explains that checking understanding is essential in teaching, and through this process, I understood why it is so important to make sure students really understand the meaning of what they are learning.

This experience also made me reflect on my own learning. I realized that I used to learn grammar by memorizing rules without really using them in communication. Now I see that grammar should be taught as a tool to express ideas, not just as isolated knowledge. Swan (2005) mentions that learners often struggle with grammar because they don't fully understand how it works in real communication, and I think this is very true based on my own experience.

Looking forward, I feel that this experience will influence the way I teach in the future. I want to focus more on helping students use language in meaningful ways, especially in speaking activities. I also want to make sure that my explanations are clear and simple, and

that I always check understanding before moving on. In addition, I will try to anticipate possible difficulties and prepare strategies to help students overcome them.

Overall, working on the FMU analysis helped me understand that teaching grammar is not just about explaining rules, but about helping students use language to communicate. It also helped me become more reflective and aware of my decisions as a future teacher. I feel more confident now, and I believe this experience has given me useful tools that I will apply in my teaching practice.

MODULE 2

ECRIF SPEAKING LESSON

PLAN

MODULE 2: ECRIF SPEAKING

Speaking Lesson Plan ECRIF

Students: Paz Cevallos Jean Carlos

Level: B1

Action Points

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

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT **USE** the linking words (and, but, because, so) **TO** connect ideas logically **IN** a speaking activity where they talk about their weekend **BY** producing at least 3–4 connected sentences with a partner using appropriate connectors.

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 complete the controlled and guided practice worksheets
 - Students perform the pair interview activity during the Fluently Use stage.
- **How / Behaviors:**
 - Students correctly choose and write connectors in written exercises (and, but, because, so).
 - Students produce at least 3–4 spoken sentences using appropriate linking words naturally to connect their ideas when describing their weekend activities.

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

- They are familiar with basic past tense structures and general vocabulary related to weekend activities (e.g., went to the beach, watched Netflix, played soccer).
- They can form simple independent clauses and ask basic questions in pairs.

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

- Confusing the functional difference between connectors, particularly distinguishing between cause (because) and result (so).
- Forgetting to use linking words orally during spontaneous speaking, defaulting back to short, simple sentences.

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

- Provide a clear visual breakdown and Concept Checking Questions (CCQs) during the Clarify stage to highlight the exact function of each connector.
- Scaffold the learning through controlled written practice and structured speaking prompts before moving to the freer pair interview activity.

Time 45 minutes	Framework Stage	PROCEDURE		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
	Warm-up	- Greet students and ask: “What did you do last weekend?” - Write 3 disconnected sentences: ➤ I stayed home. I watched Netflix. I was tired. ➤ Ask: “Does this sound natural?” - Elicit linking words (and, but, because, so) - Model a correct sentence	- Answer the question - Observe the sentences - Suggest linking words - Help connect ideas	T-S / S-S	Board and marker.
7 min	Encounter	- Ask students to listen and identify linking words. - Read the short story (Annex A) - Ask: ➤ What did the person do? ➤ Was the day good or bad? - Ask students to compare answers - Write linking words on the board	- Listen carefully - Identify linking words - Answer questions - Compare answers - Participate in feedback	T-S / S-S	Script
8 min	Clarify	- Write 4 sentences from the listening on the board - Underline the linking words (and, but, because, so) - Ask guiding questions to identify functions (add / contrast)	- Observe the sentences on the board - Identify the linking words - Answer the teacher’s questions - Take short notes (keywords only)	T-S	Board and marker, Sheet of paper

		• Give short clarification of each connector • Ask 2 CCQs and model pronunciation	• Respond the answer then repeat the connectors aloud		
7 min	Remember	• Give clear instructions for the activity (Annex B). • Model 1 example on the board • Ask students to work individually • Monitor students while they complete the task • Check answers with the whole class	• Listen to the instructions • Observe the example on the board • Complete the sentences individually • Compare answers with a partner • Participate in whole-class feedback	S-S T-S	Printed worksheet (Annex B).
8 min	Internalize	• Distribute Annex C (Speaking Support Worksheet) to students • Write 1 model sentence on the board using linking words • Explain the task: complete Annex C with 3–4 sentences about their weekend • Give students time to complete the worksheet individually • Ask students to share their answers in pairs and monitor	• Receive and observe Annex C • Observe the model sentence • Complete Annex C with 3–4 connected sentences • Share their sentences with a partner • Ask for help if needed	S-S T-S	Printed sheet of paper and Annex C (worksheet)
15 min	Fluently use	• Give clear instructions for a pair interview activity, explaining that students will ask and answer questions about their weekend using linking words (and, but, because, so) • Model 1 example on the board, including a question and a complete answer: ➤ What did you do last weekend?	• Listen carefully to the instructions and understand the task • Observe the model question and answer provided by the teacher	S-S T-S	Notebooks or sheet paper.

		➤ I went to the beach and I played soccer, but it was very hot, so I came home early. • Set the time and procedure: 5 minutes total, where Student A interviews Student B (2–3 questions), then they switch roles • Monitor all pairs actively, listening for correct use of linking words and noting common mistakes or good examples • Stop the activity and select 2–3 pairs to share one of their answers, then provide brief feedback focusing on fluency and correct use of connectors	• Work in pairs to interview their partner about their weekend (asking and answering questions) • Use linking words to connect their ideas while speaking and then switch roles • Share one answer with the class and listen to feedback from the teacher		
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Annex 1.

“

"Last weekend, I went to the beach with my friends, **and** we had a great time. It was very sunny, **so** we went swimming. I wanted to stay longer, **but** I had homework. I went home early **because** I was tired."

Annex 2.

Instructions: Complete each sentence using a linking word from the box. Use each connector more than once if necessary.

Select Connector: **and** | **but** | **because** | **so**

1 I was tired ----- I went to bed early.

6 She was sick ----- she didn't go to class.

2 I like pizza ----- I don't like burgers.

7 I wanted to go out ----- I had no money.

3 I went to the park ----- I played soccer.

8 It was very hot ----- we went swimming.

4 It was raining ----- I stayed home.

9 I woke up late ----- I missed the bus.

5 I stayed home ----- I had homework.

10 I like music ----- I listen to it every day.

Annex 3.

 **Instructions**
Fill in your sentence organizer with 3~4 connected sentences about your last weekend using **and** , **but** , **because** , and **so** .

I _____ **and** _____

I _____ **but** _____

I _____ **because** _____

It was _____ **so** _____

Annex 4.



A INTERVIEWER
What did you do last weekend?

B INTERVIEWEE
I went to the beach **and** I played soccer, **but** it was very hot,
so I came home early.

A INTERVIEWER
Why did you come home early?

B INTERVIEWEE
I came home early **because** I was very tired.

JOURNAL 2: ECRIF

Designing the ECRIF-based lesson plan on linking words for a speaking lesson was a challenging but very useful experience for me as a future English teacher. At the beginning, I thought that organizing a lesson using the ECRIF framework would be relatively simple, but as I started working on each stage, I realized that it requires careful planning and a clear understanding of how students learn. In this lesson, I focused on helping students use linking words such as and, but, because, and so in a communicative way, especially when talking about their weekend. This made me think more deeply about how to move from controlled practice to real communication.

One of the first difficulties I faced was designing the Encounter stage. I wanted students to notice the linking words naturally, without explaining them directly from the beginning. At first, I felt unsure about how to achieve this, because I was used to starting lessons with explanations. However, I decided to use a short listening text where linking words appeared in context, so students could identify them by themselves. This made me realize that exposure to language is very important, and that students can learn a lot just by noticing patterns. Ellis (2003) explains that noticing is a key part of language acquisition, and I could clearly see how this applies in the classroom.

