

UNIVERSIDAD LAICA “ELOY ALFARO” DE MANABÍ

FACULTAD DE EDUCACIÓN, TURISMO, ARTES Y HUMANIDADES

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

MODALIDAD:

TRABAJO DE INTEGRACIÓN CURRICULAR

TEMA:

TEFL Application Process

AUTOR(A):

Adrián Fernando Macías Mendoza

TUTOR(A):

Lic. Gonzalo Farfán, Mg.

MANTA – MANABÍ – ECUADOR

2025 - (1)

CERTIFICADO DE DERECHO DE AUTOR

PROPIEDAD INTELECTUAL

Título del Trabajo de Investigación: TEFL Application Process

Autor:

Macías Mendoza Adrián Fernando

Fecha de Finalización:

4 de agosto del 2025

Descripción del Trabajo:

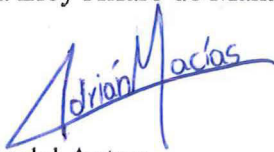
El presente trabajo de investigación tiene como objetivo aplicar las metodologías de enseñanza de inglés como lengua extranjera (TEFL) con el propósito de lograr un desarrollo equitativo de las cuatro habilidades relacionadas al idioma inglés: hablar, escuchar, leer y escribir.

Declaración de Autoría:

Yo, **Adrián Fernando Macías Mendoza**, con número de identificación **131720939-1**, declaro que soy el autor original y **Lic. Gonzalo Farfán, Mg.**, con número de identificación **131036038-1**, declaro que soy el coautor, en calidad de tutor del trabajo de investigación titulado "**Teaching English as a Foreign Language Application Process**". Este trabajo es resultado del esfuerzo intelectual y no ha sido copiado ni plagiado en ninguna de sus partes.

Derechos de Propiedad Intelectual:

El presente trabajo de investigación está reconocido y protegido por la normativa vigente, art. 8, 10, de la Ley de Propiedad Intelectual del Ecuador. Todos los derechos sobre este trabajo, incluidos los derechos de reproducción, distribución, comunicación pública y transformación, pertenecen a los autores y a la Institución a la que represento, Universidad Laica Eloy Alfaro de Manabí.



Firma del Autor:

Adrián Fernando Macías Mendoza
1317209391



Firma del coautor:

Lic. Gonzalo Farfán, Mg.
1310360381

Manta, lunes, 4 de agosto de 2025

CERTIFICO

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

Haber dirigido, revisado y aprobado preliminarmente el Trabajo de Integración Curricular bajo la autoría del estudiante MACIAS MENDOZA ADRIAN FERNANDO, legalmente matriculado en la carrera de PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, período académico 2025-2026(1), cumpliendo el total de **384 horas**, cuyo tema del proyecto o núcleo problémico es *"TEFL APPLICATION PROCESS"*

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

Particular que certifico para los fines consiguientes, salvo disposición de Ley en contrario.

Manta, Lunes, 04 de agosto de 2025.

Lo certifico,

A handwritten signature in blue ink, appearing to read 'Gonzalo', with a large, stylized flourish extending from the end.

FARFAN CORRALES ULBIO GONZALO
Docente Tutor

PERÍODO 2025-1

Curricular Integration Model

Resumen	
Abstract	
Introduction	5
MODULE 1: FMU LANGUAGE ANALYSIS	7
FMU Analysis of: Future – “Going to”	7
Journal 1: FMU Language Analysis	11
MODULE 2: ECRIF	14
Speaking Lesson Plan	14
Journal 2: ECRIF	18
Demonstrative Lesson	21
MODULE 3: LISTENING	24
Listening Lesson Plan	24
Journal 3: PDP (Listening)	29
Demonstrative Lesson	32
MODULE 4: READING	35
Reading Lesson Plan	35
Journal 4: PDP (Reading)	42
Demonstrative Lesson	45
MODULE 5: WRITING	49
Writing Lesson Plan	49
Journal 5: Writing	54
Demonstrative Lesson	57
Recommendations	61
Conclusions	62
REFERENCE LIST	63

Resumen

Este documento explora cómo aplicar metodologías de enseñanza de inglés como lengua extranjera (TEFL) las cuales buscan un desarrollo equitativo de las cuatro habilidades relacionadas al idioma inglés: hablar, escuchar, leer y escribir. Se analizan tres enfoques principales: ECRIF (Encounter, Clarify, Remember, Internalize, Fluently Use): Utilizado para mejorar la expresión oral efectivamente. PDP (Pre, During, Post): Destinado a medir la comprensión auditiva y la comprensión lectora. PDREE (Preparation, Drafting, Revising, Editing, Extension): Este busca el desarrollo de las habilidades de escritura. Posterior a la revisión, el objetivo es evidenciar cómo estos métodos promueven un aprendizaje significativo y enfocado en el estudiante; en adición, modificable a diferentes entornos de enseñanza de inglés. Finalmente, se muestra cómo integrar estos modelos en el aula; por consiguiente, logrando un enfoque de aprendizaje significativo.

Palabras claves:

Lengua extranjera, TEFL, idioma inglés, ECRIF, expresión oral, PDP, comprensión auditiva, comprensión lectora, PDREE, habilidades de escritura, aprendizaje significativo, entornos de enseñanza, aprendizaje significativo.

Abstract

This document explores how to apply Teaching English as a Foreign Language (TEFL) methodologies that seek an equitable development of the four English language skills: speaking, listening, reading and writing. Three main approaches are discussed: ECRIF (Encounter, Clarify, Remember, Internalize, Fluently Use): Used to improve the oral expression effectively. PDP (Pre, During, Post): Intended to measure listening comprehension and reading comprehension. PDREE (Preparation, Drafting, Revising, Editing, Extension): Aims to develop writing skills. After the review, the objective is to show how these methods promote meaningful and student-centered learning; in addition, they can be modified to different English teaching environments. Finally, it is shown how to integrate these models in the classroom; therefore, achieving a meaningful learning approach.

Key words:

Foreign language, TEFL, English language, ECRIF, oral expression, PDP, listening comprehension, reading comprehension, PDREE, writing skills, student-centered learning, teaching environments, meaningful learning approach.

Introduction

This document reunites the knowledge and experiences I gained during classes, internships and community teaching practices I have had as a future English educator. These experiences have been incredibly enriching, shaping my vision and allowing me to positively impact others' lives by teaching a language. My involvement in various community initiatives has given me the chance to contribute to meaningful causes, connect with diverse individuals, and develop crucial skills for both personal and professional growth.

Teaching English is vital; moreover, it's one of the most widely spoken languages globally. Our role as teachers is to help learners develop the four essential skills meant to achieve English proficiency: speaking, listening, reading, and writing.

Starting with the speaking skill, the ECRIF model is applied in order to acquire effective communication. In this approach, every speaking lesson plan focuses on clear and achievable communication goals tied to real-life scenarios. Educators act as facilitators; consequently, guiding students in language acquisition.

Continuing with the listening and reading skills, both developed using the PDP model. This is a highly effective and structured method for teaching these skills in language education. This framework is designed to improve comprehension, critical thinking, and language acquisition through a well-organized series of activities and strategies. By implementing the PDP model, we educators can create dynamic lessons that cater to learners' diverse needs, helping them become proficient listeners and readers in English.

Finally, for writing skills, the PDREE model is applied, involving the preparation for writing, editing and revising phases, and then having them present it; therefore, developing their writing abilities based on the type of text required to write.

MODULE 1: FMU LANGUAGE ANALYSIS

FMU Analysis of: Future – “Going to”

• FORM

Affirmative: Subject + verb to be (am/is/are) + going to + v + complement.

- She is **going to** play basketball.

Negative: Subject + verb to be (am/is/are) + not + going to + v + complement.

- She is **not going to** play basketball.

Interrogative: Verb to be (am/is/are) + subject + going to + v + complement + ?

- Is she **going to** play basketball?
 - ± Yes, she is. / Yes, she is going to play basketball.
 - ± No, she is not. / No, she is not going to play basketball.

• MEANING

It represents plans or intentions, specifically when an arrangement has not necessarily been settled, even though it could.

• USE

- We use it to express intentions about plans that are likely to happen.
- We use it to set the tone and possibly set an arrangement.
- We use it to talk about predictions or commands as well.

• ANTICIPATED DIFFICULTIES

- Confusion ‘going to’ and another similar future tense such as ‘present continuous’.
- Using the –ing form in the main verb.

• CONCEPT-CHECKING QUESTIONS

Q: What are you **going to** do next month?

➤ I am **going to** enjoy my vacations.

Q: What career is she **going to** choose?

➤ She is probably **going to** choose nursery.

Q: Are you **going to** buy a watch?

