

UNIVERSIDAD LAICA “ELOY ALFARO” DE MANABÍ

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



FACULTAD DE EDUCACIÓN Y TURISMO

CARRERA DE PEDAGOGÍA LOS IDIOMAS NACIONALES Y EXTRANJEROS

PREVIO A LA OBTENCIÓN DEL TÍTULO

LICENCIADO/A EN PEDAGOGÍA DEL IDIOMA INGLÉS

TRABAJO DE TITULACIÓN

MODALIDAD:

TEFL APPLICATION PROCESS

TEMA:

SPEAKING LESSON PLAN

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MANTA - ECUADOR

2026

CERTIFICADO DE DERECHO DE AUTOR

PROPIEDAD INTELECTUAL

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

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Fecha de Finalización: 21 de julio de 2026

Descripción de Autoría:

Teaching English as a Foreign Language Application Process focuses on lesson planning and the application of effective strategies for teaching English as a foreign language. The project incorporates the FMU, ECRIF, PDP, and PDREE frameworks, which were selected according to the language skill and objectives of each lesson. Through the preparation and implementation of demonstration lessons, this work emphasizes the importance of organized planning, meaningful activities, and strategies adapted to students' learning needs.

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CERTIFICO

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Lo certifico,



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ACKNOWLEDGMENTS

First and foremost, I thank God for being my guide, strength, and refuge throughout this journey. His presence gave me the courage to continue during difficult moments and reminded me that faith and perseverance can make every dream possible. I express my deepest gratitude to my parents and family, whose unconditional love, sacrifices, patience, and constant support have been essential in reaching this goal. I am also sincerely grateful to my friends for their companionship and encouragement. Above all, I am deeply thankful to my life partner, whose love, patience, understanding, and belief in me gave me strength during the most challenging moments. Finally, my heartfelt gratitude goes to all my professors for sharing their knowledge, experience, and passion for teaching, which contributed greatly to my personal and professional growth.

DEDICATION

I dedicate this work with all my love to my parents and family, whose unconditional love, sacrifices, and constant support have made this achievement possible. Thank you for always believing in me and encouraging me to pursue my dreams. I also dedicate this achievement to the loving memory of my beloved grandmother, Celinda. Although she is no longer physically with me, her love and memory will always remain in my heart and accompany me in every accomplishment. Finally, I dedicate this work to myself, for remaining strong, believing in my abilities, and never giving up. This achievement represents the result of my effort, dedication, and perseverance.

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Resumen

El presente trabajo de titulación, denominado Teaching English as a Foreign Language Application Process, presenta la aplicación práctica de diferentes marcos de planificación para la enseñanza del inglés como lengua extranjera. El proceso incluye el uso de FMU para el análisis del lenguaje, ECRIF para el desarrollo de la expresión oral, PDP para la enseñanza de las habilidades receptivas de comprensión auditiva y lectora, y PDREE para el desarrollo de la escritura. Cada marco fue aplicado mediante la elaboración de planes de clase, materiales didácticos y clases demostrativas orientadas a promover una participación activa y significativa de los estudiantes. Asimismo, el trabajo incluye reflexiones sobre la planificación, el manejo del tiempo, la interacción entre estudiantes y el papel del docente como guía del aprendizaje. Las experiencias obtenidas permitieron reconocer la importancia de seleccionar actividades progresivas y adaptadas a los objetivos, las habilidades lingüísticas y las necesidades de los estudiantes. En conclusión, la aplicación de estos marcos fortaleció las competencias pedagógicas y profesionales necesarias para la enseñanza efectiva del inglés.

Abstract

This graduation project, entitled Teaching English as a Foreign Language Application Process, presents the practical application of different lesson-planning frameworks for teaching English as a foreign language. The process includes the use of FMU for language analysis, ECRIF for speaking development, PDP for teaching the receptive skills of listening and reading, and PDREE for developing writing skills. Each framework was applied through the design of lesson plans, teaching materials, and demonstration lessons intended to promote active and meaningful student participation. The project also includes reflections on lesson planning, time

management, student-to-student interaction, and the teacher's role as a facilitator of learning.

The experiences gained throughout this process highlighted the importance of selecting progressive activities adapted to the learning objectives, language skills, and students' needs. In conclusion, the application of these frameworks strengthened the pedagogical and professional competencies required for effective English language teaching.

Keywords:

English language teaching, lesson planning, teaching frameworks, communicative activities, demonstration lessons, teacher training.

Introducción

Teaching English as a foreign language requires organized planning that responds to both the learning objectives and the needs and characteristics of students. An effective lesson does not depend only on the teacher's linguistic knowledge, but also on the ability to select appropriate strategies, organize progressive activities, and create meaningful opportunities for students to use the language. The present graduation project, entitled Teaching English as a Foreign Language Application Process, brings together the practical application of different frameworks used in English language teaching and lesson planning. These include FMU—Form, Meaning, and Use—for language analysis and presentation; ECRIF—Encounter, Clarify, Remember, Internalize, and Fluently Use—for guiding students from their first exposure to the target language toward independent communication; PDP—Pre, During, and Post—for developing listening and reading comprehension; and PDREE—Preparation, Drafting, Revising, Editing, and Extension—for guiding the writing process. These frameworks were applied through the design of lesson plans, teaching resources, communicative activities, and demonstration lessons. In the ECRIF lesson, students practiced quantifiers through guided activities, a classroom market simulation, and a restaurant role-play. The lesson was intended to increase student-to-student interaction and gradually prepare learners to use the target language more independently. In the PDP Listening lesson, the song Try Everything was used to develop listening comprehension and encourage reflection on perseverance, failure, and the importance of trying new experiences. Students progressed from vocabulary preparation and general comprehension to detailed listening, interpretation, and personal discussion. The PDP Reading lesson was based on the article “Fabric Frequency: Are Clothes Influencing Your Energy & Mood?” Students identified the main idea and specific details, distinguished among facts, beliefs, and unproven claims, and expressed their opinions about how clothing may influence comfort and mood. This lesson also

promoted critical reading and the use of textual evidence to support answers. Finally, the PDREE lesson focused on writing a formal complaint letter about a defective product or an unsatisfactory service. Students analyzed a model, prepared a first draft, participated in peer revision and editing, rewrote their final version, and evaluated their classmates' work according to clarity, organization, formality, and effectiveness. In addition to describing the activities and teaching procedures, this project includes reflections on the outcomes of each lesson, the challenges encountered, and the aspects that should be improved. These include time management, the organization of activities, the reduction of teacher talking time, and the promotion of greater student participation. The experiences demonstrated that lesson planning must be both structured and flexible and that every activity should contribute directly to the achievement of the Student Learning Objective. Therefore, the purpose of this project is to demonstrate the importance of applying structured pedagogical frameworks in the preparation of future English teachers. Their implementation facilitates lesson organization, supports student-centered learning, encourages meaningful language use, and promotes the progressive development of speaking, listening, reading, and writing skills.

MODULE 1: THE LANGUAGE ANALYSIS (FMU)

FMU Analysis of Simple Past Tense

- **FORM**

Quantifiers are words or phrases that express the quantity or amount of a noun. They are placed before countable and uncountable nouns to indicate how many or how much of something there is.

Quantifiers with Countable Nouns

These quantifiers are used only with plural countable nouns.

- many → Many students attended the meeting.
- a few → A few classmates arrived late.
- few → Few people understood the instructions.
- several → Several books were missing.

Quantifiers with Uncountable Nouns

These quantifiers are used only with uncountable nouns.

- much → There isn't much water in the bottle.
- a little → I have a little free time this afternoon.
- little → We have little information about the project.

Quantifiers with Both Countable and Uncountable Nouns

Some quantifiers can be used with both countable and uncountable nouns.

- some → She bought some apples. / She bought some milk.
- any → Do you have any questions? / Do you have any sugar?
- a lot of / lots of → There are a lot of students. / There is a lot of homework.
- plenty of → We have plenty of chairs. / There is plenty of food.
- enough → We have enough pencils. / There is enough money.

Important Notes

- Many is used with plural countable nouns. Example: Many tourists visit Ecuador every year.
- Much is used with uncountable nouns. Example: We don't have much time.
- In affirmative sentences, 'a lot of' is generally more natural than 'much'. Example: She has a lot of experience.
- 'Few' expresses an insufficient quantity (negative). Example: Few students passed the exam.
- 'A few' expresses a small but sufficient quantity (positive). Example: A few students stayed after class.
- 'Little' expresses an insufficient amount (negative). Example: There is little water left.
- 'A little' expresses a small but sufficient amount (positive). Example: There is a little water left.

• MEANING

Quantifiers express the quantity or amount of people, objects, substances, or ideas without giving an exact number. They indicate whether there is a large quantity, a small quantity, almost none, or an indefinite quantity. They answer questions such as 'How many...?' and 'How much...?' and help speakers communicate more accurately.

• USE

- We use quantifiers to describe the quantity of countable and uncountable nouns. Example:
There are many students in the classroom.
- We use quantifiers when shopping or ordering food. Example: I'd like some bread and a little cheese.

- We use quantifiers to ask and answer questions about quantity. Example: How much milk do you need?
- We use quantifiers to make offers and requests. Example: Would you like some coffee?
- We use quantifiers to describe availability. Example: There aren't any tickets left.
- We use quantifiers to compare quantities. Example: Most students finished the activity.

• ANTICIPATED DIFFICULTIES

- Students may confuse many and much because both express large quantities.
- Students may use few instead of a few, changing the meaning from positive to negative.
- Students may confuse little and a little.
- Students may use quantifiers with the wrong type of noun (e.g., many water instead of much water).
- Students may overuse much in affirmative sentences instead of a lot of.

• COMPREHENSION-CHECKING QUESTIONS

Q: Complete the sentence: There is _____ milk in the refrigerator. (some/ a little/ a lot of)

Q: Explain the difference between 'few students' and 'a few students'. ("Few students" means almost none (negative); "a few students" means some (positive).)

Q: Which quantifier would you use with the noun 'information'? Explain your answer. (some...)

Q: Write one sentence using 'some' with a countable noun and another using 'some' with an uncountable noun. (I bought some apples/ I need some water.)

Q: Imagine you are at the supermarket. Which quantifiers would you use to buy apples, rice, and milk? (rice: some/ milk: a little)

• TEACHING IDEAS

- Supermarket Roleplay: Students work in pairs. One student is the customer and the other is the shop assistant. They create a conversation using at least five different quantifiers with countable and uncountable nouns. Example: Customer: Do you have any bananas? Shop Assistant: Yes, we have a few bananas, a lot of rice, and only a little milk.

• SOURCES CONSULTED

Azar, B. S. (2002). Understanding and Using English Grammar (3rd ed.). Pearson Education.

Cambridge Dictionary. <https://dictionary.cambridge.org/grammar/british-grammar/quantifiers>

British Council. <https://learnenglish.britishcouncil.org/grammar>

Journal 1: FMU Language Analysis

The FMU framework—Form, Meaning, and Use—provides a comprehensive approach to grammar analysis and instruction. Before working with this framework, I believed that teaching quantifiers mainly involved explaining which words were used with countable and uncountable nouns. However, the FMU analysis helped me understand that knowing a grammatical rule is not enough. Students must also understand what each quantifier communicates and when it is appropriate to use it in real-life situations. This perspective changed the way I approached the topic because quantifiers that appear similar can express very different attitudes and meanings.

The Form dimension helped me organize quantifiers according to the nouns they accompany. Quantifiers such as many, a few, few, and several are used with plural countable nouns, whereas much, a little, and little accompany uncountable nouns. Other expressions, including some, any, a lot of, plenty of, and enough, can be used with both types. Azar's grammar explanations helped me recognize the importance of presenting these patterns through clear structures and contextualized examples rather than isolated definitions (Azar, 2002). The Azar-Hagen series emphasizes comprehensive grammar instruction connected to spoken and written English.

