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TEFL APPLICATION PROCESS

AUTOR:

Saavedra Aveiga Catherine Domenique

DOCENTE TUTOR:

Lic. Cintya Maribel Zambrano Zambrano. Mg.

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CERTIFICADO DE PROPIEDAD INTELECTUAL

Título del Trabajo de Integración Curricular:

Teaching English as a Foreign Language Application Process

Autor: Saavedra Aveiga Catherine Dominique

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Descripción de Autoría:

Este informe documenta el proceso de aplicación de la planificación de clases. Abarca el diseño y la implementación de clases demostrativas para cada una de las habilidades del idioma, fundamentadas en cinco enfoques pedagógicos: el análisis de Forma, Significado y Uso (FMU), como herramienta para la preparación lingüística del docente antes de la enseñanza de la gramática; el modelo ECRIF (Encounter, Clarify, Remember, Internalize and Fluency), utilizado para la planificación de clases de expresión oral; el modelo Pre, During y Post (PDP), aplicado tanto a las clases de comprensión auditiva como de comprensión lectora; y el Proceso de Escritura (Preparation, Drafting, Revision, Editing and Extension), empleado para la enseñanza de la expresión escrita. Cada uno de estos enfoques fue estudiado a través de lecturas académicas registradas en diarios reflexivos, seguido del diseño del correspondiente plan de clase y su implementación en una clase demostrativa.

Declaración de Autoría:

Yo, **Saavedra Aveiga Catherine Dominique**, con número de identificación **1350403059**, declaro que soy el autor y la **Lic. Zambrano Zambrano Cintya Maribel, Mg.**, con número de identificación **1311702987**, es el coautor del trabajo de integración curricular titulado **“Teaching English as a Foreign Language Application Process”**. Este portafolio es resultado de una investigación bibliográfica y de campo y no ha sido copiado ni plagiado en ninguna de sus partes.

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Firma del Autor

Saavedra Aveiga Catherine Dominique
C.I. 135040305-9



Firma del Coautor

Zambrano Zambrano Cintya Maribel
C.I. 131170298-7

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DEDICATION

I dedicate this work to my parents, whose unconditional love, sacrifices, and constant encouragement have inspired me every step of the way. Their faith in me has been my greatest motivation, and this achievement is as much theirs as it is mine.

CERTIFICO

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

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

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

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Manta, Jueves, 23 de julio de 2026.

Lo certifico,



ZAMBRANO ZAMBRANO CINTYA MARIBEL
Docente Tutor

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INTRODUCTION

English is a global language for communication at different points such as culture, work and studies. Learning this foreign language allows for study, work and interaction opportunities with people from various parts of the world.

In this document I will present experiences that are acquired during my pre-professional internship and my demonstration classes as a future educator in the area of English. In addition, lesson plans are attached that demonstrate an important part for the execution of a class. This skill of teaching English has been rewarding in my personal and professional development.

As mentioned, English is important in our lives for several reasons, and to develop this language we need to develop four skills. To achieve growth with oral dexterity we apply the ECRIF model. This model focuses on learners achieving fluent communication in different real-life situations. Additionally, they include grammar using the FMU model.

The next skills are listening and reading, both of which are guided by the PDP model. This focuses on improving comprehension, whether listening or reading, through various activities according to skill. This model can be adapted to any learning level or needs of the learners.

Finally, to develop writing skills, we ran the PDREE model. The goal of this model is to improve writing by applying essential points such as drafting, revising, and finally editing. This activity is also adapted to the levels of learning in the English area.

MODULE 1: FMU LANGUAGE ANALYSIS

FMU Language Analysis for: Infinitive and Gerunds

FORM

Infinitives = to + verb (e.g., to play, to read)

Gerunds = verb + -ing (e.g., playing, reading)

MEANING

Some verbs followed by an infinitive:

- ✓ **Promises, Plans, Desires:** promise, plan, hope, need, want, decide, wish, decide, learn...

Some verbs followed by gerunds:

- ✓ **Enjoyment and Experience:** enjoy, dislike, (not) mind...
- ✓ **Habits and Patterns:** avoid, quit, finish, keep...
- ✓ **Suggestions:** suggest, recommend, consider, imagine...

Some verbs that can be followed by an infinitive or gerund (there is no difference in meaning):

- ✓ Like, love, prefer, hate, start, begin, continue... → She likes to run/ She likes running.

Some verbs that can be followed by an infinitive or gerund (there is difference in meaning):

- ✓ Stop, forget, remember, try, regret...

She stopped to call me → She was driving. She stopped her car. She called me.

She stopped calling me → We had a fight. She doesn't call me anymore.

USE

We use gerunds in the following cases:

- ✓ As the subject of a sentence: *Swimming* is fun.
- ✓ After prepositions: She is interested in *learning*.
- ✓ After certain verbs: I enjoy *reading*.

We use infinitives in the following cases:

- ✓ To express purpose: She went to the store *to buy* groceries.
- ✓ After certain verbs: I want *to go*.
- ✓ After adjectives: It's difficult *to understand*.

ANTICIPATED DIFFICULTIES

- Students may struggle to remember which verbs take infinitives, which take gerunds, and which take both.
- They may forget “to” before infinitives (I want go).
- They might add “-ing” incorrectly after verbs that require “to + verb” (I want playing).
- Students may find it difficult to use a gerund after a preposition, as they might default to the base verb (e.g., *She is good at dance* instead of *She is good at dancing*).

COMPREHENSION-CHECKING QUESTIONS

Q: If I say “I like reading”, is it an activity or a future plan? → It's an activity.

Q: If I say "I want to read", have I started reading? → No, it's a plan.

Q: "I want _____. Do I say 'I want dancing' or 'I want to dance'?" → I want to dance.

Q: "If I love cooking, do I say 'I enjoy to cook' or 'I enjoy cooking'?" → I enjoy cooking.

Q: "After 'good at', do I say 'dance' or 'dancing'?" → Dancing.

TEACHING IDEA

Students receive cards with verbs and must sort them into two columns: infinitive or gerund. They then write one personal sentence using a verb from each column.

SOURCES CONSULTED

Engvid. (s.f.). *Verbs Followed by Gerunds and Infinitives*. Obtenido de Verbs Followed by

Gerunds and Infinitives: <https://www.engvid.com/english-resource/verbs-followed-by-gerunds-and-infinitives/>

Perfect English Grammar. (s.f.). *Perfect English Grammar*. Obtenido de Gerunds and

Infinitives: <https://www.perfect-english-grammar.com/gerunds-and-infinitives.html>

Journal 1 FMU

English language teaching has moved from traditional grammar instructions towards more communicative approaches. One of the most relevant pedagogical models in linguistics and language learning is Form–Meaning–Use (FMU) analysis, which allows learners to connect grammatical structure with real contexts, leading to active communication. This journal will discuss expectations and feelings about FMU analysis, teaching experiences and classroom issues, and the importance of FMU for teachers.

Before delving into the FMU analysis, my understanding of grammar teaching was limited to Form. I thought that knowing grammatical rules was enough preparation to teach them. For me, grammar teaching meant explaining the rules, giving examples, and assigning exercises or worksheets. My first expectation was that FMU would be demanding for teachers, perhaps even more demanding to students and it would require a different kind of planning than the ones I had previously practiced.

According to Crawford (2012), for teachers, knowledge of grammar is not limited to accuracy: it incorporates all three elements (form, meaning, and use). A teacher who only understands Form will inevitably train students capable of performing grammar exercises, but incapable of communicating effectively in spontaneous conversations or in writing. Furthermore, according to a study conducted by Ahmed and Mahmood (2024), which analyzed the grammatical perceptions and teaching practices of over 210 EFL university teachers in Pakistan, revealed that while most teachers support meaning-focused and contextualized instruction, their actual teaching methods revealed a strong preference for form-focused instruction in isolation, presenting grammatical rules and drills detached from meaning and authentic usage. It is precisely this gap between belief and practice that the

FMU analysis seeks to bridge. When teachers conduct a proper FMU analysis for lesson planning, they are forced to consider all three dimensions in a purposeful and concrete way, making it much less likely that they will resort to teaching form alone, out of habit or convenience. A subsequent study conducted by Pereira and Guevara (2025), examined the measurable effect of context-integrated grammar instruction on EFL students' accuracy and fluency. The results showed that students who learned grammar in context used more accurate and fluent expressions, had a deeper understanding of language structure, and were more confident in using grammar in real-life situations.

In my Pre-service Teaching, students were generally able to fill in the blanks and solve practice problems accurately, but they were unable to do so when asked to create target structures in more free contexts, such as speaking activities or free writing assignments. A re-examination of the FMU framework makes the problem clear. Students knew the rules, but they did not know what those rules meant or when to choose them over other forms. Also, teachers sometimes have difficulty answering students' questions about sentence comprehension, such as, "Why do we use the perfect past tense instead of the simple past tense?" This shows that the lack of FMU analysis is not only a problem in lesson planning, but is also due to the lack of knowledge of teachers. If an FMU analysis is conducted before each grammar class, both teachers and students would be able to effectively understand the relevant linguistic aspects.

The FMU analysis is crucial for avoiding a common mistake: even when teachers master grammar rules, they often fail to explain their meaning or illustrate their application with examples. This leads learners to believe that grammar is arbitrary and irrelevant to real-world communication. By properly applying FMU, teachers can ensure that the

grammar points they teach to the students are consistent, context-relevant, and communicative. This leads to better learning outcomes and higher motivation than simply memorizing rules.