➤ Yes, I am. / Yes, I am **going to** buy a watch.

➤ No, I am not. / No, I am **not going to** buy a watch.

• TEACHING IDEAS

➤ Write sentences in 'simple present' tense, and ask students to transform them into 'going to' form.

➤ Look at the pictures and the prompts and write sentences. Use the Future Going To. (Annex 1)

➤ Write the words below in the correct order. Then, ask your questions to a classmate! (Annex 2)

REFERENCES

English Grammar Today. *'Future: Be going to (I am going to work)'*.

<https://dictionary.cambridge.org/es/gramatica/gramatica-britanica/future-be-going-to-i-am-going-to-work>

iSLCollective (n/d). *BE GOING TO – To express future*. <https://en.islcollective.com/english-esl-worksheets/grammar-practice/grammar-exercises-with-picture/future-be-going-to/be-going-to-to-express-future/61546>

McLellan, C. (2019). 'Be going to' en inglés. British Council.

<https://www.britishcouncil.es/blog/be-going-to>

Pinterest (n/d). Grammar Worksheet. Going to: Questions. Word Order.

<https://es.pinterest.com/pin/50595195807507240/>

ANNEXES:

- Annex 1

Future Going to

Look at the pictures and the prompts and write sentences. Use the Future Going to.

 take They _____ the bus.	 make She _____ a speech.	 travel They _____ by plane.
 see She _____ a film.	 drink She _____ some coffee.	 have They _____ a baby.
 buy He _____ a new tie.	 be They _____ rich.	 score He _____ a goal.
 win He _____ the race.	 play They _____ basketball.	 get They _____ married.

• Annex 2

NAME: _____

DATE: _____

GRAMMAR WORKSHEET

GOING TO: QUESTIONS

WORD ORDER

- Write the words below in the correct order.
- Then, ask your questions to a classmate!



1. English going to Are you study tomorrow?

Are you going to study English tomorrow?

2. it soon going to Is rain?

3. are time you tomorrow going to get up What?

4. going travel to next Are you summer?

5. Is friend going to your best at six o'clock call you?

6. When tonight going to go are you to bed?

7. Monday are you going eat Where dinner on to?

8. going to you Is your teacher Spanish next teach week?

9. Are going to have your classmates a party next weekend?

10. are you going to after What class eat?

Permission granted to reproduce for classroom use. © www.allthingsgrammar.com

Journal 1: FMU Language Analysis

The FMU framework (form, meaning, and use) analysis and its development may seem like an unknown topic for some new learners who have not gotten a deep dive into this type of framework; nonetheless, it is essential to have a clue about: What does it consist of? How may I apply this format in my upcoming English classes or internships? Those questions will be answered in the following sections.

The first point of view worth mentioning is that this specific theoretical lens which describes how the form, meaning, and use are associated to one another, should be integrated while teaching grammar, as it is essential for successful communication (Gul et al. 2022).

My expectations about the form, meaning, and use of framework analysis come from the perspective of a future teacher. When I get to the end of my research, I will be able to distinguish those aspects that make each element unique and valuable to my teaching, as well as the application of English as a Foreign Language or EFL in the real world. My feelings towards the development of the FMU analysis are encouraging I have realized that FMU comprehends several matters that are helpful to boost the potential that we have determined to possess when choosing this career path.

The three new learnings that I achieved from reading about FMU are worth of being mentioned as well. Firstly, it was learned that according to Larsen-Freeman (2001), Form (structure) concentrates on ‘overt lexical and morphological forms that tell us how a particular grammar structure is constructed and how it is sequenced with other structures in a sentence or a text’.

Secondly, it was defined that ‘meaning consists in the introduction of the new language to students in meaningful contexts to help them understand the meaning of that language they are learning’. (Fausiani, 2017).

Finally, it was concluded that use represents ‘how’ the language is applied in ‘real English’. We must consider how appropriate it is for the situation and what other language it is commonly used with. (Jones, 2023).

When it comes to my experiences during Pre-service teaching or internships, I could mention how I cherish them with gratitude, but at the same time with respect as a result that I discovered how challenging yet rewarding this career could be (especially for students who would struggle with grammar during my classes); consequently, I would recommend anyone to be disciplined to succeed in their professional growth as an English educator.

This FMU analysis has made me go back or recall situations when my students would struggle to understand the structure of certain grammar-oriented topics surrounding the English language and additionally, the meaning and contexts where these must be used in a proper form.

There are several issues meant to be solved when making use of the FMU framework such as confusion now of identifying structures or contrasting tenses (past, present, future, and all their variations) through form; and deciphering the exact meaning of certain topics through contexts. In meaning; knowing the application of those through use; etc.

The importance of FMU analysis for the teacher is essential for the application of it in the classroom. In my opinion as an intern and future teacher, I consider FMU as a unique framework since it comprehends every vital aspect of the English language itself; grammar for syntax; meanings for semantics; and use for pragmatics.

To conclude, FMU is a tool for those who struggle with grammar, and it aims to resolve those struggles or educational problems (which have shown to be typical in everyday education) but it is our responsibility to let students know that it is okay to make mistakes to learn. Due to this analysis, I can determine those elements that make FMU different from similar ways to plan a lesson, emphasizing how indispensable grammar is for EFL in general.

REFERENCES

- Fausiani (2017). *The Use of Meaning, Use, Form (MUF) Framework in Teaching (A Pre-Experimental Research at the Seventh Grade Students of SMPN 24 Makassar)*. Makassar Muhammadiyah University. https://digilibadmin.unismuh.ac.id/upload/782-Full_Text.pdf
- Gul et al. (2022). *EXPLORING THE THREE-DIMENSIONAL GRAMMAR FRAMEWORK: A CASE-STUDY OF MODAL VERBS AT ENGLISH LANGUAGE CENTERS IN QUETTA, BALOCHISTAN, PAKISTAN*. Pak. Journal of Int’L Affairs, Vol 5, Issue 4. <https://pjia.com.pk/index.php/pjia/article/download/643/461#:~:text=The%20form%2C%20context%20and%20use,shape%20is%20about%20the%20arrangements>
- Jones, C. (2023). Vocabulary Meaning, Form and Use – How to Really Level Up Your English. <https://www.getsetgoenglish.co.uk/post/vocabulary-meaning-form-and-use>
- Larsen-Freeman, D. (2001) Teaching Grammar. <https://woucentral.weebly.com/uploads/7/4/6/9/7469707/larsen-freeman.pdf>

MODULE 2: ECRIF

Speaking Lesson Plan

Level: A2

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

1. Time management.
2. Teacher talking time.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT USE 'going to' for the future **TO** describe their classmates' plans for their vacations **IN** their own words.

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

- When students describe their classmates' plans for their vacations.
- When students present their findings in their own words.

Preliminary Considerations:

- a. **What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?**
 - Vocabulary about vacations.
 - Present Simple tense.
 - Future Simple tense.
- b. **What aspects of the lesson do you anticipate your students might find challenging/difficult?**
 - Confusion between similar tenses such as future continuous or present continuous for the future.
- c. **How will you avoid and/or address these problem areas in your lesson?**
 - Clearly stating the tense that has to be used throughout the lesson.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
3 Minutes	Encounter & Clarify	<ul style="list-style-type: none"> Present the video “Making Plans - Planning a Holiday - How to Make Plans in English” https://www.youtube.com/watch?v=MGRESx97b4s 	<ul style="list-style-type: none"> Pay attention to the plans mentioned throughout the video. 	T – S V A	Projector Laptop
6 Minutes		<ul style="list-style-type: none"> Share my plans for the upcoming vacations. Show a calendar of activities. Ask CCQs for some days of the month. <ul style="list-style-type: none"> <i>What are you going to do on May 3rd?</i> <i>Are you going to read a book on May 10th?</i> <i>Are you going to celebrate May 5th?</i> 	<ul style="list-style-type: none"> Listen to the teacher’s plans. Analyze the calendar of activities. Answer the questions. 	T – S V A	Projector Laptop
7 Minutes	Remember	<ul style="list-style-type: none"> Provide a word order worksheet. Request to order the words to create ‘going to’ questions. Monitor progress. 	<ul style="list-style-type: none"> Receive the worksheets. Order the words to create the questions. Ask for assistance if needed. 	T – S V K	Worksheets Pen or pencil
8 Minutes	Internalize	<ul style="list-style-type: none"> Order students to pair up. Ask to answer the questions created in the word order worksheet. Request one member to read aloud the questions, and the other to share their answer. 	<ul style="list-style-type: none"> Pair up. Answer the questions. Read aloud and answer the questions. 	S – S V A K	Worksheets
21 Minutes	Fluency	<ul style="list-style-type: none"> Order students to pair up again with another classmate. Request to ask each other their plans for their vacations, and to take notes of them. Ask some pairs to describe each other’s plans for their vacations in their own words. 	<ul style="list-style-type: none"> Pair up with a different classmate. Ask each other’s vacations plans and take notes. Describe each other’s plans for vacations in their own words. 	S - S A	Piece of paper Pen or pencil

ANNEXES:

- Annex 1 <https://www.youtube.com/watch?v=MGRESx97b4s>
- Annex 2



- Annex 3

NAME: _____

DATE: _____

GRAMMAR WORKSHEET

GOING TO: QUESTIONS

WORD ORDER

- Write the words below in the correct order.
- Then, ask your questions to a classmate!