The Meaning dimension was especially important because changing or removing a small word can change the speaker's message. For example, a few students communicates that there is a small but sufficient number, while few students suggests that the number is insufficient or lower than expected. Similarly, a little water indicates that some water remains, whereas little water presents the amount more negatively. The British Council explains that a few and a little generally mean "some," while the forms without the article communicate a more limited or

insufficient quantity. This distinction showed me that grammar teaching should help students understand the speaker's intention, not only memorize which noun follows each quantifier.

The Use dimension allowed me to connect the grammar point with meaningful communication. Quantifiers are used when discussing quantities, shopping, ordering food, asking questions, making offers, requesting products, and describing availability. Cambridge Grammar also explains that much and many can appear in affirmative sentences, but they often sound formal; expressions such as a lot of are generally more natural in everyday affirmative statements. Cambridge also notes that any is common in questions, while some may be used when the speaker expects or encourages a positive response. These observations helped me see that correct grammar depends partly on the communicative context.

Larsen-Freeman's work strengthened my understanding of grammar as the interaction of form, meaning, and use. Rather than presenting grammar as a collection of fixed rules, the FMU perspective encourages teachers to analyze how a structure is formed, what it communicates, and why speakers choose it in a particular situation. This approach is especially relevant for future English teachers because it prepares them to anticipate learners' questions and design activities that connect grammatical accuracy with communication. Her publications specifically present English grammar through these three dimensions.

I applied this analysis while planning my lesson about quantifiers for A2 students. The Form dimension guided the visual classification of countable and uncountable nouns. During the explanation, students worked with examples such as many apples, much milk, a few cookies, and a little water. The Meaning dimension was addressed through concept-checking questions. For instance, I asked whether a few cookies meant some cookies or no cookies, and whether there is

little water expressed a sufficient or insufficient amount. Finally, the Use dimension was developed through dialogues and role-play situations related to grocery shopping and restaurants.

The FMU analysis also helped me anticipate the most probable difficulties. Students could confuse many and much, use a quantifier with the wrong noun type, or misunderstand the difference between few and a few. Another expected error was the use of much in affirmative statements, such as I have much friends, instead of a more appropriate expression like I have many friends or I have a lot of friends. Anticipating these problems allowed me to prepare visual examples, comprehension-checking questions, sentence models, and corrective feedback before asking students to communicate independently.

During the lesson, students responded positively to the visual examples and real-life contexts. Some initially selected quantifiers according to the general idea of “a large” or “a small quantity” without checking whether the noun was countable or uncountable. The differences between few and a few and between little and a little also required additional clarification. Instead of repeating the rule, I used contrasting situations to illustrate the meaning. For example, We have a few apples, so we can make a pie represented a sufficient quantity, while We have few apples, so we cannot make a pie communicated insufficiency. This comparison helped make the distinction more visible and meaningful.

The supermarket and restaurant activities were particularly useful because students had to make decisions while communicating. They asked questions such as Do you have any apples?, How much milk is there?, and Are there many customers? They also answered with expressions such as We have a few left, There is a little milk, and There are plenty of tables. These activities demonstrated that students were more likely to remember the grammatical patterns when they used them to accomplish a realistic purpose rather than only completing isolated sentences.

This experience also influenced my role as a future teacher. FMU encouraged me to move beyond simply presenting a chart of rules. It required me to consider the meaning behind each choice and the situations in which students would actually need the language. I learned that an effective grammar explanation should be supported by examples, contrasts, visual aids, comprehension-checking questions, and opportunities for purposeful communication.

In conclusion, the FMU analysis transformed my understanding of quantifiers from a simple classification exercise into a meaningful grammar lesson. Form helped me organize the grammatical patterns, Meaning allowed me to explain important differences in the speaker's intention, and Use connected the target language with everyday communication. In my future lessons, I will continue applying this framework to anticipate difficulties, create clearer explanations, and help students use grammar accurately and confidently in real-life contexts.

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MODULE 2: ECRIF

Speaking Lesson Plan

Level: A2

Action Points

1. Encourage student-to-student interaction.
2. Reduce teacher talking time.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

USE quantifiers (*many, much, a few, a lot of, some, any, none*) **TO** apply them correctly in meaningful communication **IN** a roleplay conversation set in a real-life context (a restaurant, hotel, airport, or grocery store).

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?

- During the fill-in-the-blanks conversation activity, I will observe if students can identify and correctly complete missing quantifiers in context. Through peer and teacher feedback, I will check if they understand how quantifiers fit grammatically and meaningfully in sentences.
- In the survey creation and interview activity, I will assess students' ability to form and use quantifier-based questions (*How many...?, How much...?, Do you have any...?*) while interacting with classmates. I will also check if they can summarize and describe results accurately using quantifiers such as *most, a few, none, and a lot of*.
- Finally, in the role-play activity (restaurant, hotel, airport, or grocery store), I will observe whether students can apply quantifiers correctly and naturally in a communicative context. I will pay attention to their accuracy, pronunciation, and fluency when asking and answering questions (e.g., *"Do you have any apples?" "We have a few left."*).

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

Students are already familiar with basic quantifiers like *some* and *any*, and can form simple present tense questions and answers. They have practiced pair and group speaking activities before, so they are comfortable interacting in English during communicative tasks. Some may have prior exposure to question words such as *how many* and *how much*.

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

- Distinguish between -few- and -a few-, and -little- and “a little,” since these pairs change meaning depending on the article.
- Avoid overusing “much” in affirmative sentences (e.g., I have much friends).
- Remember which quantifiers are used with countable vs. uncountable nouns.
- Maintain accuracy while speaking fluently during the roleplay and interviews.

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

- Present clear visual and contextual examples contrasting the meanings of *few* vs. *a few* and *little* vs. *a little*.
- Include guided practice before freer activities, allowing students to gain confidence using quantifiers correctly.
- To scaffold speaking, provide sentence starters and model exchanges (e.g., “Do you have any...?” “We have a few...”).
- Offer real-time corrective feedback and encouragement during pair and group work.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
4Minutes	Encounter	➤ Show a short video (30–45 seconds) showing people using quantifiers naturally in daily contexts. ➤ Display images of food and drinks and ask students to observe (annex 1). ➤ Ask guiding questions without explaining grammar. ➤ Questions: What words do the girls use to talk about quantity? What did you hear? ➤ Ask CCQs to check understanding: • If I say “There are many apples”, am I talking about a small number or a big number? • If I say “There isn’t much water”, do we have a lot or a small amount?	➤ Observe and listen carefully to the examples. ➤ Identify the meaning of quantifiers through visual and contextual clues. ➤ Share their guesses with classmates.	T – S V A	Laptop Projector Short video Pictures
7Minutes	Clarify	➤ Present examples on the board and explain the structure: ➤ Quantifier + Countable Noun (plural): <i>Many students are in the library.</i> ➤ Quantifier + Uncountable Noun (singular): <i>There isn’t much water.</i>(annex 2) ➤ Highlight common mistakes (e.g., <i>much</i> with countable nouns, <i>few</i> vs. <i>a few</i>).	➤ Listen and take notes on the structure and use of quantifiers. ➤ Analyze examples ➤ Answer CCQs to show comprehension. ➤ Classify nouns as countable or	T – S V-A	Whiteboard Marker Chart Pictures

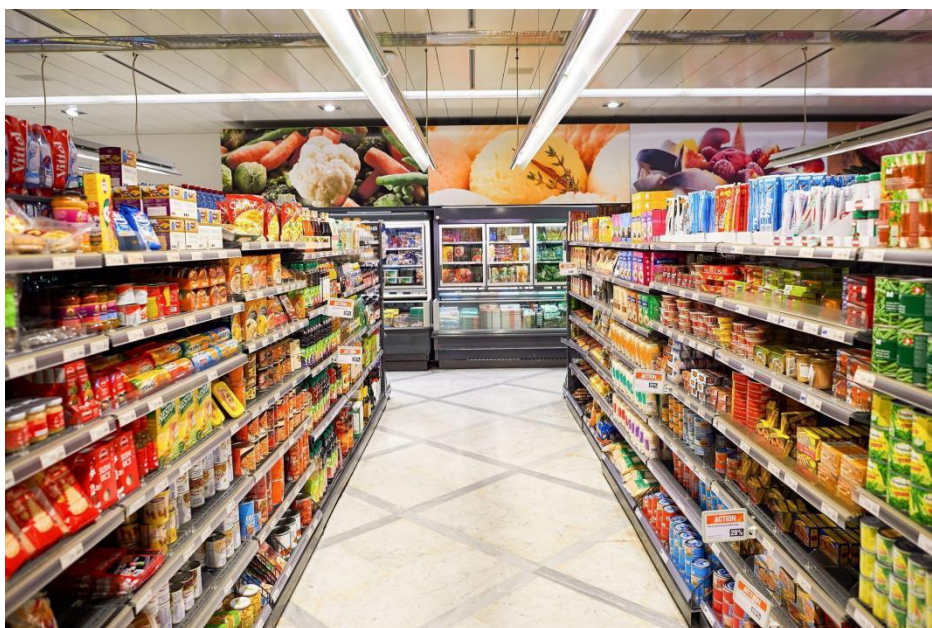
		➤ Use a visual aids to explain meaning (annex 3). ➤ Ask CCQs to check understanding: ➤ Can we count sugar? (Expected answer: No.) ➤ Which sentence is correct? a) Much students b) Many students (Expected answer: Many students.) ➤ If I say “a few cookies”, do I have some cookies or none? (Expected answer: Some.) ➤ Show examples and guide students to identify the rule: ➤ There are many books. ➤ Teacher asks: Can we count books? (Yes) ➤ Is “many” for countable or uncountable nouns? ➤ Students answer: Countable. ➤ There isn’t much milk. ➤ Teacher asks: Can we count milk? (No) ➤ Why do we use “much”? ➤ Students answer: Because milk is uncountable.	uncountable and choose the correct quantifier in guided practice.		
7Minutes	Remember	➤ Provide students with a short dialogue containing missing quantifiers. (activity #1) ➤ Model one example with the whole class. ➤ Instruct students to complete the blanks individually. ➤ Once finished, ask students to compare answers	➤ Observe the model dialogue and identify the missing information. ➤ Listen to the teacher’s example and notice pronunciation and language use. ➤ Complete the dialogue individually using appropriate quantifiers.	T – S V-A	Projector Computer

		with a partner and explain their choices. ➤ Ask students to practice the dialogue in pairs. ➤ Encourage students to change one piece of information in the dialogue and practice again. ➤ Ask ICQ: Before starting, ➤ “Are you creating a completely new dialogue or changing only one part of the dialogue?” (Expected answer: Changing only one part.) ➤ Monitor and provide immediate feedback.	➤ Compare answers with a partner and justify their choices. ➤ Practice the completed dialogue with correct pronunciation and intonation. ➤ Modify one element of the dialogue and perform it again. ➤ Reflect on feedback and self-correct language use.		
7Minutes	Internalize	➤ Introduce a classroom market activity using role cards (customers and sellers). ➤ Model one short example dialogue with a volunteer. ➤ Provide language support for asking and answering questions using quantifiers (annex 4). ➤ Assign roles to students (customer/seller). ➤ Instruct students to interact in pairs using the target language.	➤ Observe the teacher’s model conversation. ➤ Take assigned roles (customer or seller). ➤ Use quantifiers to ask and answer questions in a market context. ➤ Interact with classmates in pairs. ➤ Switch roles if time allows. ➤ Share a short summary of their interaction.	S – S A	Worksheets

		➤ Monitor and provide support only when necessary. ➤ Ask students to briefly report their findings.			
20 Minutes	Fluency	➤ Set up a real-life roleplay situation (restaurant simulation). ➤ Divide students into small groups. ➤ Assign roles: customers and waiters. ➤ Give brief instructions and remind students to use quantifiers naturally. ➤ Provide 3–4 minutes for preparation. ➤ Monitor interaction without interrupting communication. ➤ Select at least 2 groups to perform their roleplay in front of the class. ➤ Conduct brief class feedback after performances.	➤ Prepare a short restaurant roleplay in groups. ➤ Use quantifiers in spontaneous communication. ➤ Interact naturally as customers and waiters. ➤ Perform their roleplay within their group. ➤ Present their roleplay in front of the class (selected groups). ➤ Listen and observe peers' presentations.	S - S A	

RESOURCES

Encounter Stage



Clarify Stage

Annex #2

QUANTIFIERS

COUNTABLE NOUNS

(things we can count)

- many I have many apples. 
- a few / few I have a few cookies. 
- some Do you have any bananas? 
- any There are some books. 
- none There are none left. 

