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

**PREVIO A LA OBTENCIÓN DEL TÍTULO
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TRABAJO DE TITULACIÓN

MODALIDAD:

TEFL APPLICATION PROCESS

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CERTIFICADO DE DERECHO DE AUTOR
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Descripción de Autoria:

This Curricular Integration Project was carried out using the FMU, ECRIF, PDP, and PDREE methodologies. Its purpose was to analyze the contribution of these approaches to communicative language teaching. The systematization was based on lesson plans, demo classes, and reflective logs, which showed that learner-centered methodologies improved lesson interaction and participation, while reflective practice became a key element for continuous improvement in English language teaching.

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CERTIFICO

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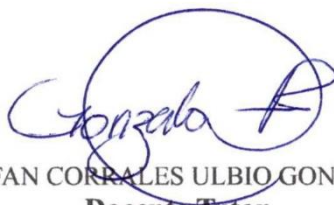
Haber dirigido, revisado y aprobado preliminarmente el Trabajo de Titulación bajo la autoría del estudiante CEVALLOS FRANCO VICTORIA BELEN, legalmente matriculado en la carrera de PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS 2024 AS, período académico 2026-2027(1), cumpliendo el total de **384 horas**, 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, Miércoles, 29 de julio de 2026.

Lo certifico,



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Docente Tutor

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I would like to express my most sincere gratitude to all the faculty members in the program who, through their knowledge and dedication to their profession, inspired me and served as a strong source of personal motivation for my professional development. Without a doubt, who I am today is, to a large extent, a reflection of the lessons each of them imparted during my education.

To my family, friends, and partner for being my main support throughout these four years and for always offering me a helping hand and unconditional support when I needed it most.

Dedication

I dedicate this work to my mother, the most important person in my life and the one who has supported me more than anyone else in this world. Thank you for your unconditional love, your sacrifices, and for always believing in me, even during the moments when I doubted myself. Your strength, encouragement, and constant presence have guided me throughout every stage of my life and made this achievement possible. Everything I have accomplished carries a part of you, which is why this achievement is as much yours as it is mine. I love you with all my heart, Mom.

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Resumen

El presente trabajo de titulación describe el proceso de aplicación de la enseñanza del inglés como lengua extranjera (TEFL), mediante el uso de diferentes marcos de planificación orientados al desarrollo de las cuatro habilidades comunicativas: expresión oral, comprensión auditiva, comprensión lectora y expresión escrita. Para ello, se emplearon los modelos ECRIF en la enseñanza del “speaking”, PDP para listening y reading, y PDREE para writing. La aplicación de estos marcos permitió la organización de clases de manera progresiva, estableciendo objetivos claros y desarrollando actividades centradas en la participación activa de los estudiantes. Asimismo, el proceso incluyó la planificación, aplicación y reflexión sobre las estrategias y recursos empleados en cada habilidad. Este trabajo evidencia la importancia de adaptar la metodología a las necesidades de los estudiantes y demuestra cómo una planificación estructurada puede contribuir a un aprendizaje del inglés más significativo, práctico y eficaz.

Palabras claves:

TEFL, marcos de planificación, habilidades comunicativas, enseñanza del inglés, aprendizaje significativo.

Abstract

This graduation project describes the process of implementing the teaching of English as a foreign language (TEFL) through the use of different planning frameworks which aim to develop the four communicative skills: speaking, listening, reading, and writing. To this end, the ECRIF model was used for teaching speaking, the PDP model for listening and reading, and the PDREE model for writing. The application of these frameworks allowed for the progressive organization of classes, establishing clear objectives and developing activities centered on active student participation. Furthermore, the process included planning, implementation, and reflection on the strategies and resources used for each skill. This thesis highlights the importance of adapting methodology to students' needs and demonstrates how structured planning can contribute to more meaningful, practical, and effective English language learning.

Keywords:

TEFL, planning frameworks, communicative skills, English language teaching, meaningful learning.

Introduction

Teaching English as a foreign language requires more than simply knowing the language itself. It involves knowing how to plan lessons, select suitable strategies, and respond to the students' needs.

Throughout the National and Foreign Language Pedagogy program, future teachers acquire both theoretical and practical knowledge, which help to understand how a foreign language is taught and learned in a classroom environment. However, it is actually through classroom experience that this knowledge can be applied, evaluated, and adapted to real educational settings.

Based on this perspective, this graduation project presents the Teaching English as a Foreign Language (TEFL) application process, in which lesson plans were designed and implemented to develop the four language skills: speaking, listening, reading, and writing. This experience provided an opportunity to connect the knowledge acquired throughout the program with teaching practice. It also helped demonstrate the importance of organizing each lesson according to the language skill being developed and the established learning objectives.

Different planning frameworks were used to organize the lessons. ECRIF was applied to speaking lessons, PDP was used to develop listening and reading comprehension, and PDREE guided the writing process. Each framework provided a clear sequence for the activities and supported students from their initial exposure to the content through comprehension and practical use.

For this reason, this work presents the lesson plans, strategies, and experiences developed throughout the application process. It also aims to show how the use of specific planning frameworks can support the teaching of language skills and encourage more active student

participation. Overall, this experience contributed to strengthening the professional competencies acquired throughout the degree program and reaffirmed the importance of practical, thoughtful, and student-centered English language teaching.

Module I

FMU LANGUAGE

ANALYSIS

(FMU)

Module I: FMU LANGUAGE ANALYSIS LESSON PLAN

Victoria Belén Cevallos Franco

Date: *September 23rd, 2025*

Level: *A2*

FMU Language Analysis of: Modal Verbs in Sentences

- **FORM**

Affirmative: Subject + modal verb (can, should, must) + main verb + complement.

- You **should** call your mother more often.
- I **can** sing well.
- I **must** submit my homework now.

Negative: Subject + modal verb + not + main verb + complement.

- He **mustn't** / **must not** come late.
- I **can't** speak French.
- I **shouldn't** go to work today.

Interrogative: Modal verb + subject + main verb + complement + ?

- **Must** I go tonight?
- **Can** you dance with me?
- **Should** I meet him?

Short answers:

- Yes, you **should**.
- No, you **shouldn't**.

Long answers:

- Yes, you **should** meet him.
- No, you **shouldn't** meet him.

- **MEANING**

Modal verbs are auxiliary verbs that convey certainty, advice, ability, necessity, willingness, obligation, condition, or “modality.”

- I can't play the piano. (ability)
- I must go to my work tomorrow. (obligation)
- You should see a dentist. (advice)

- **USE**

- We use it to express a necessary action, such as an obligation, duty, or requirement.

e.g: You can't park here.

e.g: You mustn't cheat in your exam

- We use it to show that the subject is (un)able to do something.

e.g: I can't run long distances.

e.g: I can dance salsa

- We use it to ask for permission / someone else to do something.

e.g: Can I eat that candy?

e.g: Can I help you?

- We use it for giving suggestions or advice.

e.g: You should cut your hair.

e.g: You shouldn't drive that way.

- **ANTICIPATED DIFFICULTIES**

- Forgetting that modal verbs are followed by the **base form of the verb**. (they don't add –s with third person of the singular)

- She can swims ---- > She can swim.

- He should goes to the doctor ----- > He should go to the doctor.

➤ Wrong use of infinitive. (except for have to)

- Alex should to visit his family. ----- > Alex should visit his family

- Mary would to go to Puerto Rico next year. ----- > Mary would go to Puerto Rico next year.

➤ Adding auxiliary do/does/did with modals

- Did she can play football. ----- > Could she play football?

- I must don't wear that uniform. ----- > I mustn't wear that uniform.

• **CONCEPT-CHECKING QUESTIONS**

Q: She should takes a rest. Is it correct?

➤ No, because the main verb remains its base form.

Q: I must to finish the project today. Is it correct?

➤ No, because modal verbs are just followed for the base form of the main verb.

Q: Can I use auxiliary verbs with modal verb sentences?

➤ No, the modal verbs work as auxiliary themselves.

• **TEACHING IDEAS**

➤ Ask sts to work on a worksheet: Complete the gaps with the correct form of the modal verbs.

(Annex 1)

➤ Give students cards with different situations and ask them to make up oral sentences using the correct modal verbs. (Annex 2)

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• ANNEXES:

Annex 1

Modal Verbs: must, can, should

Complete the gaps with the correct form of the modal verbs

1. I'm sorry Sir, you park here.
2. You do more exercise.
3. you play the piano?
4. We eat so many sweets.
5. I go to the bathroom, please?
6. Which dress I wear tonight?
7. No, Thomas, you not go to play! Your mom will scold you.
8. Patrick, you be more careful when you drive.
9. In picture A, I see two children playing with the sand on the beach.
10. Mum, I've finished my homework. I watch TV now?
11. We brush our teeth twice a day.
12. Doctor Smith, I leave now?