1. English going to Are you study tomorrow?

Are you going to study English tomorrow?

2. it soon going to Is rain?

3. are time you tomorrow going to get up What?

4. going travel to next Are you summer?

5. Is friend going to your best at six o'clock call you?

6. When tonight going to go are you to bed?

7. Monday are you going eat Where dinner on to?

8. going to you Is your teacher Spanish next teach week?

9. Are going to have your classmates a party next weekend?

10. are you going to after What class eat?

Journal 2: ECRIF

ECRIF framework (Encounter, Clarify, Remember, Internalize, and Fluency) represents one of the most valuable ways to plan a lesson in today's education. Meant to assess speaking skills, it consists of five stages, which are not there on their own, but instead they are sequenced by each other. This sequence allows educators to contrast those specific aspects that make one stage as indispensable as the previous. To get a clear idea of the stages mentioned, we should think about possible scenarios such as: What my strengths and weaknesses are when it comes to speaking teaching, and assessment? What would happen if I get a deep dive into students' speaking skills through the ECRIF framework making use of it? These questions, in addition to different authors' points of view, will be the focus of this piece of writing.

According to Caisaguano (2022), the ECRIF framework has several applications worth of being mentioned such as useful structure for the creation of lesson plans, as a provider to promote student's oral practice, etc.

My expectations of the ECRIF analysis are that at the end of my research, I will be able to distinguish those activities that correspond to each stage respectively. What do I mean by this? I am referring to using the activities for each stage, accordingly, applying them appropriately, and making use of the exact amount of time assigned for each of those.

My feelings toward the ECRIF framework analysis go from motivation to encouragement due to certain situations when I have felt a lack of creativity or limitations about the innovation we must promote as English teachers, not only in that area but also in the teaching of a new language in general.

The new learnings that I have accomplished from the ECRIF analysis are several, and I will be going over them in the following sections.

Firstly, Elttguide (2020) defines the Encounter stage as the first time a learner encounters or gets to know new material or information. Secondly, the Clarify stage reaffirms the meaning of the target language making use of examples such as concept-checking questions or CCQs. (TESOL School). Thirdly, the previous author also assures that the Remember stage is characterized by repetition, drilling, and referring to support material.

Continuing with the Internalize stage, according to ECRIF Forum, gives the students a chance to check their understanding. Finally, I define the Fluency stage as the most important moment of the class, as it gives students real opportunities to practice their speaking abilities without being 100% controlled.

About this framework with my experiences during Pre-service teaching, I recall those scenarios where my students struggled to practice their speaking abilities, and my tutor guided me to apply several motivational tips to encourage students to participate. The importance of the ECRIF analysis for a teacher is highly relevant, as speaking is one of the strongest skills to master the language; consequently, it is one of the reasons why we must determine the deepest elements of the ECRIF.

To conclude, the analysis of the ECRIF analysis is highly important to create a successful educational environment. Speaking is necessary to thrive in the teaching and assessing of EFL; therefore, making use of the proper material, and relating the material to the activities previously, will help us to make learning a meaningful experience for students, teachers, and the school community in general.

REFERENCES

Caisaguano, F. (2022). *ECRIF framework en el desarrollo del vocabulario del idioma inglés*.

<https://www.dspace.uce.edu.ec/entities/publication/cc9d1291-26a2-42a9-8280-8c30cfdb5172>

ECRIF Commentary (n/d). *ECRIF: Seeing Learning. Commentary on ECRIF reflection*.

<https://www.ecrif.com/ecrif-commentary.html>


Elttguide (2020). *Do you know what ECRIF is?* [https://elttguide.com/do-you-know-what-ecrif-](https://elttguide.com/do-you-know-what-ecrif-is/#:~:text=ECRIF%20is%20a%20framework%20for,is%20doing%20during%20the%20l)

[is/#:~:text=ECRIF%20is%20a%20framework%20for,is%20doing%20during%20the%20l](https://elttguide.com/do-you-know-what-ecrif-is/#:~:text=ECRIF%20is%20a%20framework%20for,is%20doing%20during%20the%20l)
esson.

TESOL School (n/d). *Speaking for Young Learners*.

[https://www.edwardtesol.com/uploads/2/6/5/8/26581579/reading_3_-](https://www.edwardtesol.com/uploads/2/6/5/8/26581579/reading_3_-_chapter_11_the_routledge_handbook_of_teaching_english_to_young_learners.pdf)
_chapter_11_the_routledge_handbook_of_teaching_english_to_young_learners.pdf

Demonstrative Lesson



Planning a Holiday

A2 Class

Speaking Skill

Encounter


3 min



Watch the following video

Clarify

6 min



Observe the activities in the calendar to answer the questions

Sample Questions

- What are you **going to** do on...?
- Are you **going to**...?



Remember

7 min

Worksheet Time

Complete the following worksheet

NAME: _____ DATE: _____

GRAMMAR WORKSHEET

GOING TO: QUESTIONS

WORD ORDER

- Write the words below in the correct order.
- Then, ask your questions to a classmate!

- English going to Are you study tomorrow?
Are you going to study English tomorrow?
- it soon going to Is rain?

- are time you tomorrow going to get up What?

- going travel to next Are you summer?

- Is friend going to your best at six o'clock call you?

- When tonight going to go are you to bed?

- Monday are you going out Where dinner on to?

- going to you Is your teacher Spanish next teach week?

- Are going to have your classmates a party next weekend?

- are you going to after What class eat?

Internalize

8 min

Activity in Pairs

- Based on the word order worksheet, **read aloud** those questions to your partner and **come up** with possible answers.

Fluency

21 min

Final Activity

- **Pair up** with a different classmate.
- **Ask** each other's plans for vacations and take notes.
- **Describe** your partner's plans in your own words.

Example:

On vacations:

- He/ She is going to visit his/her grandparents.
- He/She is going to travel to Dominican Republic.
- He/She is going to rest all day.
- Etc.

MODULE 3: LISTENING

Listening Lesson Plan

Level: A2

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

1. Time management
2. Improve the design of activities.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT show understanding of the audio “Saving the Earth” **BY** inferring the consequences of not following actions to take care of the environment through a multiple-choice sheet **AND THEN** discuss in pairs and share their own actions to take care of the environment with the class.

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 infer the consequences of not following actions to take care of the environment through a multiple-choice sheet.
- When students discuss in pairs and share their own actions to take care of the environment.

Preliminary Considerations:

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

- Present Simple to describe actions to take care of the environment.
- Vocabulary for caring of the environment.
- Adverbs of frequency.

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

- They struggle to understand the audio due to accents, unknown vocabulary or speed.

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

- Play the audio multiple times if needed.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 Minutes	Pre-Stage	<ul style="list-style-type: none"> ➤ Show pictures of the key vocabulary to introduce the topic: water, water the plants, keep the garbage, littering, cutting trees, recycling. ➤ Ask questions related to the pictures: <ul style="list-style-type: none"> • Do you know what littering means? • What do you think of cutting trees? • Do you usually recycle? 	<ul style="list-style-type: none"> ➤ See the pictures. ➤ Answer the questions from the key vocabulary. 	T - S V	Laptop Projector Pictures
6 Minutes	Early During Stage	<ul style="list-style-type: none"> ➤ Play the audio to get the main idea of the topic ➤ Ask the following <i>CCQs</i> from the audio: <ul style="list-style-type: none"> • How many speakers are in the dialogue? • What is the relationship between speakers? • What is the possible scenario where this interview takes place? 	<ul style="list-style-type: none"> ➤ Listen to the audio recording. ➤ Answer the questions from the audio. 	T - S A	Audio Recording
9 Minutes	Later During Stage	<ul style="list-style-type: none"> ➤ Set the students in groups of four to five members. ➤ Explain the bingo game rules, playing the audio when needed. ➤ Ask to put the corn kernels on each word from their bingo cards that they listen from the audio. ➤ Ask each winner to read aloud the words selected once they have shouted "bingo!" ➤ Reward the winners. 	<ul style="list-style-type: none"> ➤ Set in groups. ➤ Listen to the audio to play bingo. ➤ Receive the bingo cards and corn kernels. ➤ Put the corn kernels on each word from their bingo cards. ➤ Read aloud the words selected. 	T - S A V	Audio Recording Bingo cards Corn kernels
15 Minutes	Final During	<ul style="list-style-type: none"> ➤ Play the audio again to solve the multiple-choice worksheet. ➤ Ask to solve the multiple-choice worksheet. ➤ Play the audio again if needed. ➤ Check the correct answers. 	<ul style="list-style-type: none"> ➤ Listen to the audio recording. ➤ Solve the multiple-choice worksheet. ➤ Listen again if needed. ➤ Check their answers. 	T - S A V	Audio Recording Multiple-choice sheets Pen or pencil

