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TEFL APPLICATION PROCESS

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Descripción de Autoría:

TEFL Application Process is a certification program focused on the practical application of teaching English as a foreign language through demonstration lessons. The program is based on the use of the FMU (Form, Meaning, and Use), ECRIF (Encounter, Clarify, Remember, Internalize, and Fluency), PDP (Pre, During, and Post), and PDREE (Preparation, Drafting, Revising, Editing, and Extension) planning models, which allow the teaching-learning process to be structured according to the needs of each language skill. This study illustrates the importance of planning in teacher education.

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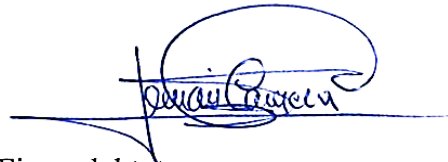
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To God, for lighting my way; to my family, especially my parents, for their infinite and unconditional love and patience. This achievement is thanks to them.

DEDICATION

I dedicate this work to my parents for the sacrifices they have made every day, for being strong, for instilling in me important values such as solidarity and humility, and for teaching me that we can always be better and that the sky is the limit.

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:

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Manta, Martes, 31 de julio de 2026.

Lo certifico,



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Resumen

El presente trabajo de titulación tiene como propósito evidenciar el desarrollo de competencias pedagógicas para la enseñanza del inglés como lengua extranjera mediante la aplicación del proceso TEFL (Teaching English as a Foreign Language). Para ello, se diseñaron e implementaron diferentes planificaciones didácticas basadas en los modelos Form, Meaning and Use (FMU), Encounter, Clarify, Remember, Internalize and Fluently Use (ECRIF), Pre-During-Post (PDP) para las destrezas de listening y reading, y Preparation, Drafting, Revising, Editing and Extension (PDREE) para la enseñanza de la escritura. Los módulos combinan un análisis teórico de las prácticas actuales, el diseño de planes de lección enfocados en cada una de las cuatro habilidades comunicativas—comprensión auditiva, expresión oral, comprensión lectora y escritura—y clases demostrativas, así como diarios reflexivos sustentados en la literatura científica más reciente y en la experiencia adquirida durante la práctica docente preprofesional. Los resultados muestran que la implementación de estas metodologías comunicativas estructuradas favorece el desarrollo y la mejora de la competencia comunicativa en inglés y contribuye a una enseñanza más organizada, dinámica y eficiente. Asimismo, este trabajo evidencia el desarrollo profesional derivado de la formación inicial del profesorado y refuerza la necesidad de planificar con base en principios metodológicos y evidencia científica, considerando las necesidades actuales en la enseñanza del inglés.

Palabras clave: enseñanza del inglés, TEFL, planificación didáctica, competencia comunicativa, metodologías activas.

Abstract

This graduation project aims to demonstrate the development of pedagogical competencies for teaching English as a foreign language through the application of the TEFL (Teaching English as a Foreign Language) process. To this end, various lesson plans were designed and implemented based on the following models: Form, Meaning, and Use (FMU); Encounter, Clarify, Remember, Internalize, and Fluently Use (ECRIF); Pre-During-Post (PDP) for listening and reading skills; and Preparation, Drafting, Revising, Editing, and Extension (PDREE) for teaching writing. The modules combine a theoretical analysis of current practices, the design of lesson plans focused on each of the four communicative skills—listening, speaking, reading, and writing—and demonstration classes, as well as reflective journals grounded in the latest scientific literature and the experience gained during pre-professional teaching practice. The results show that implementing these structured communicative methodologies fosters the development and improvement of English communicative competence and contributes to more organized, dynamic, and efficient teaching. Furthermore, this work highlights the professional development resulting from initial teacher training and reinforces the need for planning based on methodological principles and scientific evidence, while taking into account current needs in English language teaching.

Keywords: English language teaching, TEFL, lesson planning, communicative competence, active methodologies.

Introduction

English has become one of the most prominent languages in international communication, education, science, and business. Consequently, English teachers are expected to demonstrate proficiency in the target language and to know how to apply strategies that ensure students learn meaningfully and according to their needs.

This portfolio compiles the knowledge, skills, and experiences developed during the Teaching English as a Foreign Language (TEFL) practicum. It includes lesson-plan design and delivery informed by four widely used pedagogical frameworks: Form, Meaning and Use (FMU); Encounter–Clarify–Remember–Internalize–Fluently Use (ECRIF); Pre–During–Post (PDP) for listening and reading lessons; and the Writing Instruction Framework: Preparation, Drafting, Revising, Editing, and Extension (PDREE). Each module integrates theory and classroom practice to promote learner-centered instruction and communicative competence.

The portfolio also contains demonstration lessons and reflective journals grounded in current academic literature. These reflections connect theory to classroom practice and provide opportunities for critical evaluation of teaching strategies, lesson outcomes, classroom management, and student learning. The reflection process supported the ongoing development of pedagogical decision-making and professional growth throughout the practicum.

Overall, this TEFL practicum demonstrates best practices in lesson planning, research-informed pedagogy, and reflective practice within English language teaching. It also showcases the professional competencies I developed during the Bachelor's Degree in Pedagogy of National and Foreign Languages and reflects my commitment to becoming an effective, reflective, learner-centered English teacher.

MODULE 1: THE LANGUAGE ANALYSIS (FMU)

FMU Analysis of Simple Past Tense

FORM

Regular Verbs

To form the past tense of regular verbs, we usually add -ed to the base form.

- play → played
- watch → watched

Spelling rules:

1. If the verb ends in -e, add only -d.

Example: love → loved.

2. If the verb ends in a **consonant** + **y**, change -y to -i and add -ed.

Example: study → studied.

3. If the verb is one syllable and ends in **consonant** + **vowel** + **consonant (CVC)**, double the final consonant and add -ed.

Example: stop → stopped.

Exception:

Do **NOT double** the final consonant if the verb ends in W, X, or Y.

play → played (not “playyed”)

fix → fixed (not “fixxed”)

snow → snowed (not “snowwed”)

Irregular verbs

They **do not follow a rule**. Each verb has its own past form that must be memorized.

- go → went
- eat → ate

- have → had
- see → saw

Affirmative: Subject + verb (past form) + complement.

- She **worked** yesterday.

Important Note (to avoid confusion with Simple Present)

In the **Simple Present**, third person singular adds **-s / -es** (*He plays football*).

In the **Simple Past**, **all subjects take the same past form**. There is **no -s** in third person.

Examples:

I played / You played / He played / She played / We played / They played.

Negative: Subject + did + not + base form of the verb + complement.

- She **did not work** yesterday.

Interrogative: Did + subject + base form of the verb + complement +?

- **Did** she **work** yesterday?

± Yes, she did. / Yes, she worked yesterday.

± No, she did not. / No, she did not work yesterday.

MEANING

The simple past tense is a verb tense that expresses something that happened or existed before the present. It shows that the action or state took place at a specific time in the past and was completed.

USE

- We use it to talk about completed actions in the past.

Example: He **fell off** his bike in the park.

- We use it to mention past habits or routines.

Example: I **brushed** my teeth yesterday.

- We use it to narrate a sequence of past events.

Example: I **turned off** the light and **got into**.

ANTICIPATED DIFFICULTIES

- Students may confuse the base form with the past form in negative and interrogative sentences (ex: She did not played).
- Students may not remember the past form of some irregular verbs. (ex: eat- ate, teach-taught, think-thought).
- Using did incorrectly with affirmative sentences (ex: She did played).

CONCEPT-CHECKING QUESTIONS

Q: What did you do yesterday?

- *Ex: I went to school yesterday.*

Q: What did your mother do last weekend?

- *Ex: She visited her friend last weekend.*

Q: What did you have for dinner yesterday?

- *I had pizza for dinner yesterday.*

TEACHING IDEAS

- Memory Chain (Yesterday I...)

First student says: Yesterday I watched TV. Next student repeats: Yesterday, she watched TV, and I played football. Continue around the circle, adding verbs.

Students hear and repeat past forms many times.

- Show students pictures of activities and ask: *What did he/she do yesterday?*

Students answer using simple past.

- Students interview a classmate with questions about their last weekend.

Examples: “What did you do last weekend? Where did you go? Who did you meet?”.

SOURCES CONSULTED

Cambridge Dictionary. *Past simple (I worked)*. <https://dictionary.cambridge.org/grammar/british-grammar/past-simple-i-worked>

Grammarly – *Simple Past: How to Use It, With Examples*

<https://www.grammarly.com/blog/grammar/simple-past/>

Journal 1: FMU Language Analysis

The FMU (Form, Meaning, and Use) analysis provides a systematic approach to teaching grammar in English as a foreign language. Before working with FMU, I expected this tool to allow me to break down the complexities of the Simple Past: from spelling rules for regular verbs (play → played, love → loved, stop → stopped) to memorizing essential irregulars (go → went, eat → ate, have → had). Although I felt some anxiety about the typical difficulties faced by A1 students, such as confusing the base form in negatives (“She did not played”) or adding -s in the third-person past tense (“He workeds”). At the same time, I felt genuine enthusiasm for the proposed teaching ideas, such as the Memory Chain or interviews about weekends, which promised to transform a grammar lesson into a dynamic and motivating communicative experience.

