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TEMA:

TEFL Application Process

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Descripción del Trabajo:

El presente trabajo de investigación tiene como objetivo la comprensión y aplicación de los diferentes marcos metodológicos esenciales para la enseñanza del inglés como lengua extranjera. Con el propósito de reconocer las diversas actividades prácticas y reconocer la importancia de estructurar lecciones y actividades con instrucciones claras que se centren en las cuatro habilidades lingüísticas: hablar, escuchar, leer y escribir.
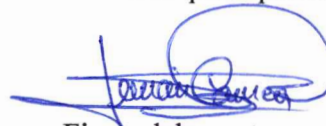
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CERTIFICO

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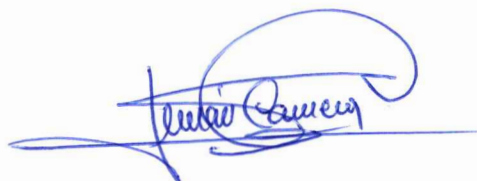
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La presente investigación ha sido desarrollada en apego al cumplimiento de los requisitos académicos exigidos por el Reglamento de Régimen Académico y en concordancia con los lineamientos internos de la opción de titulación en mención, reuniendo y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

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CARRERA MORENO GERMAN WENCESLAO
Docente Tutor

Curricular integration model

Resumen

Este trabajo práctico examina la aplicación conjunta de los cuatro marcos en la enseñanza del inglés como lengua extranjera: ECRIF (Encuentro, Clarificación, Recordación, Internalización, Fluidez), FMU (Forma, Significado, Uso), PDP (Pre-, Durante, Post) y PDREE (Preparación, Redacción, Revisión, Edición, Extensión). El modelo FMU se basa en la estructura de la lengua, considerando la forma, el significado y el uso en diversos contextos, garantizando así un aprendizaje dinámico y funcional. El marco ECRIF se centra en la expresión oral mediante etapas secuenciales que facilitan al alumnado el desarrollo de un lenguaje auténtico, la resolución de dudas y el refuerzo del contenido. El PDP planifica la comprensión auditiva y lectora en tres fases: antes, durante y después, promoviendo así la motivación de los conocimientos previos. Finalmente, el PDREE es un modelo estructurado de escritura que guía al alumnado desde la planificación hasta la extensión. La integración de estos marcos ofrece un marco metodológico completo y equilibrado para fomentar el desarrollo de las cuatro habilidades lingüísticas, contribuyendo a un aprendizaje progresivo y significativo, optimizado para diversos contextos educativos.

Palabras claves

ECRIF, FMU, PDP, PDREE, TEFL, estructura de la lengua, expresión oral, comprensión auditiva, escritura.

Abstract

This practical work examines the joint application of the four frameworks in teaching English as a foreign language: ECRIF (Encounter, Clarification, Recall, Internalization, Fluency), FMU (Form, Meaning, Use), PDP (Pre-, During, Post) and PDREE (Preparation, Drafting, Revision, Editing, Extension). The FMU model is based on the structure of language, considering form, meaning and use in various contexts, thus ensuring dynamic and functional learning. The ECRIF framework focuses on oral expression through sequential stages that facilitate learners' development of authentic language, resolution of doubts and reinforcement of content. The PDP plans listening and reading comprehension in three phases: before, during and after, thus promoting the motivation of prior knowledge. Finally, the PDREE is a structured writing model that guides students from planning to extension. The integration of these frameworks offers a complete and balanced methodological framework to foster the development of the four language skills, contributing to progressive and meaningful learning, optimized for various educational contexts.

Keywords

ECRIF, FMU, PDP, PDREE, TEFL, language structure, speaking, listening, writing.

Introduction

The following focuses on understanding and applying the different methodological frameworks essential in teaching English as a foreign language. Through different practical activities, I have come to recognize the importance of structuring lessons and activities with clear instructions that focus on the four language skills: speaking, listening, reading and writing.

On the one hand, the FMU (Form, Meaning and Use) model has enhanced this approach by helping learners to better understand grammar, focusing not only on structure but also on meaning and use, applying it in real contexts. The ECRIF (Encounter, Clarify, Remember, Internalize, Fluency) model has proven useful for oral proficiency. Planning each activity around concrete communicative objectives set in real contexts.