		➤ Ask some students to infer the consequences of not following the actions mentioned in the audio and the multiple-choice sheets as well.	➤ Infer the consequences of not following those actions.		
10 Minutes	Post Stage	➤ Set the students in pairs. ➤ Ask to discuss their own actions to take care of the environment and list them in a piece of paper. ➤ Request randomly chosen pairs to share their conclusions with the whole class.	➤ Form pairs. ➤ Discuss and list their own actions to take care of the environment. ➤ Share their conclusions.	S – S A	

ANNEXES

- Annex 1



- Annex 2 <https://www.esl-lab.com/academic-english/recycling-earth-script/>
- Annex 3

Saving the earth				
save	garbage	trees	neighborhood	newspaper
paper	littering	forests	bath	animals
plants	water	FREE	outside	throwing
environment	feelings	children	cut down	dishes
ideas	recycling	ground	watering	interviewing

Saving the earth				
garbage	watering	littering	ground	throwing
dishes	paper	neighborhood	animals	water
trees	interviewing	FREE	environment	feelings
ideas	outside	cut down	children	recycling
newspaper	save	bath	plants	forests

Saving the earth				
children	ideas	water	newspaper	ground
garbage	forests	dishes	feelings	save
watering	bath	FREE	outside	paper
plants	throwing	littering	trees	animals
environment	recycling	interviewing	neighborhood	cut down

Saving the earth				
environment	throwing	cut down	feelings	interviewing
paper	ground	water	watering	newspaper
bath	plants	FREE	forests	animals
outside	trees	save	children	neighborhood
dishes	recycling	ideas	littering	garbage

• **Annex 4**

Circle or underline the correct answer for each question related to the audio.

1) What is the age of the person being interviewed?

- a) 11 years old b) 9 years old c) 15 years old d) 10 years old

2) What is one the possible ways to save the environment according to Alex?

- a) by saving money b) by recycling c) by saving water d) by saving energy

3) According to Alex, when can we save water?

- a) when washing the dishes b) when drinking water c) when staying home

4) What is another way to save the environment according to Alex?

- a) throw the garbage b) keep the garbage c) gift the garbage

5) What can we achieve by recycling paper?

- a) save the buildings b) save the forests c) save the oceans

6) How can children recycle paper every day?

- a) throwing away books b) burning down garbage c) saving and using old newspapers

7) What does the interviewer thank Alex for?

- a) for his ideas b) for his feedback c) for his support to science

Journal 3: PDP (Listening)

The PDP framework (pre-, during- and post-stage) is considered as valuable as every other framework, as it is related to one of the main skills when teaching English as a foreign language or EFL: the listening skill. This specific skill is highly important for the improvement of listening abilities it promotes, making use of strategies determined according to the stage. (Abata & Gavilanes, 2024).

The expectations that I have from the PDP framework analysis are encouraging due to some reasons, which I will be describing in the following sections. The first reason is that I will be able to decipher the exact elements that make the PDP lesson plan unique. The second reason comes from my role as a teacher, now that I will be able to select the precise activities to turn the class into the most enjoyable, but at the same time educational environment possible. Finally, I will get to know my students' weaknesses while participating in the listening lesson and how to turn those weaknesses into strengths.

My feelings are mixed, however. I do think listening is essential to students when learning English as a foreign language; nonetheless, I also consider it not a meaningful way to learn for certain types of students, such as those with special necessities or hearing problems. That is the main reason why I feel it is not applicable to every single type of learning in every single context.

Recalling my experiences regarding this specific skill is necessary; however, there are new learnings that I have acquired and are worth mentioning too. According to Acevedo et al. (2018) the Pre-stage represents the perfect moment for students to play with predictions and relate those predictions with their previous knowledge of the topic, without being too straightforward and not mentioning the topic of the lesson. Continuing with the During-stage, the

same author states that the During-stage activities have to be related between them despite the section, whether we talk about the early during, later during, or final during stages. Finalizing with Srilakshmi et al. (2022) point of view of the post-stage, it states that exercises have to be well planned to allow pupils to relate the content they have heard to their feelings and experiences, as well as develop interpretive and critical listening, and reflective thinking too.

My experiences in listening lessons during my internships were quite funny. When we were playing an audio, not a single student was able to decipher an audio spoken by a British woman, for her remarkable accent; consequently, my tutor re-recorded the audio with her voice, and this time around students were able to understand most of her speech. Students' lack of audio comprehension is a possible issue that could be solved with the PDP framework; in fact, it is indispensable to solve it for everyday communication purposes.

Some ideas used in real listening lessons go from dialogues to fill-in-the-blank activities to songs, in order to learn new vocabulary from a certain chosen topic. At the end of the day, it all depends on the teacher's capacity to be creative and grab their learner's attention as much as possible.

The main difference between listening and speaking lesson plans is the final product. On the one hand, listening items are meant to be receptive, on the other hand, speaking items are meant to be productive, as it relates to students' involvement to produce and share their findings with the whole class.

To conclude, it is safe to say that the PDP framework for listening lessons is determined to enhance students' abilities to receive new information and process it at the same time. The analysis of the PDP framework is vital to our success as teachers, despite the possible obstacles;

we have to go beyond them, replacing the obstacles for learning outcomes needed for students to reach their full potential.

REFERENCES

Abata, F & Gavilanes, G. (2024). *Pre-service teachers' experiences with peer teaching using (ECRIF) and (PDP) framework*. Revista UTCiencia 1-16, 2024.

<http://investigacion.utc.edu.ec/index.php/utciencia/article/view/634>

Acevedo, M et al. (2018). *The development of ninth graders' listening comprehension skills, section 'A', through the PDP framework using schoology at C.E. Napoleón Ríos in 2018*.

<https://repositorio.ues.edu.sv/items/f771a700-1249-440c-866c-9ee0caebac45>

Srilakshmi, M. et al (2022). *The Effect of Pre, While, and Post Listening Activities on Developing EFL Student's Listening Skills*.

<https://tpls.academypublication.com/index.php/tpls/article/view/3783>

Demonstrative Lesson

Saving the Earth

A2 Class

Listening Skill

Pre - Stage

5 min

Analyze the images
in the following slide
to **answer** some
questions

Pre - Stage

5 min



Early - During Stage 6 min

Listen to the audio to **answer** the following questions

Early - During Stage 6 min

- **How many speakers** are present in the dialogue?
- **What is the relationship** between speakers?
- **What is the possible scenario** where this interview takes place?

Later - During Stage 9 min

Let's play bingo!

- **Form groups** and **put** the corn kernels on each word from the bingo cards that you **listen** from the audio

Saving the earth					Saving the earth				
save	pollute	save	recycle/reuse	conserve	pollute	polluting	thrift	ground	thrift
pollute	polluting	conserve	save	conserve	pollute	polluting	recycle/reuse	pollute	water
pollute	pollute	pollute	pollute	pollute	pollute	polluting	pollute	pollute	pollute
pollute	pollute	pollute	pollute	pollute	pollute	pollute	pollute	pollute	pollute
pollute	pollute	pollute	pollute	pollute	pollute	pollute	pollute	pollute	pollute

Final - During Stage 15 min

Worksheet Time

- **Listen to** the audio recording again.
- **Solve** the multiple-choice worksheet.

Circle or underline the correct answer for each question related to the audio.

- 1) What is the age of the person being interviewed?
a) 11 years old b) 9 years old c) 15 years old d) 10 years old
- 2) What is one possible way to save the environment according to Alex?
a) by saving money b) by recycling c) by saving water d) by saving energy
- 3) According to Alex, when can we save water?
a) when washing the dishes b) when drinking water c) when staying home
- 4) What is another way to save the environment according to Alex?
a) throw the garbage b) keep the garbage c) gift the garbage
- 5) What can we achieve by recycling paper?
a) save the buildings b) save the forests c) save the oceans
- 6) How can children recycle paper every day?
a) throwing away books b) burning down garbage c) saving and using old newspapers
- 7) What does the interviewer thank Alex for?
a) for his ideas b) for his feedback c) for his support to science

Final - During Stage 15 min

Can you **infer** some **consequences** of **not** following the actions mentioned in the audio?