In conclusion, FMU analysis is a valuable tool for improving English as a Foreign Language (EFL) teaching methods. As mentioned earlier, it helps teachers move from traditional to more communicative approaches. The consulted literature confirms that this thorough preparation is fundamental for effective grammar instruction. It forms the basis for all subsequent pedagogical decisions, such as the presentation of grammatical structures, the design of exercises, and the assessment of students' language proficiency. In my teaching practice, I have encountered situations where students know the grammatical rules, but without this foundation, they cannot use them to communicate. FMU analysis is the tool to bridge this gap, and I plan to apply it to all the grammar topics I teach in the future.

MODULE 2: ECRIF

Speaking Lesson Plan ECRIF

Level: A2

Action Points

- Time Management
- Organizing student practice

What are your Student Learning Objectives for the lesson?

By the end of the lesson, students will be able to use infinitive and gerunds to give and receive advice in a situational roleplay.

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

-Students ask questions and answer accurately during a “three in a row” game, using infinitives and gerunds.

-Students give appropriate advice in a situational roleplay using the target language.

Preliminary Considerations:

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

-Common verbs (like, enjoy, want, need, go, play, etc.).

-Simple present tense, simple past tense.

-Some expressions for giving opinions or preferences (e.g., “I like...”, “I want...”).

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

-Distinguish when to use gerunds and when to use infinitives.

-Differentiate gerunds with present continuous.

-Produce sentences spontaneously during speaking activities.

-Know how to start giving advice in the fluency activity.

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

Provide clear examples, monitor closely and project useful phrases so they have support when speaking.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
8 Minutes	Encounter	-Project a short story, and ask students to read it. -Ask students to identify all the verbs in the story and then, classify them in two columns: “Base form” and “-Ing form” Ask ICQ’s: -What do you have to identify? (<i>The verbs.</i>) -Where do you write the verbs? (<i>In the correct column.</i>) -Are you writing complete sentences? (<i>No.</i>)	-Read the short story and identify all the verbs and then, classify them in two columns: “Base form” and “-Ing form” -Answer ICQ’s	T – S V - A	Projector Laptop
	Clarify	-Project the table with the topic “Infinitive and Gerunds”. Tell students: <i>"Look at these four groups. Don't worry about memorizing everything — just notice the patterns."</i> Walk through each column briefly: • <i>"These verbs always need -ing after them: avoid, enjoy, keep..."</i> • <i>"These always need to + verb: decide, want, plan..."</i> • <i>"These can take both forms — and the meaning stays the same: like, love, prefer..."</i> • <i>"These are tricky — the form changes AND the meaning changes: stop, try, remember, forget."</i> -Point to the examples at the bottom of each column and read them aloud. Ask: <i>"Do you see a difference between 'He stopped eating' and 'He stopped to eat'?"</i> Take 1–2 quick answers. -Project the 4 sentences (A, B, C, D). Give students 1 minute to read silently.	-Pay attention to the explanation -Answer the discussion questions. -Answer checking comprehension questions.		

		Then ask the discussion questions one by one: • Which sentences contain a gerund? • Which sentences contain an infinitive? • In which pair of sentences does the form NOT change the meaning? • What is the difference in meaning between sentence A and B? -Ask CCQ's: • Can I say '<i>I enjoy to plan</i>'? Justify your answer. • '<i>She decided to study.</i>' What comes after 'decide'? Give me one more sentence with '<i>decide</i>'. • '<i>I love cooking</i>' and '<i>I love to cook</i>' — same meaning or different? • '<i>She tried calling him</i>' — did she call him? '<i>She tried to call him</i>' — did she call him? Same meaning or different?			
9 Minutes	Remember	-Provide a worksheet -Ask students to: 1. Circle the correct option to complete each sentence. 2. Each sentence has a verb error. Write the correct sentence on the line. -Ask ICQ'S: -Do you choose one option or both? (One option.) -Are you writing only the mistake? (No, the whole correct sentence.)	- Complete the worksheet on gerunds and infinitives in sentences. -Answer ICQ's	T – S V	Worksheet Pen Pencil
10 Minutes	Internalize	-Ask them to join in pairs and explain the instructions to play a “Three in a row” game speaking activity, where they have to ask and answer questions with either a gerund or an infinitive. -Ask ICQ's:	-Follow the instructions to play a “Three in a row” game in pairs, where they have to ask and answer questions with either a gerund or an infinitive.	S – S V A K	Game

		-Are you working with a partner? (Yes.) -How many squares do you choose each turn? (One.) -Do you need to answer the question in the square? (Yes.)			
18 Minutes	Fluency	-Give small slips of paper with scholar problems (e.g., I always forget doing my homework.” “I can’t stop checking my phone during class.” “I dislike studying for exams because I get bored quickly.”). -Ask students to join in pairs and come to the front of the class. Each pair will take two slips of paper at random (one for each student) without showing them to their partner. -Explain Student A will act as the patient and explain their strange problem, while Student B will act as the doctor, ask them to listen carefully, and give at least two recommendations -Require students to switch roles. Student B will now become the patient and explain their problem, while Student A will act as the doctor and provide advice - Project useful phrases on the board for students to use as a guide during their performance -Ask ICQ’s: Are you working in pairs? (Yes.) How many slips of paper does each student take? (One.) How many pieces of advice should Student B give? (Two.)	-Listen to instructions. Student A explains their "strange problem" while Student B (doctor) gives 2 recommendations. Then, they switch roles and repeat with the second problem. -Answer ICQ’s	S - S V A K	Slips of paper Projector

ANNEX 1

Sofia and Leo are classmates. They always talk about school after class.

Leo said: "I keep forgetting to do my homework. I need to start organizing my time better."

Sofia replied: "I suggest making a study schedule. I really enjoy planning my week and I can't imagine starting the day without checking my to-do list!"

Leo said: "I tried to study last night, but I stopped watching videos after only five minutes of work. I hate studying alone."

Sofia added: "You should try studying with a friend. I also recommend avoiding your phone while you work. I prefer to leave mine in another room."

In the end, Leo decided to follow her advice and promised to stop procrastinating

ANNEX 2.

Name: _____ Date: _____

Exercise 1 – Choose the correct form

Circle the correct option to complete each sentence.

1. She enjoys _____ (to swim / swimming) at the beach every morning.
2. He decided _____ (to travel / traveling) during the summer holidays.
3. I want _____ (to learn / learning) how to cook new recipes.
4. My brother keeps _____ (to forget / forgetting) to pack his sunscreen.
5. We plan _____ (to visit / visiting) the mountains next week.
6. I love _____ (to explore / exploring) new places on holiday.

Exercise 2 – Correct the mistake

Each sentence has a verb error. Write the correct sentence on the line.

1. I need going to the supermarket before we leave.

Correction: _____

2. She avoids to eat too much sugar during the holidays.

Correction: _____

3. My sister decided visiting her friend in another city.

Correction: _____

ANNEX 3.

ENJOY Do you enjoy <u>studying</u> at home? Why or why not?	WANT Do you want <u>to learn</u> a new language? Which one?	AVOID Do you avoid <u>doing</u> homework at night? What do you do instead?
PLAN Do you plan <u>to do</u> anything fun this weekend?	LOVE / HATE Do you love or hate <u>waking up</u> early? Tell us!	KEEP Do you keep <u>forgetting</u> things? What do you always forget?
NEED Do you need <u>to improve</u> something at school? What?	PREFER Do you prefer <u>working</u> alone or <u>working</u> with friends?	DECIDE Did you decide <u>to try</u> something new recently? What was it?

ANNEX 4.

RANDOM PROBLEMS

I always forget my homework.

I keep arriving late to school.

I avoid speaking English in class.

I don't understand my math homework.

I get nervous before exams.

I fail my English quizzes.

I can't concentrate in class.

I keep talking with my friends during lessons.

I postpone doing my projects.

I don't know which school club to join.

I spend too much time on my phone.

I go to bed very late.

I wake up tired every morning.

I eat too much junk food.

I don't drink enough water.

I never exercise.

I feel shy when I meet new people.

I forget my friends' birthdays.

I argue with my brother every day.

My room is always messy.

I spend too much money.

I lose my keys all the time.

I can't decide what to wear.

I watch too much TV.

I play video games for many hours.

I don't have enough time to study.

I can't finish my homework on time.

I feel lonely at school.

I don't know how to make new friends.

Journal 2 ECRIF

Oral expression is often considered the skill that instills the most fear in students of English as a foreign language (EFL). This is because they must express themselves in real time, directly in front of their classmates and the teacher. For years, the predominant model in oral expression classes has been a variation of (Presentation, Practice, and Production), but an increasing number of teachers are now adopting the ECRIF model (Encounter, Clarify, Remember, Internalize, and Fluency) as a student-centered alternative. This journal presents my reflections on the ECRIF framework, initial expectations, insights drawn from the literature, classroom observations, specific problems this framework can address, and concrete ideas for applying it in future oral expression practice classes.

First, my expectation of the Speaking Lesson Plan method seems to me to be a structure that can guide teachers in creating activities for an effective class, I believe that there is often a concern about managing time and ensuring that all students participate. However, speaking lessons also create expectations of more dynamic and enjoyable classes. As teachers become more familiar with communicative strategies, they start to feel more confident. Consequently, speaking lesson plans can shift from being stressful to becoming an opportunity for meaningful teaching.