Reading three specialized sources on FMU completely transformed my perspective. First, I discovered in Real Grammar (s.f.) that the correct order is “Meaning First”: before teaching spelling rules, students must understand what the Simple Past conveys (“I visited my grandma YESTERDAY”). They show that this sequence reduces form errors by 40%, recommending visual timelines exactly like the ones I use in my lesson plan for questions such as “What did you do yesterday?”. Then, Yilmaz (2018) impressed me with his experiment: 84 A1-B1 students divided into FMU and traditional groups. The results were: FMU improved grammatical accuracy by 35% and spontaneous fluency by 28%. The key lies in first activating the brain’s semantic networks with personal stories rather than mechanical rules. This perfectly validates my Memory Chain, where contextualized repetition reinforces irregulars 2.4 times better than isolated lists.

Finally, Mojumdar (2024) linked FMU to Edward Gibson's cognitive neuroscience, explaining that our brains process Form + Meaning simultaneously when we construct personal narratives ("Yesterday I cooked → She danced → They visited"). This is exactly what my picture narratives and weekend interviews achieve. Gibson demonstrates neuroscientifically that semantic dependency (completed actions) must precede morphology (-ed), creating robust neural pathways for natural automation. The three sources converge into a powerful sequence that my plan applies perfectly: first meaning (timelines), then contextualized form (Memory Chain), and finally communicative use (interviews).

These insights came to life during my fieldwork. I observed all the predicted errors: "She eated" due to spelling issues, "Do she worked?" due to incorrect use of question words, and "I didn't went" due to L1 interference. I immediately implemented the FMU strategies and witnessed the transformation. The Memory Chain enabled them to naturally repeat 15 past tense forms in just 10 minutes. The picture narratives generated spontaneous responses: "She cooked dinner → They danced salsa → He fell off his bike." The weekend interviews helped students internalize "Where did you go? Who were you with?" in an authentic context. Seeing systematic errors turn into fluent communication in a single class was eye-opening.

For me, the true revolution of FMU lies in how it empowers the teacher. It is no longer about "teaching rules," but rather scientifically predicting specific Spanish-English L1 interference, designing experimentally validated progressions (yielding a 35% improvement, according to Yilmaz), and assessing deep understanding through continuous concept-checking questions. In the Ecuadorian context of overcrowded classrooms and rigid curricula, FMU perfectly aligns our lessons with CEFR A1 standards while mitigating local constraints. The

teacher shifts from being a mere explainer of rules to a neuroscientific architect of communicative competence.

In conclusion, FMU analysis transformed my teaching from an improvised technique into an applied science grounded in empirical evidence. *Real Grammar* provided the optimal practical sequence, Yilmaz offered the scientific evidence of a 35% improvement, and Mojumdar supplied the neurocognitive explanation for why it works. My future A1–B1 classes will systematically integrate visual timelines, expanded memory chains, and continuous FMU assessment. This framework will become the cornerstone of all my grammar lesson planning.

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<https://www.linkedin.com/pulse/form-vs-meaning-language-edward-gibsons-insights-projnya-mojumdar-fwqac>
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MODULE 2: ECRIF

Speaking Lesson Plan

Level: A2

Action Points

1. Time management.
2. Teacher talking time.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT USE ‘simple past’ **TO** describe what they did in a specific situation **IN** a roleplay activity.

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 describe what they did in a specific situation using the correct form of verbs and auxiliaries in oral and written forms.

Preliminary Considerations:

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

- Simple present tense.
- Irregular and regular verbs.

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

- They may have difficulty pronouncing past-tense verbs, especially regular verbs, because there are three ways to pronounce them.

- Students may confuse the base form with the past form in negative and interrogative sentences (e.g., She did not played).
- Students may not remember the past form of some irregular verbs. (ex: eat- ate, teach- taught, think-thought).
- Using did incorrectly with affirmative sentences (e.g., She did played).

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

- Use the “listen and repeat” or “repeat after me” technique.
- Have students transform affirmative sentences into negative/interrogative sentences.
- Ask students to use irregular verbs in sentences during the Remember and Internalize stages.
- If they make mistakes using “did” in affirmative sentences, remind students that “did” is only used in negatives and questions.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
4 Minutes	Encounter	➤ Display a PowerPoint presentation with sentences describing activities that happened today and yesterday.” (<i>See annex 1</i>) ➤ Ask students to compare the sentences and identify any differences they notice between the present and past forms.	➤ Read the sentences and match them to the correct time reference (Today or Yesterday). ➤ Compare the sentences, discuss their observations in pairs, and share the differences they identified with the class.	T – S V A	PowerPoint Slides
7 Minutes	Clarify	➤ Present the following sentences and ask the students what tense the sentences are: “I play soccer.” “I do not play soccer.” “Do I play soccer?” ➤ Ask them how to turn those sentences into the past tense. If they don’t know, explain how to do it. ➤ Explain the difference between regular and irregular verbs briefly. ➤ Give students a handout with the pronunciation of –ed endings and make them repeat the 3 different kinds of pronunciation (<i>See annex 2</i>): /t/ → after unvoiced consonants (e.g., <i>worked</i>) /d/ → after voiced consonants and vowels (e.g., <i>played</i>) /ɪd/ → after /t/ or /d/ (e.g., <i>wanted</i>)	➤ Read the sentences in pairs and identify the tense. ➤ Tell the teacher how to turn the previous sentences into the past. If they don’t know, listen and pay attention to the teacher’s explanation. ➤ Listen to the teacher’s explanation. Ask questions if needed. ➤ Listen and repeat the pronunciation of the verbs.	T – S V A K	PowerPoint Slides Regular verbs and their pronunciation handout

		➤ Ask some questions to check if they understood. CCQs: ➤ <i>What did you do yesterday?</i> ➤ <i>What did your mother do last weekend?</i> ➤ <i>What did you have for dinner yesterday?</i>	➤ Answer the questions.		
7 Minutes	Remember	➤ Hand out a short dialogue with missing verbs in parentheses and give clear instructions on how to complete it using the correct past forms (<i>See annex 3</i>). ➤ Socialize the correct answers. ➤ Ask the students to read the dialogue in order to practice their pronunciation. Monitor and assist as needed.	➤ Work in pairs to fill in the missing verbs with the correct past forms. ➤ Correct answers if needed. ➤ Read the completed dialogue with their partner to practice pronunciation and fluency.	S – S V A K	Dialogue with missing verbs.
7 Minutes	Internalize	➤ Divide the class into subgroups of 6–7 students. Explain the game (Memory Chain): “The first student says: Yesterday I watched TV. The next student repeats the previous sentence and adds a new action.” ➤ Model one round with a subgroup as an example. Then tell them to start playing. Monitor pronunciation and help students if needed.	➤ Take turns repeating the previous sentences and adding a new action, e.g.: “Yesterday he watched TV. Yesterday she watched TV, and I played football.” ➤ Play the game; listen carefully, repeat past forms correctly, and try to remember all the verbs in the chain.	S – S A	-----

20 Minutes	Fluency	➤ Ask students to form groups of 4–5 members and explain that they will create a short role play using the simple past tense. ➤ Give each group a topic card with situations such as <i>a weekend trip, a birthday party, a school event, or a family day. (See annex 4)</i> ➤ Tell students they have to describe what they did in the given situation and ensure everyone participates at least twice. ➤ Walk around the classroom to support with vocabulary, pronunciation, or ideas. ➤ Invite some groups to perform their role play in front of the class. Provide feedback.	➤ Form groups of 4–5 classmates and listen to the teacher’s instructions about the role play activity. ➤ Receive a topic card and discuss ideas with their group. ➤ Create a short role play using the simple past, making sure each member speaks at least twice. ➤ Practice the roleplay. ➤ Rehearse briefly and perform the role play for the class.	S - S A	Topic Cards
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RESOURCES

Encounter (Annex 1)

Match the following sentences to the correct time reference.

1. I play soccer.
2. We watch TV.
3. She studied English.
4. They visited their grandparents.
5. I cleaned my room.
6. He cooks dinner.
7. She finishes her homework.
8. We drank coffee.

Yesterday	Today
3. She studied English.	1. I play soccer.
4. They visited their grandparents.	2. We watch TV.
5. I cleaned my room.	6. He cooks dinner.
8. We drank coffee.	7. She finishes her homework.

Clarify (Annex 2)

REGULAR VERBS AND THEIR PRONUNCIATION

- Pronounce the Past Tense ending as a separate syllable: T - D **/ɪd/**

want	wanted	wait	waited	count	counted	hate	hated
rent	rented	visit	visited	need	needed	decide	decided
rest	rested	expect	expected	end	ended	operate	operated
repeat	repeated	correct	corrected	add	added	invite	invited
plant	planted	act	acted	pretend	pretended	taste	tasted

- Pronounce the Past Tense with final "t" **/t/** sound: K - SS - S - X - P - SH / CH - C/S **/T/**

ask	asked	miss	missed	cash	cashed
park	parked	kiss	kissed	wash	washed
walk	walked	pass	passed	finish	finished
talk	talked	cross	crossed		
check	checked			watch	watched
cook	cooked	close	closed		
look	looked			dance	danced
work	worked	relax	relaxed	practice (Am)	practiced
pick up	picked up	fix	fixed	practise (Br)	practised
like	liked			chase	chased
bake	baked	help	helped		
		type	typed		

- Pronounce the Past Tense ending with final "d" **/d/** sound: L - Y - N - VE - ER - OW - IZE / ISE - G - M.

call	called	plan	planned	answer	answered
fail	failed	clean	cleaned	discover	discovered
fill	filled	explain	explained	order	ordered
kill	killed	rain	rained	prepare	prepared
cancel	cancelled	learn	learned		
mail	mailed	sign	signed	follow	followed
travel	travelled	iron	ironed	borrow	borrowed
		burn	burned		
stay	stayed			memorise (Br)	memorised
dry	dried	arrive	arrived	memorize (Am)	memorized
enjoy	enjoyed	receive	received	recognise (Br)	recognised
fry	fried	love	loved	recognize (Am)	recognized
study	studied	live	lived		
		shave	shaved	surprise	surprised
				change	changed
				slam	slammed

Remember (Annex 3):

Complete the dialogue with the correct past form of the verbs in parentheses.