UNCOUNTABLE NOUNS

(things we can't count)

- much I don't have much milk. 
- a little / little There is a little sugar. 
- some We have some water. 
- any Do you have any rice? 
- none There is none left. 

QUESTIONS

- Do you have any ... ? 
- How many ... do you have?
- How much ... do you have?

ANSWERS

- Yes, I have many / a few / some ... 
- Yes, I have much / a little / some ...
- No, I don't have any ...
- No, I don't have much / any ...
- There is none.

EXAMPLES

 many apples
  a few apples
  much water
  a little milk
  some sugar
  none left

Annex #3

QUANTIFIERS			
	Meaning	Countable Noun	Uncountable Noun
Little	Small, minor		
Few	Small, slight		
A lot of	A large number Or amount		
Many	Very, Numerous		
Much	Very, too, a lot		
Any	Never, at all		
Lots of	A lot of		
Some	on unspecified amount or number of		

Remember Stage

Activity#1

COMPLETE THE DIALOGUE

Fill in the blanks with the correct quantifiers from the word bank.

many – much – a few – a little – some – any – none

Customer:

Good morning. Do you have _____ apples today?

Shop Assistant:

Yes, we have _____ apples, but not many left.

Customer:

Oh, okay. Do you have _____ orange juice or water?

Shop Assistant:

We have _____ water, but there isn't _____ orange juice left.

Customer:

That's fine. I'll take some apples and _____ water, please.

Shop Assistant:

Sure, anything else?

Customer:

No, thank you. That's _____.

ASKING & ANSWERING QUESTIONS WITH QUANTIFIERS

1. ASKING QUESTIONS

Use these questions:

- Do you have **any** _____?
- Do you have **many** _____?
- Do you have **much** _____?
- Do you have **a few** _____?
- Do you have **a little** _____?
- Do you have **some** _____?
- Do you have **any** _____ left?

Remember!
COUNTABLE NOUNS
(things we can count)

↓
many / a few /
some / any

UNCOUNTABLE NOUNS
(things we can't count)

↓
much / a little /
some / any

2. ANSWERING QUESTIONS

Use these answers:

- ✓ Yes, we have **many** _____.
- ✓ Yes, we have **a few** _____.
- ✓ Yes, we have **some** _____.
- ✓ Yes, we have **a little** _____.
- ✓ Yes, we have **much** _____.
- ✓ No, we don't have **any** _____.
- ✓ No, we don't have **much / any** _____.
- ✓ No, we have **none** _____.

SHORT ANSWERS

 **YES**
Yes, we do.
Yes, we have.

 **NO**
No, we don't.
No, we don't have.

EXAMPLES

Apples (countable)



Do you have any apples?

Yes, we have many apples.

Cookies (countable)



Do you have a few cookies?

Yes, we have a few cookies.

Milk (uncountable)



Do you have much milk?

No, we don't have much milk.

Water (uncountable)



Do you have a little water?

Yes, we have a little water.

Bread (countable)



Do you have any bread left?

No, we don't have any left.

Rice (uncountable)



Do you have some rice?

Yes, we have some rice.



TIPS!

- ★ Use **any** in questions and negative answers.
- ★ Use **some** in offers and positive answers.

- ★ Use **many / much** for large amounts.
- ★ Use **a few / a little** for small amounts.

Practice makes progress! 😊

Journal 2: ECRIF Speaking

The ECRIF framework—Encounter, Clarify, Remember, Internalize, and Fluently Use—provides a structured way to plan language lessons from the students' learning perspective. When I first learned about this framework, the triangular representation caught my attention. Initially, I found its shape curious and did not completely understand the relationship between the stages and the time assigned to each one. However, as I studied it more carefully, I began to understand its logic. The triangle helped me visualize how a lesson can begin with shorter and more guided activities and gradually provide students with more time, independence, and opportunities to communicate. This progression was one of the main reasons why I selected ECRIF for my demonstrative lesson.

One of my most important discoveries was that ECRIF does not primarily describe what the teacher should do. Instead, it helps teachers observe what students are thinking and doing during the learning process. It can be used before a lesson to plan activities, during the lesson to identify students' progress, and after the lesson to reflect on their learning. I also learned that its stages are not completely rigid because students may move between encountering, clarifying, remembering, and internalizing language at different moments. This made me view lesson planning as a flexible process rather than simply following a fixed list of activities (ECRIF, n.d.; Kurzweil & Scholl, 2008).

Briones Cedeño (2022) explains that ECRIF focuses on the learning stages students experience and helps teachers plan content and activities that support

oral interaction. This perspective helped me understand that every activity should prepare students for meaningful communication. Similarly, Tamayo, Almeida, and Pillajo (2024) found that ECRIF supported the gradual development of speaking skills among Ecuadorian students through cooperative and student-centered activities. Their study also reported positive student motivation because learners were able to recognize their progress in oral fluency. These findings confirmed my belief that speaking improves when learners receive sufficient support before being expected to communicate independently.

AlSaleem (2018) also found favorable results when ECRIF was used to support vocabulary learning and retention. The study emphasized the value of encountering language in context and practicing it repeatedly so that students can gradually retain and use it more independently. Although my lesson focused on speaking and the use of quantifiers rather than vocabulary alone, this research helped me understand the importance of moving from guided recognition to contextualized and spontaneous production.

I applied these ideas in my A2 speaking lesson about quantifiers such as many, much, a few, a little, some, any, and none. During the Encounter stage, students watched a short video and observed pictures related to food and grocery shopping. These materials allowed them to notice the target language before receiving a direct grammatical explanation. In the Clarify stage, I explained the relationship between quantifiers and countable or uncountable nouns through examples, visual support, and concept-checking questions. During Remember, students completed and practiced a dialogue using the appropriate quantifiers. In

Internalize, they participated in a classroom market as customers and sellers. Finally, in Fluently Use, they created a restaurant role-play in which they applied the target language in a more natural communicative situation.

Overall, my demonstrative class went very well. Students participated actively and responded positively to the activities. My main difficulty was time management during the Remember stage. Because I wanted to provide participation opportunities to as many students as possible, this part took longer than I had originally planned. Nevertheless, I successfully completed all the stages and activities within the established forty-five minutes. This experience taught me that encouraging participation is essential, but it must be balanced with clear time limits. In future lessons, I would use pair checking, select fewer students to share answers with the entire class, and establish a specific amount of time for each intervention.

The progression of the lesson helped students move from observing examples to using quantifiers in role-play conversations. It also allowed me to reduce teacher talking time and create more opportunities for student-to-student interaction. The Internalize and Fluently Use stages were particularly meaningful because students were no longer only completing controlled exercises; they were using the language to communicate in realistic situations.

In conclusion, ECRIF has become one of the frameworks I feel most comfortable using. Its organization helped me create a logical transition from supported learning to independent communication. My demonstrative lesson also

showed me that effective teaching requires not only engaging activities but also careful time management and flexibility. In my future practice, I will continue using ECRIF to design student-centered speaking lessons while improving the way I manage participation and protect sufficient time for fluent language use.

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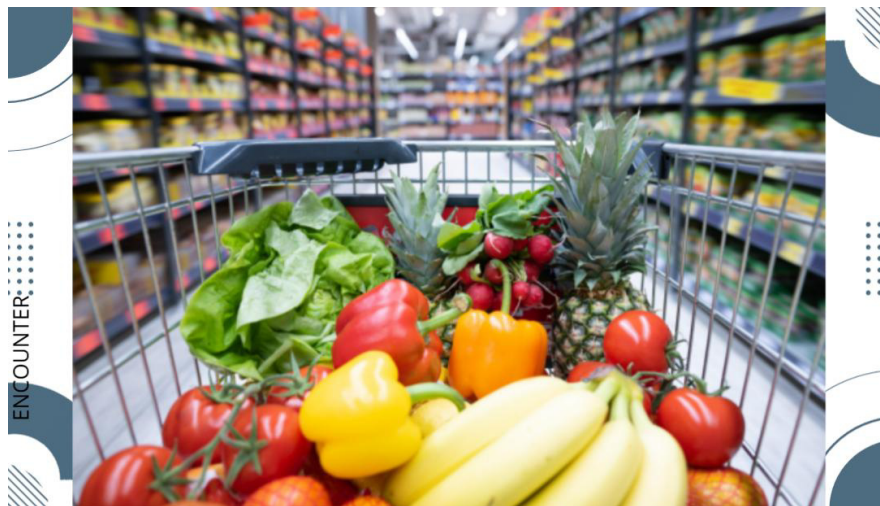
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Demonstrative Lesson



QUANTIFIERS

COUNTABLE NOUNS

(things we can count)

- many
- a few / few
- some
- any
- none

I have many apples.

I have a few cookies.

Do you have any bananas?

There are some books.

There are none left.

UNCOUNTABLE NOUNS

(things we can't count)

- much
- a little / little
- some
- any
- none

I don't have much milk.

There is a little sugar.

We have some water.

Do you have any rice?

There is none left.

QUESTIONS

- Do you have any ... ?
- How many ... do you have?
- How much ... do you have?

ANSWERS

- Yes, I have many / a few / some ...
- Yes, I have much / a little / some ...
- No, I don't have any ...
- No, I don't have much / any ...
- There is none.

EXAMPLES

many apples
 a few apples
 much water
 a little milk
 some sugar
 none left

QUANTIFIERS

	Meaning	Countable Noun	Uncountable Noun
Little	Small, minor		
Few	Small, slight		
A lot of	A large number or amount		
Many	Very, Numerous		
Much	Very, too, a lot		
Any	Never, at all		
Lots of	A lot of		
Some	an unspecified amount or number of		

INTERNALIZE

CHALLENGE

Use:

- at least 3 quantifiers
- ask 2 questions
- speak only English

ASKING & ANSWERING QUESTIONS WITH QUANTIFIERS

1. ASKING QUESTIONS

Use these questions:

- Do you have **any** _____?
- Do you have **many** _____?
- Do you have **much** _____?
- Do you have **a few** _____?
- Do you have **a little** _____?
- Do you have **some** _____?
- Do you have **any** _____ left?

Remember!
COUNTABLE NOUNS
(things we can count)

many / a few /
some / any

UNCOUNTABLE NOUNS
(things we can't count)

much / a little /
some / any

2. ANSWERING QUESTIONS

Use these answers:

- ✓ Yes, we have **many** _____.
- ✓ Yes, we have **a few** _____.
- ✓ Yes, we have **some** _____.
- ✓ Yes, we have **a little** _____.
- ✓ Yes, we have **much** _____.
- ✓ No, we don't have **any** _____.
- ✓ No, we don't have **much / any** _____.
- ✓ No, we have **none** _____.

SHORT ANSWERS

😊 **YES**

Yes, we do.
Yes, we have.

😞 **NO**

No, we don't.
No, we don't have.

EXAMPLES

Apples (countable)



Do you have any apples?

Yes, we have many apples.