Before I delved into ECRIF, my approach to preparing language classes relied almost exclusively on the PPP model. Specifically, I would introduce new words or expressions, ask students to practice them through guided exercises, and then encourage them to express themselves more freely. Above all, I assumed that the ECRIF would require teachers to be more flexible and observant than a rigid, linear approach.

Three articles have significantly influenced my understanding of ECRIF. Tamayo, Almeida, and Pillajo (2024) conducted an exploratory study on the implementation of ECRIF with 37 ninth-grade students, in which they taught the present continuous tense using the 2022 World Cup in Qatar as a theme. According to the results of their study, ECRIF is a practical approach that progressively improves oral expression skills in a collaborative, student-centered environment, and the students demonstrated high motivation as they directly observed improvements in their linguistic fluency. This provides a concrete model of how ECRIF is applied when used with a real group of students learning English as a foreign language, rather than being a series of abstract steps. A second study by Dalkıran and Semerc (2020), showed that the experimental group, which received instruction based on the ECRIF approach, achieved significantly higher results than the control group in both listening comprehension and speaking skills. The study demonstrates that the ECRIF approach is not merely an interesting theoretical concept, but also has measurable, evidence-based effects on students' learning outcomes. Finally, a third study conducted by Abata and Gavilanes (2024) found that ECRIF is useful for organizing communication-centered language instruction in the classroom. This is precisely because it allows students to express themselves and progress from simple activities to increasingly complex ones. This was very meaningful to me, as it not only highlighted my experience as a teacher during my teaching practicum but also allowed me to naturally accept the uncertainty that comes with applying a new educational framework in a real classroom for the first time, as well as to gradually build my self-confidence.

As part of my Pre-service Teaching, I had the opportunity to directly apply elements of the ECRIF framework. In a class for A2-level students focused on gerunds and infinitives, during the “Clarify” stage, I used questions to assess their understanding and helped the

students distinguish between these two forms. For example, I asked whether the verb form following “enjoy” should be accompanied by “to” or “-ing,” and whether the meaning of the sentence changed depending on which form was used. This immediately revealed a fundamental challenge. Many A2-level learners struggled to identify the main verb in a sentence before even considering which form to use, so the “Clarify” phase took much longer than initially anticipated. Even after moving on to the “Fluency” stage, some students hesitated to choose the correct form and needed to be prompted with leading phrases before they could construct a sentence. I then realized that ECRIF is not a standardized sequence in which all students progress at the same pace, but rather a description of overlapping cognitive processes that teachers must observe and respond to flexibly.

Furthermore, the ECRIF framework can help address several common challenges in language teaching. First, because it outlines a systematic process designed to gradually build learners’ confidence, it helps address the issue of lack of participation. Second, by allowing learners to practice the language in stages before speaking freely, it helps reduce their anxiety. Also, it allows learners to focus on meaning and context, which resolves the problem of rote memorization without comprehension. ECRIF promotes memory consolidation through continuous practice and the reuse of the language. As a result, learners are more likely to use English more actively in their real-life communications.

In terms of concrete ideas for practical spoken language instruction, ECRIF proposes different types of activities for each stage. In the “Encounter” stage, the target language is presented through short, real-life conversations, video clips, or relevant news topics, allowing learners to encounter the language’s structure and meaning for the first time in context. In the “Clarify” stage, Concept Confirmation Questions (CCQs) are crucial. Rather than directly

explaining the rules, teachers pose guiding questions to lead students to clearly articulate the meaning and form of the language on their own. This approach fosters a deeper understanding than direct explanation. In the “Remember” stage, controlled practice activities, such as fill-in-the-blank exercises, matching exercises, sentence rewriting, or short structured dialogues, help students consciously consolidate new structures in their memory through repeated practice. In the “Internalize” stage, semi-controlled activities are highly effective; these activities ensure accuracy while beginning to give students an experience similar to real-life communication. Puzzle games, fill-in-the-blank activities, role-playing with a clear script outline, or short, structured discussions can all be effectively used in this stage. Finally, in the “Fluency” stage, truly open-ended and communication-centered tasks must be incorporated. These include free discussions on topics of interest to students, debates, storytelling, or problem-solving tasks in which the target language is treated as just one of many tools students use to convey real-world messages.

Applying the ECRIF framework has changed my perspective on planning oral lessons. I now view this process as a more flexible path along which students’ progress at different paces and sometimes in non-linear ways. The research findings I analyzed show that this framework leads to measurable improvements in students’ oral performance and motivation, but they also highlight the very real difficulties that pre-service teachers face when implementing it for the first time. Thanks to my practical experience, I was able to recognize both the opportunities and the challenges associated with the concrete application of the ECRIF framework. It was a true joy to observe how, toward the end of the course, the students used the new language with confidence and authenticity. Moving forward, I plan to design my oral expression lessons using the ECRIF framework, and I intend to rely on the learner-

centered logic of this framework when selecting pedagogical activities and making daily decisions in the classroom.

Demonstrative Lesson

ECRIF

“Give and Receive advice”

A2 LEVEL

Tutor: Cintya Zambrano

Student: Catherine Saavedra

Read the story below about Tom and Maya talking about their plans.

Identify all the verbs in the story.

Classify them in two columns. “Base form” and “-ING form”.

Sofia and Leo are classmates. They always talk about school after class.

Leo said: "I keep forgetting to do my homework. I need to start organizing my time better."

Sofia replied: "I suggest making a study schedule. I really enjoy planning my week and I can't imagine starting the day without checking my to-do list!"

Leo said: "I tried to study last night, but I stopped watching videos after only five minutes of work. I hate studying alone."

Sofia added: "You should try studying with a friend. I also recommend avoiding your phone while you work. I prefer to leave mine in another room."

In the end, Leo decided to follow her advice and promised to stop procrastinating

BASE FORM	-ING FORM

INFINITIVE AND GERUNDS

Verbs + Gerund (verb + -ing)	Verbs + Infinitive (to + verb)	NO change in meaning	Change in meaning
Avoid	Agree	Begin	Forget
Consider	Choose	Continue	Remember
Recommend	Expect	Hate	Stop
Suggest	Decide	Like	Try
Keep	Need	Love	Quit
Admit	Offer	Prefer	<i>Example:</i> “He stopped eating junk food.” (<i>he quit the habit</i>) “He stopped to eat before the meeting.” (<i>he paused another action</i>)
Practice	Plan	Propose	
Postpone	Promise	<i>Example: "It started raining." – OR– "It started to rain."</i>	
Discuss	Refuse		
Enjoy	Want		
<i>Example: “I recommend seeing a doctor”</i>	<i>Example: "She decided to quit her job."</i>		

-Read the four sentences and answer the questions below.

- A. She stopped smoking last year.
- B. She stopped to smoke outside.
- C. I like cooking on weekends.
- D. I like to cook on weekends.

Questions:

- Which sentences contain a gerund?
- Which sentences contain an infinitive?
- In which pair of sentences does the form NOT change the meaning?
- What is the difference in meaning between sentence A and B?

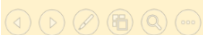
CCQ's

- Can I say '*I enjoy to plan*'? Justify your answer.
- '*She decided to study.*' What comes after 'decide'? Give me one more sentence with '*decide*'.
- '*I love cooking*' and '*I love to cook*' — same meaning or different?
- '*She tried calling him*'
'*She tried to call him*' — did she call him? Same meaning or different?



In the following worksheet:

- 1. Circle the correct option to complete each sentence.**
- 1. Each sentence has a verb error. Write the correct sentence on the line.**



PAIR WORK ACTIVITY

- Choose a square and ask the question to your partner.
- The first player to get **3 marks in a row** (up, down, across, or diagonally) is the winner.
- Draw **X** or **O**.

ENJOY Do you enjoy <u>studying</u> at home? Why or why not?	WANT Do you want <u>to learn</u> a new language? Which one?	AVOID Do you avoid <u>doing</u> homework at night? What do you do instead?
PLAN Do you plan <u>to do</u> anything fun this weekend?	LOVE / HATE Do you love or hate <u>waking up</u> early? Tell us!	KEEP Do you keep <u>forgetting</u> things? What do you always forget?
NEED Do you need <u>to improve</u> something at school? What?	PREFER Do you prefer <u>working</u> alone or <u>working</u> with friends?	DECIDE Did you decide <u>to try</u> something new recently? What was it?

FINAL ACTIVITY

-Join in pairs

-Each pair will take two slips of paper at random (one for each student) without showing them to their partner.

-Student A: Explain the problem. "I keep failing my English quizzes because I don't study vocabulary."

-Student B: Give 2 pieces of advice. "I suggest practicing vocabulary every day."
"You could try to use flashcards at home."

Then, switch roles.

Useful Phrases for Giving Advice

- Why don't you...?
- You can try...
- Maybe you can...
- I recommend...
- I suggest...
- You could start...
- It's a good idea to...
- Have you considered...?
- You may want to...
- One thing you can do is...

THANK YOU!



MODULE 3: PDP (LISTENING)

Listening Lesson Plan: PDP

Level: A2

Action points

- Time management.
- Reduce Teacher Talking Time (TTT)

What are your Students Learning Objectives for the lesson?

By the end of the lesson, students will be able to show understanding of the audio “Talking About Films” by making an interview to their classmates about film preferences and then writing a short review about a movie they know.

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

- When students make an interview to their classmate about films preferences
- Students will show that they have mastered the material by writing a short review about a movie they know.