Post Stage 10 min

Final activity

- **Set** in pairs with the person of your choice.
- **Discuss** your own actions to take care of the environment and **list** them in a piece of paper.
- **Share** your findings with the class.

Example:
My actions to take care of the environment include:

- Throwing garbage in its place.
- Recycling plastic bottles.
- Reusing old stuff from others.
- Etc.

MODULE 4: READING

Reading Lesson Plan

Level: B1

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

1. Organizing activities.
2. Increasing the number of tasks for pair or group work.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT show understanding of the Text “What did teenagers use to be like?” **BY** creating a Venn Diagram **AND THEN** present a conclusion of whether they think teenagers enjoyed life more in the past or in the present, including supporting reasons.

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 create a Venn Diagram which contrasts teenagers’ habits in the past and in the present.
- When students present a conclusion of whether they think teenagers enjoyed life more in the past or in the present supported by reasons why.

Preliminary Considerations:

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

- Regular and Irregular verbs.
- Actions and habits in present simple tense.
- Past Simple sentences.

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

- Struggle to share their opinions or points of view.

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

- Encourage students to share their opinions and let them know that their points of view are valid.

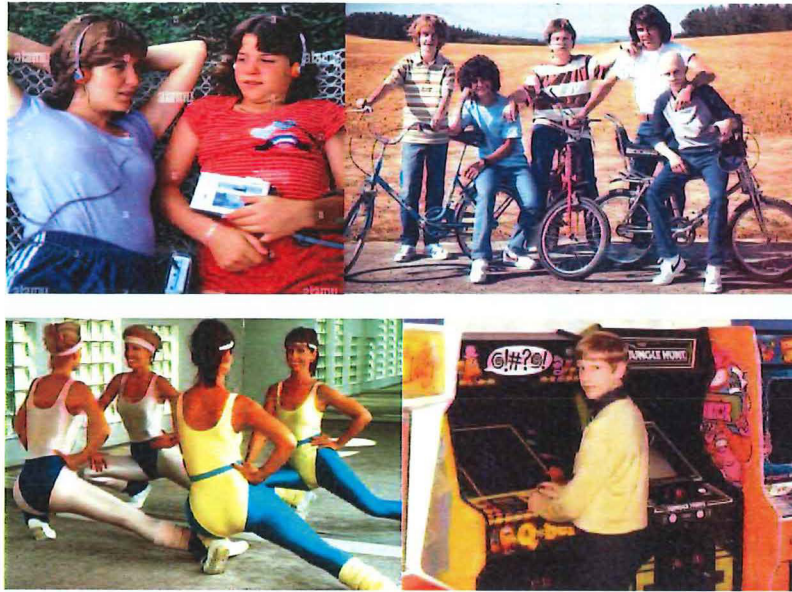
Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
4 Minutes	Pre-Stage	<ul style="list-style-type: none"> • Show pictures of teenagers' habits in the past in contrast with habits of teenagers in the present. • Ask to predict possible vocabulary based on questions: <ul style="list-style-type: none"> • What are the actions happening on the left side? • Do you think they are having fun? • What are the actions happening on the right side? • What are the differences between each side? 	<ul style="list-style-type: none"> ➤ Look at the pictures and discuss about it. ➤ Answer the questions. 	T - S V	PPT Laptop
5 Minutes	Early During-Stage	<ul style="list-style-type: none"> ➤ Show only the introduction of the Text "What did teenagers use to be like?" and ask to read it. ➤ Ask to predict: What is the text going to be about? Based only in the introduction read. 	<ul style="list-style-type: none"> ➤ Read only the introduction of the text. ➤ Predict the later portions of the text. 	T - S V	PPT Laptop
9 Minutes	Later During-Stage	<ul style="list-style-type: none"> ➤ Hand out a worksheet that includes the full text and a multiple-choice activity for each student. ➤ Ask to read the full text "What teenagers used to be like?" to solve the multiple-choice activity. ➤ Monitor progress and check responses. 	<ul style="list-style-type: none"> ➤ Receive worksheets. ➤ Read the full text and solve the multiple-choice activity. ➤ Check responses. 	T - S V A	Pencil or pen Worksheets
19 Minutes	Final During-Stage	<ul style="list-style-type: none"> ➤ Ask to read the text again to reorganize portions of the text by numbers ➤ Hand out the reorganizing worksheets. 	<ul style="list-style-type: none"> ➤ Read the text again to reorganize portions of the text by numbers. ➤ Receive the reorganizing worksheets and complete them. 	T - S V A	Pencil or pen Worksheets

		<ul style="list-style-type: none"> ➤ Monitor progress and check responses. ➤ Present a Venn Diagram rubric and explain the criteria to be scored. ➤ Ask to create a Venn Diagram that includes at least 5 differences between teenagers in the past and teenagers in the present, and their similarities in the section that overlaps. ➤ Collect diagrams to score them later. 	<ul style="list-style-type: none"> ➤ Check responses. ➤ Look at the rubric and listen to the explanation. ➤ Create a Venn Diagram based on the rubric. ➤ Give out diagrams created. 		
8 Minutes	Post-Stage	<ul style="list-style-type: none"> ➤ Ask students to form in pairs to discuss whether they think teenagers enjoyed life more in the past or in the present to get a conclusion (including reasons why). ➤ Choose randomly some students to present their conclusions. 	<ul style="list-style-type: none"> ➤ Pair up to discuss and get a conclusion. ➤ Present their conclusions. 	S-S A	

ANNEXES

- Annex 1

Teenagers' habits in the past



Teenagers' habits in the present



- **Annex 2**

WHAT DID TEENAGERS USE TO BE LIKE?

Things sure used to be different when my grandmother was younger. When she was teenager, women used to wear long dresses, all the way to the ground! And they used to wear tight corsets. They could hardly move. They never used to wear pants. They used to be very conservative.

- **Annex 3**

WHAT DID TEENAGERS USE TO BE LIKE?

Things sure used to be different when my grandmother was younger. When she was teenager, women used to wear long dresses, all the way to the ground! And they used to wear tight corsets. They could hardly move. They never used to wear pants. They used to be very conservative.

Teenagers didn't use to travel much because they used to ride horses. It used to take days and days to go to Mexico City. There didn't use to be nice hotels to stay in. Everyone used to ride bicycles because they didn't use to have cars. Also they didn't use to have all the modern conveniences we do today. We can buy frozen food, canned food and even completely prepared food. My grandmother used to prepare everything from scratch when she was a teen. It used to take a long time to cook meals because she used to grind her sauces in a molcajete. Now we use a blender.

For entertainment teenagers used to sit and talk or play the guitar. They didn't use to have electricity or TV. Today we have a great variety of things to do. Life used to be lower-paced quieter and simpler. Some people say life used to be boring.

- **Annex 4**

1) What did women wear when the grandmother was a teenager?

- a) Short skirts and pants
- b) Long dresses and corsets
- c) Jeans and t-shirts

2) How did teenagers primarily travel when the grandmother was younger?

- a) By car
- b) By train
- c) By horse

3) What did people commonly ride for transportation since they didn't have cars?

- a) Motorcycles
- b) Bicycles
- c) Scooters

4) How did the grandmother prepare her meals when she was a teen?

- a) She bought frozen and canned food.
- b) She cooked everything from scratch.
- c) She ate out at restaurants.

5) What did the grandmother use to grind her sauces?

- a) A blender
- b) A food processor
- c) A molcajete

6) What were common forms of entertainment for teenagers in the grandmother's time?

- a) Watching TV and playing video games
- b) Going to the movies and concerts
- c) Sitting and talking or playing the guitar

7) What modern conveniences are mentioned as not existing in the grandmother's youth?

- a) Refrigerators and washing machines
- b) Electricity and TV
- c) Indoor plumbing and heating

8) How is life described in the grandmother's time compared to today?

- a) Faster-paced and more complicated
- b) Louder and more exciting
- c) Lower-paced, quieter, and simpler

- **Annex 5**

They could hardly move. They never used to wear pants. They used to be very conservative.

Today we have a great variety of things to do. Life used to be lower-paced quieter and simpler. Some people say life used to be boring.

For entertainment teenagers used to sit and talk or play the guitar. They didn't use to have electricity

We can buy frozen food, canned food and even completely prepared food.

Teenagers didn't use to travel much because they used to ride horses. It used to take days and days to go to Mexico City.

There didn't use to be nice hotels to stay in. Everyone used to ride bicycles because they didn't use to have cars. Also they didn't use to have all the modern conveniences we do today.