Cookies (countable)



Do you have a few cookies?

Yes, we have a few cookies.

Milk (uncountable)



Do you have much milk?

No, we don't have much milk.

Water (uncountable)



Do you have a little water?

Yes, we have a little water.

Bread (countable)



Do you have any bread left?

No, we don't have any left.

Rice (uncountable)



Do you have some rice?

Yes, we have some rice.

TIPS!

★ Use **any** in questions and negative answers.

★ Use **some** in offers and positive answers.

★ Use **many / much** for large amounts.

★ Use **a few / a little** for small amounts.

Practice makes progress! 😊

INTERNALIZE

FLUENCY



MODULE 3: PDP LISTENING

Listening Lesson Plan

Level: B1

Action points –

1. Encourage student-to-student interaction.
2. Reduce teacher talking time.

What are your Student Learning Objectives for the lesson?

By the end of the lesson SWBAT

Show understanding of the song "Try Everything " by Shakira **by** identifying its main idea, specific details, emotions, and the message expressed in different verses, **and then** create a list of pros and cons of trying new things and explain how the song's message relates to their personal lives through a group reflection and proposal.

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 identify the main idea of the song by choosing the correct option during the Early During stage.
- When students identify specific information, emotions, and key vocabulary by answering comprehension questions and completing the missing lyrics during the Later During stage. When students analyze an assigned verse, identify its message, and justify their interpretation during the Final During stage.
- When students create a list of pros and cons of trying new things and explain how the song's message connects to their personal experiences during the Post stage.
- When students collaborate to prepare and present a short proposal based on a real-life situation related to perseverance, failure, challenges, or trying new experiences.

Preliminary Considerations:

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

Basic vocabulary related to feelings and emotions, such as happy, sad, nervous, afraid, and excited. Common verbs and expressions related to personal experiences, challenges, and perseverance, such as try, fail, learn, start again, and give up. Simple Present and Simple Past forms to describe opinions and previous experiences. Basic expressions to give opinions, such as I think, I believe, I agree, and I disagree. Previous experience listening to songs and identifying their general meaning.

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

- Understanding the natural speed, pronunciation, and connected speech used in the song.
- Recognizing unfamiliar expressions and phrasal verbs, such as mess up, give in, give up, fall down, and start again.
- Identifying missing words while listening to the lyrics. Interpreting the deeper or figurative meaning expressed in some verses.
- Expressing and justifying personal opinions about failure, perseverance, and trying new things.

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

- Introduce and practice key vocabulary before playing the song by using pictures, definitions, and matching activities.
- Play the song several times with progressively more demanding tasks, moving from general understanding to specific details.
- Allow students to compare their answers in groups before checking them with the whole class.
- Provide guiding questions and sentence starters to support students when expressing and justifying their opinions.
- Offer real-time corrective feedback and encouragement during pair and group work.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
10 minutes	Pre	➤ Present a contextualized image (anex 1) showing a person trying something new, failing, and trying again. ➤ Use an image (Annex 2) to activate prior knowledge and introduce key vocabulary related to the topic, such as fail, try again, risk, challenge, and opportunity. ➤ Ask students to repeat and match vocabulary with their meanings displayed on the screen (anex 3). ➤ Instruct students to check answers in groups. ➤ Ask students to work in groups of three to discuss an open-ended question about their experiences trying new things. ➤ “Do you like trying new things? Why or why not?” ➤ Provide instructions for a short movement activity (Step Forward If...) to activate prior knowledge and personal connection to the topic. (Step forward if you like trying new food. Step forward if you have tried something new this year. Step forward if you feel nervous when you try new things. Step forward if you enjoy challenges. Step forward if you have failed at something but tried again. Step forward if you want to try something new soon.)	➤ Look at the pictures. ➤ Take notes of the learned vocabulary. ➤ Discuss about the open-ended question giving their points of view. ➤ Participate in the activity. ➤ Share personal experiences. ➤ Practice vocabulary in group.	T-Ss Ss - Ss VA	Screenshare Computer Markers Whiteboard
5 minutes	Early during	➤ Provide students with Activity #1 by displaying an image on the screen. ➤ Instruct students to listen to the audio to identify the main idea. ➤ Play the audio. ➤ Ask students to choose the correct option that best represents the message of the song. ➤ Elicit answers and provide brief feedback.	➤ Activity#1 Matching ➤ Listen to the audio. ➤ Identify the main idea. ➤ Choose the correct answer.	T-Ss Ss-Ss VA	Speaker questions Screen

9 minutes	Later during	➤ Instruct students to work in groups of three. ➤ Instruct students to listen to the audio again for specific details. ➤ Play the audio. ➤ Ask the following comprehension questions about the song: ➤ “What is the song’s main idea?” ➤ “What emotions does the singer express in the song?” ➤ “Do you agree with the song’s message? Why or why not?” ➤ Provide students with Activity #2 ➤ Provide students with a worksheet containing incomplete lyrics. ➤ Instruct students to listen again and complete the missing words. ➤ Play the audio again. ➤ Instruct students to discuss their answers in groups of three. ➤ Elicit answers and check them with the whole class.	➤ Activity#2 Fill in the blanks ➤ Work in groups of three. ➤ Listen to the audio for specific details. ➤ Discuss their answers within their groups ➤ Answer the comprehension questions about the song. ➤ Share their answers with the whole class. ➤ Listen again and complete the missing words in the lyrics in the provided worksheet.	T-Ss Ss-Ss VAT	Speaker Worksheet Activity #2
10 minutes	Final during	➤ Assign one verse of the song to each group. ➤ Provide students with a sheet of paper to write their ideas. ➤ Instruct students to analyze their assigned verse and write the message or meaning they think the verse expresses. ➤ Provide the guiding question: ➤ “What message does this verse give?” ➤ Instruct groups to write their message and place it on the board/wall in a random order. ➤ Once all groups have finished, instruct students to work together to organize the messages according to the correct order of the song. ➤ Elicit answers from students and provide feedback.	➤ Activity#3 Group Discussion ➤ Work in groups of three. ➤ Analyze an assigned verse of the song. ➤ Identify and write the message of their verse. ➤ Place their message on the board/wall. ➤ Work collaboratively to organize the messages in the correct order of the song. ➤ Share and justify their ideas with the class.	T-Ss Ss-Ss VA	Screen Sheets with verses
11 minutes	Post	➤ Ask students to create a list of pros and cons of trying new things. ➤ Ask students to discuss the message of the song and reflect on how it relates to their personal lives. ➤ Provide the guiding question:	➤ Create a list ➤ Discuss their understanding of the song’s message ➤ Discuss the question. ➤ Prepare a proposal. ➤ Present their proposal.	T-Ss Ss-Ss VA	Notebook Pencil

		➤ “What do you think is the song’s message, and how does it relate to your personal life?” ➤ Ask students to discuss how the message of the song can be applied in daily life. ➤ Instruct students to prepare a short proposal based on a real-life situation connected to the song’s message. ➤ Select three groups to share their reflections and proposals with the class. ➤ Provide feedback on students’ ideas.			
--	--	--	--	--	--

PRE STAGE:

ANEX 1:



ANEX 2:



ANEX: 3

1.



A FALL DOWN

2.



B GET UP

3.



C GIVE IN

4.



D KEEP ON
(DOING SOMETHING)

5.



E FIGHT

6.



F MESS UP

7.



G REACH

8.



H START AGAIN

9.



I END

EARLY DURING:

LATER DURING:

ACTIVITY#1

ACTIVITY#2

Activity #1 Listening for the Main Idea

 Listen to the song and choose the option that best represents its main message.



What is the main message of the song?

- A** Trying new things is only worthwhile when success is guaranteed.
- B** Failure means that a person is not prepared for new challenges.
- C** Taking risks and learning from mistakes can help people grow. 
- D** People should avoid difficult experiences to protect their confidence.



Correct answer: **C**



Listen to the song and complete the missing words.

1. I messed up _____, I lost another fight
2. Lost to myself, but I'll just start _____
3. I keep falling _____, I keep on hitting the ground
4. I always get up now to see what's _____
5. Birds don't just fly, they fall down and get _____
6. Nobody learns without _____ it wrong
7. I won't give up, no, I won't give _____
8. 'Til I reach the end, and then I'll start _____
9. No, I won't leave, I wanna try _____

Journal 3: PDP Listening

The PDP framework—Pre, During, and Post—provides a structured process for teaching receptive skills such as listening. Before learning about this framework, I believed that a listening lesson mainly consisted of playing an audio several times and asking students to answer comprehension questions. However, studying PDP helped me understand that students need preparation before listening, gradual support while processing the audio, and an opportunity to respond meaningfully after understanding it. I found this organization practical because each stage has a specific purpose and prepares learners for the following activity.

The Pre stage was particularly meaningful to me because it showed me that listening comprehension begins before students hear the audio. According to Peachey, learners should be motivated, introduced to the context, and prepared with the vocabulary or information necessary to understand the listening task. The During stage should then move from general comprehension to more detailed information, while the Post stage allows students to connect the content with their previous knowledge and personal experiences (Peachey, n.d.). This sequence helped me understand that listening activities should be carefully graded instead of presenting students with a difficult task immediately.

Field's work also changed my perspective on listening instruction. It encouraged me to think about listening as a process that students need to develop, rather than simply an activity used to test whether their answers are correct. In the same way, Vandergrift and Goh emphasize a learner-oriented approach in which students become more aware of how they understand spoken language, the difficulties they

experience, and the strategies they can use to improve. This perspective helped me recognize the importance of repetition, prediction, peer comparison, and reflection during a listening lesson (Field, 2008; Vandergrift & Goh, 2012).

Nation and Newton also explain that listening instruction should provide students with varied opportunities to understand meaning and gradually develop fluency. From this reading, I learned that listening tasks should be appropriate for the learners' proficiency level and should combine language-focused support with meaningful communication. For this reason, I selected a familiar and motivational type of material—a song—and designed activities that moved from vocabulary recognition and general understanding to interpretation and personal reflection (Nation & Newton, 2009).

I applied the PDP framework in my B1 listening lesson using the song Try Everything. The objective was for students to understand its message, identify advantages and disadvantages of trying new experiences, and reflect on how the message could be connected to their lives. During the Pre stage, I used contextualized images of a person experiencing failure and trying again. I also introduced vocabulary related to perseverance, challenges, opportunities, and mistakes. The movement activity, Step Forward If..., allowed students to activate their prior knowledge and connect the topic with personal experiences before listening to the song.

During the first listening, students focused only on identifying the general message of the song. This activity reduced pressure because they did not have to understand every word. In the Later During stage, the tasks became more demanding. Students answered comprehension questions and completed missing information in a worksheet while listening again. Some students initially had difficulty recognizing words because of the speed of the song and the way sounds were connected.

Replaying the audio and allowing them to compare their answers in groups helped them feel more confident and notice information they had missed during the previous listening.

The Final During activity was one of the most engaging parts of the lesson. Each group analyzed a different section of the song and discussed the message it communicated. They then worked together to organize the messages according to the order of the song. This activity required more than identifying individual words because students had to interpret meaning, negotiate ideas, and justify their answers. I noticed that students participated more actively when they were given the opportunity to discuss their interpretations instead of receiving the answers directly from the teacher.

During the Post stage, students created a list of the advantages and disadvantages of trying new things and discussed how the song's message could be applied to real-life situations. This stage helped transform the listening activity into a personal and communicative experience. Instead of finishing the lesson after checking comprehension answers, students expressed opinions about failure, perseverance, and new opportunities. Their reflections demonstrated that they had understood not only the vocabulary but also the main purpose of the song.