Preliminary considerations:

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

- Adjectives to express opinions (good, bad, boring, fun).
- Simple present tense.

-Expressing likes and dislikes (I like / I don't like).

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

-Vocabulary like *blockbuster*, *low-budget*, *depressing*.

-Following ideas without visual support.

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

- Presenting key vocabulary in the PRE stage.

-Repeating the audio if necessary

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
3 min	Pre Stage	-Show images of different movie posters and a list of movie-related vocabulary words. -Ask students to match each word with one or more movies, allowing different answers. -Encourage students to explain their choices by asking guiding questions such as: -Which movie do you consider is “low-budget”? -Why do you think that movie is “imaginative”? - Which movie is more “predictable” for you?	- Choose one or more movies that they think best match each word. -Share their opinions orally, explaining why they associate that movie with one or more specific words.	T-S V	Computer Projector
6 min	Early During	-Give them a list. -Tell students they will see a list of movie genres, but not all of them are mentioned in the audio. -Instruct students to listen carefully and check (✓) only the genres they hear. -Ask ICQ's: Are you going to check all the genres or only the ones you hear? Are you listening for movie genres or movie actors? -Play the audio “Talking About Movies”	-Listen to the audio. -Identify and select only the movie genres mentioned by the speaker. -Answer ICQ's	T – S VA	Computer Projector Speaker List

8 min	Later During	-Hand in a worksheet. -Instruct students to listen the audio again and choose the sentence that is NOT true. -Ask ICQ's: Are you choosing the true sentence or the NOT true sentence? How many options do you choose for each section? -Play the audio "Talking About Movies" twice. -Check the answers with the students.	-Choose the sentence that is NOT true in the worksheet. -Answer ICQ's -Listen to the audio. -Check the answers with the teacher.	T-S A	Computer Speaker Worksheet
13 min	Final During	-Provide students with a set of guiding questions about film preferences. -Instruct students to interview as many classmates as possible within the given time. -Tell students to write a short summary describing their findings, using sentences such as: • <i>The most popular genre is...</i> • <i>Many students watch movies...</i> • <i>Most students watch movies with...</i> • <i>Students prefer... movies more than...</i> • <i>One interesting result is...</i> -Ask ICQ's: Are you going to stay seated or move around the classroom? How many classmates should you interview? Do you need to ask all four questions?	-Use the provided questions to interview as many classmates as possible about their movie preferences. -Write a short summary describing their findings. -Answer ICQ's -Optionally share their results orally with the class.	T-S S-S V A	Computer Projector Paper Pen/Pencil

		After the interview, are you writing a paragraph or only answers? -Select some students to share their results orally with the class.			
15 min	Post Stage	- Explain that students will write a short review about a movie they know including: • <i>Title</i> • <i>Genre</i> • <i>Why people should watch it</i> -Ask ICQ's: What three things must you include in your review? How many lines should you write about why people should watch it? -Ask students to share some of the reviews with the class.	-Write a short review including all the required information. -Answer ICQ's -Share reviews.	S-S	Paper Pen/Pencil

SOURCES CONSULTED:

https://www.youtube.com/watch?v=DURtS-YIB_A

ANNEX 1.

Instructions:

Listen to the audio and check (✓) ONLY the movie genres that the speaker mentions.

- ☐ Musicals
- ☐ Thriller
- ☐ Romantic comedies
- ☐ Action
- ☐ Musicals
- ☐ Documentaries
- ☐ Fantasy
- ☐ Sci-fi
- ☐ Drama
- ☐ Horror
- ☐ Animated films

ANNEX 2.

Choose the sentence that is NOT true

1. Romantic comedies (romcoms)

- A. He does not like romcoms.
- B. His girlfriend loves romcoms.
- C. Romcoms are predictable.
- D. They are often funny.

2. Horror films

- A. He usually knows what is going to happen.
- B. He prefers to watch them when he is alone.
- C. He is interested in the special effects and make-up.
- D. He doesn't find them scary now.

3. Animated films

- A. Children's cartoons are his favorite kind of animated film.
- B. He finds Japanese anime beautiful and imaginative.
- C. He watches cartoons with a young family member.
- D. Children's cartoons can be fun for both adults and children.

4. Documentaries

- A. He rarely watches documentaries.
- B. He finds them depressing.
- C. He thinks they talk about things that are not important.
- D. He doesn't find them enjoyable or relaxing.

5. Musicals

- A. He feels that the characters aren't realistic.
- B. He doesn't understand the stories.
- C. He is glad that they are not popular.
- D. He sometimes watches them with his friend

Journal 3 PDP Listening

Developing the ability to listen and understand is considered one of the most difficult challenges for language teachers. Unlike speaking skills, which produce visible and measurable outcomes, listening comprehension is often an internal cognitive process that only becomes apparent when understanding fails. The ‘Pre, During, and Post’ (PDP) model provides a systematic and research-based solution to such challenges. This journal explores the process of learning and applying the PDP model from academic literature and own experience in Pre-service Teaching. It examines initial expectations and perceptions of the model, problems the PDP model can help with and practical recommendations for listening exercises.

My primary expectation of a listening lesson was straightforward: the teacher plays an audio recording, students answer comprehension questions, and then the lesson ends. The framework seemed to address a gap I had noticed in my own language learning history: teachers rarely helped me “get ready” to listen. Vocabulary was often new, context was missing, and the listening activity felt like an ambush. The PDP model appeared to offer students the preparation they deserve before being asked to comprehend language in real time. That recognition made me enthusiastic to explore the framework further and, more importantly, to apply it in practice.

My main expectation for listening comprehension classes was very simple: the teacher plays an audio, the students answer comprehension questions, and that’s the end of the class. This approach seems to fill a gap I felt while learning the language myself, because my teachers rarely helped me “prepare for listening comprehension.” The vocabulary was often unfamiliar, the context was lacking, and listening exercises

always felt like a surprise attack. The PDP model appears to give students the opportunity to prepare before being required to understand the language immediately. This realization has sparked a strong desire in me to study this framework more deeply and, above all, to try applying it in actual classroom settings.

Movva et al. (2022) conducted an experimental study involving 60 English as a Foreign Language (EFL) learners, comparing instruction that covered all stages of the PDP (pre-listening preparation, listening, and post-listening reflection) with instruction that omitted the pre-listening preparation stage. The results showed that learners who went through all three stages achieved significantly better performance than the control group, demonstrating that the PRE stage is not merely an optional step but serves as the cognitive foundation for the entire instructional process. Equally important was the work of Qasserras (2025), through a systematic review of the literature on effective listening exercises in ESL/EFL contexts, emphasized that well-designed instruction should utilize both top-down processing (drawing on prior knowledge and context) and bottom-up processing (decoding phonemes and words). This distinction fundamentally changed my approach to exercise design. Exercises aimed at grasping the main idea promote “top-down processing,” while fill-in-the-blank and dictation exercises stimulate “bottom-up processing.” Effective PDP instruction combines these two approaches. Finally, Abata and Gavilanes (2024) documented the experiences of pre-service teachers at the Technical University of Cotopaxi applying the PDP framework as part of a peer teaching initiative. According to the study’s findings, after PDP activities—such as role-playing, collaborative assignments, and puzzle games—were conducted across all three stages, 80% of the students showed improvement in their listening skills. In addition, the study identified practical challenges such as difficulties

in lesson design and low student motivation; which is the purpose of the PDP model, to mitigate these issues through a structure that promotes student engagement and a sense of purpose.

At a middle school in Manta, I was able to validate many of these insights in practice. The biggest challenge I faced was the students' fear of listening comprehension. As soon as they heard the term "listening" they would ask how many times the audio file would be played and whether the speaking speed was "too fast." This fear stemmed precisely from the absence of the "PRE" phase. Once I began incorporating warm-up activities, vocabulary previews, prediction exercises using pictures, and brief pair discussions centered on the topic before listening activities, the students' anxiety noticeably reduced, and their engagement increased. The second issue was a lack of clarity regarding the sequence of tasks. Before introducing the PDP approach, I assigned the same Instruction-Checking Questions for all listening materials, also, assigning a task focused on grasping the main idea in the first listening passage and a task focused on identifying specific details in the second, students gained a clear understanding of their learning progress and objectives.

As a practical approach to teaching listening comprehension, the PRE stage is well-suited for visual prediction tasks (where students look at pictures and guess what they will hear next), vocabulary matching exercises, or simple true/false predictions related to the topic. In the 'During' stage, it is most effective to structure tasks progressively, moving from general to specific. During the first listening passage, present content-related questions such as "What is the main topic?"; after the second listening passage, assign tasks focused on details, such as filling out a chart or correcting errors in a summary. The "Post" stage is best suited for activities that

encourage learners to generate language spontaneously, such as role-playing that mimics the listening situation, writing short sentences based on the speaker's views, or group discussions that connect the topic to the learners' own lives.

The PDP framework has transformed the way I plan and implement listening comprehension lessons. What previously felt like mechanical drills is now viewed as an educational process at every stage, capable of fulfilling specific cognitive and communicative functions. The research findings discussed in this paper demonstrate that this framework has yielded tangible results in EFL classrooms. Based on my teaching experience, I am convinced that a listening class is not a test, but an opportunity to see how much students can understand from an audio recording without assistance, and the teacher's role is to help learners prepare to succeed and to guide their attention while the recording is playing.