My grandmother used to prepare everything from scratch when she was a teen. It used to take a long time to cook meals because she used to grind her sauces in a molcajete. Now we use a blender.

Things sure used to be different when my grandmother was younger. When she was teenager, women used to wear long dresses, all the way to the ground! And they used to wear tight corsets.

Journal 4: PDP (Reading)

The PDP framework (Pre, During, and Post) works with the receptive skills, listening, and reading; and this journal focuses on the reading skill. When developing reading lesson plans, it is essential to keep in mind that the aim we are pursuing has to be related to students' comprehension of certain types of texts, as there are many such as newspapers, magazines, fables, etc. According to Samir Bounab, reading is necessary, and it is commonly mixed with reading aloud activities, but even though reading aloud may help pronunciation, it is not the primary goal; thus, students do not need to read aloud outside the classroom, as it is optional. This possible confusion is the main reason why we must clarify what reading comprehension consists of as well as the advantages it involves, and those aspects will be reviewed in the expectations, new learnings, experiences, and ideas sections below.

Starting with my expectations for the development (drafting, editing & revising process), they are encouraging due to the following reasons. Firstly, I will be able to identify the exact elements that make the reading PDP lesson plan stand out in comparison to previous lesson plans in other skills that have been developed and presented before. Secondly, as an intern and possible future teacher, I will be able to select and eliminate chosen activities which will depend or rely on how valuable are they for the acquisition of reading comprehension skills; additionally; I will know when and how those items will be applied throughout the lesson stages. Lastly, I will be able to decipher those exact weaknesses that certain students may struggle with; subsequently, turn those weaknesses into strengths, not only for them but also for my benefit as an educator.

Moving on with the new learnings that I have acquired is the nature of reading and designing a lesson plan for reading. According to Leon Hulett, the nature of reading is based on understanding. If we look into a subject and the process of understanding fails; consequently, it

could be the exact moment when students need to re-read to locate the section that brings confusion as ask themselves: What does it mean? How is it supposed to be done? And then answer those questions with the content of the reading passage.

The PDP Reading Lesson Plan stages are also explained by author Edward Povey: The Pre-Stage activates students' prior knowledge and prepares them for the reading passage, which includes activities such as predicting and brainstorming. The During Stage (Early, Later, and Final) is the moment when students engage with the text itself. The Post Stage focuses on comprehension and applying what students learn through productive tasks.

Continuing with the experiences during my Pre-service teaching and the matter of the application of reading tasks, they were a bit questionable though. The reason why relies on how basic and typical the reading activities were. After reading a paragraph, a story, or any type of text, the activities consisted of filling, matching, and similar, but the critical reading of students was not monitored. There were no sections where students provided their points of view based on the perceptions they had. As educators, we must support students to share their opinions and thoughts; therefore, they won't struggle with the lack of critical thinking skills during the reading lesson.

Some ideas to be used in real reading lessons include predicting, guessing from clues, brainstorming, rearranging sections of the text, identifying sections such as the title or introduction, creating alternative endings, describing points of view orally, and so on. On the other hand, the main difference between PDP listening and PDP reading lesson plans relies on the use of resources. While audio material is used to assess listening, the visual material is used to provide paragraphs, stories, fables, and any type of text that requires the usage of reading skills.

In conclusion, the PDP Reading Lesson Plan format is strongly relevant to enhance the students' abilities to read, interpret, and comprehend a text, as well as boosting their reflection capacity to share their points of view at the end of the lesson; consequently, they will show a clear understanding of the text.

REFERENCES

Bounab, S. (n/d). *How to teach A- PDP – Reading Lesson?* Scribd.

<https://es.scribd.com/doc/257873985/How-to-Teach-a-Pdp-Reading-Lesson-2>

Hullet, L. (2021). *How do I plan a reading lesson?* Quora. <https://www.quora.com/How-do-I-plan-a-reading-lesson>

Povey, E. (n/d). *PDP Framework Reading: What is PDP?*

https://www.edwardtesol.com/uploads/2/6/5/8/26581579/pdp_framework_reading.pdf

Demonstrative Lesson

What did teenagers use to be like?

B1 Class

Reading Skill

Pre - Stage

4 min

- **Analyze** the following pictures of teenagers' habits in the past and teenagers' habits in the present, and **answer** the questions.

Pre - Stage

4 min



Early – During Stage

5 min

- **Read** the introduction of the text and **predict**:
What would the text be about?

Early – During Stage

5 min

Things sure used to be different when my grandmother was younger. When she was a teenager, women used to wear long dresses, all the way to the ground! And they used to wear tight corsets. They could hardly move. They never used to wear pants. They used to be very conservative.

Later – During Stage

9 min

- **Read** the full text “What did teenagers use to be like?” and **fill in** the multiple-choice worksheets provided.

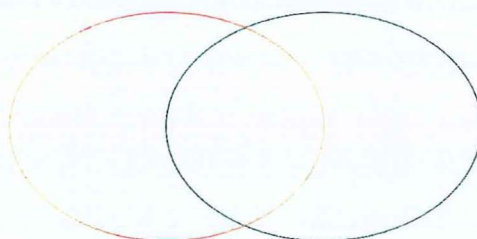
Final – During Stage 19 min

- **Read** the full text again to **solve** the 'order the sentence' worksheet.
- **Check** answers.

Criteria	Excellent 2.5 - 1.6	Good 1.5 - 1	Poor 0.9 - 0.5	Very Poor 0.4 - 0.1	Total
Grammar, Capitalization and Punctuation	Grammar is accurate, capitalization and punctuation as well.	Most of grammar rules are accurate. Capitalization and punctuation could improve.	Lack of accuracy following grammar rules. Capitalization and punctuation is dismissed.	Too many mistakes following grammar rules. Capitalization and punctuation are invisible.	
Creativity	The diagram is highly attractive and pleasing to the eye.	The diagram is certainly attractive to the eye.	The diagram lacks of attractiveness.	The diagram is not attractive at all and needs full improvement.	
Content	The content of the diagram is 100% accurate according to the content requested.	Most of the content is accurate and related to what was requested.	The content of the diagram needs to correspond to the information solicited.	The content of the diagram does not relate to the information requested at all.	
Format	The format corresponds completely to the Venn Diagram.	The format is good but does not completely follow the Venn Diagram structure.	The format needs improvement and follow the Venn Diagram structure.	The format is not even similar to the Venn Diagram format requested.	

Final – During Stage 19 min

- **Create a Venn Diagram** with at least **5 differences** between teenagers in the past and teenagers in the present, and their **similarities** in the section that overlaps.



Post - Stage

8 min

- **Set in pairs** to discuss whether you think teenagers enjoyed life more in the past or in the present to get an agreement (including reasons too).
- **Share** your conclusions with the class.

End —

MODULE 5: WRITING

Writing Lesson Plan

Level: B1

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

3. Organizing activities.
4. Increasing the number of writing tasks.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, **SWBAT** write a formal email for job solicitation using effective linking words, **then** post their emails on the whiteboard to choose the most formal email based on the format given making use of stickers.

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 for job solicitation using effective linking words.
- When students choose the most formal email based on the format given, and explain why they chose a certain email.

Preliminary Considerations:

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

- Adjectives to describe personal attributes.
- Simple Present Tense to describe habits required for a job.

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

- Struggle to use specific linking words accordingly.

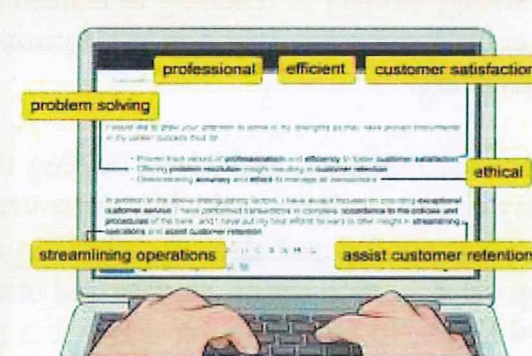
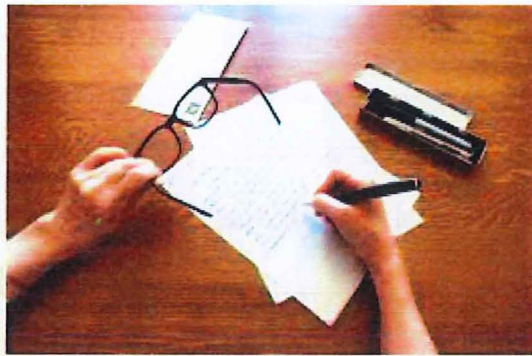
i. How will you avoid and/or address these problem areas in your lesson?