Overall, the lesson developed successfully, and the use of music contributed to a positive and participative classroom environment. One challenge was managing the time allocated to group discussions because students had several ideas they wanted to share. As a result, I had to shorten some of the final presentations. In future lessons, I would provide clearer time limits, assign specific roles within each group, and select

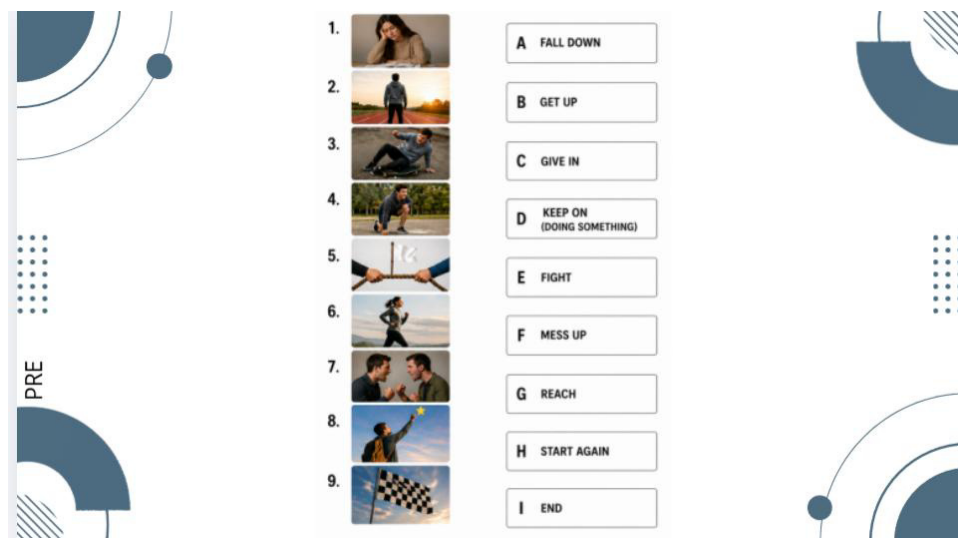
fewer groups to present to the entire class. I would also prepare an additional listening activity for students who finish earlier.

In conclusion, the PDP framework helped me understand that an effective listening lesson requires preparation, progressive comprehension tasks, and meaningful follow-up activities. The experience taught me that students should not be expected to understand every detail during their first exposure to an audio. Instead, teachers should guide them gradually from general meaning to specific information and interpretation. In my future teaching practice, I will continue using PDP because it allows me to organize listening lessons logically while promoting confidence, interaction, reflection, and meaningful language learning.

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Demonstrative Lesson



Do you like trying new things?
Why or why not?

PRE

Activity #1 Listening for the Main Idea

 Listen to the song and choose the option that best represents its main message.



What is the main message of the song?

- ☐ A Trying new things is only worthwhile when success is guaranteed.
- ☐ B Failure means that a person is not prepared for new challenges.
- ☒ C Taking risks and learning from mistakes can help people grow.
- ☐ D People should avoid difficult experiences to protect their confidence.

EARLY DURING

- What is the song's main idea?
- What emotions does the singer express in the song?
- Do you agree with the song's message? Why or why not?

LATER DURING

What message does YOUR verse give?

LATER DURING

WRITE IT ON THE BOARD!

POST



MODULE 4: PDP READING

Reading Lesson Plan

Level: B1+

Action Points

Encourage student-to-student interaction.

Reduce teacher talking time.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT demonstrate understanding of the article “Fabric Frequency: Are Clothes Influencing Your Energy & Mood?” **BY** identifying the main idea and specific details of the text, distinguishing between facts, beliefs, and unproven claims using evidence from the text, **AND THEN** expressing and justifying their opinions about how clothing may influence mood and comfort in real life.

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

When students complete the gist activity (Choose the Correct Option) and identify the main idea of the article.

When students answer True/False, multiple-choice, and fact vs. opinion questions using information from the text.

When students classify statements as fact, belief, or not proven and justify their answers using evidence from the article.

When students participate in group discussions and clearly express and support their opinions using ideas from the text and personal experiences.

Preliminary Considerations:

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

Vocabulary related to clothing and materials (e.g., cotton, wool, polyester, comfortable).

Basic understanding of adjectives to describe feelings and emotions (e.g., happy, uncomfortable, relaxed).

Experience reading short informational texts for general meaning (gist) and specific details.

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

Understanding abstract concepts such as “frequency” and its relation to energy and mood.

Distinguishing between facts, beliefs, and unproven claims in the text.

Justifying answers using evidence from the article.

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 groups to discuss and support their answers before sharing with the class.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
10Minutes	Pre-Stage	➤ Display images of different fabrics and clothing materials (wool, nylon, denim, polyester, and silk). ➤ Provide Activity #1 displayed on the screen. ➤ Ask students to match different outfits and fabrics with the emotions they may produce. ➤ Instruct students to discuss their answers in groups of three and justify their choices. ➤ Use the activity to introduce key vocabulary related to fabrics, mood, comfort, and emotions. ➤ Ask the following discussion questions: ➤ “Do certain clothes make you feel more comfortable or confident? Why?” ➤ “Do you think the material of clothes can affect people’s mood?” ➤ Elicit answers from students. ➤ Ask students to predict what the article might be about based on the activity and discussion.	➤ Activity#1 Matching ➤ Observe images of different fabrics and clothing materials. ➤ Work on Activity #1 (Mood & Outfit Match). ➤ Match outfits and fabrics with the emotions they may produce. ➤ Discuss and justify their answers in groups of three. ➤ Practice and identify vocabulary related to fabrics, mood, comfort, and emotions. ➤ Discuss the questions giving their opinions and personal experiences. ➤ Share their ideas with the class. ➤ Make predictions about the article	T-S V	Pictures
7 Minutes	Early During-Stage	➤ Instruct students to read the article quickly for the general idea. ➤ Provide students with Activity #2 displayed on the screen. ➤ Ask students to identify the option that best describes the main idea of the article. ➤ Instruct students to discuss their answers in	➤ Activity#2 Choose the Correct Option ➤ Read the article for general understanding. ➤ Work on Activity #2 (Choose the Correct Option).	T-S S-S	Screen Markers

		pairs. ➤ Elicit answers from students and provide brief feedback.	➤ Identify the main idea of the article. ➤ Discuss their answers in pairs. ➤ Share their ideas with the class.	V A	
10 Minu tes	Later During Stage	➤ Provide students with Activity #3. ➤ Instruct students to read the article again for specific details. ➤ Ask students to identify whether the statements are facts or opinions based on the information in the text. ➤ Instruct students to compare and justify their answers in pairs. ➤ Elicit answers from students and clarify misunderstandings.	➤ Activity#3 True or False ➤ Re-read the article for specific details. ➤ Complete Activity #3. ➤ Identify facts and opinions from the text. ➤ Compare and justify their answers in pairs. ➤ Share their answers with the class.	S-S VAK	Text Worksheet Pencil or Pen
8 Minutes	Final Durin -Stage	➤ Instruct students to work in groups of three. ➤ Provide students with Activity #4 ➤ Ask students to read and analyze the statements related to the article. ➤ Instruct students to decide whether each statement is a fact, a belief, or not scientifically proven according to the text. ➤ Ask students to discuss and justify their answers using information from the article. ➤ Instruct students to compare their answers with another group. ➤ Elicit responses from students and clarify misunderstandings. ➤ Provide feedback on students' ideas and	➤ Activity #4 Fact, Belief, or Not Proven? ➤ Work in groups of three. ➤ Read and analyze statements related to the article. ➤ Identify whether each statement is a fact, a belief, or not proven. ➤ Discuss and justify their answers using information from the text. ➤ Compare their answers with another group. ➤ Share and explain their	S-S V A	Worksheet Pencil or Pen

		justifications.	ideas with the class.		
10 Minu tes	Post-Stage	➤ Ask students to discuss whether clothes can affect people's mood and emotions. ➤ Instruct students to prepare a short group opinion using ideas from the article and personal experiences. ➤ Ask groups to present their opinions to the class. ➤ Provide feedback on students' participation and ideas.	➤ Discuss the question in groups. ➤ Prepare a group opinion. ➤ Present their ideas to the class. ➤ Reflect on the topic and classmates' opinions.	S-S VAT	

RESOURCES

Pre-Stage

TYPES OF FABRIC

WOOL	NYLON	DENIM	POLYESTER	SILK
				
				
 Natural fabric Warm, soft and perfect for cold weather.	 Synthetic fabric Lightweight, strong and water-resistant.	 Natural fabric Durable, strong and never goes out of style.	 Synthetic fabric Wrinkle-resistant, quick-drying and easy to care for.	 Natural fabric Smooth, shiny and luxurious. Feels soft on the skin.

ACTIVITY #1**MOOD & OUTFIT MATCH**

Match each outfit/fabric with the emotion you think it may produce.

OUTFITS / FABRICS

1		Wool sweater (Wool)	•
2		Sportswear (Nylon / Polyester)	•
3		Denim jacket (Denim)	•
4		Silk blouse (Silk)	•
5		Pajamas (Cotton)	•

EMOTIONS

•	A		Relaxed I feel calm and comfortable.
•	B		Confident I feel confident and stylish.
•	C		Uncomfortable I don't feel good in this.
•	D		Happy I feel good and positive.
•	E		Sleepy / Cozy I feel like relaxing or sleeping.

**DISCUSS**

- Do certain clothes make you feel more comfortable or confident? Why?
- Do you think the material of clothes can affect people's mood?

**PREDICT**

What do you think the article will be about?

Early During-Stage**Fabric Frequency: Are Clothes Influencing Your Energy & Mood?**

29 October 2025 • Melissa Wijngaarden

Whenever I want to feel better, cosy, or soothed, I immediately reach out for my alpaca blanket or an organic cotton jumper, not synthetic fabrics. In fact, I once snapped at my sister saying “Can’t you tell I’m already having a bad day? I mean, I’m wearing fleece at work!” I thought about this when I read a post about the vibrational frequency of clothing. I didn’t even know it was a thing but, apparently, it’s the reason why what we wear influences our energy and mood. I was intrigued! Still, I decided to look into it properly. So, I’ll show you what ‘frequency’ means in practice, what fabrics have the highest and lowest frequencies, and whether or not this makes a difference when you wear them.

Fabrics have frequencies. But what do we mean by ‘frequency’?

Everything in the universe is made of atoms, and these atoms are constantly moving (or vibrating).

So, ‘frequency’ is simply the vibrational energy emitted by materials and matter. Everything has its own vibrational frequency, from humans to non-living objects... like fabrics.

So, do clothes give off frequency?

Yes, clothes give off frequency (just like everything else in the universe), and different fabrics have different frequencies. Apparently, their properties and influence on our mood have been observed for millennia. There even seems to be a correlation between fabrics with a high-frequency and the ones recommended by some religions. For example, wool and linen (whose frequencies cancel each other out) shouldn’t be mixed, according to the Old Testament. However, the more recent claims, discussions, and TikTok videos on this topic come from a fabric frequency study and experiment conducted by Dr. Heidi Yellen in 2003, measured in angstroms (m) using an Ag-Environ machine. The theory is that the frequency of clothing influences our own—and therefore our mood and energy—either by healing and uplifting us or by causing blocks and draining us. Is that true, though? Let’s see.

Does the frequency of our clothes affect our mood and energy?

Sorry to spoil the vibe (pun intended) but... even though the frequency of clothes is real, it’s not proven to affect your mood or energy. While Dr. Yellen’s fabric frequency study is often treated as gospel online, it’s highly criticised and was never validated by the scientific community. However, I realised there is a connection between high-frequency fabrics and tangible benefits! But before I reveal it, let’s go through the frequencies of the most common clothing fabrics. And by the way, I appreciate that, depending on their beliefs and spirituality, some people might feel differently about this. So, do whatever feels right! It definitely doesn’t hurt to prioritise high-frequency fabrics, anyway. As well as being some of the most sustainable and eco-friendly materials, they have some additional benefits (more on that soon).