A: Hi, Sam! How was your weekend?

B: It was great! On Saturday, I _____ (go) to the beach with my family.

A: That sounds fun! _____ you _____ (swim) in the ocean?

B: Yes, I did! I _____ (swim) for almost two hours, but I _____ (not stay) until the evening.

A: Really? Why?

B: Because it _____ (start) to rain.

A: Oh, I _____ (not go) anywhere on Saturday because it _____ (rain) all day.

B: What _____ you _____ (do) instead?

A: I _____ (watch) a movie with my sister and we _____ (eat) popcorn.

B: Nice! On Sunday, I _____ (visit) my grandparents, but my brother _____ (not come) with me.

A: What _____ he _____ (do)?

B: He _____ (play) soccer with his friends.

A: Sounds like everyone had a busy weekend!

Fluency (Annex 4):

Topic Card 1 – Weekend at the Beach

Situation: You and your friends went to the beach last weekend.

Include:

Where did you go?

What did you do?

What didn't you do?

Did everyone enjoy the trip? Why or why not?

Topic Card 2 – Birthday Party

Situation: You attended a friend's birthday party.

Include:

What did you do at the party?

What did you eat?

What didn't you like?

Did you have a good time?

Topic Card 3 – School Event

Situation: Your class participated in a school event.

Include:

What activities did you do?

Who did you talk to?

What didn't happen as expected?

Did you enjoy the event?

Topic Card 4 – Movie Night

Situation: You had a movie night with your friends.

Include:

What movie did you watch?

What snacks did you eat?

What didn't you like about the movie?

Did you recommend it to others?

Topic Card 5 – One-Day Trip

Situation: You took a one-day trip to another city.

Include:

Where did you go?

What places did you visit?

What didn't you have time to do?

Topic Card 6 – Dinner with Friends

Situation: You had dinner with your friends.

Include:

Where did you eat?

What did you order?

What didn't you order?

Did you enjoy the food?

Topic Card 7 – Last Weekend

Situation: Talk about your last weekend.

Include:

What did you do?

Where did you go?

What didn't you do?

Did anything interesting happen?

Journal 2: ECRIF

The ECRIF framework (Encounter, Clarify, Remember, Internalize, and Fluently Use) is a guideline gaining traction that provides an individual structure to take students from their first exposure to a language all the way through to confident, spontaneous use of it. I thought ECRIF was just another lesson plan model like PPP when I first heard about it. I guessed it holds classroom activities at multiple stages, but I was not aware that each stage represents a look into changing cognitive moments in learning. Initially, I was unable to separate the Remember and Internalize stages because they both include practice. But I was also very interested in learning a framework that, instead of focusing only on grammar explanation and repetition, would encourage more active participation and meaningful communication.

It is a realization from three recent studies that has changed my approach to ECRIF. First, Tamayo et al. (2024) examined the application of ECRIF with thirty-seven ninth-grade students from a public school in Ecuador. The results showed that they were able to enhance speaking skills progressively with cooperative learning and student-centered activities. Also, students' motivation was very high because they were able to see their improvement in fluency. This research continued to illustrate that ECRIF is not just a sequencing of lessons, but rather a methodology for learner-centered teaching and purposeful communication.

Second, Nieto Toapanta and López Silva (2023) analyzed pre-service English teachers' understandings of ECRIF. The authors found that while lesson planning is a lot of work since every stage needs to be prepared and takes up lots of classroom time, teachers saw significant growth in their students' speaking skills. Participants indicated that interactive activities increased learner participation, teacher guidance became more focused, and students communicated more confidently. This is the learning that led me to understand it takes much more planning to create successful ECRIF lessons, but this outcome justifies the extra effort.

Caiza et al. (2023). The effectiveness of ECRIF for developing English-speaking skills among Ecuadorian secondary school students: A quasi-experimental design [PhD thesis]. After giving lessons that fit the five ECRIF stages, their experimental study showed significant differences between pre-test and post-test scores. The framework provides step-by-step evidence in support of their conclusion that helps lesson planning as it moves learners from control by the teacher practicing to communication with spontaneous speech at its core while reinforcing improved grammar, vocabulary, and fluency altogether within interactive communicative performance. All of these qualified my already firm conclusion that communicative competence develops slowly and not immediately as a result of language presentation.

My overall ideas became more relevant as I entered my teaching practice. In observing English classes, I found most students knew the vocabulary in context with teacher help but struggled to use it themselves. Some relied simply on the support of their teachers, whereas others rapidly forgot the language following controlled practice activities. When I started using the ECRIF sequence in my own lesson planning, I found students more engaged and confident. During the Encounter stage, authentic pictures and contextual questions successfully activated prior knowledge. Instead of direct explanations, guided questions clarified meaning and pronunciation to help learners. Games, pair work, and group projects reinforced vocabulary through less formal repetition; role plays and communicative tasks encouraged students to speak more in the moment. It was obvious how much more engaged students became when learning wasn't just a series of disconnected exercises but rather had some flow.

In my view, the strongest point of ECRIF is its use of a learner-centered approach. Rather than thinking in terms of "how much I got done," teachers think about where a learner is at with language development and how they can be supported along the way. The Ecuador educational context will benefit from this perspective due to their unique classroom situation

in which students have various ability levels in addition to learning styles. An ECRIF lesson does require a bit more preparation time; however, this is time well spent as it helps you create relevant learning opportunities for your students to have real knowledge construction rather than simply being passive information receivers.

To sum up, after learning about the ECRIF framework, I have re-evaluated my perceptions of teaching English much more effectively. Tamayo et al. (2024) prove that ECRIF enhances speaking skills and students' motivation through cooperative learning. As demonstrated by Nieto Toapanta and López Silva (2023), implementation requires meticulous lesson planning with a focus on oral communication, ultimately contributing to high student engagement. Finally, Caiza et al. (2023) illustrate how ECRIF helps learners move from controlled practice to fluency and speaking proficiency. I will be using the five ECRIF stages in my future lesson planning, which can promote confidence through interaction and provide opportunities to use language meaningfully as an English teacher.

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ECRIF Speaking Class – A2 Level



By: Glenda Bailón Veliz

Match the following sentences to the correct time reference.

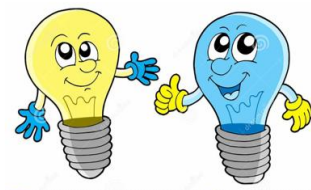
1. I play soccer.
2. We watch TV.
3. She studied English.
4. They visited their grandparents.
5. I cleaned my room.
6. He cooks dinner.
7. She finishes her homework.
8. We drank coffee.

Yesterday	Today
3. She studied English. 4. They visited their grandparents. 5. I cleaned my room.	1. I play soccer. 2. We watch TV. 6. He cooks dinner. 7. She finishes her homework.

**Look at the following sentences.
What tense are they?**

"I play soccer."
"I do not play soccer."
"Do I play soccer?"

Answer: Simple Present Tense

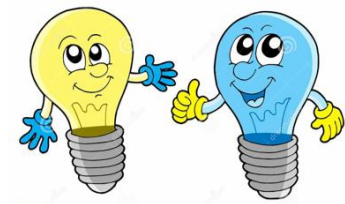


Turn these sentences into simple past.

"I play soccer."
I played soccer

"I do not play soccer."
I **did not** (didn't) play soccer

"Do I play soccer?"
Did I play soccer?



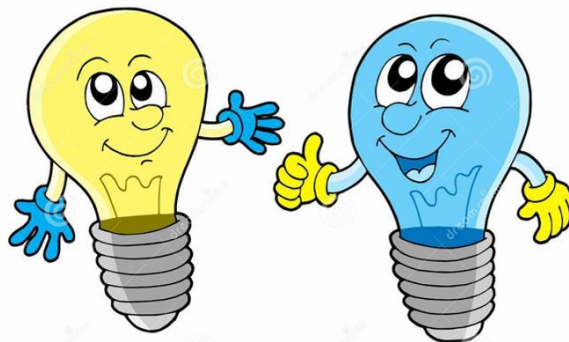
Regular and irregular verbs

Regular verbs	Irregular verbs
play → played watch → watched clean → cleaned study → studied	eat → ate go → went have → had see → saw

It's time to play: "Memory Chain"



In pairs, complete the short dialogue with the correct form of the missing verbs in parentheses.



Role-play Activity:



1. Make groups of 4-5 people.
2. Choose a topic card.
3. According to your topic, describe what you did in the given situation and ensure everyone participates at least twice.

MODULE 3: PDP LISTENING

Listening Lesson Plan

Level: B2+

Action Points - (These are two things you are working on in your teaching)

1. Time management
2. Classroom management

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT show understanding of the video “Street Interviews – Comfort Food” **BY** identifying the speakers’ opinions and comfort foods through a comprehension chart **THEN** collaborate in groups to propose healthy comfort food options for stressed university students, justifying their choices with ideas from the video.