- Providing personalized guidance to check the possible wrong use of a specific linking word.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials needed
		Teacher will...	Students will...		
5 Minutes	Preparation	<ul style="list-style-type: none"> Show images with possible ways a person can solicitate a job and ask questions related to them. 	<ul style="list-style-type: none"> Analyze the images and share responses. 	T - S V A	Marker Board
19 Minutes	Drafting	<ul style="list-style-type: none"> Show and explain by chunks a sample email that includes the parts and structure of a formal email. Show the full email. Give out sheets and ask to write a formal email using the instructions given based on the following prompt: "Solicitating a job". Show the "linking words chart" and ask to use it. Monitor progress. 	<ul style="list-style-type: none"> Analyze the sample email by chunks. Analyze the full email. Write a formal email based on the prompt. Use the "linking words chart". Ask for help if needed. 	T - S V A	PPT Sheets Pen or pencil
14 Minutes	Revising and Editing	<ul style="list-style-type: none"> Show the "peer editing symbols guide" and ask to use it. Ask to exchange their drafts with a classmate to revise it. Help with corrections if needed. Solicitatie to give back drafts. Ask to write down their final email with the corrections made. 	<ul style="list-style-type: none"> Analyze the peer editing symbols guide. Exchange their drafts. Ask for corrections if needed. Return drafts. Write down their final emails with the corrections made. 	S - S V K	Drafts Peer editing symbols guide Pen or pencil
7 Minutes	Extension	<ul style="list-style-type: none"> Ask to post their final emails on the whiteboard. Select some students to choose the most formal email based on the format using the stickers given. 	<ul style="list-style-type: none"> Post their emails on the whiteboard. Participate and choose the most formal email using a sticker. 	T - S	Final emails Tape Stickers

ANNEXES

• Annex 1



- Annex 2

July 8, 2025	→	Date
Mr. David Chen	→	Receiver's info
Manta, Ecuador	→	Address
Applying for Teaching Job – Adrian Macias – Elementary Education		→ Subject
Dear Mr. Chen,		
I am writing to show my strong interest in teaching at Harmony Elementary School. I have heard great things about your school, and in my opinion , your focus on student learning is truly inspiring.		
I have three years of experience teaching, and I love helping them learn and grow. As a result , I've seen many of my students make big improvements; therefore , I believe my ability to make lessons fun and clear would be a good fit for your school. Moreover , I am good at working with parents and other teachers to help every child succeed. In addition , I know how important it is to create a safe and welcoming classroom for everyone.		
Although I didn't see a specific teaching job posted right now, I wanted to reach out. I've attached my resume in order to give you more details about my teaching background and what I've achieved.		
I would be happy to talk more about how I can help Harmony Elementary School. Eventually , I hope we can connect soon.		
Thank you for your time.		
Sincerely,		
Adrian Macias.	→	Sender's signature

- Annexes 3 - 4

Consequence	Contrast	Adding Ideas
<ul style="list-style-type: none"> – As a result – Thus – So – Therefore – As a consequence – Eventually – That's why 	<ul style="list-style-type: none"> – However – But – Yet – Whereas – While – On the one hand – On the other hand 	<ul style="list-style-type: none"> – Moreover – Also – Besides – In addition – What's more – Not only ... but also
Opinion	Concession	Purpose
<ul style="list-style-type: none"> – In my opinion – As far as I'm concern – To my mind – It seems to me that... 	<ul style="list-style-type: none"> – Even though – But for – Despite – Apart from – Although – Though 	<ul style="list-style-type: none"> – To – So that – So as to – In order to

EDITING SYMBOLS GUIDE

Grammar mistake: G.M

Word order: W.O

Spelling: S

Capital letter: C.L

Punctuation: P

- Annex 5



Journal 5: Writing

The preparation, drafting, revising, editing, and extension stages framework represents the last phase, but not least, of the TEFL planning meant for the writing skill. Being a productive skill makes it strongly important to be taught and assessed as well. According to the NFC Academy, students who develop their writing skills will better execute flawless essays, complete homework faster and better, and boost their grade point average with minimal effort. The path to reach this goal will be reviewed in the expectations, new learnings, experiences, and ideas sections below.

Starting with the expectations about planning a writing lesson plan were simple, to put into practice the knowledge previously acquired as well as the opportunity to be creative; therefore, I could include those activities to make this lesson plan meaningful for my students.

My feelings are mixed too. Although I like and enjoy the process of planning, I consider that the writing skill itself could be tiring for those students who do not find joy in the English language as others and that is a crucial aspect. The reason why is that at the moment of planning, I should select the appropriate tasks to encourage students to create drafts, and revise and edit their pieces of writing.

Continuing with the new learnings that I did not have before the writing process of this journal, they include the importance of drafting when creating a text. According to Ruchi Das (2020), Drafts help you to organize your ideas into words. Before the final ideas are read by the target audience, it is a must to put them into initial thoughts as they evolve with the revising and editing procedures. Determining the exact audience that your text is meant to catch is also a first. According to the University System of Maryland, knowing your audience guides you on how to

structure your text, what kind of language and tone to use, what sort of information to use, and how to progress into topics.

My experiences during Pre-service teaching in the matter of the student's writing skills were quite interesting. While some students demonstrated that they had the background of writing to create coherent and well-structured texts, some others showed their struggle to even form simple sentences before the final text. The issue with this scenario goes back, as it was brought to my attention that specific students did not even know how to properly write in Spanish; consequently, it would be a reason why they also struggled to write in English. I consider that this issue is most likely to be solved with personalized tutorship to locate the root of the writing issue and make use of the knowledge we must improve our students' skills and writing abilities.

Some ideas to be used in real writing lessons include going by stages, to make the writing process more meaningful and enjoyable for the student including Preparation, drafting, revising, editing, and extension.

The importance of the writing process is its relevance for communication purposes in general. Not every single piece of information we receive comes from reading, listening, or speaking to someone, as there is data determined to be on a piece of paper and doing it correctly. Each step must be done correctly; hence, this will be a way to inspire others to write and share their passion for writing.

To conclude, it is crucial to keep in mind that every person writes in a different way and it is okay to make mistakes. That is the reason why going by stages and knowing the audience is vital, as well as keeping average expectations and documenting results.

REFERENCES

Das, R. (2020). 5 Reasons Drafts Are Important to Writing. <https://writingcooperative.com/5-reasons-drafts-are-important-to-writing-7124a1717e5>

NFC Academy (n/d). The importance of writing skills for students.
<https://nfcacademy.com/blog/the-importance-of-writing-skills-for-students/>

University of Maryland Global Campus (n/d). The Writing Process.
<https://www.umgc.edu/current-students/learning-resources/writing-center/online-guide-to-writing/tutorial/chapter2/ch2-01>

Demonstrative Lesson

Solicitating a Job

B1 Class

Writing Skill

Preparation 5 min

What are
the **possible**
ways a
person can
ask for a
job?



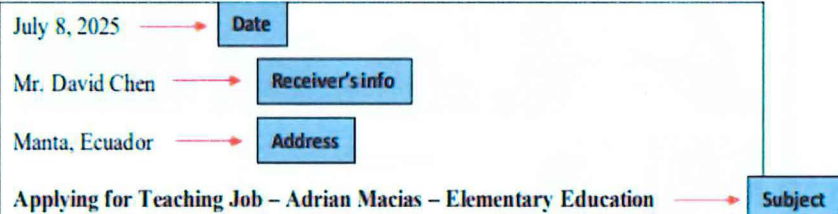
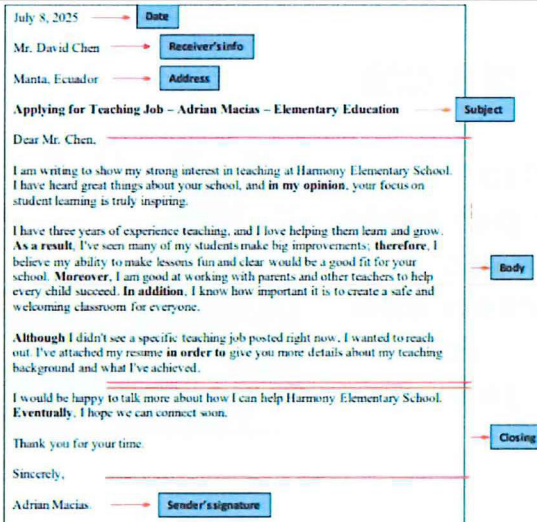
Preparation 5 min



Drafting

19 min

Parts and Structure of a formal email



Dear Mr. Chen,

I am writing to show my strong interest in teaching at Harmony Elementary School. I have heard great things about your school, and **in my opinion**, your focus on student learning is truly inspiring.