The Clarify stage was also challenging because I needed to explain the use of linking words in a simple and clear way, without taking too much time. Since the lesson was focused on speaking, I understood that this stage should be short and focused only on what students really need. I felt more confident when I decided to use examples from the listening activity and give very simple explanations, such as and for addition and but for contrast. I also included a few CCQs to check understanding. This helped me understand that clarification is not about giving

long explanations, but about making sure students understand the meaning in a practical way. Scrivener (2011) highlights that effective clarification should be concise and focused, which influenced my decisions in this stage.

When I worked on the Remember and Internalize stages, I started to see the importance of guiding students step by step. In the Remember stage, I designed a controlled practice activity where students completed sentences using linking words. This allowed them to focus on accuracy before moving to more communicative tasks. Then, in the Internalize stage, students created their own sentences about their weekend using a worksheet. At this point, I felt more confident because I could see how students move from controlled practice to more personal use of the language. This process reflects the idea of scaffolding, which helps students build confidence gradually (Hyland, 2003).

The Fluently Use stage was the most interesting part for me. In this stage, students worked in pairs and interviewed each other about their weekend, using linking words to connect their ideas. I really liked this part because it allowed students to speak freely and use the language in a natural way. I also realized that at this stage, it is more important to focus on fluency rather than perfect accuracy. I paid attention to how students were using linking words and noted some common mistakes, but I focused my feedback on communication. This helped me understand that students need opportunities to express themselves without feeling afraid of making mistakes.

Another important aspect I noticed during this process was time management. At first, I tried to include too many activities, which made the lesson feel overloaded. This made me feel a bit stressed because I wanted everything to fit into a 45-minute lesson. However, I learned that it is better to simplify and focus on quality rather than quantity. Harmer (2007) explains that

effective lessons should be well-paced and realistic, and this experience helped me understand how important it is to plan time carefully.

This experience also made me reflect on my role as a teacher. I realized that teaching is not just about explaining content, but about guiding students through a learning process. The ECRIF framework helped me see how each stage has a purpose, and how skipping or rushing a stage can affect student learning. Farrell (2013) emphasizes that reflection is essential for teacher development, and I can see how reflecting on this lesson has helped me improve my understanding of teaching.

In the future, I would like to continue using the ECRIF framework in my lesson planning, especially for speaking activities. I will try to design more interactive and engaging tasks that allow students to use language in meaningful ways. I also want to improve my ability to manage time and give clearer instructions, as these are important skills for effective teaching. Additionally, I will continue reflecting on my lessons to identify what works well and what can be improved.

Overall, designing this ECRIF lesson plan helped me understand that teaching is a dynamic and reflective process. It is not only about following a structure, but about making decisions that support student learning. This experience has increased my confidence as a future teacher and has given me a better idea of how to create lessons that are both structured and communicative.

Demonstrative Lesson

ECRIF FRAMEWORK

Linking Words: Talking about Weekend Activities

B1+ Level

Objective: Use linking words (**and**, **but**, **because**, **so**) to connect ideas smoothly when describing weekend activities.

DOCENTE
Jean Carlos Paz

TUTOR
Basurto Alcívar Gabriel José

Warm-up & Encounter

5 - 7 minutes

Look & Answer

Does this sound natural?

"I stayed home. I watched Netflix. I was tired."

Guiding Questions

- What did the person do last weekend?
- Was the day good or bad?
- Which words can connect these ideas together?

“

"Last weekend, I went to the beach with my friends, **and** we had a great time. It was very sunny, **so** we went swimming. I wanted to stay longer, **but** I had homework. I went home early **because** I was tired."



ICQS

Language Analysis: Linking Words

⌚ 8 minutes

Connector	Function / Meaning	Example from Listening
and	Adds information	...went to the beach and had a great time.
so	Shows a result / consequence	It was sunny, so we went swimming.
but	Shows contrast / exception	I wanted to stay, but I had homework.
because	Gives a reason	I went home early because I was tired.

🔄 Comparative Analysis

✗ DISCONNECTED SENTENCES

I was hungry. I ate a sandwich.

✓ CONNECTED SENTENCE

I was hungry, **so** I ate a sandwich.

ICQS

Remember (Controlled Practice)

⌚ 7 minutes

☰ Main Instruction

In the following worksheet, complete the sentences using a linking word from the box: **and** , **but** , **because** , **so** .

👤 Workflow Steps

- 👤 Complete the sentences **individually** first.
- 👥 Compare your answers with a **partner**.

💡 Model Example

"I was tired **so** I went to bed early."

ICQS

Worksheet Time! (Annex B)

🕒 7 minutes

Select Connector: **and** | **but** | **because** | **so**

1 I was tired ----- I went to bed early.

2 I like pizza ----- I don't like burgers.

3 I went to the park ----- I played soccer.

4 It was raining ----- I stayed home.

5 I stayed home ----- I had homework.

6 She was sick ----- she didn't go to class.

7 I wanted to go out ----- I had no money.

8 It was very hot ----- we went swimming.

9 I woke up late ----- I missed the bus.

10 I like music ----- I listen to it every day.

ICQS

Pair Work: My Weekend Organizer

🕒 8 minutes

📌 Instructions

Fill in your sentence organizer with 3~4 **connected sentences** about your last weekend using **and** , **but** , **because** , and **so** .

I _____ **and** _____
 I _____ **but** _____
 I _____ **because** _____
 It was _____ **so** _____

ICQS

Speaking Model: Weekend Interview

🕒 10 minutes



A INTERVIEWER
What did you do last weekend?

B INTERVIEWEE
I went to the beach **and** I played soccer, **but** it was very hot,
so I came home early.

A INTERVIEWER
Why did you come home early?

B INTERVIEWEE
I came home early **because** I was very tired.

ICQS

Final Activity! (Pair Interview)

🕒 10 minutes



1. Interview

Ask your partner about their weekend using linking words (**and** , **but** , **because** , **so**).



2. Produce

Create at least 3–4 **connected sentences** detailing your partner's responses.



3. Timing

5 minutes: Student A interviews Student B.
Then **switch roles!**



4. Share

Be ready to share your partner's answers with the whole class!

ICQS

MODULE 3

PDP LISTENING

MODULE 3 PDP LISTENING

Listening Lesson Plan PDP

“Meeting a new team member at work”

Level: A1

N° of students: 30

Action points:

- Time management
- Support learners

What are your Student Learning Objectives for the lesson?

By the end of the lesson, students will be able **TO SHOW UNDERSTANDING OF** the listening text “Meeting a New Team Member” **BY** identifying the main idea and specific information **AND THEN** responding to simple personal questions related to work and personal information.

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 answer the gist questions after the first listening and correctly identify that the conversation is about meeting a new team member at work.
- When students complete the True/False and matching activities after the second and third listening, showing understanding of specific details such as jobs, departments, and personal information.

- When students successfully complete the post-listening matching activity and participate in pair-work by checking and discussing their answers.

Preliminary considerations:

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

Students already know:

- Basic personal information vocabulary (name, country, job).
- Simple present tense structures ("I work...", "I am...", "I'm from...").
- Basic question forms ("What do you do?", "Where are you from?").
- Experience with listening to short conversations and completing simple worksheets.

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

- Students may find it difficult to understand fast speech in the listening.
- Students may have difficulty recognizing workplace vocabulary and job-related expressions.
- Students may struggle to identify specific details such as departments, roles, or countries.

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

- By playing the audio more than once and focusing first on general understanding and then on specific details.