Fabric frequency list and overview

So, what clothes have a high vibrational frequency? What about the lowest ones?

Here are the main fabric frequencies.

Fabrics with a high frequency

(said to increase your energy and boost your mood)

Linen fabric frequency: 5,000 MHz

Wool fabric frequency: 5,000 MHz

Fabrics with a medium frequency

Hemp fabric frequency: 100-150 MHz

Organic cotton fabric frequency: 100 MHz

Cotton fabric frequency: 70 MHz

Fabrics with a low frequency

(said to trap your energy and have a negative impact on your mood)

Polyester fabric frequency: 15 MHz

Rayon fabric frequency: 15 MHz

Nylon fabric frequency: 15 MHz

Acrylic fabric frequency: 15 MHz

Bamboo fabric frequency: 15 MHz

Silk fabric frequency: 10-15 MHz

Different fabric frequencies in a nutshell

While there are exceptions (like silk and bamboo), natural fabrics tend to have higher frequencies.

For synthetic ones, they're much lower.

Why fabrics affect us in different ways

“They do, then?”

Yes, but not because of the frequency of clothing.

While that is still a debated topic, there are plenty of studies on how different fabrics interact with our body—and therefore, our mood.

For example, this concerns:

The fact that they manage moisture and heat differently. Most natural fabrics help you adapt to warmer temperatures (which feels more comfortable)

The nervous system responses they trigger (for example, the electrostatic electricity of wool is being studied as a new approach for neuropathic pain relief)

Whether or not they neutralise odours and bad smells (and various natural fabrics do)

Their chemical finishes. And since synthetic fabrics are derived from petroleum and require a chemically intensive production process, this often involves toxic or irritating chemicals

Have you spotted the pattern?

Yep. Most of the ones with soothing or beneficial properties are natural materials (which also happen to be high-frequency fabrics). The ones that lack them or that come with additional concerns are synthetic (low-frequency).

Of course, there are other factors to consider, too. For example, traditional cotton is natural, sure. But at the same time, it's usually loaded with pesticides and bad chemicals.

The moral of the story?

While fabric frequency is real, it's not currently proven to affect your energy and mood, but some clothes do indeed do that (even though it's for different reasons that, in many cases, happen to overlap with the former).

Either way... we're not imagining it when we feel better after wearing specific materials or cosying up under a wool blanket!

ACTIVITY #2

ACTIVITY #2

CHOOSE THE CORRECT OPTION



Read the article quickly. What is the article mainly about?
Choose the best option.

A

How different fabrics can influence people's **comfort, emotions**, and **energy** levels.



B

Why natural fabrics are **healthier** and **more fashionable** than synthetic fabrics.



C

How people's emotions are influenced mainly by **fashion trends** and **clothing styles**.



D

Why synthetic clothes are **dangerous** and should be avoided completely.



THINK!



Read quickly and look for the main idea.



What is the text mostly about?



Later During-Stage

“Fabric Frequency: Are Clothes Influencing Your Energy & Mood?” reading.

Worksheet:

ACTIVITY #3

TRUE OR FALSE?



Read the statements below. Are they TRUE or FALSE according to the article?
Write T (True) or F (False) in the box.

1

The article says that all fabrics have frequencies.

2

Science has completely proven that fabric frequencies affect people's emotions.

3

Natural fabrics usually have higher frequencies than synthetic fabrics.

4

Polyester is considered a high-frequency fabric.

5

Some synthetic fabrics may contain chemicals that can irritate the skin.

6

Wearing certain fabrics can affect how comfortable and energetic we feel.

7

The article says that fabric choice is more important than a healthy lifestyle.



DISCUSS

- Compare your answers with a partner.
- Which statements were surprising or interesting to you?



Final During-Stage:

“Fabric Frequency: Are Clothes Influencing Your Energy & Mood?” reading.
Worksheet:

ACTIVITY #4

FACT, BELIEF, OR NOT PROVEN?



Read each statement carefully.

Decide if the statement is:

FACT

BELIEF

NOT PROVEN

Write your answer in the correct column.



#	Statement	FACT	BELIEF	NOT PROVEN
1	Natural fabrics improve people's energy.	☐	☐	☐
2	All fabrics have frequencies.	☐	☐	☐
3	Synthetic fabrics are always harmful.	☐	☐	☐
4	Clothes can affect comfort and emotions.	☐	☐	☐
5	Fabric frequency has been scientifically proven to affect mood.	☐	☐	☐
6	Some people believe fabrics influence energy levels.	☐	☐	☐
7	Natural fabrics are usually more breathable and comfortable.	☐	☐	☐



DISCUSSION

1. Which statement was the most surprising for you?
2. Do you agree with the article's ideas? Why or why not?
3. Which fabrics do you personally prefer? Why?



Think critically!

Not everything we read is a fact. Some ideas are opinions or beliefs.
Use the information from the article to support your answers.

Journal 4: PDP Reading

The PDP framework—Pre, During, and Post—offers a structured approach to developing reading comprehension. Before studying this framework, I believed that a reading lesson mainly consisted of giving students a text, asking them to read it, and answering comprehension questions. However, I gradually understood that reading instruction requires careful preparation, progressive tasks, and opportunities for students to respond critically and personally to a text. What I found most interesting about PDP was its logical progression: students first prepare for the topic, then read with different purposes, and finally use the information to express their own ideas.

The readings about teaching comprehension helped me understand the purpose of each PDP stage. Watkins explains that effective reading instruction involves preparing learners, developing reading strategies, moving beyond factual questions, and encouraging critical reading. This changed my perception of the Pre stage because I realized that it is not simply a warm-up. It should activate students' previous knowledge, introduce the context, create curiosity, and reduce the difficulties they may encounter while reading (Watkins, 2017).

Grellet also emphasizes the importance of using varied activities to develop different reading skills. Her work includes tasks such as multiple-choice questions, identifying main ideas, interpreting information, and producing active or creative responses to texts. This helped me understand that students should not complete the same type of comprehension exercise repeatedly. Instead, activities should have different purposes and require learners to interact with the text in progressively more demanding ways (Grellet, 1981).

Another important contribution came from Nuttall, who analyzes the different abilities involved in effective foreign-language reading and proposes practical

strategies for helping students become more independent readers. From this perspective, reading is not only recognizing vocabulary or translating sentences; it is mainly about obtaining and interpreting the message of a text. This idea encouraged me to focus first on general comprehension before asking students to analyze specific details and evaluate the information presented by the author (Nuttall, 1996).

Finally, Grabe and Stoller helped me understand reading as a complex process that involves linguistic knowledge, background knowledge, reading purposes, strategic comprehension, and the ability to identify important information. Their work specifically includes the Pre-During-Post reading framework, main-idea comprehension, during-reading tasks, and the improvement of post-reading questions. This reinforced my decision to organize the lesson from general comprehension to detailed and critical analysis rather than immediately asking students difficult questions (Grabe & Stoller, 2020).

I applied these principles in my B1+ reading lesson using the article “Fabric Frequency: Are Clothes Influencing Your Energy & Mood?” The objective was for students to identify the main idea and specific details, distinguish among facts, beliefs, and unproven claims, and express their opinions about whether clothing can influence mood and comfort. I chose this topic because it was unusual and could generate curiosity, personal opinions, and critical discussion. It also allowed students to practice reading comprehension while evaluating whether the information in a text was supported by evidence.

During the Pre stage, I displayed images of wool, nylon, denim, polyester, and silk. Students matched different fabrics and outfits with emotions such as relaxed, confident, uncomfortable, happy, and cozy. They then discussed whether certain clothes made them feel more comfortable or confident and predicted the content of

the article. This activity activated their knowledge of clothing and emotions while preparing them for the more abstract concept of fabric frequency. The visual materials were especially helpful because students could connect unfamiliar ideas with materials they already recognized from daily life.

In the Early During stage, students read the article quickly to identify its main idea. At first, some students attempted to understand every word, so I reminded them that the objective was to read for gist rather than translate the entire article. After choosing the best option, they compared their answers in pairs and explained which parts of the title and introduction had guided their decision. This showed me that giving students a clear purpose before reading helped them concentrate on the most relevant information.

During the Later During stage, students read the article again and completed a True or False activity. They identified information about natural and synthetic fabrics, their supposed frequencies, and the lack of scientific proof that fabric frequency directly affects emotions. Students were interested in the topic, but some initially confused statements mentioned in the article with facts accepted by the author. Pair discussion helped them return to the text and search for evidence before confirming their answers.

The Final During stage was the most challenging and meaningful part of the lesson. Students classified statements as fact, belief, or not proven and justified their decisions using information from the article. The distinction between a belief and an unproven claim was initially difficult for some learners. I clarified that a belief represents something people accept or consider possible, whereas not proven indicates that insufficient scientific evidence exists to confirm it. After this explanation and

group discussion, students demonstrated a clearer understanding and supported their answers more confidently.

During the Post stage, students discussed whether clothes could influence people's mood and emotions. They prepared a short group opinion using information from the article and their personal experiences. Some students believed that comfortable fabrics could affect mood because of temperature, softness, or skin sensitivity, while others explained that personal preference was more influential than fabric type. This activity allowed them to move beyond comprehension questions and use the text as a basis for critical thinking and meaningful communication.

Overall, the lesson developed successfully, and the students showed interest because the topic was different from a traditional reading lesson. One aspect I would improve is time management during the Final During stage. Students needed more time than expected to discuss and justify the categories, and I wanted to give several groups an opportunity to participate. Although I completed the lesson within the established time, the final presentations had to be shorter. In future classes, I would provide a brief model before group work, establish clearer discussion limits, and ask each group to justify only one selected statement.

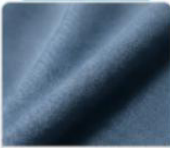
In conclusion, the PDP framework helped me understand that reading instruction should guide learners from preparation to comprehension, analysis, and personal response. The experience also showed me that reading activities can promote critical thinking when students are asked to distinguish evidence from beliefs and unsupported claims. In my future teaching practice, I will continue using PDP to create purposeful reading lessons that develop comprehension, independence, interaction, and the ability to evaluate information critically.

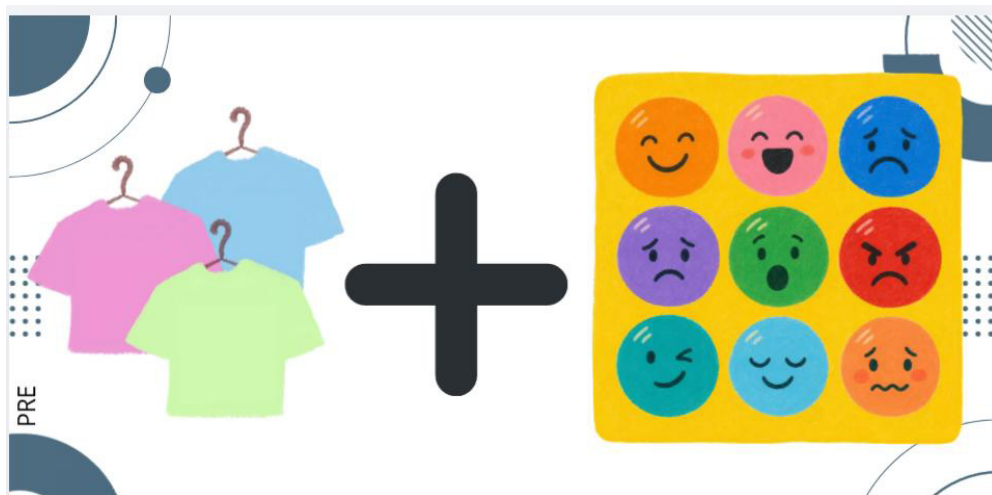
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- Watkins, P. (2017). Teaching and developing reading skills. Cambridge University Press.