Annex 2

**School Rules**

Your school has many rules that students need to follow every day.

**Doctor's Appointment**

You don't feel well and your family is giving you advice about seeing a doctor.

**Birthday Party Planning**

You're organizing a surprise birthday party for your best friend next weekend.

**Sports Abilities**

You're talking about what you and your classmates are good at in different sports and activities.

**Weekend Weather**

The weather forecast shows it might rain this weekend, and you have outdoor plans.

**Permission at Home**

You want to do various activities but need to ask your parents for permission first.

Journal I: FMU

The role of grammar in second language acquisition has frequently been regarded as a subject of debate. From traditional formal rules to communicative approaches, grammar remains an essential component of language acquisition (Larsen-Freeman, 2001; Richards & Renandya, 2002). To address this tension, scholars propose the Form–Meaning–Use (FMU) framework, which views grammar not only as a structure but also as a means of conveying meaning and pragmatic use. Therefore, this essay aims to analyze the general principles, classroom applications, and benefits of adopting this framework within the classroom.

The main proponent of this framework was linguist Diane Larsen-Freeman (2001), who proposes an approach that conceptualizes grammar not only as a formal structure, but as a three-dimensional model that allows students to understand grammatical rules and structures while immersing themselves in their usage in real-life settings, to use them for real communication purposes.

The first dimension of the FMU framework focuses on the structural aspects of language (form), which emphasizes “the overt lexical and morphological forms that tell us how a particular grammar structure is constructed and how it is sequenced with other structures in a sentence or text” (Larsen-Freeman, 2001, as cited in Yılmaz, 2018, p. 41). This highlights meaningful practice as a fundamental complement in teaching grammatical structures, since it is key for students to effectively apply what they have learned in real-life contexts. The dimension of meaning which focuses on what the linguistic structure means, and it is suggested that it varies between two different patterns: lexical or grammatical. This suggests the use of associative activities, so that students avoid semantic confusion (meaning). And finally, the third dimension, use or pragmatics that is defined as “the study of those relations between language and context that are

grammaticalized or coded in the structure of a language” (Levinson, 1983, as cited in Yılmaz, 2018, p. 42). This refers to the social context in which the grammatical structure is used, integrating elements such as interlocutors, time, and place.

One of the most significant benefits of the FMU framework is that it facilitates the development of comprehensive communication skills, not just knowledge of isolated grammatical rules. Celce-Murcia et al. (1999) argue that merely focusing on presenting rules leads to failure in grammar teaching. Furthermore, the FMU framework helps students overcome their tendency to avoid complex grammatical structures. According to Yılmaz (2018), the FMU framework builds confidence in students as they come to understand not only how these structures are formed, but also what they mean and when to use them.

In conclusion, the FMU framework represents a comprehensive approach to grammar teaching that recognizes that language is not simply a set of formal rules, but a dynamic system where form, meaning, and usage are intrinsically connected. This association between form, meaning, and use is crucial for students to not only learn grammatical rules but also to be able to apply them appropriately in real communicative contexts, thus developing linguistic competence that is at once accurate, meaningful, and appropriate.

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Module II

ECRIF SPEAKING

Module II: ECRIF Speaking Lesson

Victoria Belén Cevallos Franco

Date: *October 14th, 2025*

Level: *A2*

Speaking Lesson Plan ECRIF

Action Points

1. Time management.
2. Clarity of the instruction.
3. Group management.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT **USE** modal verbs (should, must, can) **TO** express advice, obligation and permission **IN** a real-life setting role-play.

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 express advice, obligation and permission by completing filling in the gap worksheets.
- When students use modal verbs in a vacation role-play

Preliminary Considerations:

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

- Vocabulary about vacations.
- Modal verbs (should, must, can).
- Present Simple tense.

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

- Reluctance toward collaborative work.
- Nervousness when performing oral production stages.

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

- Let students work in groups based on affinity.
- Promote an environment of respect and safety to foster confidence in students.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
4 Minutes	Encounter	➤ Present the video “DO’s And DON’Ts In Ecuador My Tips For Visitors” (Annex 1) ➤ Ask students to come up with their own ideas about some advices and prohibitions in Ecuador.	➤ Pay attention to the video ➤ Give their own ideas on advices and prohibitions in Ecuador.	T – S V A	Projector Laptop
5 Minutes	Clarify	➤ Show a comparative grid (Annex 2) and review the form, meaning and use of the modal verbs: Can, should and must. ➤ Ask checking concept questions: CCQs: • “<i>You should visit the museum</i>” <i>Do I have to do it?</i> • “<i>You can take pictures here</i>” <i>Is it mandatory for us to do so?</i> • <i>If you say “You shouldn’t enter,” is it forbidden or just not a good idea? why?</i>	➤ Look at the comparative modal verbs grid, read the information and examples. ➤ Answer the questions.	T – S V A	Projector Laptop
7 Minutes	Remember	➤ Provide a fill in the gap worksheet (Annex 3) and ask students to complete the sentences with the correct modal verb (can, should, must). ➤ Monitor and provide feedback if necessary. ➤ Ask students to pair up for peer assessment. ➤ Check the answers by asking 3/4 students randomly	➤ Receive the worksheets and complete the sentences with the correct modal verb. ➤ Ask for feedback if needed. ➤ Pair up and assess their partner’s answers. ➤ Tell the teacher the answers and correct if necessary.	T – S V K	Worksheets Pen or pencil

9 Minutes	Internalize	➤ Ask students to form groups of 4 ➤ Distribute some cards with statements of a real life context per group. (Annex 4) ➤ Ask one student from each group to read the statements on the cards aloud, while the other members create oral sentences giving advice, expressing prohibition, or asking/giving permission according to the situation heard. ➤ Ask groups to switch roles as the activity progress. ➤ Monitor the development of the activity.	➤ Get in groups of 4 members. ➤ Receive the cards. ➤ Get the roles assigned by the teacher and create their oral sentences giving advice, prohibiting, and asking or giving permission. ➤ Switch the roles once everyone has participated in each round (situation reading).	S – S V A K	Situations cards
20 Minutes	Fluency	➤ Ask groups to prepare a 2-3 minutes role-play about planning a vacation with friends that includes at least three sentences with should, three with must, and three with can. ➤ Monitor students while they're practicing. ➤ Ask some groups randomly to perform their dialogs in front of the class. ➤ Provide feedback on the students' performance.	➤ Prepare a 2-3 minutes roleplay about planning a vacation with friends that includes should, must and can. ➤ Rehearse the roleplay. ➤ Perform the roleplay. ➤ Listen to the teacher's feedback.	S - S A	Piece of paper Pen or pencil

RESOURCES

- Encounter:
https://www.youtube.com/watch?v=elpfi2FeN_A
- Clarify:

Modal Verbs Reference Guide			
MODAL VERB	FUNCTION / MEANING	EXAMPLE SENTENCE	NOTES / CONTEXT
Can	Permission / Possibility Expresses ability or permission	<i>You can take photos in the museum.</i>	Shows what is allowed; also indicates ability, possibility, or capacity to do something.
Should	Advice / Recommendation Suggests what is advisable	<i>You should try the local food.</i>	Suggestion or recommendation; optional, polite way to give advice.
Must	Obligation / Rule Expresses necessity or duty	<i>You must carry your passport.</i>	Strong obligation; necessary action; breaking it can cause a problem or consequence.

- Remember:

Choose the correct modal

Can/can't must/mustn't should/shouldn't

... you help me please?



A Can

B Must

C Should

- I'm sorry, but I come to the party on Sunday.
- We hurry. We haven't got much time.
- You eat so much bread, if you want to lose weight.
- I learn Chinese. It's too difficult!
- We take photos inside the museum. It's forbidden.
- You look pale. I think you go to the doctor
- I borrow your pen for a while?
- She got the job because she speak five languages.
- You take the blue jacket. It suits you perfectly!
- I get up very early tomorrow. I've got a lot to do.
- I don't think you work so hard.
- She speaks very quickly. I hear her!



- Internalize:

Situation Cards

SITUATION 1

Lost Passport

"You lost your passport and need to travel tomorrow."

SITUATION 2

Bad Weather Plans

"It's raining heavily and you planned to go hiking today."

SITUATION 3

Hotel Rules

"You're staying in a hotel with many strict rules."

SITUATION 4

Museum Photography

"You want to take photos inside an art museum."

SITUATION 5

Food Poisoning

"Your friend feels sick after eating street food."

SITUATION 6

Missed Transportation

"You missed your bus to the airport."