- By pre-teaching key workplace vocabulary using pictures before listening.
- By providing clear tasks and allowing students to check answers in pairs before whole-class feedback.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
7min	Pre Stage	• Show pictures related to a workplace Anex 1(office, colleagues meeting, new employee). • Ask simple lead-in questions (e.g., Who are they? Is it the first day at work?). • Elicit or pre-teach key vocabulary needed for comprehension (company, team, work, new). • Ask students to predict what the conversation might be about. • Give clear instructions for the listening lesson.	• Observe the pictures shown by the teacher. • Answer simple oral questions based on the images. • Listen and repeat key vocabulary. • Share predictions about the listening topic. • Get ready to listen to the audio.	T-S TS – BA	Images (Annex 1), board/ projector

8min	Early During Stage	• Explain that students will listen to identify who the speakers are and the general situation of the conversation, without focusing on details. • Play the audio Anex 2 once without stopping. • Ask simple gist questions (e.g., Are they meeting for the first time?). • Elicit brief oral answers from students. • Confirm the main idea of the conversation with the class.	• Listen to the conversation for general understanding. • Identify who the speakers are and the general topic. • Answer simple gist questions orally. • Share brief answers with the class. • Confirm their understanding of the main idea.	T–S AR	Audio (Annex 2)
9 min	Later During Stage	• Give Annex 3 – True / False Activity. • Explain the task clearly before listening. • Ask students to listen for specific information.	• Read the statements in Annex 1. • Listen carefully to the audio. • Decide if the statements are True or False. • Compare answers with a partner.	T–S S–S AR	Audio, Annex 3, pencils

		• Play the audio again and ask students to share the answer with a partner. • Check answers with the whole class.	• Participate in whole-class feedback.		
9 min	Final During Stage	• Give Annex 4 – Match the Sentences with Who Said Them and ask to the students to read the sentences • Explain how to complete the matching activity. • Ask students to listen again for detailed information. • Play the audio once more and ask students to compare the answer with a partner. • Check answers and clarify meaning if needed.	• Read the sentences in Annex 2. • Listen carefully for specific details. • Match each sentence to the correct speaker. • Compare answers with a partner. • Correct answers based on teacher feedback.	T-S S-S	Audio, Annex 4, pencils

12 min	Post Stage	• Organize students into pairs for a roleplay activity. • Explain that students will act as coworkers meeting a new team member for the first time. • Model a short example dialogue using simple questions and answers. • Monitor students while they prepare and practice their roleplay, offering support when needed. • Invite selected pairs to perform their roleplay and provide brief feedback.	• Form pairs for the roleplay activity. • Listen to the instructions and understand the situation. • Observe the example dialogue and identify useful expressions. • Prepare and practice a short conversation with their partner. • Perform their roleplay and listen to teacher feedback.	S-S T-S A	Annex5, notebooks, pens
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ANNEX 1.

i Look at the images and discuss the questions with a partner.



ANNEX 2.

<https://learnenglish.britishcouncil.org/free-resources/listening/a1/meeting-new-team-member>

Peter: Hi, my name's Peter. What's your name?
Carla: Hi, Peter. I'm Carla. I'm new here.
Peter: Welcome to the company, Carla.
Carla: Thanks, Peter. I'm happy to be here and it's nice to meet you.
Peter: It's nice to meet you too.
Carla: Where do you work?
Peter: I work in the design team. We sit over there.
Carla: I'm in the marketing team. I started last week.
Peter: You work in marketing? That's very interesting.
Carla: Yes, it is. I'm enjoying it. But there are a lot of new things to learn.
Peter: I'm sure there are. I'm happy to help you if I can.
Carla: Thank you, Peter. What do you do in the design department?
Peter: I design new products.
Carla: That sounds interesting. I plan marketing events for new products. So I think we'll work together sometimes.
Peter: That would be great. So, where are you from, Carla?
Carla: Brazil. And you?
Peter: I'm from the UK.
Carla: How long have you been here?
Peter: I've worked here for three years but I actually moved here from the UK five years ago, to study.

ANNEX 3.

✓ **Annex 3 Task: True or False?**

1. Peter is new in the company.	FALSE
2. Peter works in the design team.	TRUE
3. Carla works in marketing.	TRUE
4. Carla is from Brazil.	TRUE
5. Peter is from the UK.	TRUE
6. Peter started his job five years ago.	FALSE

ANNEX 4.

🔍 Analyze the key phrases and functional expressions used in the dialogue.

Useful Expressions & Functions

- "It's nice to meet you." / "Nice to meet you too."
→ Polite greeting when meeting someone for the first time.
- "Where do you work?" / "I work in [department]."
→ Asking & answering about team or department.
- "What do you do in [department]?"
→ Asking about specific job tasks and responsibilities.
- "Where are you from?" / "I'm from [country]."
→ Asking & answering about country of origin.

AUDIO SCRIPT EXCERPT (ANNEX 2)

Peter: Hi, my name's Peter. What's your name?
 Carla: Hi, Peter. I'm Carla. I'm new here.
 Peter: Welcome to the company! It's nice to meet you.
 Carla: Where do you work?
 Peter: I work in the design team. We sit over there.
 Carla: I'm in the marketing team. I started last week.
 Peter: Where are you from, Carla?
 Carla: Brazil. And you? — Peter: I'm from the UK.

ANEX 5.

 Roleplay: Imagine you meet a new colleague on their first day. Practice in pairs!

 Activity Instructions

 **Step 1:** Work with a partner. Student A is an existing employee; Student B is a new team member.

 **Step 2:** Use the model dialogue to introduce yourselves, ask about departments and origins.

 **Step 3:** Swap roles after 5 minutes so both students practice!

 Speaking Model Dialogue

Student A: Hello! My name's [Name]. What's your name?

Student B: Hi! I'm [Name]. I'm new here.

Student A: Welcome to the company! Where do you work?

Student B: I work in the [Marketing / Design / Sales] team. What about you?

Student A: I work in [Department]. Where are you from?

Student B: I'm from [Country]. And you?

Journal 3: PDP Listening

Designing the PDP listening lesson plan entitled “Meeting a New Team Member at Work” was a challenging yet valuable experience that helped me better understand how listening skills should be taught to beginner-level learners. At first, I assumed that listening lessons for A1 students would be relatively simple; however, while planning this lesson, I realized that teaching listening requires careful scaffolding, clear task design, and strong learner support. This process allowed me to reflect critically on my instructional decisions and on the importance of adapting teaching strategies to learners’ proficiency levels.

One of the first challenges I faced was defining realistic learning objectives for A1 students. I needed to ensure that the objectives focused on understanding the main idea and specific information without overwhelming learners. For this reason, I decided to prioritize gist listening before moving to more detailed comprehension tasks. This decision helped me understand that listening instruction should follow a gradual progression from general understanding to specific details. According to Field (2008), effective listening pedagogy emphasizes staged listening tasks that support learners in building confidence and comprehension skills progressively.

During the pre-listening stage, I focused on activating students’ background knowledge and reducing potential listening anxiety. Using images related to workplace situations allowed learners to connect the topic to familiar contexts, even at a beginner level. Pre-teaching key vocabulary such as work, team, and company was essential to support comprehension during the listening. This stage helped me realize that pre-listening activities are not optional, especially for

lower-level learners. Harmer (2015) explains that preparing learners before listening is crucial for helping them focus on meaning rather than struggling with unfamiliar vocabulary.

The early during-listening stage was designed to help students focus on the general meaning of the conversation without worrying about details. Playing the audio once and asking simple gist questions allowed learners to identify who the speakers were and what the situation was about. Planning this stage helped me understand that beginners benefit greatly from tasks that reduce cognitive load. I realized that allowing students to listen without pressure builds confidence and prepares them for more demanding tasks later in the lesson.

The later and final during-listening stages required careful sequencing to support detailed comprehension. Activities such as True/False statements and matching sentences with speakers encouraged students to listen attentively for specific information, such as jobs, departments, and personal details. Designing these activities made me more aware of how listening tasks can guide learners' attention without turning the lesson into a test. As Nation and Newton (2009) suggest, listening tasks should be designed to support learning rather than simply assess comprehension. This insight influenced my decision to include pair-checking and whole-class feedback as part of the lesson.