Demonstrative Lesson

A2 Level

✕ ✕



Talking About Films

–PDP Listening–

Tutor: Cintya Zambrano
Student: Catherine Saavedra



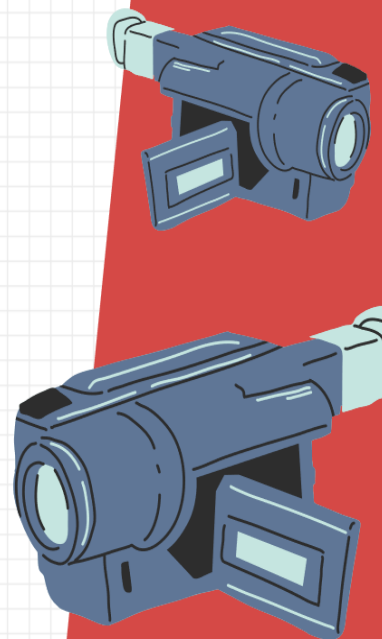
-Look at the movie posters.

-Match each of the following words with one or two movies:

- Predictable
- Imaginative
- Special effects
- Low-budget
- Big-budget
- Blockbuster
- Relax
- Depressing

Listen carefully to the audio "Talking about Films" and check
(✓) ONLY the genres you hear.

- ☐ Musicals
- ☐ Thriller
- ☐ Romantic comedies
- ☐ Action
- ☐ Musicals
- ☐ Documentaries
- ☐ Fantasy
- ☐ Sci-fi
- ☐ Drama
- ☐ Horror
- ☐ Animated films



Listen to the audio "Talking about Films" and choose the
sentence that is NOT true in the following worksheet

1. Romantic comedies (romcoms)

- A. He does not like romcoms.
- B. His girlfriend loves romcoms.
- C. Romcoms are predictable.
- D. They are often funny.

2. Horror films

- A. He usually knows what is going to happen.
- B. He prefers to watch them when he is alone.
- C. He is interested in the special effects and make-up.
- D. He doesn't find them scary now.

3. Animated films

- A. Children's cartoons are his favorite kind of animated film.
- B. He finds Japanese anime beautiful and imaginative.
- C. He watches cartoons with a young family member.
- D. Children's cartoons can be fun for both adults and children.

4. Documentaries

- A. He rarely watches documentaries.
- B. He finds them depressing.
- C. He thinks they talk about things that are not important.
- D. He doesn't find them enjoyable or relaxing.

5. Musicals

- A. He feels that the characters aren't realistic.
- B. He doesn't understand the stories.
- C. He is glad that they are not popular.
- D. He sometimes watches them with his friend



Move around the classroom. Interview as many of your classmates with the following questions:

1. What is your favorite movie genre?
2. How often do you watch movies?
3. Do you prefer movies at home or at the cinema?
4. Do you like action or romantic movies more?

Then, write a short summary describing your findings, using sentences such as:

- The most popular genre is...
- Many students watch movies...
- Most students watch movies with...
- Students prefer... movies more than...
- One interesting result is...

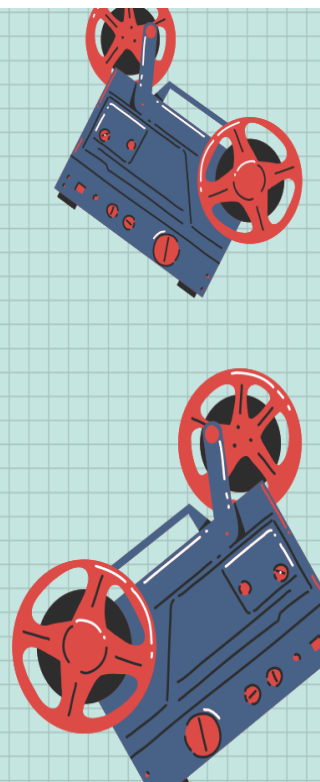


Final Activity

Write a short review about a movie you know including:

- **Title**
- **Genre**
- **Why people should watch it (at least 2-3 lines)**

Share some of your reviews with the class





MODULE 4: PDP (READING)

Reading Lesson Plan PDP

Level: A2.

Action points

- Time management
- Giving clear instructions

What are your Students Learning Objectives for the lesson?

By the end of the lesson, students will be able to show understanding of the text “Change a Life: Adopt an Animal” by writing the moral of the story and then create an animal adoption poster.

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

-When students write the moral of the story.

-Students will show that they have mastered the material creating and presenting a poster to encourage people to adopt an animal.

Preliminary considerations:

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

-Students know vocabulary about animals, descriptive adjectives (*big, small, soft, happy, gentle*).

-Simple present, simple past tense, regular and some irregular verbs (went, saw, picked)

-Express simple personal opinions orally

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

-Organizing ideas.

-Speaking confidently in front of the class.

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

-Provide structured templates.

-Pair/group work before whole-class presentation.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 min	Pre Stage	-Show pictures of animals in a shelter. -Ask some questions: What animals can you see? Do you know what is a shelter? Have you ever been to one? Why do you think people adopt animals?	-Observe the pictures. -Share their ideas about the questions.	T-S V	Projector Laptop Pictures
5 min	Early during	-Present the text -Ask students to scan the text and identify: What is the title of the reading? How many paragraphs does the text have? Which animals appear in the story?	-Skim the text and identify.	T – S VA	Projector Laptop Passage
10 min	Later during	-Ask students to read the text. -Hand in a worksheet. -Instruct the students to answer a true/false and multiple-choice questions based on the reading -Ask ICQ's: Do you answer True or False first? (Yes.) What is the second activity? (Multiple choice.) Do you work alone? (Yes.) -Check answers with the students.	-Read the text. -Complete the reading comprehension worksheet. -Answer ICQ's	T-S VA	Projector Laptop Passage Worksheets

10 min	Final during	-Instruct students to write 2-3 sentences expressing the moral of the story. -Show sentence starters: <i>The story teaches us that...</i> <i>Adopting an animal is important because...</i> -Then, tell students to share what they wrote with a classmate. -Ask ICQ's: How many sentences will you write? (Two or three.) Are you writing about the story or about yourself first? (About the story.)	-Write 2–3 sentences expressing the moral of the story. -Answer ICQ's -Share their moral with a classmate.	T-S S-S VA	Projector Laptop
15 min	Post Stage	-Work in groups of three. -Create a poster to encourage people to adopt an animal. -Provide required elements: <i>Animal name</i> <i>Age</i> <i>Personality (friendly, calm, playful)</i> <i>Why people should adopt it</i> -Ask ICQ's: Are you working alone or in groups? (In groups o)	-Join in groups of three. -Design the poster. - Share it in front of the class.	S-S VA	Projector Laptop Paper Colors

		What are you creating? (A poster.) How many required elements must your poster include? (Four.) -Present the poster in front of the class			
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ANNEX 1.

Change a Life: Adopt an Animal

Tom was a young boy who loved animals. One day, he went to an animal shelter. Many animals were there. Some were big and some were small. All of them needed homes.

Tom walked past dogs and cats. He saw birds and rabbits too. One dog had soft fur. He wagged his tail happily. A small cat meowed and touched Tom's hand with her paw. In a big cage, a bird flapped its wings.

He wanted to help them all. Bringing one home would change its life. Tom looked at each animal. Who should he choose? The dog barked loud. The cat looked up with big eyes. The bird sang a sweet song. Tom could only take one home.

At last, Tom knew. He picked the small cat. Her fur was gray and white. Her paws very gentle. She had no tail but she was beautiful. 'I will name you Lucky,' Tom said.

The shelter lady smiled. 'Good choice,' she said. 'Lucky is special.' Tom held Lucky close. She purred and felt warm. Tom felt happy and excited. He had a new friend. He would take good care of her. Together, they went home. Lucky's life was changed. So was Tom's.

ANNEX 2.

Multiple Choice

- 1) Why did Tom choose the small cat?
 - A) Because it had soft fur
 - B) Because it had no tail
 - C) Because it sang a sweet song
 - D) Because it touched his hand
- 2) What did Tom want to do at the animal shelter?
 - A) Take all the animals home
 - B) Listen to the birds
 - C) Play with the dogs
 - D) Name all the animals
- 3) What made Tom happy at the end of the story?
 - A) Finding many animals
 - B) Choosing a bird
 - C) Having a new friend
 - D) Hearing the dog bark
- 4) Why is the small cat named 'Lucky'?
 - A) Because it was the biggest
 - B) Because it was loud
 - C) Because Tom called her that
 - D) Because it had soft fur
- 5) How did Tom feel when he was holding Lucky?
 - A) Sad
 - B) Scared
 - C) Angry
 - D) Happy
- 6) What was special about the small cat?
 - A) It was the biggest animal
 - B) It could sing
 - C) It had no tail
 - D) It barked loudly

True / False

1. Tom visited an animal shelter to look at the animals.
2. There were only dogs and cats at the shelter.
3. The dog with soft fur was very sad.
4. Tom planned to adopt all the animals.
5. The cat that Tom picked had a long tail.
6. Tom decided to call the cat he chose 'Lucky'.

Journal 4 PDP Reading

In English as a Foreign Language (EFL) education, reading comprehension is often regarded as one of the “relatively easy” skills. This may be because, at first glance, it seems easier to master than listening comprehension. After all, students can reread sentences, the text is fixed on the page, and there is no need to navigate audio recordings. However, I had hardly realized just how much effort is required both before and after actual reading to master reading comprehension as a genuine skill rather than leaving it to chance. In this journal entry, I will discuss my initial expectations for the PDP Reading Framework, insights gained from the literature, findings from classroom observations, specific problems this framework can address, and concrete ideas for applying this framework in my future lessons.