Demonstrative Lesson

TYPES OF FABRIC

WOOL	NYLON	DENIM	POLYESTER	SILK
				
				
 Natural fabric Warm, soft and perfect for cold weather.	 Synthetic fabric Lightweight, strong and water-resistant.	 Natural fabric Durable, strong and never goes out of style.	 Synthetic fabric Wrinkle-resistant, quick-drying and easy to care for.	 Natural fabric Smooth, shiny and luxurious. Feels soft on the skin.



Do certain clothes make you feel more comfortable or confident? Why?

Do you think the material of clothes can affect people's mood?



ACTIVITY #2 CHOOSE THE CORRECT OPTION

Read the article quickly. What is the article mainly about? Choose the best option.

A How different fabrics can influence people's **comfort, emotions, and energy levels.**

B Why natural fabrics are **healthier** and **more fashionable** than synthetic fabrics.

C How people's emotions are influenced mainly by **fashion trends** and **clothing styles.**

D Why synthetic clothes are **dangerous** and should be avoided completely.

THINK! Read quickly and look for the main idea. What is the text mostly about?

ACTIVITY #3 TRUE OR FALSE?

Read the statements below. Are they TRUE or FALSE according to the article? Write T (True) or F (False) in the box.

- The article says that all fabrics have frequencies.
- Science has completely proven that fabric frequencies affect people's emotions.
- Natural fabrics usually have higher frequencies than synthetic fabrics.
- Polyester is considered a high-frequency fabric.
- Some synthetic fabrics may contain chemicals that can irritate the skin.
- Wearing certain fabrics can affect how comfortable and energetic we feel.
- The article says that fabric choice is more important than a healthy lifestyle.

DISCUSS

- Compare your answers with a partner.
- Which statements were surprising or interesting to you?

ACTIVITY #4 FACT, BELIEF, OR NOT PROVEN?

Read each statement carefully. Decide if the statement is: **FACT** - **BELIEF** - **NOT PROVEN**. Write your answer in the correct column.

#	Statement	FACT	BELIEF	NOT PROVEN
1	Natural fabrics improve people's energy.	☐	☐	☐
2	All fabrics have frequencies.	☐	☐	☐
3	Synthetic fabrics are always harmful.	☐	☐	☐
4	Clothes can affect comfort and emotions.	☐	☐	☐
5	Fabric frequency has been scientifically proven to affect mood.	☐	☐	☐
6	Some people believe fabrics influence energy levels.	☐	☐	☐
7	Natural fabrics are usually more breathable and comfortable.	☐	☐	☐

DISCUSSION

- Which statement was the most surprising for you?
- Do you agree with the article's idea? Why or why not?
- Which fabrics do you personally prefer? Why?

Think critically!
Not everything we read is a fact. Some ideas are opinions or beliefs. Use the information from the article to support your answers.

POST STAGE



MODULE 5: PDREE WRITING

Writing Lesson Plan

Level: B2

Action Points -

1. Organizing activities.
2. Time management of writing activities

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT **write** a formal complaint letter **to** solicitate the devolution, **then** post their complaints on the whiteboard and choose the most and least convinicing complaint using stickers according to the appropriate format given.

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 are able to write a formal email to make a complaint about a product or service, using an appropriate structure (greeting, explanation of the problem, request for solution, closing).
- When students use stickers to choose the most and least effective complaint email according to tone, clarity, and formal format.

Preliminary Considerations:

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

Vocabulary related to problems and complaints (e.g., defective, delay, poor service, refund, replacement).

Polite expressions and formal language (e.g., “I would like to report...”, “I am writing to complain...”).

Present Simple and Past Simple to describe situations and problems.

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

Struggle to use appropriate punctuation.

Struggle to connect paragraphs with coherence.

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

Providing personalized guidance to check possible mistakes.

Using connectors to link paragraphs coherently.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials needed
		Teacher will...	Students will...		
8 Minutes	Preparation	➤ Present a real-life scenario (e.g., a defective product such as a broken smartphone). ➤ Ask students to discuss the following questions: ➤ “Have you ever had a bad customer service experience?” ➤ “What did you do?” ➤ Elicit answers from students. ➤ Provide students with a model of a complaint letter (Annex 1). ➤ Ask students to read the model quickly and identify what type of text it is and its purpose. ➤ Guide students to identify the main parts of the complaint (greeting, problem, request, closing). ➤ Elicit answers and briefly clarify the structure of a formal complaint. ➤ Introduce key vocabulary related to complaints (complaint, refund, warranty, defective, compensation, customer service, resolution).	➤ Discuss personal experiences. ➤ Share their ideas with the class. ➤ Read the model text. ➤ Identify the type and purpose of the text. ➤ Recognize the main parts of a complaint letter. ➤ Take notes of key vocabulary.	T-S V A	Marker Board
18 Minutes	Drafting	➤ Provide a model of a formal complaint. ➤ Ask students to identify the parts of the text (greeting, problem, request, closing). ➤ Elicit answers and briefly explain the structure. ➤ Provide a writing prompt: ➤ “Your computer arrived broken. Write a formal complaint to the company.” ➤ Provide a “linking words table” and instruct students to use it. ➤ Ask students to write their first draft individually.	➤ Analyze the model text. ➤ Identify the structure of a formal complaint. ➤ Write a formal complaint based on the prompt. ➤ Use linking words to organize their ideas.	T-S V A	PPT Sheets Pen or pencil
12 Minutes	Revising and	➤ Provide the “peer editing symbols guide.” ➤ Explain how to use the symbols.	➤ Analyze the peer editing symbols guide.	S-S	Drafts Peer

	Editing	➤ Instruct students to exchange drafts with a partner. ➤ Ask students to review and give feedback on their partner's work. ➤ Monitor and support students during the activity. ➤ Ask students to rewrite their complaint using the corrections.	➤ Exchange drafts with a partner. ➤ Review and correct their partner's work. ➤ Rewrite their final version based on feedback.	V K	Editing Symbols guide Pen or pencil
7 Minutes	Extension	➤ Ask students to post their final complaints on the board. ➤ Provide simple evaluation criteria (clarity, organization, formality). ➤ Ask students to read their classmates' work. ➤ Instruct students to vote for the most effective complaint based on the criteria. ➤ Provide feedback on students' performance.	➤ Post their final complaints. ➤ Read their classmates' work. ➤ Evaluate using the given criteria. ➤ Vote for the most effective complaint.	T-S	Final complaints Tape Stickers

Drafting

123 Main Street
Hometown, TX 77008

November 12, 2023

Mark Smith
Customer Relations Director
Sofa Showroom
555 Broadway
Cityland, KS 66214

Re: Broken sofa

Order Number: S-7654

Dear Mr. Smith:

On October 1, 2023, I bought a Plush sofa model number 25811 from the Sofa Showroom website. I paid \$650 on my credit card for the sofa and delivery. Sofa Showroom delivered the sofa to my home on October 10, 2023.

Unfortunately, your product has not performed well because the sofa is defective. One of the legs broke off on October 30, 2023. The sofa is unsteady and rocks while I sit on it, so it is not comfortable or relaxing. I have not used this sofa in a way that would cause any damage. I filed reports about this problem on the Sofa Showroom's website Customer Service page on November 5 and 8. I left my email and asked someone to contact me, but no one has written back.

To resolve the problem, I would like your company to pick up this sofa, for free, and refund the \$650 I paid. I have enclosed copies of my records, including my receipt, delivery invoice, and photos of the broken sofa.

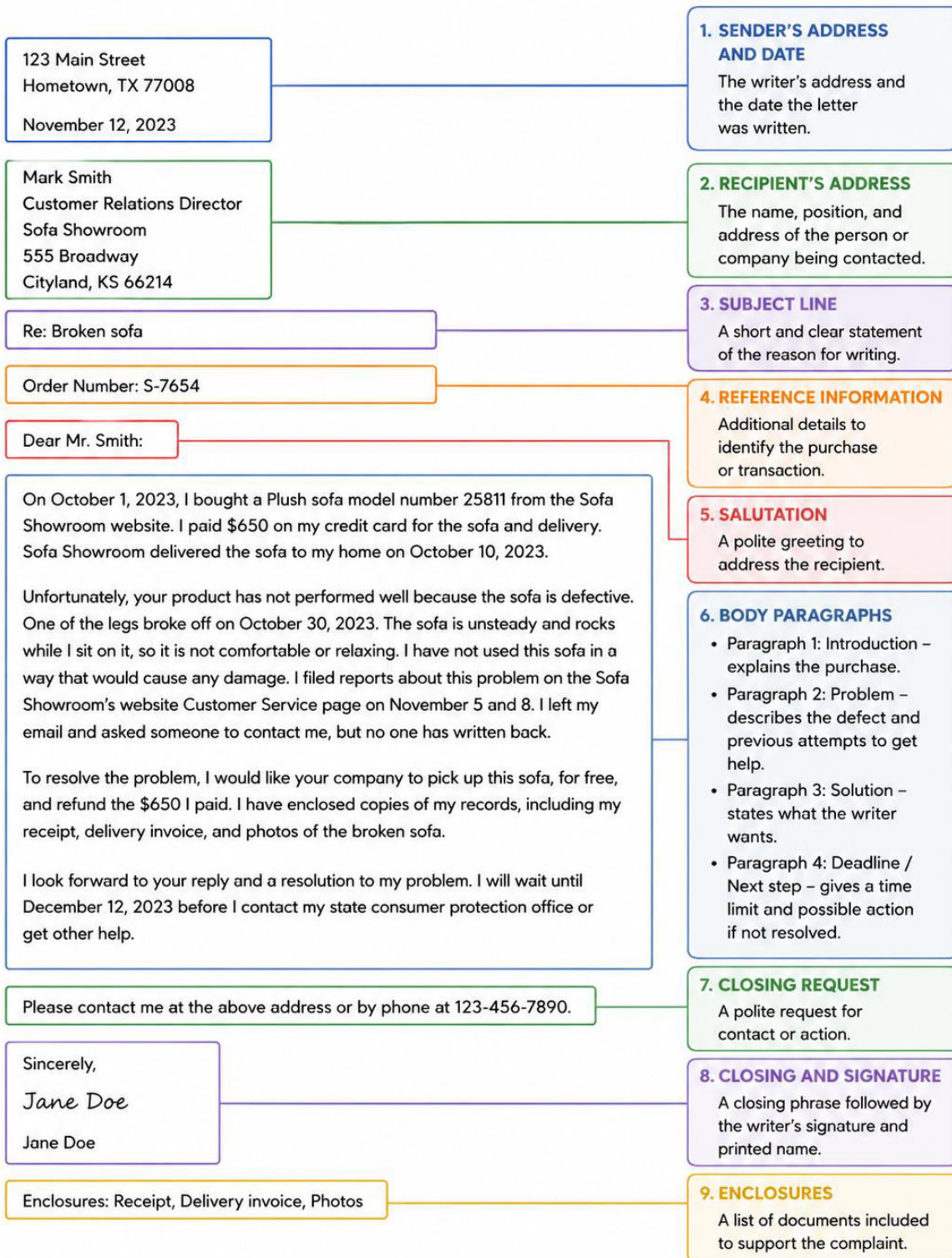
I look forward to your reply and a resolution to my problem. I will wait until December 12, 2023 before I contact my state consumer protection office or get other help.

Please contact me at the above address or by phone at 123-456-7890.