I have three years of experience teaching, and I love helping them learn and grow. **As a result**, I've seen many of my students make big improvements; **therefore**, I believe my ability to make lessons fun and clear would be a good fit for your school. **Moreover**, I am good at working with parents and other teachers to help every child succeed. **In addition**, I know how important it is to create a safe and welcoming classroom for everyone.

Although I didn't see a specific teaching job posted right now, I wanted to reach out. I've attached my resume **in order to** give you more details about my teaching background and what I've achieved.

Body

I would be happy to talk more about how I can help Harmony Elementary School. **Eventually**, I hope we can connect soon.

Thank you for your time.

Sincerely,

Adrian Macias.

Sender's signature

Closing

Drafting

19 min



Write a draft of an email soliciting a job. You can make use of the linking words table

Linking Words Table

Consequence	Contrast	Adding Ideas
<ul style="list-style-type: none">- As a result- Thus- So- Therefore- As a consequence- Eventually- That's why	<ul style="list-style-type: none">- However- But- Yet- Whereas- While- On the one hand- On the other hand	<ul style="list-style-type: none">- Moreover- Also- Besides- In addition- What's more- Not only ... but also
Opinion	Concession	Purpose
<ul style="list-style-type: none">- In my opinion- As far as I'm concern- To my mind- It seems to me that...	<ul style="list-style-type: none">- Even though- But for- Despite- Apart from- Although- Though	<ul style="list-style-type: none">- To- So that- So as to- In order to

Revising and Editing

14 min

Exchange your draft with a classmate and make use of the **Editing Symbols Guide to help with corrections if needed.**

EDITING SYMBOLS GUIDE

Grammar mistake:

Word order:

Spelling:

Capital letter:

Punctuation:

Revising and Editing

14 min

Return the drafts and **rewrite the **final version** of your email with the corrections made.**

Extension

7 min

Post your final e-mail on the whiteboard and then **choose the most formal one using a sticker.**

Please consider the format previously shown.



Recommendations

To enhance our lesson plans and their delivery, we have to take several aspects into consideration. At the moment of creation of the speaking lesson plans it is crucial to incorporate visual, auditory, or audiovisual resources that can effectively grab their attention and establish context. Additionally, employing open-ended questions can help students to reflect on their existing knowledge and make predictions about the topic.

In addition, we should provide clear and concise explanations of the vocabulary and grammar structures featured in the lesson. This can be achieved by using illustrative examples and exercises to demonstrate correct usage; furthermore, encouraging student participation. Creating opportunities for students to practice English in authentic, meaningful contexts is essential as well. This could involve fostering oral communication through activities that motivate students to express their expertise in the language.

It is also vital to define clear and achievable learning objectives for each lesson. This includes identifying the specific content to be taught and the necessary materials. Crucially, lessons must be adapted to suit students' language proficiency levels and individual needs.

Finally, we must assess student progress and the achievement of the learning objectives set accomplish. Keep in mind that providing individualized feedback to students and offering chances to address doubts and improve performance are also key components.

Conclusions

My experience in teaching English has been both enriching and effective, thanks to the application of the TEFL models for each skill. These frameworks emphasize on the learning process, ensuring that students are actively engaged and acquire lasting language knowledge.

The ECRIF model, which focuses on "Encounter, Clarify, Remember, Internalize, and Fluency," has proven to be particularly valuable in teaching a new language. It ensures that students encounter relevant and meaningful content for communicative contexts, which is fundamental for deep learning.

Similarly, the PDP model, with its pre-during-post stages, means a critical model to establish well-defined learning objectives and employing effective teaching strategies throughout the lesson. The implementation of interactive and varied techniques during the lesson itself fosters a stimulating and dynamic learning environment.

Moreover, the PDREE model represents a structured framework and its student-based approach, allowing students to develop their writing skills while making mistakes and checking them; consequently, reflecting in the aspects that could have gone better and how to apply these new abilities for future pieces of writing.

In summary, the combined use of the ECRIF, PDP and PDREE models in my English pre-teaching has been highly enriching. This approach has promoted active learning, a thorough understanding of the material, and the development of meaningful language skills. Ultimately, these models have positively affected the students' learning journey and helped me grow into a more prepared English language educator.

REFERENCE LIST

Abata, F & Gavilanes, G. (2024). *Pre-service teachers' experiences with peer teaching using (ECRIF) and (PDP) framework*. Revista UTCiencia 1-16, 2024.

<http://investigacion.utc.edu.ec/index.php/utciencia/article/view/634>

Acevedo, M et al. (2018). *The development of ninth graders' listening comprehension skills, section 'A', through the PDP framework using schoology at C.E. Napoleón Ríos in 2018*.

<https://repositorio.ues.edu.sv/items/f771a700-1249-440c-866c-9ee0caebac45>

Bounab, S. (n/d). *How to teach A- PDP – Reading Lesson?* Scribd.

<https://es.scribd.com/doc/257873985/How-to-Teach-a-Pdp-Reading-Lesson-2>

Caisaguano, F. (2022). *ECRIF framework en el desarrollo del vocabulario del idioma inglés*.

<https://www.dspace.uce.edu.ec/entities/publication/cc9d1291-26a2-42a9-8280-8c30cfdb5172>

Das, R. (2020). 5 Reasons Drafts Are Important to Writing. <https://writingcooperative.com/5-reasons-drafts-are-important-to-writing-7124a1717e5>

ECRIF Commentary (n/d). *ECRIF: Seeing Learning. Commentary on ECRIF reflection*.

<https://www.ecrif.com/ecrif-commentary.html>

Elttguide (2020). *Do you know what ECRIF is?* <https://elttguide.com/do-you-know-what-ecrif-is/#:~:text=ECRIF%20is%20a%20framework%20for,is%20doing%20during%20the%20lesson.>

English Grammar Today. 'Future: Be going to (I am going to work)'.

<https://dictionary.cambridge.org/es/gramatica/gramatica-britanica/future-be-going-to-i-am-going-to-work>

Fausiani (2017). *The Use of Meaning, Use, Form (MUF) Framework in Teaching (A Pre-Experimental Research at the Seventh Grade Students of SMPN 24 Makassar)*. Makassar Muhammadiyah University. https://digilibadmin.unismuh.ac.id/upload/782-Full_Text.pdf

Gul et al. (2022). *EXPLORING THE THREE-DIMENSIONAL GRAMMAR FRAMEWORK: A CASE-STUDY OF MODAL VERBS AT ENGLISH LANGUAGE CENTERS IN QUETTA, BALOCHISTAN, PAKISTAN*. Pak. Journal of Int'L Affairs, Vol 5, Issue 4.
<https://pjia.com.pk/index.php/pjia/article/download/643/461#:~:text=The%20form%2C%20context%20and%20use,shape%20is%20about%20the%20arrangements>

Hullet, L. (2021). *How do I plan a reading lesson?* Quora. <https://www.quora.com/How-do-I-plan-a-reading-lesson>

iSLCollective (n/d). *BE GOING TO – To express future*. <https://en.islcollective.com/english-esl-worksheets/grammar-practice/grammar-exercises-with-picture/future-be-going-to/be-going-to-to-express-future/61546>

Jones, C. (2023). Vocabulary Meaning, Form and Use – How to Really Level Up Your English. <https://www.getsetgoenglish.co.uk/post/vocabulary-meaning-form-and-use>

Larsen-Freeman, D. (2001) *Teaching Grammar*.
<https://woucentral.weebly.com/uploads/7/4/6/9/7469707/larsen-freeman.pdf>

McLellan, C. (2019). 'Be going to' en inglés. *British Council*.
<https://www.britishcouncil.es/blog/be-going-to>

NFC Academy (n/d). The importance of writing skills for students.

<https://nfcacademy.com/blog/the-importance-of-writing-skills-for-students/>

Pinterest (n/d). *Grammar Worksheet. Going to: Questions. Word Order.*

<https://es.pinterest.com/pin/50595195807507240/>

Povey, E. (n/d). *PDP Framework Reading: What is PDP?*

https://www.edwardtesol.com/uploads/2/6/5/8/26581579/pdp_framework_reading.pdf

Srilakshmi, M. et al (2022). *The Effect of Pre, While, and Post Listening Activities on Developing EFL Student's Listening Skills.*

<https://tpls.academypublication.com/index.php/tpls/article/view/3783>

TESOL School (n/d). *Speaking for Young Learners.*

https://www.edwardtesol.com/uploads/2/6/5/8/26581579/reading_3_-_chapter_11_the_routledge_handbook_of_teaching_english_to_young_learners.pdf

University of Maryland Global Campus (n/d). The Writing Process.

<https://www.umgc.edu/current-students/learning-resources/writing-center/online-guide-to-writing/tutorial/chapter2/ch2-01>