When I first discovered the “Pre, During, Post” (PDP) framework for reading classes and in particular the “POST” phase, I had a hard time imagining that it was not just a way to fill class time, but a truly enriching activity. Similarly, I had my doubts about the “Pre” stage, especially in very large classes where many students lack motivation, fearing that it would unnecessarily slow down the lesson, but I quickly came to understand its value. Just as in real life, where a reader never jumps straight into reading a text without any preparation, students also need a preparation process before diving into the text. Furthermore, I realized that it is only when the steps before and after reading are carefully designed that the reading itself (the “During” stage) can be successful.

Three studies deepened this understanding in key ways. Wisudawati et al. (2025), argue that pre-reading activities are not merely an introductory format but a

crucial pedagogical strategy in English as a Foreign Language (EFL) reading instruction that can promote learner engagement, comprehension, and critical thinking. According to their research, goal-oriented pre-reading tasks designed to activate prior knowledge and help students predict the content of a text were found to have a significant effect on improving comprehension, strengthening learning motivation, and promoting active participation in the reading process. This shift in perspective is extremely important to me. The pre-reading phase (PRE) is not merely a preparatory stage for regular lessons; it is the beginning of the lesson and may well be its most crucial moment. The second key insight comes from the research by Belouiza et al. (2024) who explored the role of prior knowledge and schema activation in the reading process. The research team discovered that when students can connect new textual information to their existing knowledge, their understanding becomes more meaningful and their retention improves. In practical application, the research team proposes activities such as describing photos related to the topic, brainstorming vocabulary related to the topic, and using diagrams to encourage predictions—all of which directly correspond to the PRE stage of the PDP model. Finally, Ajideh et al. (2024) examined the schema activation in the reading comprehension process. The research demonstrated that when students are able to link information from a new text to their existing knowledge, their comprehension improves and their memory retention increases. With a view to practical application, the research proposed activities such as creating captions for photographs related to the topic, brainstorming vocabulary related to the topic, and guiding students to make predictions using charts and diagrams. All of these activities directly align with the PRE stage of the PDP model.

In my Pre-service Teaching, the most persistent problem is that students begin reading assignments without understanding the context at all. When I hand out the textbook and ask them to read, many students lose focus within just a few minutes. This is not because the language in the textbook is excessively difficult, but because students cannot find a reason to read and lack the mental framework to organize the information. The PDP framework identifies this as the “absence of the PRE stage,” which is also one of the easiest problems to solve in reading classes. By investing just 5 to 8 minutes in activities such as looking at pictures, simple discussions, and vocabulary matching exercises to help students grasp the outline of the topic, we can provide the cognitive “guidance” necessary for them to become immersed in the learning process. The second recurring problem is that reading assignments are overly uniform. Generally, the same comprehension questions are given to all students regardless of their reading level or the text’s difficulty; as a result, some students may perceive the “During” stage as trivial or even difficult to achieve. Designing tasks according to a “big picture to details” sequence, first practicing identifying the main idea and then moving on to understanding the details, would support a much more meaningful learning experience. The third problem is the complete lack of post-reading activities. The lesson ends the moment the correct answers are checked. Students have absolutely no opportunity to use the language from the text, respond to the content, or connect it to their own experiences.

In terms of concrete ideas for real reading lessons, the PRE stage works well with image prediction tasks; students look at a photograph or illustration connected to the text and discuss or write what they think it will be about. For the DURING stage, the most effective approach mirrors the PDP logic of sequencing: a first read for gist,

identifying the main idea, genre, or purpose of the text and a second read for specific information completing a table, answering detail questions, or correcting false statements. For the POST stage, activities that push students toward production are most effective: a short-written response to the text's argument, a role play or discussion based on the text's topic, or a creative extension task such as writing a continuation or alternative ending to a narrative text.

An important conceptual distinction that should be clarified is the difference between the PDP Reading and the PDP Listening framework. Although both of them adopt the same three-stage structure, they present different practical tasks and require different types of task design. The biggest difference lies in the nature of the input materials themselves. In the PDP Reading, texts are presented in a visible form, are permanent, and can be read repeatedly. Students can return to any part of the text at any time, and teachers can ask students to find evidence, underline words, or annotate sentences. In contrast, PDP Listening lessons, the audio is ephemeral. Once playback ends, it disappears unless it is played again; therefore, tasks for the "DURING" stage must be simpler and more immediate. It is precisely because written texts possess this permanence that reading lessons can offer greater flexibility during the "During" phase. Tasks can be designed to be more multi-layered, and students can proceed at their own pace within the allotted time.

To conclude, the PDP framework has completely transformed my understanding of the nature of reading instruction and the demands it places on teachers and students. I used to think of it as merely a sequential process, but I now recognize it as a systematic educational experience in which each stage has a specific purpose. According to the reviewed research findings, pre-reading preparation, goal-oriented "in-process" tasks,

and meaningful post-reading activities, have been shown to promote higher levels of comprehension, stronger motivation to learn, and more sustained engagement with the text.

Demonstrative Lesson

A2 Level

Change a Life: Adopt an Animal

PDP Reading

Tutor: Cintya Zambrano
Student: Catherine Saavedra

Look at the pictures of different animals in a shelter and answer the following questions:

- What animals can you see?
- Do you know what is a shelter? Have you ever been to one?
- Why do you think people adopt animals?



Skim the text and answer the following questions:

What is the title of the reading?

How many paragraphs does the text have?

Which animals appear in the story?



Scan the text and complete the worksheet provided

1) Answer True or false

2) Choose the correct option in a Multiple Choice

3) Check answers together

True / False

1. Tom visited an animal shelter to look at the animals.
2. There were only dogs and cats at the shelter.
3. The dog with soft fur was very sad.
4. Tom planned to adopt all the animals.
5. The cat that Tom picked had a long tail.
6. Tom decided to call the cat he chose 'Lucky'.

Multiple Choice

- 1) Why did Tom choose the small cat?
 - A) Because it had soft fur
 - B) Because it had no tail
 - C) Because it sang a sweet song
 - D) Because it touched his hand
- 2) What did Tom want to do at the animal shelter?
 - A) Take all the animals home
 - B) Listen to the birds
 - C) Play with the dogs
 - D) Name all the animals
- 3) What made Tom happy at the end of the story?
 - A) Finding many animals
 - B) Choosing a bird
 - C) Having a new friend
 - D) Hearing the dog bark
- 4) Why is the small cat named 'Lucky'?
 - A) Because it was the biggest
 - B) Because it was loud
 - C) Because Tom called her that
 - D) Because it had soft fur
- 5) How did Tom feel when he was holding Lucky?
 - A) Sad
 - B) Scared
 - C) Angry
 - D) Happy
- 6) What was special about the small cat?
 - A) It was the biggest animal
 - B) It could sing
 - C) It had no tail
 - D) It barked loudly

Read again the text again (if necessary) and write 2-3 sentences expressing the moral of the story.

For example:

The story teaches us that...(2-3 sentences)

Adopting an animal is important because...(2-3 sentences)

Then, express your opinion based on the following questions:

-What animal would you adopt and why?

-What should people consider before adopting an animal?

Share your thoughts with a partner.

- Join in groups of three.
- Create a poster to encourage people to adopt an animal.

REQUIRED ELEMENTS:

Animal name

Age

Personality (friendly, calm, playful)

Why people should adopt it

- Present the poster in front of the class



THANK YOU!



MODULE 5: PDREE WRITTING

Writing Lesson Plan

Level: B1

Action points:

- Time Management
- Classroom Management

What are your Student Learning Objectives for the lesson?

By the end of the lesson, students will be able to write a cover letter to apply for a specific job or position in a company, then exchange cover letters with a classmate and write one reason their classmate is a great candidate.

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 be able to create a cover letter following the appropriate structure.
- Students will be able to correct and edit their formal letters using the "peer editing guide"

Preliminary considerations:

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

- Students already know how to create a short paragraph.
- Students can write simple sentences.

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

-Students can find difficult to write in a formal style.

-Students can find difficult to write concrete examples to explain details.