Sincerely,

Jane Doe

Enclosures: Receipt, Delivery invoice, Photos





Linking Words Table

Consequence	Contrast	Adding Ideas
– As a result – Thus – So – Therefore – As a consequence – Eventually – That's why	– However – But – Yet – Whereas – While – On the one hand – On the other hand	– Moreover – Also – Besides – In addition – What's more – Not only ... but also
Opinion	Concession	Purpose
– In my opinion – As far as I'm concern – To my mind – It seems to me that...	– Even though – But for – Despite – Apart from – Although – Though	– To – So that – So as to – In order to
Explaining	Condition	Choise
– As – Since – In so far as – Because – The reason why ...	– As long as – Unless – If – Provided that – Whether	– Or – Whatever – Whoever – Neither ... nor – Either ... or

Revising and Editing:

EDITING SYMBOLS GUIDE

Grammar mistake: G.M

Word order: W.O

Spelling: S

Capital letter: C.L

Punctuation: P

Extension



Journal 5: PDREE Writing

The PDREE framework—Preparation, Drafting, Revising, Editing, and Extension—provides a structured approach to teaching writing as a gradual process. Before learning about this framework, I viewed writing mainly as the production of a final text that the teacher would later correct. However, PDREE helped me understand that effective writing involves several stages in which students generate ideas, organize information, produce an initial version, receive feedback, make changes, and finally share their work with an audience. I found this approach especially useful because it reduces the pressure of expecting students to produce a perfect text on their first attempt.

One of the most important lessons I gained from studying process writing was the distinction between revising and editing. Initially, I considered them almost the same activity. Later, I understood that revising focuses mainly on improving content, clarity, organization, and coherence, whereas editing concentrates on language accuracy, including grammar, spelling, punctuation, capitalization, and word order. Recognizing this difference helped me plan more purposeful activities and explain to students that correcting isolated mistakes is not the only way to improve a written text.

White and Arndt present writing as a process in which planning, drafting, discussing, and revising contribute to the development of a final text. Their work helped me understand that writing does not always follow a completely rigid sequence because writers may return to previous stages when they discover that an idea requires clarification or reorganization. Consequently, students should be encouraged to view their first draft as a starting point rather than a finished product (White & Arndt, 1991).

Hyland explains second-language writing instruction through areas such as lesson planning, task design, materials, feedback, assessment, and the social purposes of texts. From this perspective, students need both writing strategies and an understanding of the type of text

they are expected to produce. This idea was relevant to my lesson because writing a formal complaint requires more than correct grammar: students must understand its audience, purpose, structure, tone, and expected language (Hyland, 2019).

Similarly, Badger and White argue that product, process, and genre approaches can complement one another. Students benefit from analyzing a model and learning the characteristics of a specific genre, but they also need opportunities to draft, receive support, and improve their writing progressively. This combination influenced my lesson because students first examined a model complaint letter and then followed the different PDREE stages to produce their own version (Badger & White, 2000).

The value of revision was also reinforced by Paulus's study on peer and teacher feedback. The study found that revisions produced after feedback were more likely to involve meaning-level changes than revisions students made independently, and that multiple drafts contributed to overall improvement in their writing. This helped me recognize peer feedback as a meaningful learning opportunity rather than simply an exercise in identifying grammatical errors (Paulus, 1999).

I applied the PDREE framework in my B2 writing lesson about formal complaint letters. The Student Learning Objective was for students to write a complaint about a defective product or unsatisfactory service, using an appropriate structure and formal language. They were expected to include a greeting, an explanation of the problem, a clear request for a solution, and a formal closing. The lesson also aimed to help students organize their paragraphs coherently and use appropriate punctuation and linking words.

During the Preparation stage, I presented a realistic situation involving a defective product and asked students whether they had ever experienced poor customer service. This generated participation because several students could relate the topic to personal experiences. Afterward, students examined a model complaint letter and identified its purpose and main

sections. Introducing vocabulary such as defective, refund, replacement, warranty, compensation, and customer service gave them useful language for developing their own texts.

During the Drafting stage, students responded to the prompt: “Your computer arrived broken. Write a formal complaint to the company.” They used the model and a linking-words table to organize their ideas. Most students understood the general structure, although some had difficulty maintaining a consistently formal tone. For example, a few initially used expressions that sounded too conversational or failed to state clearly whether they wanted a refund or a replacement. I provided individual guidance while allowing them to make their own writing decisions.

The Revising and Editing stage was one of the most valuable parts of the lesson. Students exchanged drafts and used symbols to identify problems involving grammar, spelling, punctuation, capitalization, and word order. At first, some students focused only on surface errors, so I reminded them to consider whether the problem and requested solution were clear and logically organized. Peer revision encouraged student-to-student interaction and helped learners notice mistakes that they had overlooked in their own writing.

One challenge during this stage was time management. Some students completed their feedback quickly, while others needed more time to understand their partner’s ideas and apply the editing symbols. I also noticed that students occasionally wanted me to confirm every correction before revising their drafts. Although I was able to complete the lesson within the planned time, I had to limit the final feedback. In a future class, I would provide a short peer-review checklist, model one correction with the whole class, and establish a clear time limit for reviewing each category.

During the Extension stage, students posted their final complaint letters on the board and read their classmates’ work. They evaluated the texts according to clarity, organization,

formality, and effectiveness and then used stickers to select the most convincing complaint. This activity gave the writing process a genuine audience and encouraged students to consider which characteristics made a complaint effective. It also allowed them to recognize different ways of communicating the same purpose.

Overall, I consider PDREE an effective framework because it helps students understand that writing improves through preparation, practice, feedback, and reflection. The lesson showed me that learners feel more confident when they have a model, useful expressions, clear stages, and opportunities to revise before their work is evaluated. It also reminded me that the teacher's role is not simply to correct the final product but to guide students throughout the process while gradually encouraging greater independence.

In conclusion, PDREE transformed my understanding of writing instruction. It allowed me to combine the analysis of a formal text with individual drafting, peer feedback, language correction, and a communicative final activity. In my future teaching practice, I will continue using this framework to help students develop clearer, more organized, and more purposeful texts. I will also improve my time management by providing more specific revision criteria and protecting enough time for students to produce and share their final versions.

Reference List

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- Hyland, K. (2019). *Second language writing* (2nd ed.). Cambridge University Press.
- Paulus, T. M. (1999). The effect of peer and teacher feedback on student writing. *Journal of Second Language Writing*, 8(3), 265–289
- White, R., & Arndt, V. (1991). *Process writing*. Longman.

Demonstrative Lesson



Have you ever had a bad customer service experience?

What did you do?



123 Main Street
Hometown, TX 77008
November 12, 2023

Mark Smith
Customer Relations Director
Sofa Showroom
555 Broadway
Cityland, KS 66214

Re: Broken sofa
Order Number: S-7654

Dear Mr. Smith:

On October 1, 2023, I bought a Plush sofa model number 25811 from the Sofa Showroom website. I paid \$650 on my credit card for the sofa and delivery. Sofa Showroom delivered the sofa to my home on October 10, 2023.

Unfortunately, your product has not performed well because the sofa is defective. One of the legs broke off on October 30, 2023. The sofa is unsteady and rocks while I sit on it, so it is not comfortable or relaxing. I have not used this sofa in a way that would cause any damage. I filed reports about this problem on the Sofa Showroom's website Customer Service page on November 5 and 8. I left my email and asked someone to contact me, but no one has written back.

To resolve the problem, I would like your company to pick up this sofa, for free, and refund the \$650 I paid. I have enclosed copies of my records, including my receipt, delivery invoice, and photos of the broken sofa.

I look forward to your reply and a resolution to my problem. I will wait until December 12, 2023 before I contact my state consumer protection office or get other help.

Please contact me at the above address or by phone at 123-456-7890.

Sincerely,

Jane Doe

Enclosures: Receipt, Delivery invoice, Photos

DRAFTING

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November 12, 2023

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Please contact me at the above address or by phone at 123-456-7890.

Sincerely,
Jane Doe
Jane Doe

Enclosures: Receipt, Delivery Invoice, Photos

1. SENDER'S ADDRESS AND DATE
The writer's address and the date the letter was written.

2. RECIPIENT'S ADDRESS
The name, position, and address of the person or company being contacted.

3. SUBJECT LINE
A short and clear statement of the reason for writing.

4. REFERENCE INFORMATION
Additional details to identify the purchase or transaction.

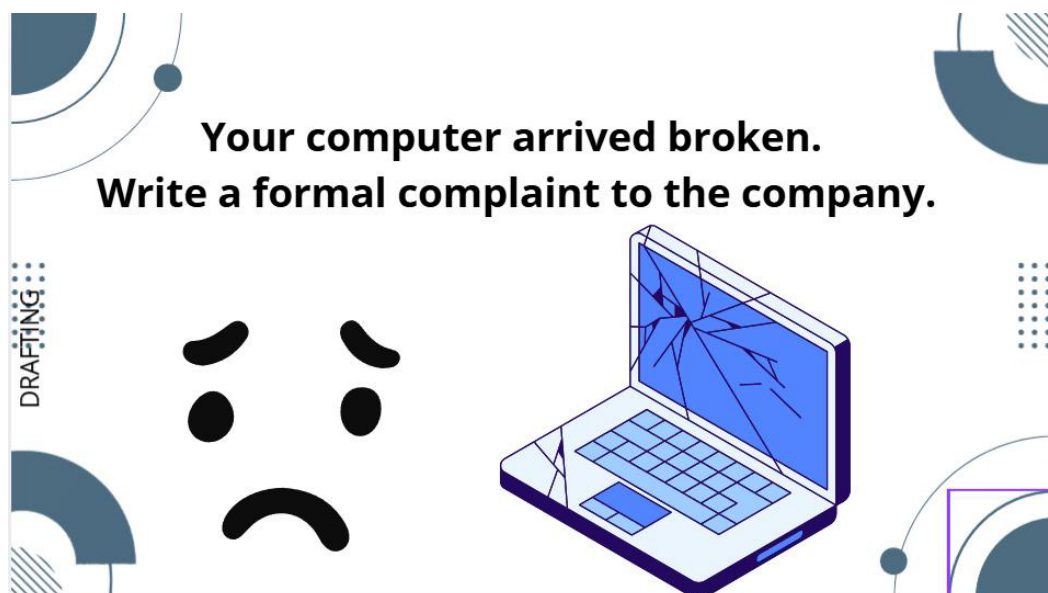
5. SALUTATION
A polite greeting to address the recipient.

6. BODY PARAGRAPHS
• Paragraph 1: Introduction - explains the purchase.
• Paragraph 2: Problem - describes the defect and previous attempts to get help.
• Paragraph 3: Solution - states what the writer wants.
• Paragraph 4: Deadline / Next step - gives a time limit and possible action if not resolved.

7. CLOSING REQUEST
A polite request for contact or action.

8. CLOSING AND SIGNATURE
A closing phrase followed by the writer's signature and printed name.

9. ENCLOSURES
A list of documents included to support the complaint.



DRAFTING

Linking Words Table

Consequence	Contrast	Adding Ideas
- As a result - Thus - So - Therefore - As a consequence - Eventually - That's why	- However - But - Yet - Whereas - While - On the one hand - On the other hand	- Moreover - Also - Besides - In addition - What's more - Not only ... but also
Opinion	Concession	Purpose
- In my opinion - As far as I'm concern - To my mind - It seems to me that...	- Even though - But for - Despite - Apart from - Although - Though	- To - So that - So as to - In order to
Explaining	Condition	Choice
- As - Since - In so far as - Because - The reason why ...	- As long as - Unless - If - Provided that - Whether	- Or - Whatever - Whoever - Neither ... nor - Either ... or

REVISING AND EDITING

EDITING SYMBOLS GUIDE

Grammar mistake: G.M

Word order: W.O

Spelling: S

Capital letter: C.L

Punctuation: P

EXTENSION



The image shows two circular stamps side-by-side. The left stamp is green with a white checkmark in the center and the word 'APPROVED' written twice around the perimeter. The right stamp is red with a white 'X' in the center and the word 'REJECTED' written twice around the perimeter. Both stamps have a scalloped edge and small stars on either side of the center.