On the other hand, the PDP (Pre-, During, Post) framework has proven to be an effective tool for comprehension listening and reading comprehension. This framework organizes activities into three stages before, during and after and in the during stage into before, during and after, thus helping learners to have greater comprehension, reflection and engagement with both written and oral texts. It allows classes to be much more interactive and adaptable for learners.

Finally, the PDREE (preparation, drafting, revising, editing, and extension) model has offered a way to instruct students in the production of written work. Although writing is often overwhelming, this method with manageable stages has made it much more accessible and useful in the classroom, promoting peer self-correction, metacognitive skills, and clear expression.

In conclusion, the use of the ECRIF, FMU, PDP and PDREE models has helped me to understand the importance of these structured methods in English language teaching, as they allow each skill to be taught in the right way. These frameworks guide students step by step to develop each activity, developing not only their skills but also their confidence and participation.

MODULE 1: FMU LANGUAGE ANALYSIS

FMU Analysis of: Present Simple – "*Short answers and long answers*"

FORM

1. Affirmative

Structure:

- Subject + verb (base form for I/You/We/They or with -s/es/ies for He/She/It) + complement.

Examples:

1. They go to the park on weekends.
2. She reads books every day.
3. She goes to the park on weekends.
4. He studies English every evening.

2. Negative

Structure:

- Subject + do/does not (don't/doesn't) + verb (base form) + complement.

Examples:

1. He does not (doesn't) like coffee.
2. We do not (don't) watch TV often.

3. Interrogative (Questions)

Structure:

- Do/Does + subject + verb (base form) + complement +?

Examples:

1. Does she cook dinner every night?
2. Do they play soccer after school?

Negative questions:

    Structure:

- Don't/Doesn't + subject + verb (base form) + complement +?

    Examples:

1. Doesn't she cook dinner every night?

2. Don't they play soccer after school?

Short and Long Answers for Questions

Affirmative Short and Long Answers

Structure:

- Short answer: Yes, subject + do/does.

- Long answer: Yes, subject + verb (base form for I/You/We/They or with -s for He/She/It) + complement.

Examples:

1. Question: *Does she cook dinner every night?*
   Short answer: *Yes, she does.*
   Long answer: *Yes, she cooks dinner every night.*

2. Question: *Do they play soccer after school?*
   Short answer: *Yes, they do.*
   Long answer: *Yes, they play soccer after school.*

Negative Short and Long Answers

Structure:

- Short answer: No, subject + do/does not (don't/doesn't).

- Long answer: No, subject + do/does not (don't/doesn't) + verb (base form) + complement.

Examples:

1. Question: *Does she cook dinner every night?*
   Short answer: *No, she doesn't.*
   Long answer: *No, she doesn't cook dinner every night.*

2. Question: *Do they play soccer after school?*
   Short answer: *No, they don't.*
   Long answer: *No, they don't play soccer after school.*

MEANING

- Present Simple is a tense that expresses actions or states that are habitual, general, or permanent. It reflects facts, routines, or universal truths.

USE

• **Habitual Actions:** Refers to actions that occur regularly or as part of a routine. These are activities that people do frequently or consistently over time.

- Example:
  - She drinks coffee every morning.

• **General Truths:** Denotes facts or statements universally accepted as true and not subject to change. These are observations or principles that are generally recognized as accurate.

- Example:
  - The sun rises in the east.

• **Scheduled Events:** Relates to events that are planned or organized to occur at specific times. These are occurrences that follow a timetable or schedule.
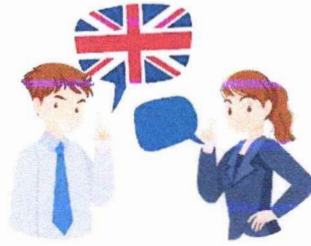
- Example:
  - The train leaves at 9 PM.

ANTICIPATED DIFFICULTIES

- **Confusion between short and long answers:**
  - Students might mistakenly use long answers when short answers are more appropriate and vice versa.