Journal II: ECRIF framework

The ECRIF framework (Encounter, Clarify, Remember, Internalize and Fluently use) is a planning system designed for the development of the speaking skill in foreign language teaching. Although there is no imposed way in which a language should be taught, the stages of the ECRIF framework represent a step in the learning process and are designed so that students develop oral skills cognitively (ECRIF: Seeing Learning, n.d.), thus moving from purely receptive activities (activation of the background knowledge, comprehension checking and knowledge reinforcement) to producing the target language themselves (real-life communication) (Tosuncuoglu, 2017).

According to Briones Cedeño (2022), this framework focuses on active learning strategies such as scaffolding, which shift attention from teacher-centered instruction to learner-centered development, thus ensuring that students not only recognize new forms but can use them in communicative contexts, promoting more autonomy and engagement in language acquisition.

The importance of the ECRIF framework lies in its focus on how learners build understanding and control of language progressively on their own (rather than what teachers do in class). Moreover, it also provides integration not only of the language, but also of the participants themselves, as this model also promotes the use of interactive and collaborative activities, students can feel free and comfortable to participate (Chavarría Nájera et al., 2022). Moreover, the ECRIF framework helps teachers think about their own teaching since it makes them look at how students move through each part of the learning process. This self-reflection lets teachers spot problems, change their materials, and adjust their methods to better fit what students need. As a result, teachers get a better understanding of how learning really happens in

their classrooms, which leads to teaching that's more flexible and responsive to students (Fahim & Haghani, 2012).

Throughout my learning process in the foreign language teaching, I've realized that what we aim as English teachers is to make students genuinely communicate; therefore, the ECRIF lesson planning framework is a powerful tool to achieve this goal. I consider that this framework is the most effective since, in a classroom environment, vocabulary or grammar can be taught in a way that ensures students not only learn rules but also know how to use them effectively.

When it comes to my experience applying the ECRIF planning model, I realized that students feel more confident and immersed when it comes to performing activities related to the use of the target language, since the previous stages give them a real approach to the subject, and in this way, they can discover its use and meaning.

In conclusion, the ECRIF framework is a complete way to teach languages that cares about both how students learn and what they achieve. By focusing on understanding, practicing, and communicating, it helps students build their language abilities and feel more confident when speaking the target language. For teachers, it works as a useful guide for creating lessons that are organized, relevant, and can be adjusted to fit different students' needs. Because of this, using the ECRIF model makes language teaching more effective, interesting, and focused on the students themselves.

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Demonstrative Lesson



Modal Verbs

A2 LEVEL



Let's watch a video!



The video player displays two side-by-side scenes. The left scene, labeled 'DO', shows a person in a grey shirt talking on a mobile phone next to a white wall with a blue 'NOTICE' sign that reads 'THIS AREA IS UNDER 24 HOUR VIDEO SURVEILLANCE'. The right scene, labeled 'DON'T!', shows a person in a white shirt talking on a mobile phone in a public outdoor area, with a person in a black hoodie walking in the background.

2 min

Can you think of any other tips or rules that foreigners should know when traveling to Ecuador?



Language Analysis: Modal Verbs

MODAL VERB	FUNCTION / MEANING	EXAMPLE SENTENCE	STRUCTURE
Can	Permission / Possibility / Expresses ability or permission	You can take photos in the museum.	Affirmative: Subject + can + base verb 👉 She can swim. Negative: Subject + cannot (can't) + base verb. 👉 She can't swim. Question: Can + subject + base verb? 👉 Can she swim?
Should	Advice / Recommendation / Suggests what is advisable	You should try the local food.	Affirmative: Subject + should + base verb 👉 You should rest. Negative: Subject + should not (shouldn't) + base verb 👉 You shouldn't rest. Question: Should + subject + base verb? 👉 Should I rest?
Must	Obligation / Rule / Expresses necessity or duty	You must carry your passport.	Affirmative: Subject + must + base verb 👉 You must study. Negative: Subject + must not (mustn't) + base verb 👉 You mustn't smoke here. Question: Must + subject + base verb? 👉 Must I study?

Language Analysis CCQs: Modal Verbs

- ✦ “You should visit the museum” Do I have to do it?
- ✦ “You can take pictures here” Is it mandatory for us to do so?
- ✦ If you say, “You shouldn’t enter,” is it forbidden or just not a good idea? why?

Worksheet time!

4 min

Choose the correct modal

Can/can't must/mustn't should/shouldn't

... you help me please?



A Can
B Must
C Should

- I'm sorry, but I Come to the party on Sunday.
- We hurry. We haven't got much time.
- You eat so much bread, if you want to lose weight.
- I learn Chinese. It's too difficult!
- We take photos inside the museum. It's forbidden.
- You look pale. I think you go to the doctor
- I borrow your pen for a while?



Group activity

9 min

Get in groups of four and follow the teacher's instructions!

- 1.- One student takes the role of the reader by grabbing a card from the deck provided by the teacher.
- 2.- The reader reads out the situation to their partners.
- 3.- The rest will take turns to say advice (should), rules (must), and possibility/ability... (can).
- 4.- Once everybody finishes, let's switch roles



Let's do a roleplay!.

10 min

With the same pair, plan a vacation. In 2-3 minutes, practice your dialogue, then, in a 2-3-minute conversation, role-play in front of the class. You must use "can," "must," and "should" at least 3 times.

A: Hey, everyone! We need to plan our vacation. Where can we go?
 B: We can go to the beach. It's relaxing and not too expensive.
 C: That sounds nice, but we should also consider the mountains.
 D: I agree. We can compare both options online.
 A: Good idea. We must decide soon because tickets get expensive.
 B: Yes, and we can check prices tonight.
 C: Yes, and we should make a list of activities first.
 B: At the beach, we can swim, play volleyball, and eat seafood.
 A: That sounds fun! But we must bring sunscreen and hats.
 C: And we should book a hotel in advance.
 B: Or we can rent a small house. It might be cheaper.
 A: Good idea! We must set a budget first.
 C: Right, we should not spend too much money.



Module III

PDP Listening

Module III: PDP Listening

Victoria Belén Cevallos Franco

Date: *October 30th, 2025*

Level: *A2*

Listening PDP Lesson Plan

Action Points

4. Time management.
5. Clarity of the instruction.
6. Group management.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT show understanding of the audio file “at the restaurant” by making inferences on the speakers’ feelings through a worksheet and then role-play a restaurant conversation using vocabulary related.

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 make inferences on the speaker’s feelings through a worksheet.
- When they role-play a restaurant conversation using expressions and vocabulary related.

Preliminary Considerations:

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

- Basic food and drink vocabulary.
- Quantifiers.
- Usage of polite expressions.

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

- Difficulties when using restaurant expressions to request a table, order food and pay.
- Nervousness when performing the oral production stage.

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

- Providing sentence frames and examples of requests and responses in a restaurant.
- Through group work to reduce anxiety and encourage interaction, offering positive feedback and language support.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
3 Minutes	Pre-stage	➤ Show a picture of a restaurant setting (Annex 1). ➤ Ask students to identify the elements seen in the picture and elicit the words “waiter/waitress”, “customer”, “starter”, “main course” and “dessert”. ➤ Clarify and explain the meaning of the words using examples if needed.	➤ Look at the picture shown by the teacher. ➤ Identify the elements seen in the picture and participate in eliciting the words. ➤ Listen to the teacher’s explanation.	T – S V	Projector Laptop
4 Minutes	Early-during stage	➤ Play a short audio of a restaurant conversation of three friends and a waiter to listen for the gist and answer the following questions in a worksheet (Annex 2): ✓ Who are the people talking? ✓ Where are they? ✓ What is happening in the conversation? ➤ Check the answers by asking some students.	➤ Listen carefully to the dialogue to answer the questions in the worksheet. ➤ Check the answers and correct if necessary.	T – S V A	Speaker Laptop
8 Minutes	Later-during stage	➤ Provide the students with a filling in the gap and matching worksheet (Annex 3). ➤ Play the second audio and ask the students to listen for specific information to do the filling in the gap activity while listening. ➤ Play the audio again for students to work out the matching activity. ➤ Monitor while students work in their worksheet. ➤ Ask them to pair up for peer assessment. ➤ Check all of the answers by asking 3/4 students randomly	➤ Receive the worksheet. ➤ Listen carefully to the audio and fill in the missing information in the first activity. ➤ Listen the audio again to work out in the matching activity ➤ Pair up and assess their partner’s answers. ➤ Tell the teacher the answers and correct if necessary.	T – S V A	Worksheet Laptop Pen or pencil Speaker