The post-listening stage was particularly important for helping students consolidate their learning. By using a matching activity with questions and answers related to the listening text, students were able to process the information more deeply and reflect on what they had understood. This stage helped me realize that listening lessons should not end immediately after comprehension tasks. Instead, they should include opportunities for learners to reuse and reinforce the information they have heard. This reflection strengthened my understanding of listening as an active and interactive skill rather than a passive one.

Throughout the planning process, I also reflected on learner support and classroom management. Teaching listening to a group of thirty A1 students requires clear instructions, repeated exposure to the audio, and opportunities for peer support. I realized that pair work plays a crucial role in lowering anxiety and encouraging participation. This experience helped me understand that effective listening instruction is closely linked to classroom dynamics and learner confidence.

This PDP also contributed to my understanding of reflective practice as a future teacher. As Farrell (2013) explains, reflection allows teachers to evaluate their instructional choices and improve their professional practice. While designing this lesson, I became more aware of my assumptions about beginner learners and how these assumptions influence lesson design. I learned that even simple listening tasks require thoughtful planning and intentional pedagogical choices.

Overall, designing this PDP listening lesson helped me develop a more reflective and learner-centered approach to teaching listening skills. I learned that effective listening lessons require careful staging, meaningful support, and realistic objectives that align with learners' levels. This experience has strengthened my confidence as a future English teacher and has provided me with practical strategies that I can apply in my future classrooms, particularly when working with lower-level learners.

Demonstrative lesson

PDP LISTENING FRAMEWORK

Meeting a New Team Member at Work

Level: English A1 | Focus: Workplace Communication

LESSON LEARNING OBJECTIVE:

By the end of the lesson, students will be able to show understanding of the listening text *"Meeting a New Team Member"* by identifying the main idea and specific information, and then responding to simple personal questions related to work and personal details.

Docente: Lic. Docente Responsable

Tutor: Lic. Asesor / Tutor Metodológico

Pre-Listening: Warm-up & Brainstorming

Time: 5 - 7 minutes

Look at the images and discuss the questions with a partner.

Schema Activation Questions

- Look at the workplace picture: Who are they? Is it someone's first day at work?
- How do you usually welcome a new colleague in your company or workplace?
- What standard questions do you ask when you meet someone for the first time?



A1 English Course • Unit 3

ICQs

Pre-Listening: Key Words & Prediction

Time: 5 – 8 minutes

Study the key vocabulary and predict the audio topic before listening.

Key Workplace Vocabulary

Company (n.)

An business organization that sells goods or services.

Team / Department (n.)

A specific group working together (e.g., Marketing, Design).

New Employee (n.)

A person who has just started working at a workplace.

Design / Marketing (n.)

Work departments for creating products or promotional events.

Prediction Task

You are going to listen to two colleagues talking at work. Which of these topics do you think they will mention?

- ☒ Job roles and department names
- ☒ Country of origin / Where they are from
- ☐ Ordering food at a restaurant
- ☒ How long they have worked at the company

A1 English Course • Unit 3

ICQs

During-Listening: First Listening (Gist)

Time: 5 – 7 minutes

Listen to the audio ONCE. Do NOT worry about understanding every word!

What is the main topic of their conversation?

A Meeting a new team member at work and sharing personal/job details.

B Planning a weekend birthday party with college friends.

C Interviewing a client for a new product sales contract.

Tip: Focus on general understanding, not small details.

ICQs

During-Listening: Second Listening (Details)

Time: 8 – 10 minutes

Listen again carefully. Decide if the statements are True or False.

Annex 3 Task: True or False?

- | | |
|--|-------|
| 1. Peter is new in the company. | FALSE |
| 2. Peter works in the design team. | TRUE |
| 3. Carla works in marketing. | TRUE |
| 4. Carla is from Brazil. | TRUE |
| 5. Peter is from the UK. | TRUE |
| 6. Peter started his job five years ago. | FALSE |

Listening Clues / Script Highlights

- **Carla:** "Hi, Peter. I'm Carla. I'm new here."
- **Peter:** "I work in the design team... I've worked here for 3 years."
- **Carla:** "I'm in the marketing team. I started last week."
- **Peter:** "Where are you from, Carla?" — **Carla:** "Brazil."
- **Peter:** "I'm from the UK."

Annex 3 Worksheet Activity

ICQs

Post-Listening: Functional Language

Time: 7 – 8 minutes

Analyze the key phrases and functional expressions used in the dialogue.

Useful Expressions & Functions

"It's nice to meet you." / "Nice to meet you too."
→ Polite greeting when meeting someone for the first time.

"Where do you work?" / "I work in [department]."
→ Asking & answering about team or department.

"What do you do in [department]?"
→ Asking about specific job tasks and responsibilities.

"Where are you from?" / "I'm from [country]."
→ Asking & answering about country of origin.

AUDIO SCRIPT EXCERPT (ANNEX 2)

Peter: Hi, my name's Peter. What's your name?

Carla: Hi, Peter. I'm Carla. I'm new here.

Peter: Welcome to the company! It's nice to meet you.

Carla: Where do you work?

Peter: I work in the design team. We sit over there.

Carla: I'm in the marketing team. I started last week.

Peter: Where are you from, Carla?

Carla: Brazil. And you? — **Peter:** I'm from the UK.

Language Focus & Pronunciation Analysis

ICQs

Post-Listening: Pair Speaking Task

Time: 12 minutes

 Roleplay: Imagine you meet a new colleague on their first day. Practice in pairs!

Activity Instructions

 **Step 1:** Work with a partner. Student A is an existing employee; Student B is a new team member.

 **Step 2:** Use the model dialogue to introduce yourselves, ask about departments and origins.

 **Step 3:** Swap roles after 5 minutes so both students practice!

Speaking Model Dialogue

Student A: Hello! My name's [Name]. What's your name?

Student B: Hi! I'm [Name]. I'm new here.

Student A: Welcome to the company! Where do you work?

Student B: I work in the [Marketing / Design / Sales] team. What about you?

Student A: I work in [Department]. Where are you from?

Student B: I'm from [Country]. And you?

Pair Work Practice + 5 min per student

ICQs

Wrap-up & Reflection

Time: 5 minutes

Learning Objectives Check

 I can identify the main idea and specific details in a conversation about meeting a new team member.

 I can use target expressions (e.g., "Where do you work?", "I'm from...") in a workplace roleplay.



Exit Ticket Task

Turn to your classmate and share **1 thing** you learned about your partner during the speaking activity (e.g., their department or country of origin)!

Lesson Closure & Objectives Review

ICQs

MODULE 4

PDP READING

MODULE 4 PDP READING

Reading Lesson Plan PDP

“Talking about Weekend Activities”

Level: A2

N° of students: 30

Action points:

- Time management
- Support learners

What are your Student Learning Objectives for the lesson?

By the end of the lesson, students will be able to **SHOW UNDERSTANDING OF** the reading text “A Busy Weekend” **BY** identifying simple linking words and their function **AND THEN** write a short personal text using those linking words to connect ideas.

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 correctly answer general comprehension questions.
- When students identify linking words and match them with their function.

- When students produce a short text using linking words appropriately.

Preliminary considerations:

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

Students already know:

- Basic sentence structure.
- Common connectors (*and, but, because*).
- Vocabulary related to daily life and free time.
- How to answer basic reading comprehension questions.

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

- Recognizing the **function** of linking words.
- Confusing *but* and *so*.
- Connecting ideas clearly in writing.

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

- By modeling examples before reading.