- **Incorrect use of auxiliary verbs (do/does) in questions and negatives:**
  - Students might forget to use "do/does" in questions or negatives, leading to incorrect sentences.

- **Overuse of -s/es/ies with all subjects:**
  - Some students might add -s/es/ies to verbs with all subjects instead of only with "he/she/it".

COMPREHENSION-CHECKING QUESTIONS

- **Does he speak English?**

- **Do they play football?**

- **Where do you live?**

TEACHING IDEAS

- **Daily Routine Charts:** Teacher will provide materials for creating charts or posters, such as paper, markers, and example template and Student will: Create a chart or poster illustrating their daily routines using Present Simple. They will draw or write about activities they do each day, such as "I wake up at 7 AM" or "I eat lunch at 12 PM."
- **Fill-in-the-Blanks Exercise:** Teacher will: Provide a worksheet with sentences that have missing verbs in Present Simple, Student will: Complete the worksheet by filling in the blanks with the correct form of the verb, such as "She ____ (eat) breakfast at 8 AM."

Fill in the blanks exercise

Fill in the blanks and practice the conversation with your classmates.

Tom: Hi, Sarah! What _____ (your brother/do) after school?

Sarah: Hi, Tom! He _____ (play) the guitar. He _____ (practice) every day.

Tom: That sounds fun! _____ (he/enjoy) playing the guitar?

Sarah: Yes, he _____ (love) it! He _____ (take) lessons twice a week.

Tom: And what about you? What _____ (you/do) after school?

Sarah: I _____ (go) to dance class. My sister _____ (come) with me sometimes.

Tom: _____ dancing too?

Sarah: Yes, she _____(enjoy) it, but she _____ (not/go) every time because she _____ (have) a lot of homework.

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- "Present Simple." British Council Learn English, https://learnenglish.britishcouncil.org/grammar/beginner-to-pre-intermediate/present-simple. Accessed 3 Sep. 2024.

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Journal 1: FMU Language Analysis

Analyzing form, meaning, and use (FMU) in language teaching has transformed how educators approach grammar teaching. Traditionally taught as a set of rules to be memorized, grammar is now understood as the interaction between form (structure), meaning (semantics), and use (pragmatics). This approach allows students to use the language more effectively in real-life situations, especially when speaking, where fluency and appropriateness are key. Below, I will present some of the most relevant experiences and lessons learned in the form, meaning, and use analysis.

First of all, my expectations regarding Form Meaning and Use (FMU) are focused on how this approach can help me as a future teacher to transform the teaching of grammar, I am looking forward to learn much more and to know how this approach offers a different teaching method and not the typical memorization we were taught since we were kids, although it is still very difficult for me to understand how there is an approach that will help me to implement and teach grammar better, I hope to explore much more of this approach and all its benefits in order to make learning a safe and practical space for my future students, using it in real and dynamic contexts.

Once I expressed my expectations and feelings, I gained new perspectives. One of the most essential aspects of FMU (form, meaning and use) is that the union of these three elements makes grammar teaching more dynamic and complete. It is for this reason that Ellis (2020) emphasizes that the teaching of grammar should go beyond isolated rules and focus on the use of language in meaningful communicative contexts, i.e. not just memorizing the structure but using it in real contexts. Similarly, Nassaji (2021) argues that contextualized grammar teaching improves students' comprehension and long-term retention by showing how language works in real situations, since teachers often send a list of verbs to memorize but then never put them into practice and these are often forgotten by students over time.

An additional perspective derived from the analysis of FMU is the crucial role of learners' conscious attention in the acquisition of a new language. This is why Schmidt (2020) highlights that conscious attention to linguistic features allows learners to internalize forms more effectively, becoming an essential element that connects form with meaning in FMU, which implies that when we witness a traditional English class the learners' attention is usually not the best as they tend to find it boring or repetitive, instead if a class is applied using real contexts with a flexible use of language and not only where the teacher talks all the time great results will be seen.