20 Minutes	Final-during stage	➤ Provide an inference-based questions worksheet (Annex 4). ➤ Play the audio file again and ask students to make inferences to answer the questions in the worksheet. ➤ Monitor the pair discussion. ➤ Ask 2/3 students to share their answer. ➤ Ask students to create a timeline sequencing the main events from the listening. ➤ Monitor the activity and give feedback if needed. ➤ Ask students to discuss their information in pairs.	➤ Receive an inference-based questions worksheet. ➤ Listen the audio file again and make inferences to answer the questions in the worksheet provided. ➤ Tell the teacher their answers ➤ Create a timeline sequencing the main events from the listening. ➤ Receive teacher's feedback if needed. ➤ Discuss their information in pairs.	S – S V A	Worksheet Laptop Speaker Paper Pen/Pencil
10 Minutes	Post-stage	➤ Show students useful expressions used in a restaurant setting (Annex 5). ➤ Ask students to get in groups of three and prepare a 2-3 minutes' restaurant role-play in which they request a table, order food, and pay the check using register and vocabulary related to the context. ➤ Monitor while students rehearse. ➤ Ask 2/3 groups to perform their roleplay in front of the class. ➤ Provide feedback if needed.	➤ Look at the slides shown by the teacher and take notes if needed. ➤ Get in groups of three and prepare a 2-3 minutes' restaurant role-play requesting a table, ordering food and paying the check. ➤ Rehearse the roleplay. ➤ Perform the roleplay. ➤ Listen to the teacher's feedback.	S - S V	Projector Laptop

RESOURCES

- Pre-stage (Annex 1):



- Early-during stage (Annex 2):

• Who are the people talking?

• Where are they?

• What is happening in the conversation?

An illustration of four people (two men and two women) with question marks above their heads, indicating a quiz or reflection activity. The background of the entire section is a light green color with a pattern of small, dark green leaves.

- Later-during stage (Annex 3):

NAME: _____ DATE: _____

LISTENING PART 1

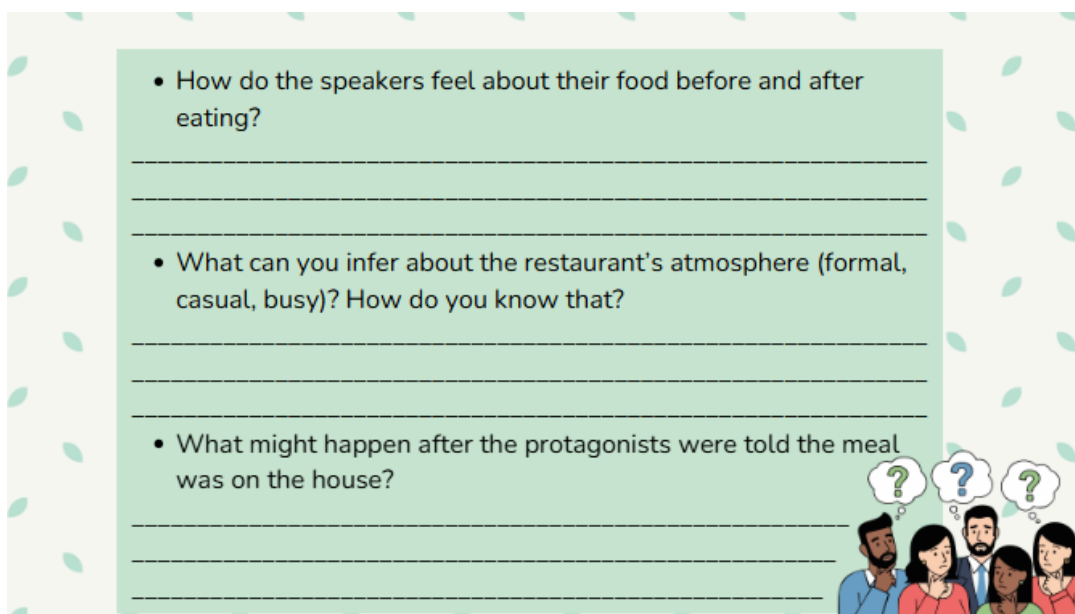
1.- Listen to the conversation and complete the sentences.

- Kate doesn't want _____ or _____ in her starter.
- Jack's goulash has _____, _____, vegetables, and spices in it.
- Simon wants to have _____ scoops of _____.
- Kate wants to pay by _____, but Simon wants to pay by _____.
- The waiter says that the meals are "on the _____"
- The waiter recommends _____, because it's the most popular dish.
- Simon won't order _____, because he's allergic.

2.- Match characters A-D with their corresponding dialogues 1-8.

	1.- I can get the bill now.
	2.- Sounds great! I'd like that, please
a) Simon	3.- Anything else?
b) Kate	4.- No, this is on me.
c) Waiter	5.- I'd like the chicken soup, please
d) Jack	6.- Can I get you any drinks?
	7.- Your meals are "on the house"
	8.- Can we have the bill please?

- **Final-during stage (Annex 4):**



• How do the speakers feel about their food before and after eating?

• What can you infer about the restaurant's atmosphere (formal, casual, busy)? How do you know that?

• What might happen after the protagonists were told the meal was on the house?



- **Post Stage (Annex 5):**

Restaurant setting expressions

Requesting a table

- A table for two, please.
- Do you have a table for ... please?
- Could we have a table by the window?
- Is there a table available for ...?

Paying the check

- Could/Can we have the check, please?
- Can we pay separately?
- Can I pay by card/with cash?
- Do you accept cash?

Ordering food

- I'll have the ... please
- Could I have/Can I have... ?
- The same for me, please
- Can I see the menu, please?
- What do you recommend?
- What's today's special?

Waiter responses

- Are you ready to order?
- What would you like to have?
- Would you like to try our ... ?
- Can I get you anything else?
- Here is your bill/check.



Journal III: PDP Listening

Listening skills are crucial during the teaching-learning process of second language acquisition. Which is vital since they provide the necessary linguistic input for the development of other language skills, speaking, for instance, at initial levels (Rost, 1994, as cited in Nunan, 1997).

The PDP framework for listening, which stands for three main stages: “Pre”, “During”, and “Post”, aims to develop and enhance learners’ listening comprehension skills through a sequence of structured and progressive activities that align with communicative and constructivist approaches to language learning (Goh & Vandergrift, 2021).

Abdallah and AlRayess (2020) explain that the PDP framework is structured this way: before listening, to activate background knowledge; during listening, to focus on main ideas; and after listening, to reinforce and apply what has been learned. Therefore, the focus of the class gradually shifts from the teacher to the students, fostering autonomy in the development of their listening skills and, consequently, greater independence in the use of the language itself.

Several studies have shown that the effectiveness of this planning framework depends on the correct execution of the aforementioned stages, together with the implementation of technological resources, resulting in a notable improvement in the students' participation and comprehension of the target language (Gavilanes Pilatasig, 2022; Mendoza Moreira et al., 2025). However, some of these researchers have also mentioned the limitations this framework has, particularly regarding time management when implementing the three stages in large groups, as well as the restricted access to technological tools that support listening activities, challenges that I have personally encountered both when delivering and when receiving lessons.

The importance of this planning model is that it helps teachers structure lessons in a meaningful way, getting students to engage actively with the input, build comprehension progressively, and reflect on their learning with meaningful and relevant activities such as guessing games, role plays, and collaborative work (Gavilanes Pilatasig, 2022).

Implementing and studying this framework has made me aware of the importance of scaffolding techniques in listening lessons, as they are essential for guiding students through a gradual process of understanding.

What I hope to achieve with this framework in the professional field is to get my students engaged and enable them to develop listening skills by actively participating in planned activities, either individually or collaboratively. In addition, I aim to eliminate the mundane nature of traditional English activities in which students merely act as repositories for the information they receive rather than applying it in a real-world context, allowing them to become active builders of their own listening skill development.

In conclusion, the PDP framework is a useful tool that not only helps students develop their listening skills but also enhances their overall communicative competence and consequently their fluency through scaffolding listening activities, which promote the learner's autonomy, allowing them to take an active role within the classroom, fostering critical thinking, collaboration, and meaningful understanding of the target language.

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Demonstrative Lesson

A2 LEVEL

**AT THE
RESTAURANT**

Listening skill

By: Victoria Belén Cevallos Franco

**What do you see in this picture?**

3 min



Listen to the following extract and answer the following questions

4 min

Overview



- Who are the people talking?
- Where are they?
- What is happening in the conversation?

ICQ's



WORKSHEET TIME #1!

Listen and fill the missing information in the worksheet.



NAME: _____ DATE: _____

LISTENING PART 1

1- Listen to the conversation and complete the sentences.