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

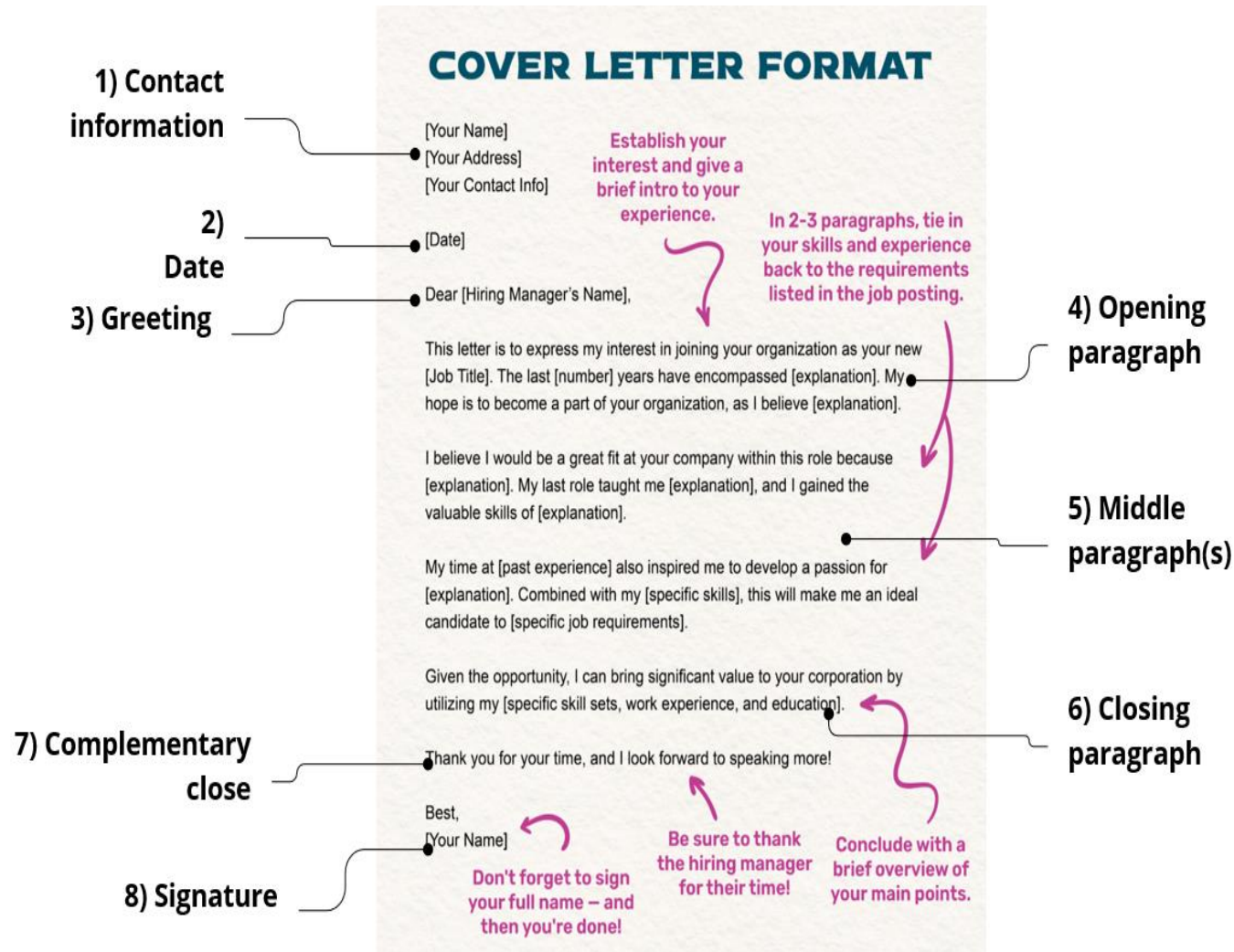
-The teacher will provide the steps to make a proper cover letter.

-The teacher will create a word bank with useful phrases.

Time	Framework Stage	Procedure		Interaction T-S/S-S	Materials Needed
		Teacher will...	Students will...		
5 min	Preparation	-Show pictures of job adverts. -Ask students: What are the ads about? What skills do they need? Have you ever worked before?	- Look at the pictures. -Answer the questions.	T – S	Projector Computer
15 min	Drafting	-Present an example of a cover letter with the correct format (date and contact information, greeting, opening paragraph, middle paragraph(s), closing, complementary close and signature) and the word bank. Ask CCQ's: Is a cover letter the same as a CV? (No.) In which paragraph do we mention the position we want? (Opening paragraph.) In which paragraph do we talk about our skills and experience? (Middle paragraph.) In which paragraph do we summarize our ideas and thank the company? (Closing paragraph.) Do we use formal or informal language in a cover letter? (Formal language.)	-Pay attention the example of a cover letter. - Create the draft following the instructions given.	T – S	Projector Computer Pencil Paper

10 min	Extension	-Ask students to exchange cover letters with another classmate. -Provide one post-it note to each student. -Ask them to write one reason their classmate is a great candidate. -Ask ICQ: Are you writing positive or negative feedback? -Ask some students to read aloud their reasons. -Ask them to give the letter and post-it note back to their classmate	-Exchange cover letters. -Write one reason their classmate is a great candidate in a post it-note. -Read aloud their reason if they are elected. - Give the letter and post-it note back to their partner.	Ss – Ss	Post-it notes Pencil
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ANNEX 1.



ANNEX 2.

Greetings

- Dear Sir/Madam,
- Dear Hiring Team,
- Dear Recruitment Team,
- Dear Human Resources Team,
- Dear Customer Service Team,
- Dear Camp Manager,
- Dear [Company Name] Team,
- Dear Hiring Committee,

OPENING PARAGRAPH

Stablish interest

- I am writing to apply for the position of...
- I would like to apply for the role of...
- I am interested in applying for the position of...
- I am writing to express my interest in working as...
- I recently saw your job advertisement and I am interested in...

MIDDLE PARAGRAPH

Skills and Experience

- I believe I am a good candidate because...
- My experience includes...
- I am good at...
- I have strong skills in...

CLOSING

Brief overview of your main points

- In conclusion, I believe I am a suitable candidate for this job.
- I am confident that I can contribute positively to your team.
- I would be a great addition to your team.

COMPLEMENTARY CLOSE

- Thank you for your time and consideration.
- Thank you for your attention.
- Thank you for considering my application.
- I appreciate your time and consideration.

FAREWELL

- Yours faithfully,
- Yours sincerely,
- Best regards,
- Respectfully

Journal 5: Writing Process

The PDREE Writing presents a completely different perspective. Writing is not a single process, but rather consists of a series of deliberate steps (Preparation, Drafting, Revision, Editing and Extension), each with its own objectives, activities, and pedagogical logic. In this journal, I reflect on my own journey of exploring this framework, drawing on the scientific literature and my personal experience gained through Pre-service Teaching. I also examine my expectations, my realizations, the observations I have made in the classroom, and how this framework has transformed the teaching of writing in practice.

My expectations regarding writing lesson planning have been strongly influenced by my own school experience. From what I experienced, writing assignments generally followed this pattern: we were first given a topic, we wrote our essays at home, and then our papers were returned to us corrected in red pen and graded. At first, I thought that teaching writing would follow this same pattern; explaining the assignment instructions, giving students time to write, and then collecting the papers to correct them. However, when I first discovered the various steps of the PDREE Writing Process what surprised me most was the fact that this framework places such high demands on the teacher even before the students have begun writing.

Three works have particularly influenced my understanding of the “PDREE Writing.” The study by Leotta and Ahmad (2025), examines the effects of combining an explicit instructional approach with a process-oriented approach to writing in one academic year English EFL course. According to this study, students who followed all stages of the writing process (preparation, drafting, revision, and editing) achieved

significantly higher results, in terms of coherence, accuracy, and persuasiveness, compared to those who received only outcome-based instruction. Another equally important study was conducted by Ippun et al. (2023), This study examined the specific difficulties encountered by learners of English as a foreign language (EFL) when writing paragraphs. It revealed that 80% of learners experienced particular difficulties during the idea-generation phase, and that 70% of them had trouble linking these ideas coherently. Finally, a study by Aziz Faraj (2015) proposed a method for applying scaffolding instruction to the writing process (preparation, drafting, revision, proofreading, and publishing) to learners of English as a second language. This approach serves as a tool to help learners transition from guided assignments to independent writing, allowing them to freely move between stages as needed. As a result, learners become more confident in expressing their ideas in their writing.

During classes I observed as part of my teacher training, majority of students barely put effort to write something; many were copying their classmates' works. Reflecting on this from the perspective of the PDREE Writing Process, I can specifically identify at least three problems caused by this teaching method, that this framework was designed precisely to address these very issues. First, students have lacked a foundation for developing their ideas. Due to the absence of a Preparation Stage, including brainstorming, mind mapping, and discussion activities to generate content, many students cannot even find a starting point. Second, the drafting stage is treated as the entirety of the writing process. Since students must complete a polished piece of writing within a single class period, even the slightest hesitation regarding word choice or grammar rules interrupts their train of thought. If this framework allowed for the writing of an unfinished draft, the situation would have been different.

Third, the revision and editing stages are completely absent. While teachers grade the final product, students have no opportunity to critically examine their own writing, receive feedback from peers, or revise their work before grading. The “revision” stage, in particular, is a crucial step for students to truly perceive their writing as an “act of communication directed at readers”.

The PDREE Writing Process is important because it ensures fairness. An approach focused solely on results puts students at a disadvantage if their vocabulary or grammatical knowledge is insufficient. Indeed, their deficits are immediately visible in the final text and results in lower scores. In contrast, a process-oriented approach creates a safer and more supportive environment for linguistic experimentation by offering all students numerous opportunities to improve their writing at each stage, before the final text is assessed. Perhaps the most important point is that the “writing process framework” helps students prepare for real-world writing. Just as no professional writer can produce a text that is perfect in every detail on the very first draft, we should not expect English as a Second Language (EFL) learners to do so either. Teaching students how to plan, draft, revise, and refine their writing pieces, will be useful not only in English classes but also in various situations where written communication is required.

In conclusion, the five stages of this framework (Preparation, Drafting, Revision, Editing, and Extension) are not just simple steps, but rather phases with pedagogical significance, designed to address specific challenges faced by EFL writers. The literature reviewed here supports the fact that this approach significantly improves the quality of writing. Furthermore, based on my practical experience, I have witnessed firsthand how the absence of this approach leads to difficulties such as frustration, copying, and disconnection. In my future teaching, the “Writing Lesson Plan” will

become the standard approach I adopt in all my writing lessons. While this approach is flexibly adapted to the type of writing, the students' ability levels, and the context, it will always be grounded in the belief that "writing is not merely a product to be revised, but a process to be guided."