The last significant learning from FMU is the importance of pragmatics in language teaching. Leung and Spencer-Oatey (2022) argue that incorporating pragmatics into FMU-based instruction improves learners' ability to manage nuanced interactions, which contributes to a richer and more functional understanding of language use in different settings. They imply that teaching not only grammar and vocabulary, but also how to speak correctly in different real-life situations, will enable learners not only to master the content, but also to apply it and communicate effectively.

Continuing with new learnings, I will present my expectations and experiences as the third point during my internship. Throughout my teaching practice, I have observed that what students find most difficult is grammar, and not memorizing all the rules makes them feel that

English is not for them or that they will never be able to learn this language. One of the mistakes I have noticed is the traditional approach to grammar, which involves repeating the verbs 20 times in a notebook and memorizing a list of 100 verbs for the next class. Once these verbs have been memorized, they are no longer practiced, and this is one of the points I observed during my internship. In other words, once the students learned the topic, it was not practiced again in the following classes, nor were dynamic activities created to help students learn grammar. Even when I told the teachers about FMU, they were unfamiliar with the topic and could not apply it in their classes. Incorporating FMU into my classes will help me as a teacher to teach grammar differently, so that students realize that it is not just about memorization, but that they can understand each point through real contexts and practice.

Speaking of my experiences during my internships, I will now talk about the importance of FMU analysis for teachers. Understanding the FMU framework (form, meaning and usage) is essential for me as a future teacher and for all teachers around the world, as I believe that grammar should not be taught as a set of rules but on the contrary using each element to apply it in a real context, By this I mean that future teachers should learn and understand that this is the best method and for teachers who have a long trajectory to be trained and understand that it is good to innovate and apply the best teaching techniques. In this way as teachers, we help students to improve their retention between form, meaning and use, thus improving the dynamics of the classroom with much more participation and better results.

In sum, incorporating the analysis of Form, Meaning and Use (FMU) has transformed my way of teaching grammar, since I considered that the way I was taught it was the only way but now that I know that there is another more dynamic alternative, I plan to apply it always in my classes. This has allowed me to show that grammar and vocabulary are very important but if we do not apply it to real contexts and the students do not learn to communicate better it will not help their process and their retentiveness. I am excited to start my professional life and implement this method in my classes to motivate the students in this way.

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MODULE 2: ECRIF

Speaking Lesson Plan

Level: A2

Action points

1. **Time management.**

2. TTT (Teacher Talking Time)

What are your Students' Learning Objectives for the lesson?

By the end of the lesson, SWBAT **use** the present simple **to** talk about different activities that students do or do not do at home **in** a role play.

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

- During Activity 1, I will check pronunciation and the correct use of the simple present.

- In Activity 2, I will check the correct use of the simple present in the conversation.

- In Activity 3, I will check pronunciation and fluency during the role play.

Preliminary considerations:

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

    - Students know the vocabulary of daily activities at home.

    - Students know the basic, regular, and irregular verbs.

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

    - Students may incorrectly use "do" and "does" in their sentences.
    - Students may have difficulty adding "s," "es," or "ies" to the third-person singular form.

    - Lack of motivation to speak about their activities.

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

    - Giving different examples, taking into consideration the present simple.

    - Incorporating interactive and creative activities motivates students to share their activities.

Time 45 minutes	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will…	**Students will…**		
2 min	Encounter	• Make brainstorming about activities students do at home. • Ask students: Tell me what activities you usually do at home.	• Say the names of different activities.	T-S	Board Markers
8 min	Clarify	• Present FMU structure. • Present images about activities. • Ask some CCQ about some activities using the present simple. 1. Does he speak English? 2. Do they play football? 3. Do you live in Ecuador?	• Understand the correct use of verbs with third persons. • Answer the questions based on the images presented by the teacher.	T - S	Projector Board
5 min	Remember	• Give students a dialogue. • Give instructions for the Onion-Ring and Look Up and Say activity. Model the activity.	**Activity 1** • Practice dialogue with different classmates.	T-S	Board
10 min	Internalize	• Give a worksheet of the Activity 2. • Give instructions to practice speaking in 2 rows. • Model the activity.	**Activity 2** • Fill in the blanks. • Check answers with classmates. • Correct mistakes. • Practice the conversation.	T-S	Pencil Workshop

20 min	Fluency	• Divide into groups of 4. • Give instructions for the Role Play Activity. • Give students feedback when needed.	**Activity 3** **Role Play Activity** • Create a Role Play about activities they do or not at home using the present simple. • Practice the Role Play. • Present the Role Play in front of the class.	S-S	Board Market Paper Pencil

Activities

Clarify:

Affirmative Short and Long Answers

Structure:

- Short answer: Yes, subject + do/does.
- Long answer: Yes, subject + verb (base form for I/You/We/They or with -s for He/She/It) + complement.