- Kate doesn't want _____ or _____ in her starter.
- Jack's goulash has _____, _____, vegetables, and spices in it.
- Simon wants to have _____ scoops of _____.
- Kate wants to pay by _____, but Simon wants to pay by _____.
- The waiter says that the meals are "on the _____".
- The waiter recommends _____, because it's the most popular dish.
- Simon won't order _____, because he's allergic.

3 min



ICQ's

WORKSHEET TIME #1!

Listen to match the characters with their corresponding dialogues. Then get in pairs to check the answers of both activities.



2- Match characters A-D with their corresponding dialogues 1-8.

	1- I can get the bill now.
	2- Sounds great! I'd like that, please
a) Simon	3- Anything else?
b) Kate	4- No, this is on me.
c) Waitress	5- I'd like the chicken soup, please
d) Jack	6- Can I get you any drinks?
	7- Your meals are "on the house"
	8- Can we have the bill please?

3 min



ICQ's

WORKSHEET TIME #2!

Listen again and infer the answers to the following questions.



• How do the speakers feel about their food before and after eating?

• What can you infer about the restaurant's atmosphere (formal, casual, busy)? How do you know that?

• What might happen after the protagonists were told the meal was on the house?



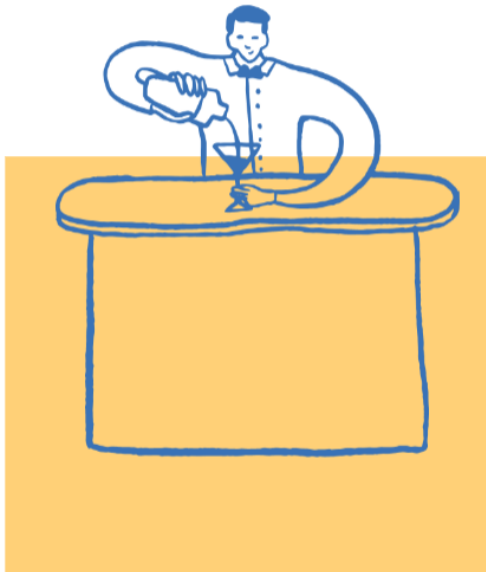
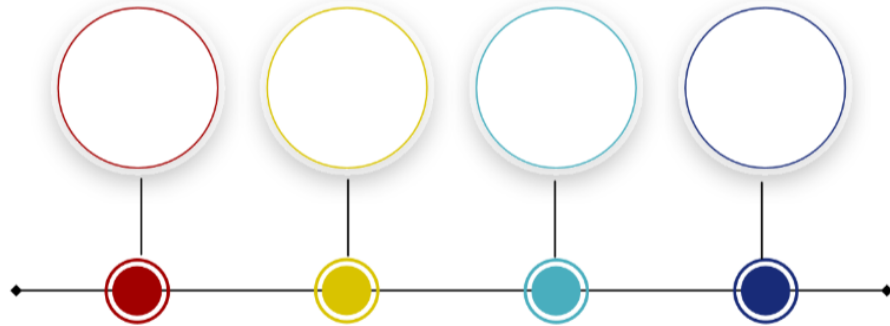
10 min

ICQ's

Let's create a timeline!

Create a timeline sequencing the main events from the listening (Add a little description of each situation). Then discuss your information with a classmate.

10 min



Roleplay time!

Role-play a restaurant scenario in groups of three (customers and waiter/waitress). Include asking for a table, ordering food, and paying the check. Your role-play should last 2–3 minutes.

10 min

ICQ's

Restaurant setting expressions

Requesting a table

- A table for two, please.
- Do you have a table for ... please?
- Could we have a table by the window?
- Is there a table available for ...?

Paying the check

- Could/Can we have the check, please?
- Can we pay separately?
- Can I pay by card/with cash?
- Do you accept cash?

Ordering food

- I'll have the ... please
- Could I have/Can I have... ?
- The same for me, please
- Can I see the menu, please?
- What do you recommend?
- What's today's special?

Waiter responses

- Are you ready to order?
- What would you like to have?
- Would you like to try our ... ?
- Can I get you anything else?
- Here is your bill/check.



**Thanks for you
attention!**



Module IV

PDP Reading

Module IV: PDP Reading

Victoria Belén Cevallos Franco

Date: *December 3rd, 2025*

Level: B1

PDP Reading Lesson Plan

Action Points

7. Time management.
8. Clarity of the instruction.
9. Group management.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT **show understanding of** the text “A month away as an exchange student” **by** discussing whether they agree or disagree with statements related to the reading **and then** describe how they would feel and act in the character’s position during the main events of the original text.

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 expressing opinions about the character’s decisions.
- When they describe how they would feel and act in the character’s position during the main events of the original text.

Preliminary Considerations:

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

- Travel and school-related vocabulary
- Past Simple tense.
- Skimming and Scanning.

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

- Maintaining interaction in pairs in the discussion activity.
- Understanding unfamiliar vocabulary related to exchange experiences.

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

- By allowing students to pair up by affinity and by identifying and supporting weak ideas while monitoring.
- By providing real life examples to clarify meaning.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
3 Minutes	Pre-stage	➤ Show a picture of a student (Annex 1) and elicit students' ideas by asking the following questions: ○ Where do you think this student is going? ○ Why do you think he is traveling? ○ How do you think the student feels? ➤ Get 3/4 students' responses. ➤ Elicit the term "exchange" and explain it if necessary.	➤ Look at the picture shown by the teacher. ➤ Share ideas with the class ➤ Listen to the teacher's explanation.	T – S V	Projector Laptop
7 Minutes	Early-during stage	➤ Provide the main text (Annex 2) and ask students to skim it in 2 minutes. ➤ Ask students to answer the following questions in a worksheet (Annex 3) individually: ✓ What type of text is this? ✓ Who is the text about? ✓ Where is he? What does he do there? ➤ Ask students to get in pairs for peer assessment. ➤ Monitor the execution of the activity. ➤ Get and check 2/3 students' responses randomly.	➤ Skim the main text in the instructed time. ➤ Answer the questions in the worksheet. ➤ Pair up, assess their partner's answers and correct if necessary. ➤ Share responses with the teacher and correct if necessary.	T – S/S - S V	Worksheet Pen or pencil
10 Minutes	Later-during stage	➤ Provide the students with a filling in the gap worksheet (Annex 3). ➤ Ask students to read to scan for specific information that is missing in the filling in the gap activity. ➤ Monitor the activity and give feedback if needed. ➤ Check the answers by asking 2/3 students randomly.	➤ Receive the worksheet. ➤ Read and scan for specific information to fill in the missing information in the worksheet provided. ➤ Receive teacher's feedback. ➤ Tell the teacher the answers and correct if necessary.	T – S V	Worksheet Pen or pencil

20 Minutes	Final-during stage	➤ Ask students to read deeply to summarize the text. ➤ Ask students to exchange and assess their partner's work through a checklist (Annex 4). ➤ Monitor the activity while students revise and correct. ➤ Ask students to discuss in pairs whether they agree with the following statements: ○ The student was brave to travel abroad alone. ○ The exchange program was a good idea. ○ The student's attitude helpful during the experience ➤ Ask 2/3 sts responses.	➤ Read the main text deeply and summarize. ➤ Exchange and assess their partner's work through a checklist. ➤ Revise and correct possible mistakes. ➤ Discuss with a partner whether they agree with the statements shown. ➤ Share ideas with the teacher.	S – S V	Paper Pen/Pencil Checklist card
5 minutes	Post-stage	➤ Ask students to write down how they would feel and what they would do if they were in the character's position in the main events of the story (moving to another country, living with a host family, making new friends). ➤ Ask students to compare their answers with at least three classmates. ➤ Monitor the discussion and support if necessary. ➤ Ask 2–3 responses.	➤ Discuss in pairs how they would feel and what they would do if they were in the character's position during the main events of the story. ➤ Compare their responses with at least three classmates. ➤ Share their responses.	T -S/S - S V	Paper Pen/Pencil

RESOURCES

- Pre-stage (Annex 1):



- **Early-during stage (Annex 2):**

A Month Away

My name is Diego Ramos. I'm a 14-year-old student from Ecuador, and basketball has always been a big part of my life. One month ago, I had the opportunity to travel to the United States as an interchange student. Even though I was excited about the experience, I was also anxious because it was my first time living far from my family. I kept wondering if I would fit in, make friends, or understand people when they spoke fast.

When I arrived, I met the Lee family, who would host me during my stay. They greeted me with a warm welcome, which immediately made me feel less nervous. My host parents showed me the house, and their son, Kevin, introduced himself right away. When he found out that I played basketball, he smiled and told me he was also on the school team. At that moment, I felt relieved because I knew I already had something in common with someone my age.