- By using guided questions during reading.
- By scaffolding the post-stage writing task.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 min	Pre Stage	• Show 3 images related to weekend activities (friends, sports, home activities). • Ask prediction questions: • What activities can you see? • What do people usually do on weekends? • Write 2 example sentences on the board using and / but.	• Observe the images. • Share ideas based on the pictures. • Predict vocabulary and possible ideas that may appear in the text.	T-S VA	Images, board, markers
7 min	Early During Stage	• Give Annex 2 – Reading Text and ask students to read quickly (skimming). • Ask students to focus on understanding the main idea of the text.	• Read the text individually. • Identify the main idea of the text.	T-S V/ R	Reading text, worksheet, pencils

		• Ask a few general comprehension questions.	• Answer general comprehension questions.		
8 min	Later During Stage	• Ask students to re-read the text more carefully. • Ask students to underline the linking words in the reading text. • Ask concept-check questions based on the text in the Anex 3, such as: • Does “and” add another idea or show contrast in this sentence? • Why is “but” used here? • Write short notes on the board summarizing students’ answers (addition, contrast, reason, result).	• Re-read the text carefully. • Identify and underline the linking words in context. • Answer the teacher’s concept-check questions orally. • Use the notes on the board to understand the function of each linking word.	T–S V / R	Worksheet, text, pencils

10 min	Final During Stage	• Hand out the short adapted reading text with missing linking words (Annex 4). • Model the first item on the board, showing how to identify context clues to select the correct linking word. • Monitor pair work to ensure students are discussing the meaning of the text while completing the gaps. • Facilitate a brief whole-class check to confirm answers and clarify remaining doubts.	• Read the adapted text individually to understand the main idea. • Analyze the word box options and choose the correct linking words based on context and meaning. • Work in pairs to complete the missing gaps in the text collaboratively. • Compare and self-correct their answers with their partner before confirming with the class.	S–S A	Annex 4 worksheet Word box / linking words list Pencils or pens Board / projector (for modeling the example)
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15 min	Post Stage	• Ask students to write a short personal paragraph (6–80 words) about their weekend or free-time activities using at least five simple linking words to connect ideas. • Select a few volunteers to share their paragraphs with the class. • Provide brief oral feedback based on the shared examples. .	• Write a short personal paragraph (60–80 words) about their weekend or free-time activities using at least five simple linking words to connect ideas. • Volunteer to share their paragraph with the class. • Listen to the teacher’s feedback and reflect on their own writing.	S–S V/K	Notebooks, pens
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ANNEX 1.



ANNEX 2.

⚡ Read the text quickly (Time limit: 2 minutes). Do NOT focus on every single word or dictionary definition!

READING ANNEX 2 — "A BUSY WEEKEND"

Last weekend was very busy because I had many activities planned.

On Saturday morning, I stayed at home and cleaned my room. In the afternoon, I wanted to rest, but my friends invited me to play basketball, so I went out with them.

We were tired, yet we decided to have dinner together. On Sunday, I stayed at home and prepared for the week.

2 Skimming / Main Idea Question:

Which option best summarizes the main idea of the text?

a) The writer spent the entire weekend sleeping and resting at home.

b) The writer had a busy weekend doing chores, playing sports, and dining with friends.

a) The writer traveled out of town for a weekend vacation trip.

Annex 3.

📖 Read the text carefully and answer the comprehension questions in your worksheet.

Question 1

What did the writer do on Saturday morning?

✓ Answer: Stayed at home and cleaned their room.

Question 2

What did the writer's friends invite them to do?

✓ Answer: To play basketball in the afternoon.

Question 3

Did the writer stay at home all weekend?

✓ Answer: No, they went out to play sports and have dinner.

Question 4

Why was the writer's weekend so busy?

✓ Answer: Because they had many activities planned.

Annex 4.

✎ Analyze how linking words connect sentences and express logical relationships.

📖 Linking Words & Functions

And → Adds another similar idea / action.

But / Yet → Shows contrast or unexpected idea.

Because → Gives a reason or cause.

So → Shows a result or consequence.

💬 Examples Extracted from Text

"I stayed at home **and** cleaned my room."

"I wanted to rest, **but** my friends invited me..."

"...my friends invited me, **so** I went out with them."

"Last weekend was busy **because** I had many activities."

Journal 4: PDP Reading

Designing the PDP reading lesson plan entitled “Talking about Weekend Activities” was a reflective and demanding process that helped me better understand the complexity of teaching reading skills in an EFL classroom. Although reading is often perceived as a receptive skill, planning this lesson made me realize that effective reading instruction requires careful scaffolding, clear objectives, and meaningful post-reading tasks that encourage language use. Throughout this process, I reflected on how to support students’ comprehension while also guiding them to notice specific language features, such as linking words, within a text.

One of the first aspects I considered while designing this PDP was defining clear learning objectives. I wanted students not only to understand the main ideas of the reading text “A Busy Weekend”, but also to identify simple linking words and use them in a short personal written text. This dual focus on comprehension and language use required me to carefully align the pre-, during-, and post-reading stages. I realized that reading lessons should go beyond answering comprehension questions and should instead help learners interact with the text in a more meaningful way.

During the pre-reading stage, I focused on activating students’ background knowledge through visual stimuli and prediction questions. Selecting images related to weekend activities allowed students to connect the topic of the text with their own experiences. This stage helped me understand the importance of schema activation in reading comprehension. According to Harmer (2015), pre-reading activities play a crucial role in preparing learners to process a text more effectively by activating relevant vocabulary and ideas. Designing this stage reinforced my understanding that comprehension begins even before students read the text itself.

The during-reading stages were particularly challenging to plan because I needed to balance comprehension and language focus. In the early during-reading stage, I prioritized skimming and general understanding by asking students to identify the main idea and answer basic comprehension questions. This decision helped me realize that students need time to grasp overall meaning before focusing on details. Later, during the more detailed reading stage, I guided students to identify linking words in context and reflect on their function. This approach aligns with the idea that reading instruction should involve both meaning-focused and form-focused activities (Nation, 2009). Planning these stages helped me better understand how reading can be used as a tool to raise language awareness.

One of the main difficulties I anticipated was students confusing the function of linking words such as *but* and *so*. To address this, I incorporated concept-checking questions and board work to clarify meaning and use. This process made me more aware of the importance of anticipating learner difficulties and addressing them proactively. I learned that effective teaching requires predicting potential problems and designing activities that help students overcome them gradually rather than correcting errors only after they occur.

The final during-reading stage and post-reading stage were essential for helping students internalize what they had learned. By using a gap-fill activity with missing linking words, students were able to practice meaning-based selection in a controlled way. The post-reading writing task then allowed them to personalize the language by writing about their own weekend activities. This progression from controlled to freer practice helped me understand the value of scaffolding in reading lessons. As Hyland (2003) explains, integrating reading and writing tasks allows learners to process language more deeply and use it more effectively in meaningful contexts.

Throughout the planning process, I also reflected on classroom management and learner support. Designing activities for a class of thirty students required me to consider interaction patterns, timing, and support strategies. I realized that pair work and clear instructions are essential for maintaining engagement and ensuring that all students participate actively. This reflection helped me understand that lesson planning is not only about content, but also about managing classroom dynamics and learner needs.

This experience also strengthened my understanding of reflective practice. As Farrell (2013) suggests, reflection enables teachers to evaluate their instructional decisions and improve their professional practice. While working on this PDP, I became more aware of my own beliefs about teaching reading and how they influence my lesson design. I realized that I value student-centered activities and meaningful language use, and this awareness will guide my future teaching decisions.

Overall, designing this PDP reading lesson helped me develop a more reflective and intentional approach to lesson planning. I learned that reading lessons should integrate comprehension, language awareness, and meaningful output in order to support holistic language development. This experience has contributed significantly to my growth as a future English teacher and has provided me with practical strategies that I can apply in my future classrooms.