Examples:

1. Question: *Does she cook dinner every night?*
   Short answer: *Yes, she does.*
   Long answer: *Yes, she cooks dinner every night.*

2. Question: *Do they play soccer after school?*
   Short answer: *Yes, they do.*
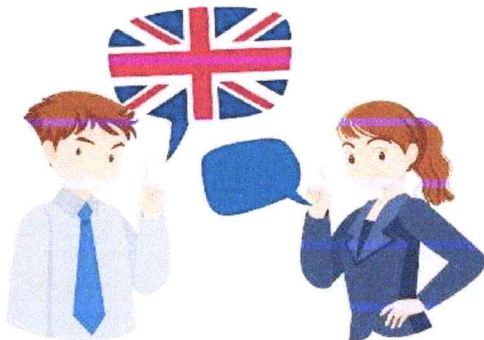   Long answer: *Yes, they play soccer after school.*

Negative Short and Long Answers

Structure:

- Short answer: No, subject + do/does not (don't/doesn't).
- Long answer: No, subject + do/does not (don't/doesn't) + verb (base form) + complement.

Examples:

1. Question: *Does she cook dinner every night?*
   Short answer: *No, she doesn't.*
   Long answer: *No, she doesn't cook dinner every night.*

2. Question: *Do they play soccer after school?*
   Short answer: *No, they don't.*
   Long answer: *No, they don't play soccer after school.*

Activity 1

Remember:

Dialogue

Anna: Hi, John! What do you usually do on weekends?

John: Hi, Anna! On weekends, I usually play football with my friends. How about you? What do you do?

Anna: I usually visit my grandparents. They live in the countryside, and I go there every Saturday.

John: That sounds nice! Do you stay there all weekends?

Anna: No, I only stay for the day. I come back home in the evening. What do you do after playing football?

John: After football, I often watch movies or play video games. Sometimes I go out with my family.

Anna: Do you ever go to the park?

John: Yes, I do! My family and I go to the park every Sunday. We have a picnic there.

Anna: That sounds like fun! I never have picnics. Maybe I should try it sometime.

Internalize:

Activity 2

Fill in the blanks and practice the conversation with your classmates.

Tom: Hi, Sarah! What _____ (your brother/do) after school?

Sarah: Hi, Tom! He _____ (play) the guitar. He _____ (practice) every day.

Tom: That sounds fun! _____ (he/enjoy) playing the guitar?

Sarah: Yes, he _____ (love) it! He _____ (take) lessons twice a week.

Tom: And what about you? What _____ (you/do) after school?

Sarah: I _____ (go) to dance class. My sister _____ (come) with me sometimes.

Tom: _____ dancing too?

Sarah: Yes, she _____(enjoy) it, but she _____ (not/go) every time because she _____ (have) a lot of homework.

Journal 2: ECRIF

The ECRIF (Encounter, Clarify, Remember, Internalize, Fluency) framework is an approach used for speaking lessons in English language teaching. This approach emphasizes the importance of communication is a valuable approach to designing classroom speaking lessons for students to improve their fluency and confidence in real-life contexts, and structured lessons allow students to develop their communicative ability. In this review, I will present the main experiences and learnings related to the ECRIF model in speaking classrooms.

My expectations for the ECRIF speaking lesson plan are mainly focused on how this structured approach can help students to improve their communicative skills, I mean we know that many times because of embarrassment or fear of mispronouncing students do not want to practice in class, but hearing about this approach that allows students to put into practice the knowledge they already know in real contexts motivates me a lot. Although I consider that ECRIF will take a lot of preparation as a future teacher, I think it is a great challenge if it improves the educational quality of the students. I am looking forward to seeing all the advantages and the union between the theory of language and communication in real contexts.