The first days at school were challenging. I attended all the regular classes, but sometimes I got lost because the teachers and students spoke very quickly. However, most of my classmates were patient and helped me understand new words or expressions. I enjoyed English and History because the topics were interesting, but my favorite class was PE, especially when we played basketball. A few days after I arrived, Kevin invited me to try out for the school team. I was nervous, but the coach said I had strong skills and invited me to join. Training with the team helped me gain confidence and make new friends.

Outside of school, my host family made sure I learned about their culture. They took me to a big park where we had a picnic and played sports together. We also visited a modern basketball arena to watch a professional game. It was incredible to see the players so close; I had only watched matches like that on TV before. I took many photos and sent them to my family back home so they could feel part of my experience.

Throughout the month, I noticed how much I was learning—not only English, but also how to be more independent and responsible. I had to manage my own schedule, communicate with new people, and adapt to different customs. Of course, there were moments when I missed my family, especially during meals or at night, but I reminded myself that this experience was helping me grow.

By the time the month ended, I felt like a different person. I had new friends, unforgettable memories, and a stronger passion for basketball. I thanked the Lee family for everything they did for me and promised to stay in touch. When I returned to Ecuador, I told my parents that being an interchange student wasn't just a trip—it was a life-changing experience that taught me more than I expected.

- Later-during stage (Annex 3):

NAME: _____ DATE: _____

READING WORKSHEET

1- Skim the text and answer the following questions

- What type of text is this?

- Who is the text talking about?

- Where is he? What does he do there?

2- Complete the sentences with short phrases from the text.

I traveled to the United States as an interchange student, and although I felt excited, I was also _____ because it was my first time away from home.

The host family who welcomed me was the _____, and their son Kevin immediately asked me about _____.

During my first days at school, it was difficult for me to understand people because they _____.

My classmates supported me by _____ and helping me learn new vocabulary when I needed it.

Kevin invited me to try out for the school team, and the coach told me I had _____, which made me feel more confident.

One of the most memorable activities was visiting a large basketball arena, where I watched _____ for the first time.

My host family also took me to a big park where we _____ and spent time together outdoors.

Throughout the month, I learned how to be more _____ and responsible, especially because I had to manage _____.

Even though I sometimes missed my family, I stayed positive because the experience helped me _____ and meet new people.

By the end of my stay, I realized the trip had changed me, and I returned home feeling _____ for everything I learned.

- Final During stage (Annex 4)

Criteria	Yes	No
1. The summary includes the main ideas of the original text.		
2. The summary isn't copied directly from the text.		
3. The text is clear and easy to understand .		
4. Past Simple tense is used mostly correctly .		

Journal IV: PDP Reading

Reading comprehension is a fundamental skill in second language acquisition that requires strategic instruction and scaffolding. Grabe and Yamashita (2022) argue that effective reading instruction must move beyond simple decoding to develop students' ability to construct meaning from texts through purposeful and structured activities that engage learners cognitively and metacognitively.

The PDP framework for reading, which stands for "Pre-reading", "During-reading", and "post-reading", provides a systematic approach to developing and enhancing learners' reading comprehension skills through a sequence of structured activities that guide students from initial engagement with a text to deep understanding and application. This framework aligns with interactive models of reading that emphasize the importance of activating prior knowledge, monitoring comprehension, and extending learning beyond the text itself.

Povey (n.d.) explains that the PDP framework is structured strategically: the pre-reading stage activates background knowledge and builds interest in the topic; the during-reading stage focuses on comprehension strategies and interaction with the text; and the post-reading stage reinforces understanding and allows students to apply what they have learned in meaningful ways. This progression supports learners in becoming active readers rather than passive recipients of information, gradually shifting responsibility from teacher-guided instruction to student autonomy.

Research has demonstrated the effectiveness of the PDP framework in improving reading comprehension across different educational contexts. Norhayati and Din (2024) found that implementing the PDP framework in developing reading practice showed that this structured approach significantly enhanced students' engagement with authentic texts and their ability to extract relevant information. Similarly, Orbe Guerrero and Peña Morales (2023) highlighted the importance of adapting reading instruction to students' proficiency levels and individual learning needs. However, these researchers have also identified challenges, including the time constraints

of implementing all three stages within limited class periods and the difficulty of selecting appropriately leveled texts that both challenge and support learners, obstacles that I have personally experienced when planning reading lessons.

The significance of this planning model lies in its flexibility and comprehensiveness. It helps teachers design lessons that address multiple dimensions of reading by incorporating diverse activities such as prediction tasks, graphic organizers, vocabulary building exercises, and discussion forums that encourage collaborative meaning-making (Grabe & Yamashita, 2022). The framework also supports differentiation, allowing teachers to adjust the complexity of tasks at each stage to meet varied learner needs.

Implementing and studying this framework has made me aware of the critical role that pre-reading activities play in setting students up for success, as well as the importance of teaching explicit reading strategies during the reading process itself rather than assuming students will develop these strategies independently, which is a mistake some teachers have made in the past and continue to make in the present.

What I hope to achieve with this framework in the professional field is to foster genuine reading engagement among my students and enable them to develop both lower-level processing skills (like word recognition and syntactic parsing) and higher-level comprehension skills (like inference-making and critical evaluation) through purposeful and interconnected activities.

In conclusion, the PDP framework is an effective pedagogical tool that not only helps students develop their reading comprehension skills but also enhances their overall literacy and critical thinking abilities through carefully scaffolded reading activities. By providing structure while allowing for flexibility and creativity, this framework promotes learner autonomy, encourages active engagement with texts, and fosters the development of lifelong reading strategies that extend beyond the language classroom.

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Demonstrative class

B1

**READING SKILL
A MONTH AWAY...**

BY VICTORIA CEVALLOS



**Look at the picture and answer
the following questions:**

- 1) Where do you think this student is going?
- 2) Why do you think he is traveling?
- 3) How do you think the student feels?

SKIMMING TIME!

7 minutes

1) Skim the text provided by the teacher in 2 minutes

A MONTH AWAY AS AN EXCHANGE STUDENT
READING RESOURCE



My name is Diego Ramos. I'm a 19-year-old student from Ecuador, and basketball has always been a big part of my life. One month ago, I had the opportunity to travel to the United States as an interchange student. Even though I was excited about the experience, I was also nervous because it was my first time living far from my family. I kept wondering if I would fit in, make friends, or understand people when they spoke fast.

When I arrived, I met the Lee family, who would host me during my stay. They greeted me with a warm welcome, which immediately made me feel less nervous. My host parents showed me the house, and their son, Kevin, introduced himself right away. When he found out that I played basketball, he smiled and told me he was also on the school team. At that moment, I felt relieved because I knew I already had something in common with someone my age.

2) Answer the following questions within the worksheet.

1- Skim the text and answer the following questions

- What type of text is this?
- Who is the text talking about?
- Where is he? What does he do there?

3) Get in pairs to compare answers.



ICQ's

SCANNING TIME!

10 minutes

Read the text to scan for specific information that is missing in the filling in the gap activity (worksheet provided by the teacher). Share the answers with the teacher

A MONTH AWAY AS AN EXCHANGE STUDENT
READING RESOURCE



My name is Diego Ramos. I'm a 19-year-old student from Ecuador, and basketball has always been a big part of my life. One month ago, I had the opportunity to travel to the United States as an interchange student. Even though I was excited about the experience, I was also nervous because it was my first time living far from my family. I kept wondering if I would fit in, make friends, or understand people when they spoke fast.

When I arrived, I met the Lee family, who would host me during my stay. They greeted me with a warm welcome, which immediately made me feel less nervous. My host parents showed me the house, and their son, Kevin, introduced himself right away. When he found out that I played basketball, he smiled and told me he was also on the school team. At that moment, I felt relieved because I knew I already had something in common with someone my age.

2- Complete the sentences with short phrases from the text.

I traveled to the United States as an interchange student, and although I felt excited, I was also _____ because it was my first time away from home.

The host family who welcomed me was the _____, and their son Kevin immediately asked me about _____

During my first days at school, it was difficult for me to understand people because they _____

My classmates supported me by _____ and helping me learn new vocabulary when I needed it.

Kevin invited me to try out for the school team, and the coach told me I had _____, which made me feel more confident.

ICQ's

SUMMARIZING TIME!

7 minutes

- 1.- Summarize the text "A month away" (80 words).
- 2.- Exchange your work with a partner and assess it with the following checklist

Criteria	Yes	No
1. The summary includes the main ideas of the original text.		
2. The summary isn't copied directly from the text.		
3. The text is clear and easy to understand .		
4. Past Simple tense is used mostly correctly .		

ICQ's

Discussing TIME!

10 minutes

Get in pairs and discuss if you agree or not with the following statements about the reading. Provide an explanation for each of your choices

- The student was brave to travel abroad alone.
- The exchange program was a good idea
- The student's attitude helpful during the experience

ICQ's

What if?...