Demonstrative lesson


PDP READING FRAMEWORK

A Busy Weekend

Target Level: A2 English


 Docente / Teacher:
English Language Educator


 Tutor / Advisor:
Academic Supervisor


LESSON OBJECTIVE
 By the end of the lesson, students will be able to show understanding of the reading text *"A Busy Weekend"* by identifying simple linking words (and, but, because, so, yet) and writing a short personal text using them.

EFL Reading Skills & Grammar Integration
 Lesson Plan: Talking about Weekend Activities


Pre-Reading: Lead-in & Schema Activation

Time: 5 – 7 minutes


 Look at the images and headline. Answer the following questions with a partner:


Discussion Questions

- Question 1:** What leisure and weekend activities can you see in these images?
- Question 2:** What do people usually do on weekends? Did you stay home or go out last weekend?
- Prediction:** Look at the main title: *"A Busy Weekend"*. What activities do you expect the author did?


Tip: Speak in full sentences using simple past verbs (e.g., *"I played..."*, *"I visited..."*, *"I cleaned..."*).




PDP Framework — Stage 1: Pre-Reading

ICQs

Pre-Reading: Key Words & Text Prediction

Time: 5 – 8 minutes

Unlocking Meaning (Key Vocabulary & Connectors)



Busy

Having a lot of tasks, chores, or activities to complete.



Rest

To relax, take a break, or stop working or exercising.



Invite

To ask someone to join an event, meal, or sport activity.



Linking Words

Words like *and*, *but*, *because*, *so*, *yet* that connect ideas.

Prediction Task

"Read the main title '**A Busy Weekend**'. What do you think happened to the writer on Saturday and Sunday? Make 2 guesses with your partner."

PDP Framework — Stage 1: Pre-Reading

ICQs

During-Reading: First Read (Skimming)

Time: 5 – 6 minutes

⚡ Read the text quickly (Time limit: 2 minutes). Do NOT focus on every single word or dictionary definition!

READING ANNEX 2 — "A BUSY WEEKEND"

Last weekend was very busy because I had many activities planned.

On Saturday morning, I stayed at home and cleaned my room. In the afternoon, I wanted to rest, but my friends invited me to play basketball, so I went out with them.

We were tired, yet we decided to have dinner together. On Sunday, I stayed at home and prepared for the week.

Skimming / Main Idea Question:

Which option best summarizes the main idea of the text?

- a) The writer spent the entire weekend sleeping and resting at home.
- b) The writer had a busy weekend doing chores, playing sports, and dining with friends.**
- a) The writer traveled out of town for a weekend vacation trip.

PDP Framework — Stage 2: Early During-Reading

ICQs

During-Reading: Second Read (Scanning)

Time: 8 – 10 minutes

Read the text carefully and answer the comprehension questions in your worksheet.

Question 1

What did the writer do on Saturday morning?

✓ Answer: Stayed at home and cleaned their room.

Question 2

What did the writer's friends invite them to do?

✓ Answer: To play basketball in the afternoon.

Question 3

Did the writer stay at home all weekend?

✓ Answer: No, they went out to play sports and have dinner.

Question 4

Why was the writer's weekend so busy?

✓ Answer: Because they had many activities planned.

Scanning Strategy Tip: Scan for specific keywords (like *Saturday, basketball, busy*) to locate answers quickly without re-reading every line!

PDP Framework — Stage 2: Later During-Reading

ICQs

Post-Reading: Focus on Language

Time: 7 – 8 minutes

Analyze how linking words connect sentences and express logical relationships.

Linking Words & Functions

- And** → Adds another similar idea / action.
- But / Yet** → Shows contrast or unexpected idea.
- Because** → Gives a reason or cause.
- So** → Shows a result or consequence.

Examples Extracted from Text

"I stayed at home **and** cleaned my room."

"I wanted to rest, **but** my friends invited me..."

"...my friends invited me, **so** I went out with them."

"Last weekend was busy **because** I had many activities."

PDP Framework — Stage 3: Post-Reading Language Focus

ICQs

Post-Reading: Productive Task

 Time: 15 minutes

 Write a short paragraph about your weekend and then discuss with a partner.

Writing Task (60–80 words)

Write a short personal paragraph about your last weekend or free time.

Requirement: Include at least 5 simple linking words (*and, but, because, so, yet*) to connect your ideas clearly.

Speaking Helpers & Sentence Starters

- > "Last weekend was... **because**..."
- > "On Saturday morning I wanted to... **but**..."
- > "My friends invited me to... **so** I..."
- > "I was very tired, **yet** I decided to..."

PDP Framework — Stage 3: Post-Reading Production

 ICQs

Wrap-up & Assessment

 Time: 5 minutes



Goal Check

Did we achieve our reading and writing objectives today?



Linking Words

Which connectors did you learn or practice? Can you explain 'so' vs 'because'?



Peer Sharing

Share one interesting weekend activity your partner mentioned during discussion.

 Great job today! Remember to use linking words in your future English writing!

PDP Framework — Wrap-up Stage

 ICQs

MODULE 5

PDREE WRITING

MODULE 5 PDREE WRITING

Writing lesson plan

Student: Paz Cevallos Jean Carlos

Level: B1

Action Points

1. Time management.
2. Supporting students during writing.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT write a short paragraph describing a memorable day using linking words (and, but, because, so), then share their paragraph and choose the most interesting one using a simple checklist.

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

- When students write a paragraph describing a memorable day using linking words
- When students read classmates' paragraphs and use a checklist to select the most interesting one

Preliminary Considerations:

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

- Students know basic past tense
- Students can write simple sentences
- Students know basic linking words (and, but, because, so)

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

- Students may have trouble organizing ideas into a paragraph
- Students may not use linking words correctly
- Students may write disconnected sentences

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

- Provide a clear model paragraph
- Highlight linking words in context
- Give a simple structure to follow

Time	Framework Stage	Procedure		Interaction	Materials needed
		Teacher will	Students will		
7 minutes	Preparation	• Ask a warm-up question: ➤ What was a really good or bad day you remember? Why? • Invite 2–3 students to share ideas • Write 2 disconnected sentences on the board and ask: ➤ How can we connect these ideas? • Show a simple paragraph structure on the board (Annex 1) and then explain: ➤ Beginning (when/where) ➤ Middle (what happened) ➤ Ending (result/feeling)	• Think about a memorable day • Share ideas orally • Suggest linking words • Observe the paragraph structure and paid attention	T-S	Board, Market
15 minutes	Drafting	• Give them a model paragraph (Annex 2) • Ask students to read it silently • Ask students to Highlight the linking words in the paragraph after you have explained it to them (Annex 3). • Ask students to write their first draft about a memorable day	• Observe the paragraph structure and paid attention • Take the model paragraph • Read in silent • Identify linking words • Write their first draft	T-S	-Sheet -Pencil -Projector -Laptop

5 minutes	Revising	• Ask students to exchange paragraphs with a partner • Provide a peer feedback checklist (Annex 4) • Explain each point briefly • Monitor and support students	• Read their partner's paragraph carefully • Use the checklist to evaluate the writing • Mark answers (Yes/No) • Give simple suggestions to their partner	S-S	Paragraphs, checklist
8 minutes	Editing	• Ask students to take their paragraph back • Remind them to correct linking words and clarity • Instruct them to improve their writing using feedback	• Review feedback • Correct mistakes • Write final version	S-S	Paper, pencil
10 minutes	Extension	• Provide Best Paragraph Checklist and explain how to use (Annex 5) • Ask students to post their paragraphs on the board • Invite students to walk around and read others • Ask students to vote for the best paragraph	• Read the paragraph checklist • Post their paragraph • Read classmates' work • Vote using checklist	S-S / T-S	Board, paragraphs, checklist

ANNEX 1.