After presenting my initial expectations and reflections, I have also inquired about the importance of each stage of the ECRIF framework, that is why we find the "Encounter" phase which is the first appearance of the teacher with the student allowing the first interaction with a first idea of what the class will be about, then we find another very important phase which is "Clarify", this idea is supported by Nation and Webb (2021), who state that this phase helps students to thoroughly understand the linguistic features, This means that in this part students not only memorize the grammatical rule, but also understand it and are ready to apply it in a real context. For this reason, in this phase CCQ questions are implemented to check if the students understood and are ready for the third phase, which is the recall phase, where students through practical activities consolidate their knowledge and reinforce each point through linguistic skills in conversations.

Another valuable insight I have gained from the ECRIF model is the "Internalization" stage. Ellis and Shintani (2022) explain that this phase offers students varied and meaningful practice opportunities, helping them deepen and understand each topic so that the content will endure long-term. This development improves and strengthens students' confidence, as they can communicate more spontaneously and in real-life contexts with topics they already understand. Furthermore, VanPatten and Williams (2021) highlight that the "fluency" stage encourages students to express themselves freely and spontaneously, allowing them to focus more on conveying meaning than on form. This implies that at this stage, students are freer. They are not presented with a dialogue about what they should say, instead, they must create it based on what they have learned and present it in class, which promotes greater flexibility and ease in speaking. Overall, these stages help students move from teacher-controlled practices to freedom and fluency in language use.

A final valuable insight from the ECRIF approach is its focus on promoting students' speaking strength and confidence. Mercer (2020) supports this perspective, explaining that collaborative activities within the ECRIF framework not only develop students' speaking skills but also

facilitate peer learning. Evidencing that many of the stages of this framework are worked on in pairs or groups, helping students support each other in completing activities presented in class, creating safe spaces that allow students to feel comfortable making mistakes and learning from them.

Continuing with the new learnings, I will present my expectations and experiences during my internships as a third point. Throughout my teaching practices, I have observed that students present problems to express themselves and many times it is for fear that their classmates will make fun if they mispronounce something, other times they have the vocabulary and grammar but do not know how to implement it in a dialogue, for example many times I noticed that they did not participate making the teacher's work difficult but the reality is that a model like ECRIF is never evidenced that allows with each phase a correct distribution thus achieving that students understand the grammar but then put it into practice in dynamic activities, Another thing that is evident is that teachers decide to stay with the teaching they had and not vary many classes used to be repetitive and did not show an interest in the students, but the day I gave my class with this format the students loved it they did not feel that I had spent 45 minutes they really liked working as a team and creating a role play a dynamic activity that they had never heard.

Once I have discussed my experiences during internships, I will now address some of the issues that can be addressed with the ECRIF framework. From my point of view, one of the main challenges is student participation and unwillingness to participate, but through these phases like encounter and clarify it helps to create an environment where students feel more confident and willing to participate in classes, We also have remember and internalize that create a space where students learn new content and then put it into practice with dynamic activities and finally we have fluency where they will feel free to create a dialogue without fear of being corrected instantly and be much more spontaneous. I believe this approach will help students' accuracy and fluency, which from my point of view makes ECRIF an aid in teaching speaking.

After discussing the issues, I plan to use several strategies in speaking lessons through the ECRIF framework. I believe that the use of dynamic activities helps students a lot, for example, activities such as Role-plays that allow the participation of all students in group activities with scenarios such as asking for food, asking for directions, etc. using a grammatical rule already learned, as well as in the stage of remembering or internalizing a very good activity is the onion ring where all students talk but the best thing is that at the time of the movement everyone talks to everyone and not only with the same friend as always thus achieving a favorable environment, other ideas that can be implemented are the debate that through points of view all students participate, as well as videos, interview, show and tell are not the typical activities and in the stage of fluency that is free students can implement it.