Demonstrative Lesson



Cover Letter

Writing Lesson Plan

Tutor: Cintya Zambrano
Student: Catherine Saavedra

Look at the pictures and answer the following questions:

- What are the pictures about?
- What skills do they need?
- Have you ever work before?

Job Vacancy

Consulting Affiliate Sales Rep (CASREP)

- Promote & sell consulting services.
- Build strong client relationships.
- Work remotely with a flexible schedule.

What we Offer

- Competitive commission (10% after tax).
- Training & growth opportunities.

Apply Now!

More information

- mecor.consulting/jobadvertsalesrep/
- Send CV to mecorcasrep@gmail.com

WE'RE HIRING

We are looking for experienced:

- Production Planner
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- Health & Safety Manager
- Process Engineer

Apply via Jobs@jcel.co.uk

JOIN NOW

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NowJOBS

NOW WE'RE HIRING!

JOIN OUR TEAM FOR THE FULL TIME AND PART TIME POSITION

FOR INTERVIEW CALL OR EMAIL

JOB'S REQUIRED

- UX DESIGNER
- WEB DESIGNER
- SEO CONSULTANT
- GRAPHIC DESIGNER

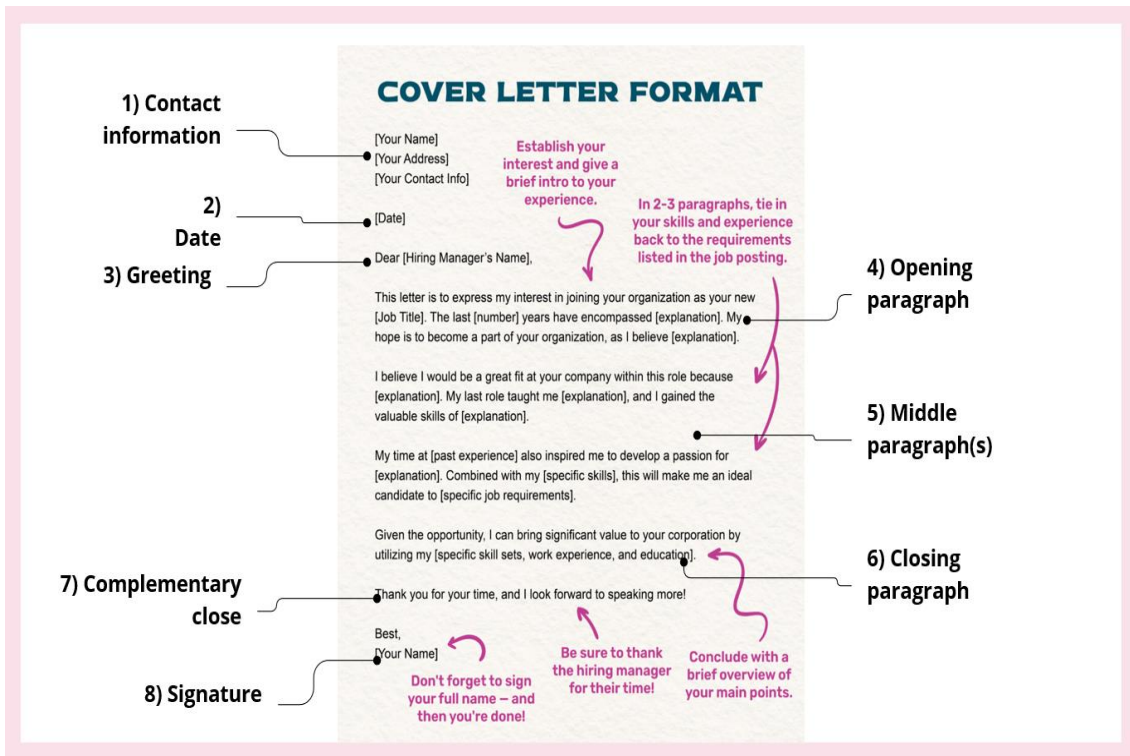
FREE CALL: +0125588556
INFO@YOURSTENAME.COM

REGISTER ONLINE AT
WWW.YOURSTENAME.COM

INTERVIEW DATE
DAILY 15 SEP-5 OCT

REMEMBER TO BRING

- PREVIOUS ACTS
- CERTIFICATION
- YOUR RESUME
- HEALTH TEST



- Create a cover letter to apply for a job or a specific position
- The middle paragraph(s) of the letter should be a maximum of 70 words
- 13 min

Greetings • Dear Sir/Madam, • Dear Hiring Team, • Dear Recruitment Team, • Dear Human Resources Team, • Dear Customer Service Team, • Dear Camp Manager, • Dear [Company Name] Team, • Dear Hiring Committee,	OPENING PARAGRAPH Establish interest • I am writing to apply for the position of... • I would like to apply for the role of... • I am interested in applying for the position of... • I am writing to express my interest in working as... • I recently saw your job advertisement and I am interested in... MIDDLE PARAGRAPH Skills and Experience • I believe I am a good candidate because... • My experience includes... • I am good at... • I have strong skills in... CLOSING Brief overview of your main points • In conclusion, I believe I am a suitable candidate for this job. • I am confident that I can contribute positively to your team. • I would be a great addition to your team.	COMPLEMENTARY CLOSE • Thank you for your time and consideration. • Thank you for your attention. • Thank you for considering my application. • I appreciate your time and consideration. FAREWELL • Yours faithfully, • Yours sincerely, • Best regards, • Respectfully
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Editing Guide Symbols



Structure



Grammar



Not appropriate
word



Spelling

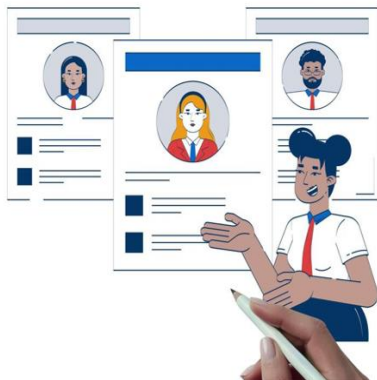


Capitalization



Punctuation

- Exchange your cover letters with another classmate.
- Write one reason your classmate is a great candidate in a POST-IT



Thank you!



Conclusions

This study documents the development process of five frameworks for Teaching English as a Foreign Language (TEFL) covering the four language functions of listening, speaking, reading, and writing. Each framework represents a unique and complementary way of structuring instructions designed to meet learners' cognitive and communicative needs at each stage of learning. By applying these five frameworks through reading, reflective learning journals, lesson plans, and demonstrations, a deep understanding of the components of effective TEFL training was gained.

According to FMU analysis, preparing grammatical points is more meaningful than simply memorizing rules. Teachers who analyze grammatical forms, meanings, and usages before lesson preparation can present the language more effectively not only with accuracy but also with relevance and context. This forms the basis of an effective listening, speaking, reading, and writing lessons.

The ECRIF framework provides a learner-centered perspective on oral language education by describing learner behavior and thinking at each stage, rather than dictating what the teacher should present. The fifth stage of the PDP model reflects the progressive process of language acquisition, requiring teachers to possess flexibility and responsiveness that linear models cannot provide.

Applying the PDP model to listening and reading comprehension training reveals that receptive skills training is far more complex than simply providing learners with audio or text data. The preparation stage is the most crucial, yet often overlooked, element in both approaches. Intentional activation of cognitive schemas, vocabulary previews, and comprehension without goal setting rely more on luck than careful

planning. The differences in curriculum planning between the PDP model for listening and reading comprehension illustrate how the persistence and repetition potential of text fundamentally shape the processing stages, and how the transient and immediate nature of audio content presents a dramatic contrast.

The PDREE Writing Process challenges the fundamental assumption of writing training: the assumption that writing is a single, modifiable, output-centered process. This framework transforms the writing process into a five-stage, iterative process, shifting the teacher's role from proofreader to assistant, and the learner's role from passive writer to active, reflective writer with a clear purpose for writing, keeping the actual reader in mind.

In all five frameworks, reflective journals have proven essential not only for recording reading and life experiences, but also for enhancing metacognitive awareness and connecting theoretical knowledge to teaching decisions.

Recommendations

Based on the learning processes outlined on this work, the following recommendations are made for English teachers and teacher training programs that utilize these frameworks:

FMU analysis should be considered a crucial step in grammar-centered curriculum planning. A simple written analysis of structural form, meaning, and usage before activity planning can prevent the most common error in grammar education, where students solve practice problems but are unable to communicate.

In the ECRIF discussion process, teachers should not rush the fluency stage. The quality of student outcomes in the final stage depends entirely on their participation in the clarification and recall stages, especially for learners such as A2 level learners who must thoroughly internalize the target language before free expression.

In the PDP listening and reading comprehension process, the most important planning work should be done in the preparation stage. Activating existing knowledge, introducing vocabulary, and clarifying listening or reading objectives are the most effective ways to improve listening comprehension, yet these measures are often overlooked or omitted.

Writing instruction should be spread out over as many classes as possible. Compressing an entire course-centered writing methodology into a single class result in the elimination of the iterative factors essential to the methodology's effectiveness, particularly the peer evaluation and correction process.

Finally, even after teaching practice, reflective journaling should be considered a professional practice activity. Reading, writing, and the integration of theory and

teaching experience constitute a fundamental mechanism for the development of a teacher's expertise, rather than a one-off task.

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