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 identify the main idea of the video by completing the multiple-choice activity during the "Early During" stage.
- When students identify specific information by completing the matching and fill-in-the-blanks activities during the "Later During" stage.
- When students accurately complete the comprehension chart using information from the entire video during the final "During" stage.
- When students collaborate in groups to propose healthy comfort food options for stressed university students and justify their choices using ideas from the video during the "Post" stage.

Preliminary Considerations:

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

- Basic food items (e.g., *pizza, pasta, burgers, salad, chocolate, coffee, chips*).
- Expressions to talk about preferences and opinions (e.g., *I like / I love / I don't like / I prefer*).
- Common adjectives to describe food in general (e.g., *good, tasty, delicious*).
- Simple present tense to describe habits and routines (e.g., *I eat pasta every weekend, We drink coffee in the morning*).

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

- Understanding different accents and natural speed in the video.
- Recognizing and learning new descriptive vocabulary for food (e.g., *spicy, cheesy, greasy, filling*).
- Distinguishing between the five speakers and connecting their opinions with their comfort foods.

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

- Teach and drill the new key vocabulary before watching.
- Play the video several times with specific, scaffolded tasks (from gist to detail).
- Allow students to check answers in pairs and provide clarification after each task.

Time	Framework Stage	Procedure		Interaction	Materials Needed
		Teacher will...	Students will...	T-S/S-S VAKT	
5 Minutes	Pre-Stage	➤ Write the phrase “COMFORT FOOD” in the center of the board and choose some students to write the answer to the following questions: - “What do you think comfort food means?” - “Can you give examples of comfort food?” ➤ Show a short matching activity on slides about the possible new vocabulary and ask them to match them with pictures of food examples (e.g. <i>cheesy</i> → 🍕 Pizza). (See Annex 1)	➤ Think of the possible answers and write them on the board. (brainstorm ideas). ➤ Match new vocabulary with pictures or on slides.	T - S V	Laptop Projector Pictures
5 Minutes	Early During Stage	➤ Give students instructions about activity 1. ➤ Choose one student to answer an ICQ – What are you going to do in this activity? ➤ Hand out the students the worksheets and then play the audio- video. (See Annex 2)	Activity 1: Multiple choice ➤ Listen to the teacher’s instructions and ask questions about the activity if needed. ➤ Answer the question. ➤ Listen to the audio-video to get the main idea of the topic and answer the following questions: 1. What is comfort food? 2. How many people are interviewed? 3. What are they talking about? 4. Do they all feel the same about food?	T – S	Audio Video

		➤ Play the audio- video again if needed. ➤ Tell the students to compare their answers with classmates. ➤ Ask some students what their answers are in order to socialize the correct answers.	➤ Listen to the audio-video again if needed. ➤ Check/compare answers with their classmates. ➤ Correct the answers if needed.	S- S A V K	Multiple choice sheet
10 Minutes	Later During Stage	➤ Give students instructions about activity 2 ➤ Choose one student to answer an ICQ – What are you going to do in this activity? ➤ Hand out the students the worksheets (<i>see annex 3</i>) and then play the first part of the video (0:00- 1:32). ➤ Play the audio- video again if needed. ➤ Tell them to compare their answers with a classmate. ➤ Ask some students what their answers are in order to socialize the correct answers. ➤ Give students instructions about activity 3	Activity 2: Matching ➤ Listen to the teacher’s instructions and ask questions about the activity if needed. ➤ Answer the question. ➤ Listen to the audio-video to solve a matching exercise about the speakers and the reason that they give for food being important. ➤ Listen to the audio-video if needed. ➤ Check/compare answers with classmates. ➤ Correct the answers if needed. Activity 3: Fill in the blanks ➤ Listen to the teacher’s instructions and ask questions about the activity if needed.	T – S S- S A V K	Audio Video Matching and fill in the blanks sheet

		➤ ICQ – What are you going to do in this activity? ➤ Hand out the students the worksheets (see annex 4) and then play the second part of the audio-video (1:32-2:57). ➤ Repeat the video if needed. ➤ Tell them to compare their answers with a classmate. ➤ Ask some students what their answers are in order to socialize the correct answers.	➤ Answer the questions. ➤ Listen to the audio-video and fill in the blanks with the words they hear. ➤ Listen to the audio-video if needed. ➤ Check/compare answers with classmates. ➤ Correct the answers if needed.		
15 Minutes	Final During	➤ Give students instructions about activity 4. ➤ Choose one student to answer an ICQ – What are you going to do in this activity? ➤ Hand out the worksheets (<i>see annex 5</i>), then play the whole video. ➤ Ask students to compare answers in pairs. ➤ Lead a class discussion to confirm answers and clarify doubts.	Activity 4: Comprehension chart ➤ Listen to the teacher's instructions and ask questions about the activity if needed. ➤ Answer the question. ➤ Listen to the audio and complete the chart with phrases or sentences about the importance of food, comfort food, and the reason/details of each speaker. ➤ Check and compare their notes with a partner. ➤ Participate in the final group feedback and correct information if needed.	T – S S- S A V K	Audio Video Chart sheet

10 Minutes	Post Stage	➤ Give students instructions about activity 5. ➤ ICQ – What are you going to do in this activity? ➤ Divide students into groups of 3–4. Present the following scenario: "A university wants to introduce healthier comfort food options in its cafeteria to help students manage stress during exam week." ➤ Tell each group to discuss and decide: - Which three comfort foods should be included. - Why they chose them. - How these foods could help students while remaining healthy. ➤ Monitor groups and assist with vocabulary or clarity if needed. ➤ Invite some groups to present their proposal to the class and explain their decisions.	Activity 5: Group work ➤ Listen to the teacher's instructions and ask questions about the activity if needed. ➤ Answer the questions. ➤ Work in groups to discuss the scenario. ➤ Negotiate ideas and reach a group decision. ➤ Ask questions or clarify doubts while discussing. ➤ Volunteer to present their proposal to the class.	S - S A	Pen or pencil Paper
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RESOURCES

Pre- Stage (Annex 1):

Pre Stage

5 mins

Match the words with the correct picture:

- Cheesy
- Spicy
- Greasy
- Filling
- Sweet



Early During Stage (Annex 2):

Activity 1: Multiple Choice

Instructions: *Listen to the video and choose the correct answer.*

1. What is comfort food?

- a. Food that people eat every morning.
- b. Food that makes people feel happy or comfortable.
- c. Food that is always healthy.

2. How many people are interviewed?

- a. Four
- b. Five
- c. Six

3. What are they talking about?

- a. Different recipes from around the world.
- b. Healthy eating habits.
- c. The importance of food and their comfort food.

4. Do they all feel the same about food?

- a. Yes. They all think food is important, although for different reasons.
- b. No. Some people do not like food very much.
- c. No. Only one person thinks food is important.

Answer Key

1. b

2. b

3. c

4. a

Video Transcript

Part 1

Abiha: I love food so much. I love food from all around the world. Er, my favourite would probably be Italian because I love pasta and all the carbs that come with it.

Meg: Food is pretty crucial in my life. Er, I get pretty angry if I don't have food when I want it. Er, I get a headache when I don't eat, so food is important for energy and general happiness in my life.

Anugraha: Well, in being an Indian, food is what we grow up around – a lot. We love our spices, so obviously we are very specific to our tastes and we can't compromise on taste so we love our spices. So yeah, it's really important so we try to bring salt and pepper all the time ... and if possible, chillies!

Phoebe: Food is very important. I love trying different foods and I love going out for meals to different places, so, very important.

Shravash: I mean I cannot describe in words. I come from a very cultural society, that's Indian, and India is all about food and bonding over food, so I really enjoy having all my Indian meals all the time with family and it's, it's a very integral part of our life and our culture and our society as a whole. So, yeah.

Part 2

Abiha: Yes, my comfort food is cheese – melted cheese, soft cheese, hard cheese – any cheese. So, yesterday I made a pasta bake, which is my favourite food and it was incredible, it was amazing and it made me feel like the happiest girl in the world.

Meg: Er, I think my comfort food would be any kind of chocolate, er, when I'm sad I just really want a brownie – it's sweet and rich and delicious.

Anugraha: So, when I come back after a big, long shift, er, I'm looking for something to calm me down a bit. So, something hot, which is coffee – if it's considered as a food!

Phoebe: My comfort food is a burger and chips because it's delicious and it's filling and I can eat it with my hands and it's very greasy – and I like that.

Shravash: So, er, as you know I come from India and a lot, a lot of dishes come to my mind right now, but the one thing which is popping up is chole bhature. It's like a traditional Indian food, it's, it's made of chickpeas and fried doughballs. It's very spicy, full of ... it's very delicious and I just, I just, I'm out of words right now. I cannot describe how amazing it is – and you guys should definitely try some of these Indian restaurants around and see and have the whole experience of your own ones.

Later During Stage

(Annex 3)

2B. Watch the first part of the interviews again. Match the speakers (1–5) with the reasons they give for food being important (a–e).

1. Abiha •	• a. to experience new things
2. Meg •	• b. for the carbohydrates
3. Anugraha •	• c. it is an essential feature of childhood
4. Phoebe •	• d. for physical and mental well-being
5. Shravash •	• e. it's about connecting with people

(Annex 4)

2C. Watch the second part of the interviews again and complete the sentences with the words you hear.