8 minutes

How would you feel and what would you do if you were in the character's position?

Write your ideas based on the following situations:

- Moving to another country
- Living with a host family
- Making new friends

ICQ's

Compare your ideas with at least three classmates.



THANKS FOR
YOUR
ATTENTION!

Module V

PDREE Writing

Module V: PDREE Writing

Student: Victoria Belén Cevallos Franco **Date:** January 8th, 2026 **Level:** B1

PDREE Writing Lesson Plan

Action Points

10. Group Management.
11. Clarity of the instruction.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT **write** an informal email **to** a friend or relative who is abroad and **then** choose the best text among their peers' final emails according to specific criteria.

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 write an informal email to a friend or relative who is abroad.
- When students exchange final emails in groups and select the best text using the given criteria.

Preliminary Considerations:

j. What vocabulary/grammar/information/skills do your students already know concerning today's lesson?

- Simple present and present continuous tense.
- Feelings and daily life vocabulary.

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

- Mixing formal with informal register.
- Struggle to use a logic and coherent structure.

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

- Provides models and examples of informal emails, distinguishing them from formal ones.
- By creating a draft using schemas or mental maps and providing specific feedback.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials needed
		The teacher will...	Students will...		
3 Minutes	Preparation	Start up the class with the question: How do you keep in touch with people? And brainstorm types of communication media.	Brainstorm types of communication media.	T-S V A	PPT Projector
20 Minutes	Drafting	- Show a sample of an informal e-mail (Annex 2) and explain its elements and structure. - Ask students to draft an informal email using a guided writing scheme (Annex 3) addressed to a friend or relative who is abroad, ensuring that the message is clear, well organized (greeting, body, and closing), and written in a natural and friendly tone. - Monitor while doing the activity and provide feedback if needed.	- Look at the writing sample shown by the teacher and listen to the teacher's explanation. - Draft an informal e-mail by preparing ideas in the scheme provided by the teacher. - Receive feedback if needed.	T-S V A	PPT Worksheet Pen or pencil
14 Minutes	Revising and Editing	- Ask sts to exchange their finished drafts with a classmate for peer revision. - Show sts the symbols that will be used for corrections (Annex 4). - Monitor the activity and provide feedback if needed. - Ask sts to return their drafts and rewrite the e-mail with the corresponding corrections.	- Exchange their drafts. - Analyze the peer editing symbols guide. - Ask and receive feedback if needed. - Return drafts and rewrite down their e-mail with the corrections made.	S-S V	Worksheet PPT Pen or pencil
8 Minutes	Extension	- Ask students to get in groups of four to exchange their final emails so that all group members can read each text. - Ask students to choose the best text from all members' final e-mail, based on which: - Is clear and easy to read - Is well organized - Has an appropriate register - Shows the most creativity - Ask students to post the chosen e-mail based on their agreement.	- Get in groups of four to exchange their final emails so that all group members can read each text. - Choose the best text from all members' final e-mail, based on the criteria mentioned by the teacher. - Post the chosen e-mail based on their agreement.	T-S	Sheet of paper Pen or pencil

Preparation (Annex 1):



Drafting (Annex 2):

EMAIL	
From: (Sender's name / email address)	From: Martin
	Subject: My Holiday
Greeting / Salutation: (Friendly opening)	Hi,
Opening sentence: (Polite, friendly start / connection with the reader)	I hope you're well. It was great to talk to you on the phone last week. As I told you, I'm planning a visit to your country this autumn. I haven't been there before. What's the weather like in November? Should I bring any warm clothes? I'll be there for two weeks and I wondered if I could meet you on one of the days. Let me know if this is possible. Would you like me to bring you something from England? Write back soon! Martin
Closing sentence: (Friendly way to end the message)	
	Subject line: (Gives the main idea of the email)
	Body – Main message: Reason for writing (planning a visit) Details (time, weather, questions)
	Sign-off / Closing (Writer's name)

(Annex 3)

Annex 3: Informal Email Writing Worksheet

Student Name: _____ Date: _____

Phase 1: Organizing Your Ideas (The Scheme)Greeting: _____

_____The "Opening" Hook: _____

_____Life Updates: _____

_____Sign-off: _____
_____The Big Question: _____

_____**Phase 2: Writing the Email**Message: _____

_____**TOTAL SCORE:** _____ / 10

Revising and editing (Annex 4):

Correction Code for Writing Tasks		
The following symbols will be used to give feedback on students' written work. Students should review the symbols and use them to revise their drafts.		
Symbol	Meaning	Explanation
Sp	Spelling	Incorrect spelling
Gr	Grammar	Grammar mistake
T	Tense	Incorrect verb tense
WO	Word order	Words are in the wrong order
WW	Wrong word	Incorrect word choice
P	Punctuation	Missing or incorrect punctuation
^	Missing word	A word is missing
?	Meaning unclear	The idea is not clear
C	Connector	Connector needed or incorrect

Journal V: PDREE Writing

Teaching writing is more than just correcting grammar mistakes and expanding vocabulary; it is about helping students express and communicate effectively through written language. Graham and Perin (2007) argue that effective writing instruction must extend beyond grammar correction to cultivate students' ability to express ideas coherently through purposeful and structured activities that engage learners in the complete writing process.

The writing process approach provides a systematic framework for developing learners' writing skills through a sequence of structured stages: preparation, drafting, revising and editing, and extension, which aligns with cognitive models of writing that emphasize the importance of planning and reviewing work strategically. Unlike traditional approaches, which prioritize error correction, PDREE emphasizes writing as a recursive activity where students are able to revisit and refine their work continuously.

The significance of this instructional model lies in its flexibility and comprehensiveness, as it helps teachers design lessons that address multiple dimensions of writing through diverse activities such as brainstorming, outlining, peer conferencing, and revision workshops (Smith, 2019). Moreover, this approach supports the development of writing skills through varied procedures, including awareness-raising, scaffolding, practice, and feedback (Gabrielatos, 2002).

Additionally, research has demonstrated the effectiveness of multiple instructional approaches in improving writing quality across different educational contexts. Collaborative writing shows strong positive effects, particularly when peers provide structured support to one another (Graham & Perin, 2007). Similarly, Deneme (2011) found that content-based writing instruction significantly enhanced students' motivation and engagement, particularly when writing tasks connected to authentic topics relevant to students' fields of study. Students reported that the content-based approach made writing easier and more comfortable, helping them generate ideas more effectively.