🔍 Structural Breakdown

- 1 **Beginning (Intro)**
Sets the time (*Last Saturday*), place, and partners.
- 2 **Middle (Body)**
Describes key events in sequence and problem solved.
- 3 **Ending (Conclusion)**
Summarizes overall feeling and future wish.

ANNEX 2.

BEGINNING (WHEN / WHERE)

Last Saturday morning, I had a very interesting day with my friends in a small town near the city. We decided to travel early **and** we took a bus at 7 a.m. The weather was nice, **so** we felt excited about the trip.

MIDDLE (WHAT HAPPENED)

When we arrived, everything looked quiet, **but** after a few minutes we realized we were lost **because** we didn't know the place. We walked around the streets **and** asked some people for help. Luckily, a local person gave us directions, **so** we found a beautiful park. We were very tired **because** we walked a lot, **so** we sat down **and** ate some snacks together. After that, we explored more places, took many photos, **and** visited a small café where we had drinks.

ENDING (RESULT / FEELING)

In the end, it was a great experience, **and** I felt very happy **because** I spent time with my friends. It was a bit tiring, **but** I really enjoyed the day, **so** I would like to visit that place again in the future.

ANNEX 3.

TARGET CONNECTORS:

and (addition)

but (contrast)

because (reason)

so (result)

ANNEX 4.

🔄 Swap your worksheet with a partner. Read their draft carefully and complete this checklist:

Peer Content Checklist

- ✓ Does the text have a clear Beginning, Middle, and Ending?
- ✓ Did the author include at least 3 target connectors (*and*, *but*, *because*, *so*)?
- ✓ Are the main events easy to follow and understand?

Feedback Helpers (What to say)

Use these polite sentence starters to give helpful feedback to your classmate:

"I really liked how you described..."

"One connector you could add here is..."

"One part that was exciting was..."

ANEX 5.

✂ Take your paragraph back. Use this self-editing checklist to clean up language errors:

Editing Checklist

- ✎ **Spelling:** Check irregular past tense verbs (*took*, *had*, *went*, *felt*).
- ✎ **Punctuation:** Check capital letters at start of sentences & periods at the end.
- ✎ **Grammar:** Did you use *because* for reason & *so* for results?

Common Mistakes to Fix

✗ We walked a lot because we sat down.

✓ We walked a lot, so we sat down.

✗ We take a bus yesterday at 7 a.m.

✓ We took a bus yesterday at 7 a.m.

Journal 5: Writing process

Designing the PDE-based writing lesson on describing a memorable day using linking words was a challenging but valuable experience for me as a future English teacher. At the beginning, I thought that creating a writing lesson would be more straightforward, especially because it follows a clear structure such as preparation, drafting, revising, editing, and extension. However, as I started working on each stage, I realized that it requires careful planning to ensure that students are guided step by step and not overwhelmed by the task. This process helped me understand that teaching writing is not only about asking students to write, but about supporting them throughout the entire process.

During the preparation stage, I focused on activating students' ideas by asking them about a memorable day. I felt that this was important because writing becomes easier when students have something personal to say. At this point, I felt confident because I was connecting the lesson to students' experiences, which makes the activity more meaningful. However, I also realized that some students might struggle to generate ideas, so it is important to provide support and examples when needed.

The drafting stage was one of the most important parts of the lesson. At first, I made the mistake of placing the model paragraph before explaining the structure, but after revising the plan, I understood that students need a clear structure first in order to understand what they are reading. This change helped me organize the lesson in a more logical way: first showing the structure (beginning, middle, ending), then presenting the model paragraph, and finally asking students to write their own draft. This made me realize that the order of activities has a strong impact on student understanding. According to Harmer (2007), effective writing lessons should

guide learners from controlled input to independent production, which is exactly what I tried to achieve in this stage.

While designing the model paragraph, I also became more aware of the importance of level appropriateness. At first, I wrote a paragraph that was too short and simple, which would not be useful for a B1 level. This made me reflect on how important it is to provide input that is realistic and slightly challenging. I improved the paragraph by making it longer, including more details, and using multiple linking words in context. This allowed students not only to read and understand the text, but also to see how ideas are connected in a natural way. Swan (2005) explains that learners benefit from examples that show real language use rather than isolated sentences, and I could clearly see how this applies to writing lessons.

The revising stage also helped me reflect on the role of peer feedback. At first, I designed a very simple checklist, but I realized that it was too limited and would not engage students for the full time of the activity. After improving it, I included more criteria such as structure, clarity, use of linking words, and verb tense. This made the activity more meaningful and helped students focus on different aspects of writing. I understood that peer feedback is not only about correcting mistakes, but also about helping students become more aware of what makes a good text. Hyland (2003) highlights that feedback is essential in writing development, as it allows learners to reflect on their work and improve it.

The editing stage was more straightforward, but still important. Here, students used the feedback they received to improve their writing. This stage made me realize that students need time to reflect and make changes, rather than just receiving corrections. It also showed me that writing is a process, not a single activity. Allowing students to rewrite their paragraph helps them develop greater control over their language and improves the quality of their work.

The extension stage was one of the most engaging parts of the lesson. Asking students to post their paragraphs on the board and read their classmates' work created a more dynamic and interactive environment. I liked the idea of including a checklist for voting because it gives students a clear purpose when reading others' texts. At the same time, it makes the activity more motivating. I realized that this stage is not only about evaluating, but also about celebrating students' work and encouraging participation. This reflects a more communicative and student-centered approach to teaching.

Throughout this process, I also became more aware of the importance of time management. At first, I underestimated how long each stage would take, especially drafting and revising. This made me understand that lesson planning must be realistic and flexible. Harmer (2007) emphasizes that teachers need to balance timing carefully to ensure that each stage has a clear purpose and enough time to be completed effectively.

This experience also made me reflect on my own assumptions about writing. I used to think that writing was mainly about grammar and correctness, but now I see that it is more about organizing ideas and communicating meaning. Linking words play an important role in this process because they help students connect ideas and create more coherent texts. Scrivener (2011) explains that writing should focus on clarity and communication, not only on accuracy, and this is something I tried to apply in my lesson.

In the future, I would like to continue improving my ability to design writing lessons that are clear, structured, and engaging. I will focus on providing better models, clearer instructions, and more meaningful feedback opportunities. I also want to encourage students to see writing as a process rather than a task, where they can plan, revise, and improve their work. Additionally, I will continue reflecting on my teaching practices to identify areas for improvement.

Overall, designing this PDE writing lesson helped me understand that teaching writing requires careful planning, clear structure, and continuous support. It also helped me become more reflective about my decisions as a teacher and more aware of the importance of guiding students step by step. This experience has strengthened my confidence and provided me with practical strategies that I can apply in my future teaching practice.

Demonstrative lesson

PDREE WRITING FRAMEWORK

Describing a Memorable Day

Guided Paragraph Writing Lesson

ENGLISH LEVEL
B1 Level

TEACHER
Paz Cevallos Jean Carlos

ACADEMIC SUPERVISOR
English Language Dept.

LESSON OBJECTIVE
By the end of the lesson, students will be able to plan, draft, review, and edit a short paragraph of **80–120 words** describing a memorable day using appropriate connectors (*and, but, because, so*) and simple past tenses.

STAGE P • PRE-WRITING

Time: 5 – 7 minutes

Brainstorming & Schema Activation

Look at the image below and discuss the following questions with a partner:

1 Personal Experience:
What was a really good or bad day you remember? Why was it memorable for you?

2 Sentence Connection:
Look at these two sentences: *"We were tired."* & *"We walked a lot."*
How can we connect them using *because* or *so*?

Teacher's Tip: Think of key action words in the past tense (*traveled, walked, realized, enjoyed*).