1. My comfort food is cheese – cheese, soft cheese, hard cheese – any cheese.
2. ...I just really want a brownie – it's sweet and and delicious.
3. ...it's delicious and it's and I can eat it with my hands and it's very ...
4. ... it's made of chickpea and fried doughballs. It's very ...
5. I'm out of words right now. I cannot describe how it is.

Final During Stage (Annex 5):

Speaker	Importance of Food	Comfort Food	Reason / Extra Detail
Abiha			
Meg			
Anugraha			
Phoebe			
Shravash			

Journal 3: PDP (Listening)

This article presents the Pre-During-Post (PDP) framework that provides a well-defined structure for teaching listening based on three stages during which students listen to authentic material: Pre, During, and Post-listening. Before this, I thought listening lessons were basically playing some audio or video three times with a few comprehension questions. I knew listening practice was a priority, but I had not yet realized how thoughtful sequencing of activities could help reduce learners' anxiety and increase comprehension incrementally. Teaching listening to B2 students filled me with particular concern, however; authentic videos introduce a variety of accents and natural speed & vocabulary. Still, I was excited about creating a lesson that could turn listening into something more than just a comprehension exercise.

Even as a former language instructor, the common method for listening in these readings shifted what I thought about teaching my students. According to the British Council (s.f.), good listening lessons need three stages, which are Pre-listening, While-listening and post-listening. Teachers should motivate learners before listening and activate prior knowledge, contextualize the topic and introduce vocabulary. Listening should then be followed by some activities that gradually build from understanding the gist through to recognizing specific information, using several listenings and increasing difficulty. Finally, post-listening activities should urge the students to respond in relation and re-use them in non-classroom settings. It was this framework which helped me realize that listening should not merely be thought of as an action to complete once in a classroom.

Secondly, Mendoza et al, (2025) study the application of PDP methodology in high school students from Ecuador. Their results showed that organizes learning in distinct phases further facilitating student participation, they succeed encourage students increase listening comprehension. However, the researchers cautioned against potential obstacles like technological shortcomings and fear of making mistakes on a student's part, emphasizing that

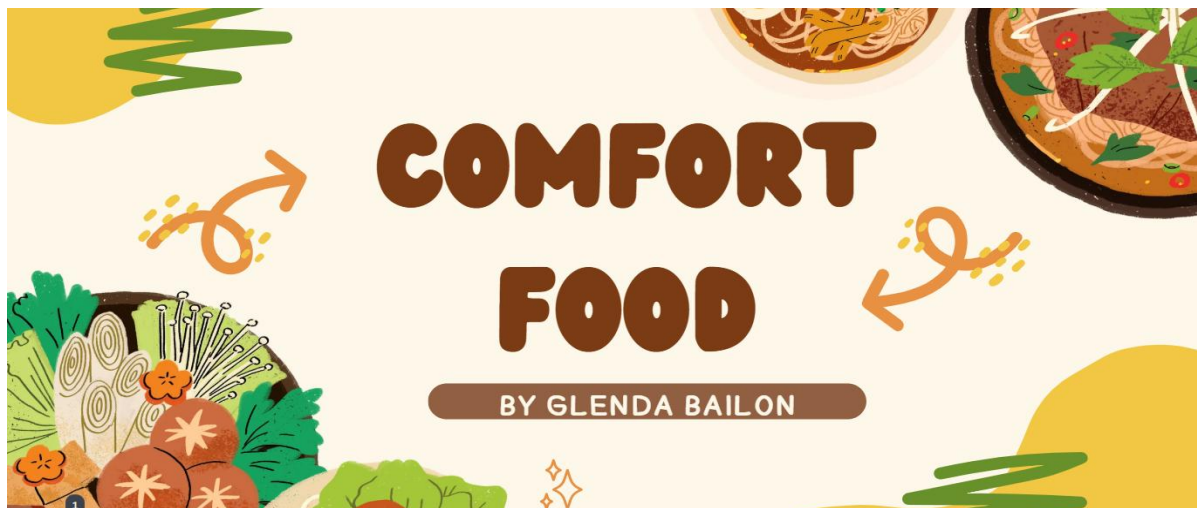
proper classroom implementation hinges upon tailoring listening activities to learners' abilities while providing an encouraging setting. Their conclusions supported my own thinking that listening lessons needed both pedagogical planning as well as the emotional safety to take part in reciprocity without the risk of failure.

Last, but not least, Emerson (2024) states that successful communication is related to the clarity of expressed ideas and practicing active listening where individuals give others undivided attention while interacting respectfully during discussions. Communication has more power when learners listen to respond, paraphrase ideas, and carefully address what others think. These principles will help you enhance any classroom interaction after a listening task, even if her work is directed toward professional contexts. This helped me realize that listening lessons should not end with answer-checking; instead, they must promote learners communicating, negotiating ideas, and interacting in pairs or groups using language-in-use.

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Demonstrative Lesson



Pre Stage

5 mins

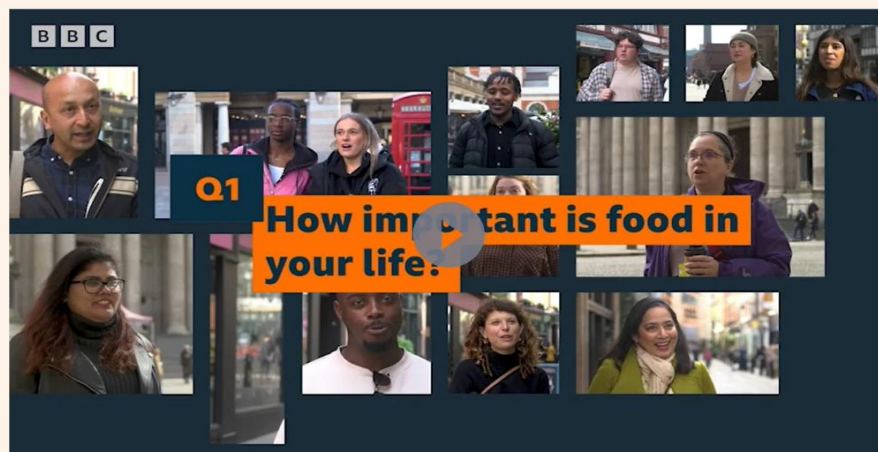
Match the words with the correct picture:

- Cheesy
- Spicy
- Greasy
- Filling
- Sweet



Listen for the Main Idea

Early During
5 mins



Activity 2

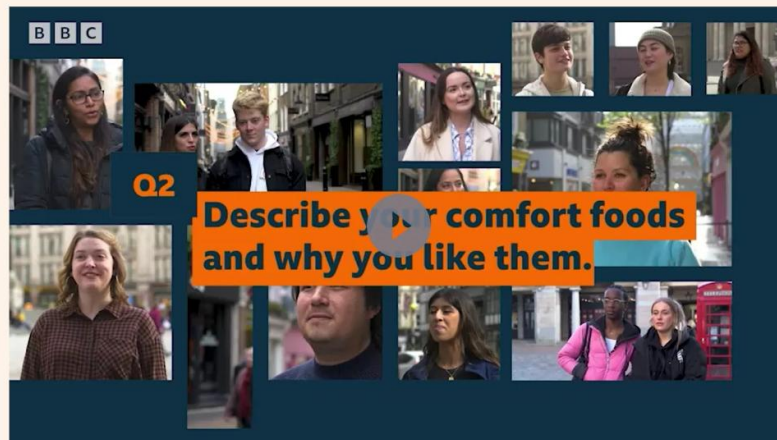
Match the Speaker with the Correct Idea

Activity 3

Fill in the Blanks

Later During

10 mins



Complete the Comprehension Chart

Final During

15 mins



Post-Stage -10 mins

GROUP DISCUSSION

"A university wants to introduce healthier comfort food options in its cafeteria to help students manage stress during exam week."

- Which three comfort foods should be included.
- Why they chose them.
- How these foods could help students while remaining healthy.

MODULE 4: PDP READING

Reading Lesson Plan

Level: B2+

Action Points - (These are two things you are working on in your teaching)

1. Organizing activities.
2. Class Management

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT show understanding of the story “The Lady of Shalott” **BY** ordering the main events of the story and justifying one of their choices using evidence from the text, **THEN** produce a short alternative ending based on the story.

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 gist questions about the text (who the woman is, where she is, and what is happening to her) and relate their answers to their initial predictions.
- When students complete True / False / Maybe statements and multiple-choice questions and justify their answers using information from the text.
- When students order the main events of the story and justify one of their choices using evidence from the text.
- When students write and share a short alternative ending that is coherent with the events of the story.

Preliminary Considerations:

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

- Vocabulary related to people, places, and objects (e.g., woman, tower, mirror, boat).
- Experience reading short narrative texts for general meaning.
- Ability to make simple predictions and share ideas orally based on images or key words.

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

- Identifying and organizing the sequence of events in the story.
- Justifying their answers using information from the text.

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

- Provide guided questions and models before asking students to justify their choices.
- Allow students to work in pairs to discuss and support their answers before sharing with the class.