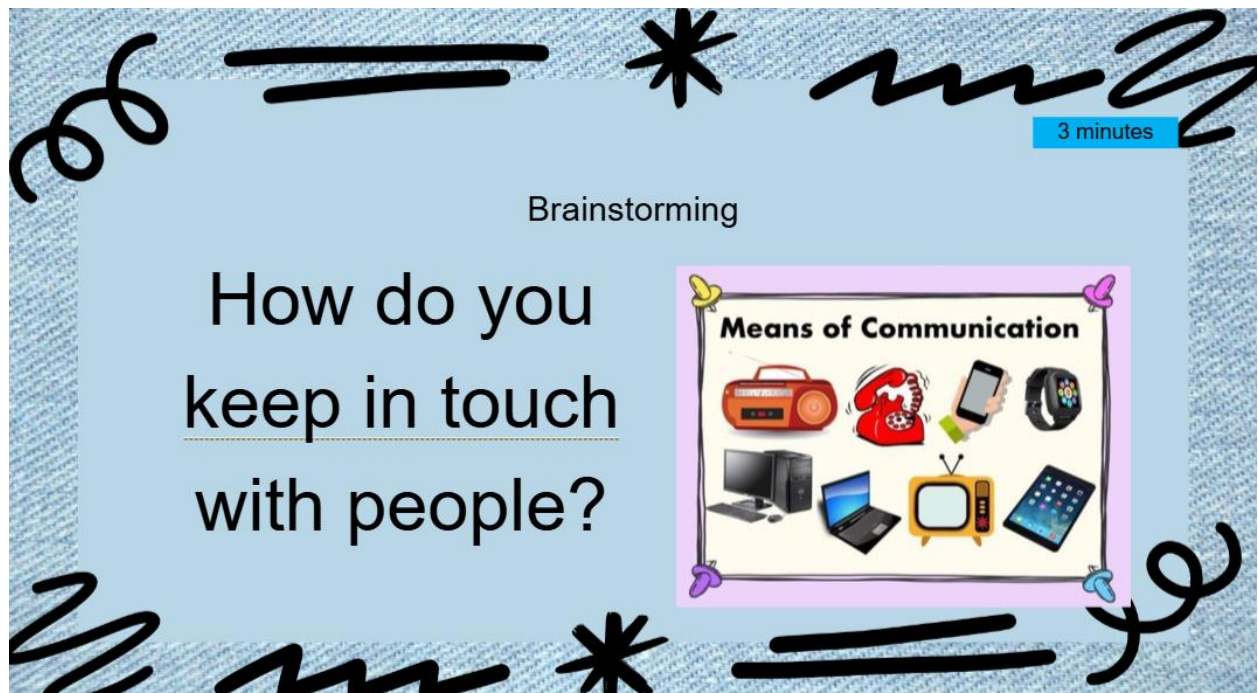
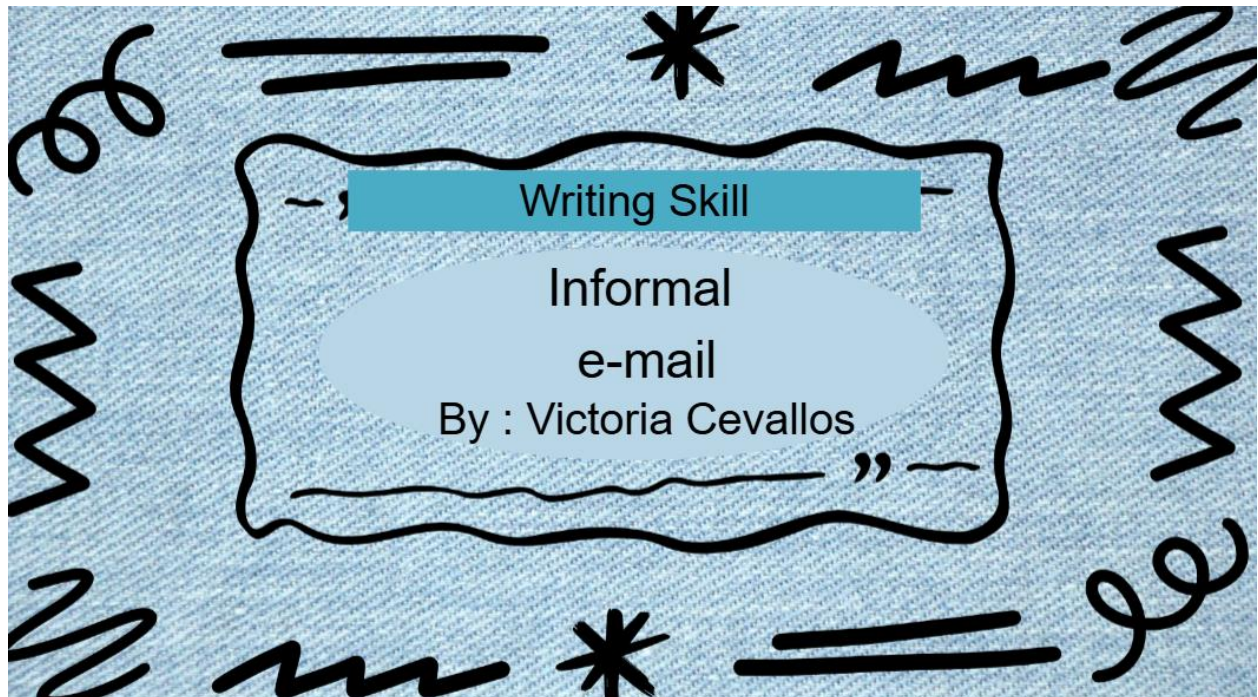
Reflecting on these perspectives, I realize that teaching writing involves addressing multiple stages, from supporting students in planning their ideas to guiding them through revision. This awareness highlights the critical role of pre-writing activities in setting students up for success, as well as the importance of explicit writing strategy instruction, which has been shown to have one of the strongest positive effects on writing quality. In my future professional practice, I hope to guide students toward tangible outcomes in which they not only demonstrate improved grammatical accuracy and expanded vocabulary but also show measurable growth in their ability to organize ideas coherently, develop arguments logically, and critically revise their own work.

In conclusion, the PDREE writing involves guiding students through a meaningful process that helps them plan, organize, and refine their ideas while gaining confidence in expressing themselves through written language. This model highlights the importance of viewing writing as a recursive activity in which students are given continuous opportunities to reflect on and improve their work. Therefore, adopting flexible and structured instructional approaches is crucial, as they allow teachers to address multiple dimensions of writing and help students achieve greater and more lasting improvements in writing quality.

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Demonstrative class



Look at the following e-mail and identify its elements

EMAIL

From: Martin
(Sender's name / email address)

Subject: My Holiday
(Gives the main idea of the email)

Greeting / Salutation: Hi,
(Friendly opening)

Opening sentence: I hope you're well. It was great to talk to you on the phone last week.
(Polite, friendly start / connection with the reader)

Body – Main message:
As I told you, I'm planning a visit to your country this autumn. I haven't been there before. What's the weather like in November? Should I bring any warm clothes?
I'll be there for two weeks and I wondered if I could meet you on one of the days. Let me know if this is possible.
Would you like me to bring you something from England?
Reason for writing (planning a visit)
Details (time, weather, questions)
Personal requests (meeting, bringing something)

Closing sentence: Write back soon!
(Friendly way to end the message)

Sign-off / Closing: Martin
(Writer's name)

Drafting time!

Using the guided writing scheme prepare your ideas for writing an informal email. Then make the draft of your text, which is addressed to a friend or relative who is abroad.

Make sure your text:

- Has a clear message
- Is well organized (greeting, body, and closing)
- And written in a natural and friendly tone (informal language).

ICQ's

Annex 3: Informal Email Writing Worksheet

20 minutes

Student Name: _____ Date: _____

Phase 1: Organizing Your Ideas (The Scheme)

Greeting:	The "Opening" Hook:
Life Updates:	The Big Question:
Sign-off:	

Phase 2: Writing the Email

Message:

Exchanging time!

14 minutes

1.- Exchange your draft with a partner and assess it using the following list of symbols.

2.- Rewrite your e-mail, correct it taking into account the symbols marked by your classmate

ICQ's

Correction Code for Writing Tasks

The following symbols will be used to give feedback on students' written work. Students should review the symbols and use them to revise their drafts.

Symbol	Meaning	Explanation
Sp	Spelling	Incorrect spelling
Gr	Grammar	Grammar mistake
T	Tense	Incorrect verb tense
WO	Word order	Words are in the wrong order
WW	Wrong word	Incorrect word choice
P	Punctuation	Missing or incorrect punctuation
^	Missing word	A word is missing
?	Meaning unclear	The idea is not clear
C	Connector	Connector needed or incorrect

Posting time!

8 minutes

1.- Get in groups of four and exchange your final emails so that all group members can read each text.

2.- Choose the best e-mail taking into account the following requirements:

The e-mail:

- Is clear and easy to read
 - Is well organized
- The register is appropriate
 - Shows creativity



3.- Post the chosen one on the board!

ICQ's

Recommendations

Based on the experience gained throughout the TEFL application process, it is recommended to design activities that are meaningful and sufficiently complex to be completed within an estimated time frame so that, the teaching-learning process can be carried out effectively, without rushing or leaving gaps in the process. To this end, teachers should consider the specific characteristics of their student group when estimating the time it will take for students to acquire knowledge in a genuine and authentic way in a classroom setting.

In addition, the appropriate use of Instruction Checking Questions (ICQs) and Concept Checking Questions (CCQs) is essential throughout the lesson. ICQs allow teachers to confirm that students have clearly understood the instructions before beginning an activity, which helps prevent confusion and unnecessary interruptions. Likewise, CCQs help teachers verify whether students have understood the meaning and use of the target language instead of relying on general questions such as “Do you understand?” Both types of questions should be brief, clear, and appropriate for the students’ language level. When used effectively, they allow teachers to identify difficulties at an early stage, provide support when needed, and ensure that students are prepared to continue with the following activities.

Conclusions

The planning frameworks used throughout this TEFL project, as applied to the four language skills in English, proved effective based on the results observed during the demonstration classes. ECRIF, PDP, and PDREE provided a clear sequence for organizing the activities and helped guide students through each stage of the learning process. Their implementation made it possible to achieve the objectives established in the lesson plans while creating opportunities for students to understand, practise, and use the language actively. However, their effectiveness merely depends on how teachers apply and adapt them to the classroom context, taking into account their different characteristics, needs, abilities, and learning paces.

Finally, what truly contributes to the development of an English teacher is genuine and tangible practice inside the classroom. Having direct contact with students and experiencing different educational realities allows teachers to connect theory with practice, understanding the challenges of the profession, and developing the ability to act and respond to real situations. For this reason, teaching experience is essential for professional growth, since every classroom provides new lessons that cannot be fully learned through theory alone.

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