ICQs: Are we writing yet? (No) How long do we have to talk? (5 mins)

PDREE Framework • Step 1

STAGE P • PRE-WRITING

⌚ Time: 8 minutes

Model Text & Structure Breakdown

BEGINNING (WHEN / WHERE)

Last Saturday morning, I had a very interesting day with my friends in a small town near the city. We decided to travel early **and** we took a bus at 7 a.m. The weather was nice, **so** we felt excited about the trip.

MIDDLE (WHAT HAPPENED)

When we arrived, everything looked quiet, **but** after a few minutes we realized we were lost **because** we didn't know the place. We walked around the streets **and** asked some people for help. Luckily, a local person gave us directions, **so** we found a beautiful park. We were very tired **because** we walked a lot, **so** we sat down **and** ate some snacks together. After that, we explored more places, took many photos, **and** visited a small café where we had drinks.

ENDING (RESULT / FEELING)

In the end, it was a great experience, **and** I felt very happy **because** I spent time with my friends. It was a bit tiring, **but** I really enjoyed the day, **so** I would like to visit that place again in the future.

Q Structural Breakdown

- 1 **Beginning (Intro)**
Sets the time (*Last Saturday*), place, and partners.
- 2 **Middle (Body)**
Describes key events in sequence and problem solved.
- 3 **Ending (Conclusion)**
Summarizes overall feeling and future wish.

TARGET CONNECTORS:

and (addition) **but (contrast)** **because (reason)** **so (result)**

🔍 ICQs: Where do we find the time/place? (Beginning) Which word gives a reason? (Because)

PDREE Framework • Step 1

STAGE D • DRAFTING

⌚ Time: 10 – 12 minutes

Paragraph Outline & Writing Task

✍ WRITING TASK

"Write a short paragraph describing a memorable day. Write between 80 and 120 words."

▶ Beginning

- When did it happen? (*Last year, yesterday*)
- Where were you?
- Who were you with?

≡ Middle

- What actions took place?
- Did a problem occur?
- Use connectors: **and, but, because, so**

🏁 Ending

- How did the day finish?
- How did you feel?
- Final evaluation or wish

🔑 **First Draft Gold Rule:** "Focus on getting your ideas down on paper. Don't worry too much about grammar or spelling mistakes yet!"

🔍 ICQs: Should you stop to check spelling now? (No) How many words minimum? (80 words)

PDREE Framework • Step 2

STAGE R • REVIEWING

Time: 5 – 8 minutes

Peer Feedback & Content Checklist

Swap your worksheet with a partner. Read their draft carefully and complete this checklist:

Peer Content Checklist

- ☒ Does the text have a clear Beginning, Middle, and Ending?
- ☒ Did the author include at least 3 target connectors (*and, but, because, so*)?
- ☒ Are the main events easy to follow and understand?

Feedback Helpers (What to say)

Use these polite sentence starters to give helpful feedback to your classmate:

"I really liked how you described..."

"One connector you could add here is..."

"One part that was exciting was..."

ICQs: Are you marking errors with red ink? (No) Are you checking if it makes sense? (Yes)

PDREE Framework • Step 3

STAGE E • EDITING

Time: 7 – 8 minutes

Grammar, Spelling & Mechanics

Take your paragraph back. Use this self-editing checklist to clean up language errors:

Editing Checklist

- ☒ **Spelling:** Check irregular past tense verbs (*took, had, went, felt*).
- ☒ **Punctuation:** Check capital letters at start of sentences & periods at the end.
- ☒ **Grammar:** Did you use *because* for reason & *so* for results?

Common Mistakes to Fix

✗ ~~We walked a lot because we sat down.~~

✓ We walked a lot, so we sat down.

✗ ~~We take a bus yesterday at 7 a.m.~~

✓ We took a bus yesterday at 7 a.m.

ICQs: What tense should most action verbs be in? (Simple Past)

PDREE Framework • Step 4

STAGE E • EVALUATING / PUBLISHING

⌚ Time: 10 minutes

Final Product & Class Publishing

🔗 Gallery Walk & Sharing Activity

1. Write your final polished version neatly on your presentation sheet.
2. Post your paragraph on the classroom wall.
3. Walk around, read your classmates' work, and find: **(A) The most interesting idea** and **(B) The most creative title!**

📊 Assessment Rubric Overview



Content & Structure

Clear Beginning, Middle, and Ending paragraphs with smooth transition.



Connectors & Vocab

Correct usage of *and*, *but*, *because*, *so* and past tense verbs.



Clarity & Presentation

Legible handwriting, neat formatting, accurate punctuation.

🗳️ ICQs: How many stories will you choose for your vote? (One for idea, one for title)

PDREE Framework • Step 5

FINAL REFLECTION

⌚ Time: 5 minutes

Wrap-up & Self-Assessment

Reflect on your learning journey today. Answer these 3 metacognition questions with your partner:

1

Objective Check

Did you achieve your writing objective of producing a structured past-tense paragraph today?

2

Language Utility

What was the most useful connector or word (*and*, *but*, *because*, *so*) you used in your draft?

3

Strategy Check

Which stage of PDREE (Pre-writing, Outline, Peer Review) helped your writing the most?

🗳️ ICQs: Great job today! Are your final papers handed in to the teacher? (Yes)

PDREE Framework • Reflection Complete

Recommendations

Effective lesson planning must prioritize active learning and thorough preparation prior to class. Engaging warm-up activities, such as short multimedia prompts or open-ended questions without a single correct answer, should be utilized to activate prior knowledge, reduce anxiety, and stimulate critical thinking from the start of the lesson.

Teachers should adopt a student-centered approach that favors quality over quantity. Rather than aiming to cover broad amounts of structural content, lessons should focus on well-defined, achievable learning objectives. Instructions should be clear, and tasks must follow a logical sequence that gradually shifts responsibility from the teacher to the learner.

Scaffolding and resource selection must be carefully adapted to students' language proficiency levels. Selecting authentic, engaging, and level-appropriate materials—paired with supportive tools such as graphic organizers and peer feedback checklists—enhances learner motivation and supports successful language development.

Finally, English educators should embed systematic reflective practice into their routine teaching. Keeping reflective journals and evaluating lesson outcomes allow teachers to anticipate learning bottlenecks, refine instructional strategies, and continuously improve their pedagogical performance.

Conclusions

The integration of the FMU, ECRIF, PDP, and PDREE methodological frameworks throughout this TEFL Application Process portfolio demonstrates that effective English language teaching relies on structured, student-centered planning and intentional pedagogical design. Each framework addressed a distinct dimension of language instruction, guiding learners progressively from initial comprehension to independent, communicative language use.

The FMU (Form, Meaning, Use) analysis proved essential for foundational language analysis, allowing grammar—specifically target structures like linking words—to be presented as a meaningful communicative tool rather than a set of isolated rules. By anticipating common learner difficulties and using concept-checking questions (CCQs), this model ensured that students understood not only how structures are formed, but how they function in authentic interaction.

The ECRIF framework provided a highly effective model for developing oral interaction. By scaffolding lessons from Encounter and Clarification through to Internalization and Fluently Use, students gained the necessary confidence to transition from controlled practice to spontaneous, fluent speaking tasks.

The PDP (Pre, During, Post) model successfully structured receptive skills in listening and reading. Activating schema during the pre-stage reduced cognitive load and anxiety, while guided during-reading and listening tasks helped learners process information from general main ideas to specific details. The post-stage allowed for meaningful consolidation and practical application.

The PDREE process-writing model reinforced the value of treating writing as an iterative journey. Guiding students through Preparation, Drafting, Revising, Editing, and Extension fostered learner autonomy and highlighted the critical role of peer feedback and self-reflection in producing coherent, well-structured text.

Ultimately, combining these four frameworks has significantly strengthened my teaching practice. This experience has deepened my professional competence, showing that impactful language instruction is rooted in clear scaffolding, reflective evaluation, and providing meaningful, real-world learning opportunities for students.

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