Time	Framework Stage	Procedure		Interaction	Materials Needed
		Teacher will...	Students will...	T-S/S-S VAKT	
10 Minutes	Pre-Stage	➤ Write the following words on the board: Camelot — Merlin — Excalibur — Sir Lancelot — King Arthur — Guinevere and ask: “What do you already know about these?” (<i>See annex 1</i>) ➤ Display three Waterhouse paintings of The Lady of Shalott and say: “These scenes belong to a story.” Ask: “How could these words connect to the images?” (<i>See annex 2</i>) ➤ Ask the students to discuss in groups the answers to the following guided prediction questions: “Who might the woman be?”, “Why might she be in the tower?”, “What could the curse be?” ➤ Ask each group to share their answers in the class. ➤ Hold a quick vote about the story’s ending. Ask the students to raise their hands if they think the story will have a happy ending. ➤ Continue with the vote. Ask the students to raise their hands if they think the story will have a sad ending.	➤ Read the words and say associations aloud. ➤ Observe paintings, make connections between images and vocabulary, and share ideas. ➤ Discuss predictions or ideas in groups. ➤ Share their ideas with the class. ➤ Raise their hands if they think the story will have a happy ending. ➤ Raise their hands if they think the story will have a sad ending.	T-S V	Markers Pictures

7 Minutes	Early During-Stage	➤ Tell students: “You are going to read the story quickly. Do not worry about details.” Ask students to read the text for general meaning. <i>(See annex 3)</i> ➤ Ask the students to pair up and answer the following questions on the screen. • Who is the woman? • Where is she? • What is happening to her? ➤ Ask some pairs to share their ideas with the class. Do not confirm or correct at this stage. ➤ Ask: “Based on what you read, do you think your prediction about the ending was correct or not?” (Referring back to the vote in the PRE).	➤ Read the full text individually for general understanding (gist). ➤ Pair up and answer the questions. ➤ Share their ideas aloud and listen to classmates’ inferences. ➤ Compare their original prediction with the gist reading and comment briefly.	T-S S-S V A	Screen Markers
10 Minutes	Later During-Stage	➤ Ask students to read the text again more carefully and focus on specific information. ➤ Ask students to complete a worksheet with True / False / Maybe statements and multiple-choice questions based on the text. <i>(See Annex 4)</i> ➤ Ask students to pair up and compare their answers.	➤ Re-read the text individually, paying attention to details. ➤ Answer the worksheet using information from the text. ➤ Compare answers with a partner and support their choices with information from the text.	S-S VAK	Text Worksheet Pencil or Pen

		➤ Ask some pairs to share one answer and explain their choice. ➤ Confirm correct answers and clarify any misunderstandings.	➤ Share answers orally and listen to classmates' explanations. ➤ Check and adjust their answers if necessary.		
8 Minutes	Final During-Stage	➤ Ask students to work individually and put the main events of the story in the correct order. (<i>See Annex 5</i>) ➤ Ask students to justify one of their choices using evidence from the text. ➤ Ask students to compare their answers in pairs and discuss any differences. ➤ Ask a few pairs to share one event and their justification. ➤ Confirm the correct sequence to close the reading stage.	➤ Order the events individually based on the text. ➤ Write a short justification for one event using information from the story. ➤ Compare the order with a partner and explain their reasoning. ➤ Share one event and briefly justify their choice. ➤ Confirm understanding of the sequence of events.	S-S V A	Worksheet Pencil or Pen
10 Minutes	Post-Stage	➤ Ask students to imagine a different ending for the story and explain that it should be logical and connected to the events they read. ➤ Ask students to write a short alternative ending (4–5 sentences).	➤ Think about a possible alternative ending based on the story. ➤ Write an alternative ending individually.	S-S VAT	

		➤ Ask students to share their ending with a partner and discuss similarities or differences. ➤ Ask a few volunteers to briefly share their alternative endings.	➤ Share their ending with a partner and listen to another version. ➤ Share their endings with the class.		
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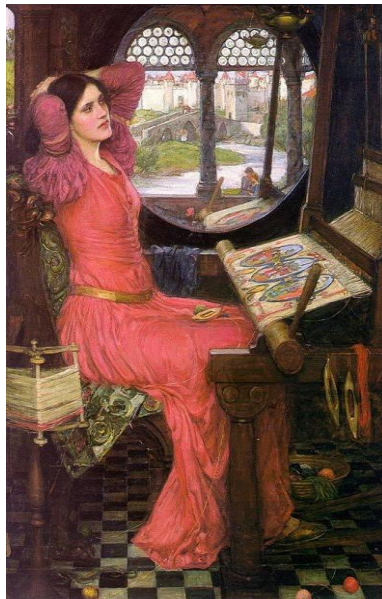
RESOURCES

Pre-Stage

Annex 1:

Guinevere
Sir Lancelot
Excalibur
Camelot
Merlin
King Arthur

Annex 2:



Early During-Stage (Annex 3):

The Lady of Shalott

Once upon a time, in a grey tower, on an island, in the middle of a river which flowed to Camelot, there was a prisoner. Her name was Elaine. For years Elaine had been trapped in the tower by an evil curse. Not only was she unable to leave the tower, she couldn't even look out of the window. In fact, her only connection with the outside world was through the reflections in a mirror which hung on her wall.

Elaine spent her days singing and weaving tapestries of the things she saw through the mirror: the moon above; the barley fields; the red cloaks of market girls; people in love.

No one knew she was there. No one even knew she existed. Those who heard her song thought that the castle was haunted. But of course, it wasn't. Elaine was very much alive.

And then one day everything changed: Elaine caught an unexpected glimpse of a particular knight in shining armour. Captivated, and forgetting the curse, Elaine took three steps towards the window and looked out directly at the back of Sir Lancelot.

The mirror cracked from side to side. Elaine ran down the spiral staircase and left the tower. She got into a boat and went down the river towards Camelot. As she got closer, she sang her last song.

The curse started to work its magic. The boat landed on the banks of Camelot. The people rushed to see the sight of this young woman – beautiful yet lifeless. Lancelot stepped forward and was struck by her beauty. He said: "God have mercy on her soul."

Later During-Stage (Annex 4):

- “The Lady of Shalott” reading.
- Worksheet:

1. Mark T, F, or M (Maybe).

Use M when the text does not give clear evidence.

- a. Elaine lives alone in the tower. ____
- b. Elaine is cursed because she did something wrong. ____
- c. Elaine falls in love with Lancelot. ____
- d. The mirror allows Elaine to see the outside world. ____
- e. Elaine leaves the tower because she wants to meet Lancelot. ____
- f. The people of Camelot admire Elaine when they see her. ____

2. Choose the correct answer.

Why does the mirror break?

- a) Because Elaine looks directly outside
- b) Because the curse ends
- c) Because Lancelot touches it
- d) Because she throws something at it

How does Elaine travel to Camelot?

- a) On horseback
- b) In a small boat
- c) In a carriage
- d) She never travels there

Who finds Elaine in the boat?

- a) Her family
- b) The people of Camelot
- c) Lancelot alone
- d) No one finds her

What does Lancelot say when he sees Elaine?

- a) That she was dangerous
- b) That she looked very beautiful
- c) That he had known her before
- d) That she should have stayed home

Which object allows Elaine to see the world outside?

- a) A window
- b) A painting
- c) A mirror
- d) A book

Why can't Elaine leave the tower at the beginning of the story?

- a) She is injured
- b) She is under a curse
- c) She is waiting for Lancelot
- d) She is afraid of the world

Final During-Stage (Annex 5):

- “The Lady of Shalott” reading.
- Worksheet:

The Lady of Shalott

A. Order the events

Read the sentences and **number them (1–6)** in the correct order according to the story.

- ☐ Elaine lives alone in a tower under a curse.
- ☐ Elaine leaves the tower and gets into a boat.
- ☐ Elaine sees Sir Lancelot through the mirror.
- ☐ The mirror cracks and the curse is fulfilled.
- ☐ Elaine sees the world only through a mirror while she weaves.
- ☐ Elaine dies before reaching Camelot.

B. Justify one choice

Choose **ONE** event from Part A and explain **why** you placed it in that position.

Use information from the text.

I placed this event here because _____

Journal 4: PDP (Reading)

The Pre, During, and Post (PDP) framework is an approach that helps develop the receptive skills involved in learning to read. This paper is dedicated to examining how each stage of the PDP framework adds value in supporting the Student Learning Objective (SLO). When planning reading lessons, keep in mind that the overall goal is not simply having students recognize words, but engaging with and interpreting different types of texts. As Edward Povey (n.d.) states, the Pre stage prepares students before reading; the During stage addresses their challenges through comprehension activities; and the Post stage enables learners to incorporate knowledge through productive tasks. Consequently, each level plays a crucial role in giving students a comprehensive understanding of reading skills.

Regarding my expectations when analyzing a PDP reading lesson, I find this process helpful for designing more meaningful reading activities. My experience as a student and a pre-service teacher has led me to this conclusion: sometimes reading lessons simply involve children reading. However, after learning about the PDP framework, I realize that activities should be selected according to the lesson objectives and students' needs. As Singlehurst (n.d.) reflects on why we write lesson plans, I think teachers should consider whether each activity truly helps students learn rather than doing something merely because it is typical in the classroom.

My most valuable learning was the Pre stage. This stage activates students' background knowledge and readies them for the reading process, according to Povey. Activities such as concept mapping, making predictions, observing and discussing pictures, and introducing key vocabulary allow students to connect prior knowledge with the new text. I realized that the Pre stage is not only a warm-up activity but provides a backbone for the reading process. In this way, learners are less likely to get stuck on unknown words and lose the overall meaning of the text.

The During stage also gave me insight into the importance of sequencing reading tasks. Povey suggests activities that move from general comprehension to detailed analysis, with students interacting with the text. Learners can identify the main idea, note facts and details, and then make interpretations or inferences. We should present the tasks before reading because students need a clear purpose to maintain attention more effectively. For the final activity of this stage, students should demonstrate their level of understanding according to the SLO; therefore, instruction should be aligned to that purpose.

Another key takeaway was about how to read aloud: Samir Bounab (n.d.) affirms that reading aloud is not the primary aim of reading instruction; listening comprehension should be the focus. While reading aloud can support pronunciation and provide teachers with diagnostic information about word recognition difficulties, it does not necessarily show whether or how students understand the meaning of the text. Looking back, I realized my reading activities had focused more on pronunciation than comprehension. Thus, texts should be analyzed by students, who should identify ideas and detect purpose and difficulty as they read.

Finally, the Post stage is a space for students to reflect on the text in relation to their own lives. Povey notes that this stage encourages hands-on engagement, putting learned skills to use in constructive activities. In light of the PDP framework, I believe good reading lessons should include creative tasks such as opinion-expression projects or activities that connect the text to personal experience. Ultimately, these ideas—from Povey, Bounab, and Singlehurst—lead me to conclude that purposeful activities are essential: reading is not only about words, but about guiding students to understand, interpret, and use information in meaningful ways.

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Demonstrative Lesson



PRE-STAGE

10 mins

Look at the words below:

What do you already know about these words?



PRE-STAGE

10 mins

Make Predictions

Look at the Pictures

Discuss with your group:

- Who might the woman be?
- Why might she be in the tower?
- What could the curse be?

Share your ideas with the class.



PRE-STAGE

10 mins

What do you think?

Will the story have:

- A happy ending?
- A sad ending?

Raise your hand and vote!



EARLY DURING-STAGE



7 mins

Were You Right?

- Was your prediction correct?
- Did you expect this beginning of the story?

Discuss your answers with your partner.

EARLY DURING-STAGE



7 mins

Read for the Main Idea

Read the story quickly.

Do not worry about details!
Then answer:

- Who is the woman?
- Where is she?
- What is happening to her?

LATER DURING-STAGE



10 mins

Read Carefully

Complete the worksheet.
True, False or Maybe

- Use M (Maybe) when the text does not provide enough information.

Multiple Choice Questions

- Choose the correct answer using information from the text.

LATER DURING-STAGE



10 mins

Check Your Answers

Pair Work

- Compare your answers with your partner.
- Explain your choices using evidence from the text.
- Be ready to share your answers with the class.

FINAL DURING-STAGE

8 mins

Order the Events

Put the Events in Order

Number the events from 1–6 according to the story.

- Elaine lives alone in a tower under a curse.
- Elaine leaves the tower and gets into a boat.
- Elaine sees Sir Lancelot through the mirror.
- The mirror cracks and the curse is fulfilled.
- Elaine sees the world only through a mirror while she weaves.
- Elaine dies before reaching Camelot

FINAL DURING-STAGE**8 mins****Explain Your Choice**

Choose ONE event and explain:

Why did you place it in that position?

Use information from the story to support your answer.

**POST-STAGE****10 mins****Imagine a Different Ending**

Write an alternative ending for the story.



- Write 4–5 sentences.
- Make it logical and connected to the events you read.
- Be creative

**POST-STAGE****10 mins****Pair Discussion**

Share your alternative ending with your partner.

Discuss:

- What is similar?
- What is different?



MODULE 4: PDREE WRITING

Writing Lesson Plan

Level: B2

Action Points - (These are two things you are working on in your teaching)

1. Organizing activities.
2. Time management.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT **write** a basic cover letter **to** apply for a job, using the appropriate format and useful phrases, **then** post their final cover letters on the whiteboard to choose the most hireable cover letter.

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 are able to write a complete cover letter including header, greeting, opening paragraph, body paragraph, closing paragraph, and sign-off.
- When students revise a peer's cover letter using editing symbols and rewrite their final version according to the appropriate format.

Preliminary Considerations:

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

- Basic job-related vocabulary.
- Adjectives to describe personal qualities.
- Simple Present Tense to describe skills and abilities.

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

- Organizing ideas into clear paragraphs.
- Using appropriate formal language.
- Using punctuation correctly.

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

- Using a list of useful phrases for each section of the cover letter.
- Giving personalized guidance during drafting and revising stages.
- Using editing symbols to help students identify and correct mistakes.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials needed
		Teacher will...	Students will...		
7 Minutes	Preparation	➤ Show some job adverts on the screen. <i>(See Annex 1)</i> ➤ Ask students the following questions based on the job advertisement: - Which of these jobs would you apply for and why? - What documents do you need for a job application? ➤ Introduce the term cover letter and explain its purpose briefly. ➤ Show a sample cover letter on the screen and read it aloud. <i>(See Annex 2)</i> ➤ Explain the structure step by step (header, greeting, opening paragraph, body paragraph, closing paragraph, and sign-off). ➤ Provide a list of key phrases to use in each part of the structure. <i>(See Annex 3)</i>	➤ Observe the job adverts shown by the teacher. ➤ Answer the teacher's questions orally. ➤ Listen to the explanation and ask questions if needed. ➤ Follow the reading of the sample. ➤ Listen to the explanation and recognize the different parts of the cover letter in the sample. ➤ Review the list of key phrases provided.	T-S V A	Screen
17 Minutes	Drafting	➤ Give instructions to write the first draft.	➤ Write the first draft of their own cover letter.	T-S V A	Screen Sheets Pen or pencil

6 Minutes	Revising	➤ Show the “peer editing symbols guide” and ask to use it. <i>(See Annex 4)</i> ➤ Ask them to exchange their drafts with a classmate for peer revision. ➤ Monitor peer correction. ➤ Solicitate to give back drafts.	➤ Analyze the peer editing symbols guide. ➤ Exchange their drafts. ➤ Ask for corrections if needed. ➤ Return drafts.	S-S V K	Drafts Peer editing symbols guide Pen or pencil
7 Minutes	Editing	➤ Ask them to write down their final cover letter with the corrections made.	➤ Write down their final cover letter with the corrections made.	S-S V K	Drafts
8 Minutes	Extension	➤ Ask to post their final cover letters on the whiteboard. ➤ Select some students to choose the most hireable cover letter based on the appropriate format.	➤ Post their cover letters on the whiteboard. ➤ Participate and choose the most hirable cover letter.	T-S	Final cover letters

RESOURCES

Preparation:

Annex 1:

JOBS

A Support Worker

Do you have the ability to care for others? Can you understand how older people feel? Are you a good communicator? Do you have good listening skills? Can you work weekends?

If you have answered **YES** to the above, we would like to hear from you:

- Starting rate of £8.56 per hour
- Free Uniform
- Excellent Training

Golden Care careers@golden-care.com

B Trainee hairdresser

Full Time - 40 hours per week
Permanent
Brighton City Centre

Learn from some of the best hairdressers in the world!

You will work 40 hours a week Monday to Saturday. Your responsibilities will include: welcoming clients, washing hair, bringing coffee and tea to customers, and keeping the salon clean and tidy at all times.

No previous experience is necessary.
Please apply NOW!
cathy@cut-above.brighton.com

C WOWEE MAGAZINE

Writers wanted!

Wowee Magazine is looking for writers for its website. Pay is based on the number of people who read your articles. You may also receive free tickets to events and free products to test. This is a great opportunity to get valuable work experience.

We want people who are:

chatty	interesting
passionate	skilled

Contact us at info@wowee.com

D CALLING ALL MODELS

Think you could be a model? If so, we'd like to meet you!

Working as a successful fashion model isn't easy but it is very exciting and could be a great opportunity.

Girls should be **over 16** with a minimum height of 172 cm and boys should have a minimum height of 182 cm. If you are under 16 and do not yet have the required height, we would still be interested in meeting you, but you must bring a parent.

info@top-model-agency.uk

E WORK FOR COFFEE BEANS

Join Britain's number one café at **COFFEE BEANS** where every café has the same aims: to create family-like teams and to give excellent customer service.

Many different kinds of people come and work with us so start your career at **COFFEE BEANS** today:

- choose the hours you work
- get management experience
- share your love of coffee

Join us as a **Team Member**, **Assistant Manager** or **Café Manager**, depending on your skills and experience.

Email us at jobs@coffeebeans.co.uk

Annex 2:

Cover Letter Format



Header

Jane Wright
5505 Paragraph Way
Gainesville, MA 11111
(555) 555-0199
the.right.wright@email.com

November 5, 2024

Salutation / greeting

Virginia Apgar
Recruitment Manager
Boltvern Hospital
Gainesville, MA

Dear Mrs. Apgar,

Opening paragraph

My name is Jane Wright, and I am interested in the entry-level nursing position at Boltvern Hospital. I recently graduated at the top of my class from Greendale College with a bachelor of science in nursing and am eager to apply my hands-on education to provide the high-quality, patient-centered care Boltvern is known for.

Body paragraph

During my clinical rotations, I built a strong foundation in patient assessment, wound care, administering medications, and team collaboration. After a gap year teaching English in Brazil, I interned at AcmeCo Hospital, where I gained experience in fast-paced settings and learned to multitask and stay calm under pressure. Working with elderly patients was particularly rewarding, as it deepened my empathy, communication, and patience.

Closing paragraph

Joining Boltvern Hospital is an exciting opportunity to grow within a respected institution and contribute to patient care. I am confident that my clinical skills, dedication, and passion for nursing make me a strong fit for this role. Thank you for considering my application; I look forward to discussing my qualifications further.

Sign-off and signature

Sincerely,
Jane Wright

Annex 3

1. Header	2. Salutation	3. Opening Paragraph
Applicant's information Full name Street address City, State Phone number Email address Date Employer's information Hiring manager's name Job title Company name City, State <i>No full sentences. Only personal and company information.</i>	Dear Hiring Manager, Dear Mr. ____, Dear Ms. ____, Dear Sir or Madam,	<i>(Who you are + position)</i> I am writing to apply for the position of ____. My name is ____ and I am interested in the ____ position. I would like to apply for the ____ position at your company. I am interested in the job opportunity advertised.
4. Body Paragraph	5. Closing Paragraph	6. Sign-Off
<i>(Skills, experience, qualities)</i> I have experience in ____. I am responsible and organized. I am able to work in a team. I am motivated and willing to learn. I believe my skills are suitable for this position.	<i>(Interest + availability)</i> I am very interested in this opportunity. I would like to be considered for this position. I am available for an interview. Thank you for your time and consideration.	- Sincerely, - Best regards, - Kind regards, - Regards, - Yours sincerely, - Yours faithfully, <i>Full name</i>

Revising (Annex 4):

Symbol	Meaning	Example
G.M	Grammar mistake	<i>I <u>apply</u> for the job yesterday.</i>
W.O	Word order	<i>I am <u>interested very</u> in the job.</i>
S	Spelling	<i>responsable → responsible</i>
C.L	Capital letter	<i><u>dear</u> hiring manager</i>
P	Punctuation	<i>Dear Hiring Manager</i>

Journal 5: PDREE (Writing)

Since effective writing instruction teaches all stages of a writing task rather than only what makes a product “finished,” using a framework such as PDREE (Preparation, Drafting, Revision, Editing, and Extension) provides a consistent and impactful routine. Because students must plan, use appropriate grammar, and then communicate clearly in a foreign language, writing is often considered one of the most difficult language skills. Owen (n.d.) recently published an article titled “Prewriting Activities for EFL Academic Writing Classes,” which shows that writing requires a carefully thought-out scenario before students begin drafting. Therefore, each step of the PDREE framework is vital to developing self-sufficient and proficient writers.

At first, I expected teaching writing to mean introducing a topic and assigning students to write a paragraph or an essay. After learning about the PDREE framework, I realized that learners need far more support before drafting. In the Preparation stage, students must activate prior knowledge and generate ideas to organize information. As Owen reports, prewriting activities—such as brainstorming, mind maps, and outlining—help students develop a logical flow of ideas for the writing process and reduce common problems when composing in English. While time spent on preparation will vary by class, I plan to allocate ample time here so students are ready to draft.

Another key learning concerns how teachers should design writing lessons. Kramer (2026) states that an effective lesson plan includes objectives, required materials, engaging activities, a logical sequence, assessment tools, and reflection. These elements align with the PDREE framework because they structure the writing process. During Drafting, students should not worry about perfect wording; they produce a first version of their ideas. In the Revision stage, they reorganize content and improve coherence and clarity. The Editing stage

follows, focusing on grammar, spelling, punctuation, and vocabulary before producing a final draft.

Reflecting on my own experience as a student, many lessons focused primarily on “how to write a _.” Students received a topic and were rushed to write with little preparation or opportunity for revision. As a result, many texts contained organizational and language errors that could have been addressed through a full writing process. PDREE taught me that writing is an ongoing process, not a one-time classroom activity; each stage builds student confidence and proficiency in written expression.

The Extension stage is also valuable because it situates student writing in authentic contexts. Instead of submitting work only to the teacher, learners can publish for peers, give oral presentations, create posters, or reformat texts for different audiences. The British Council (n.d.) likewise states that students develop writing by studying model texts, analyzing structure, and practicing a range of tasks suited to their level. In the Extension stage, students begin to see writing as genuine communication rather than merely a school requirement.

Learning about PDREE made me realize that effective writing instruction involves much more than asking students to put pen to paper. Sources like Owen, Grammarly, and the British Council emphasize that lessons should be preparatory, guided through drafting, include careful editing, and offer meaningful extension activities. As a future English teacher, I will incorporate these principles to build students’ confidence, refine their writing process, and promote the use of English for meaningful communication rather than solely for completing assignments.

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Demonstrative Lesson



PREPARATION



Job Advertisements

Look at the following job advertisements.

Discuss:

- Which of these jobs would you apply for and why?
- What documents do you need for a job application

7 mins

PREPARATION

What is a Cover Letter?

A cover letter is a document that introduces you to an employer and explains why you are suitable for a job position.



Let's look at an example!

5 mins

PREPARATION

Cover Letter Format

7 mins

Header

Jane Wright
5505 Paragraph Way
Gainesville, MA 11111
(555) 555-5555
the.right.wright@email.com

November 5, 2024

Virginia Appar
Recruitment Manager
Bothern Hospital
Gainesville, MA

Salutation / greeting

Dear Mr's. Appar:

Opening paragraph

My name is Jane Wright, and I am interested in the entry-level nursing position at Bothern Hospital. I recently graduated at the top of my class from Greendale College with a bachelor of science in nursing and am eager to apply my hands-on education to provide the high-quality, patient-centered care Bothern is known for.

Body paragraph

During my clinical rotations, I built a strong foundation in patient assessment, wound care, administering medications, and team collaboration. After a gap year teaching English in Brazil, I interned at AcmeCo Hospital, where I gained experience in fast-paced settings and learned to multitask and stay calm under pressure. Working with elderly patients was particularly rewarding, as it deepened my empathy, communication, and patience.

Closing paragraph

Joining Bothern Hospital is an exciting opportunity to grow within a respected institution and contribute to patient care. I am confident that my clinical skills, dedication, and passion for nursing make me a strong fit for this role. Thank you for considering my application; I look forward to discussing my qualifications further.

Sign-off and signature

Sincerely,
Jane Wright

1. Header

Applicant's information

Full name

Street address

City, State

Phone number

Email address

Date

Employer's information

Hiring manager's name

Job title

Company name

City, State

No full sentences. Only personal and company information.

2. Salutation

Dear Hiring Manager,

Dear Mr. _____,

Dear Ms. _____,

Dear Sir or Madam,

3. Opening Paragraph

(Who you are + position)

I am writing to apply for the position of _____.

My name is _____ and I am interested in the _____ position.

I would like to apply for the _____ position at your company.

I am interested in the job opportunity advertised.

4. Body Paragraph

(Skills, experience, qualities)

I have experience in _____.

I am responsible and organized.

I am able to work in a team.

I am motivated and willing to learn.

I believe my skills are suitable for this position.

5. Closing Paragraph

(Interest + availability)

I am very interested in this opportunity.

I would like to be considered for this position.

I am available for an interview.

Thank you for your time and consideration.

6. Sign off

- Sincerely,
- Best regards,
- Kind regards,
- Regards,
- Yours sincerely,
- Yours faithfully,

Full name

DRAFTING

17 mins

**Write Your First Draft**

Write your own cover letter.

Remember to include:

- Header
- Salutation
- Opening Paragraph
- Body Paragraph
- Closing Paragraph
- Sign-off

REVISING

6 mins

Peer Revision

Exchange your draft with a classmate.

Use the Peer Editing Symbols Guide to revise your partner's work:

- G.M = Grammar Mistake
- W.O = Word Order
- S = Spelling
- C.L = Capital Letter
- P = Punctuation

**EDITING**

7 mins

Final Version

Rewrite your cover letter using the corrections provided by your classmate.

Check:

- Grammar
- Spelling
- Capitalization
- Punctuation
- Organization



The Most Hireable Cover Letter

- Post your final cover letter on the whiteboard.
- Read your classmates' work.
- Choose the most hireable cover letter.
- Explain why you chose it.



Recommendations

English teachers of tomorrow should retain communicative and learner-centered elements in the methods they adopt so that classes encourage active participation rather than passive listening. These approaches promote communicative competence and increase student engagement.

To remain well informed, teachers should regularly update their pedagogical knowledge by reading recent academic literature, attending professional development workshops, and experimenting with new instructional methods. Staying up to date is essential because students' needs and learning contexts continually change.

When planning lessons, teachers must consider students' language proficiency, learning styles, interests, and individual differences. Adapting activities and instructional components to learners' characteristics fosters an inclusive and effective learning environment.

Practices such as keeping teaching journals and conducting self-evaluation should be integral to professional practice. Reflection helps teachers identify strengths, address challenges, and consistently improve instructional quality.

Finally, teachers are encouraged to use authentic materials, digital resources, and interactive technologies whenever possible. These resources can enhance learner motivation, expose students to real language use and contexts, and support meaningful practice in listening, speaking, reading, and writing.

Conclusions

ECRIF, PDP, and PDREE frameworks informed my practice and helped me learn how to select teaching strategies based on learning outcomes and student needs. Planning lessons, delivering demonstration lessons, and keeping reflective journals enabled me to connect theory with practice. This process made me a more informed teacher and gave me confidence that I can be an effective English instructor, committed to ongoing professional reflection.

Reviewing current scholarly articles provided the theoretical foundation for each lesson and journal included in this portfolio. It also deepened my understanding of why research-based pedagogies are essential for creating meaningful, engaging, and productive learning experiences for English language learners.

The teaching practicum revealed both my strengths and areas requiring further development: classroom management and control, instructional clarity in lesson sequencing, time management, and assessment. Practical experiences in schools also contributed to my personal and professional growth as a pre-service teacher.

In summary, the TEFL practicum has equipped me with pedagogical, methodological, and reflective skills to become an effective English language teacher. The knowledge and skills I gained through this process will guide my future practice.

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