In conclusion, the ECRIF framework has marked a big change in the way I want to teach speaking, since by dividing the process into stages such as Encounter, Clarification, Recall, Internalization and Fluency, it has been clearer for me to guide students step by step and in turn help them gain the confidence to express what they really know and not feel blocked by fear or pressure, so I consider that this method helps reduce anxiety by encouraging them to speak

without fear of making mistakes. I am sure that this approach contributes to the linguistic development of all students.

References

Ellis, R., & Shintani, N. (2022). Exploring language pedagogy through second language acquisition research (2nd ed.). Routledge.

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Nation, I. S. P., & Webb, S. (2021). Language teaching and learning: Clarifying features for effective instruction. TESOL Quarterly, 55(3), 789–805. https://doi.org/10.1002/tesq.563

VanPatten, B., & Williams, J. (2021). Theories in second language acquisition: An introduction (2nd ed.). Routledge.

Demonstrative lesson

A2

Speaking Lesson Plan

By Melissa Mendoza

FORM

1. Affirmative

Structure:

- Subject + verb (base form for I/You/We/They or with -s/es/ies for He/She/It) + complement.

Rules	Verb ending	Base verb	3rd Person Singular Form
Regular verbs	Most verbs	work	He works
Ends in -s, -sh, -ch, -x, or -o	Add -es	watch	She watches
Ends in a consonant + y	Change y to -ies	study	He studies
Ends in a vowel + y	Just add -s	play	She plays

Examples:

- They _____ to the park on weekends. (go)

- She _____ books every day. (read)

- He _____ English every evening. (study)

2. Negative

Structure:

- Subject + do/does not (don't/doesn't) + verb (base form) + complement.

Examples:

- He _____ coffee. (like)

- We _____ TV often. (watch)

- She _____ to school by bus. (go)

3. Interrogative (Questions)

Structure:

- Do/Does + subject + verb (base form) + complement +?

Examples:

1. _____ she _____ dinner every night? (cook)
2. _____ they _____ soccer after school? (play)
3. _____ he _____ coffee in the morning? (drink)

4. Negative questions:

Structure:

- Don't/Doesn't + subject + verb (base form) + complement +?

Examples:

1. _____ she _____ dinner every night? (cook)
2. _____ they _____ soccer after school? (play)
3. _____ he _____ coffee in the morning? (drink)

ABC

Short and Long Answers for Questions

Affirmative Short and Long Answers

Structure:

- Short answer: Yes, subject + do/does.

- Long answer: Yes, subject + verb (base form for I/You/We/They or with -s for He/She/It) + complement.

Examples:

1. Question: *Does she cook dinner every night?*
   Short answer: Yes, she _____
   Long answer: Yes, she _____

2. Question: *Do they play soccer after school?*
   Short answer: *Yes, they* _____
   Long answer: *Yes, they* _____

ABC

Negative Short and Long Answers

Structure:

- Short answer: No, subject + do/does not (don't/doesn't).

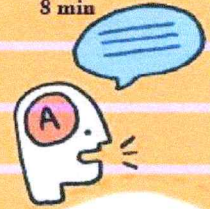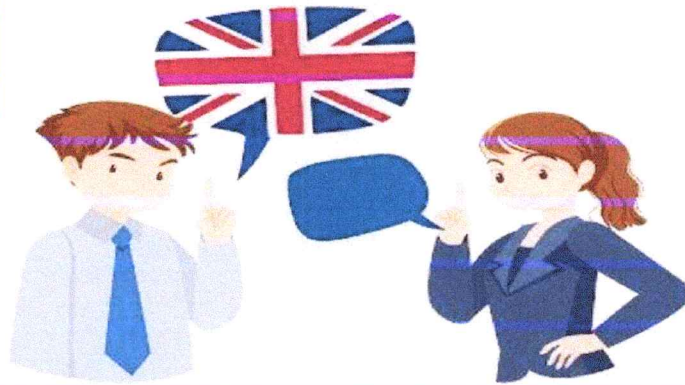- Long answer: No, subject + do/does not (don't/doesn't) + verb (base form) + complement.

Examples:

1. Question: *Does she cook dinner every night?*
   Short answer: *No, she* _____
   Long answer: *No, she* _____

2. Question: *Do they play soccer after school?*
   Short answer: *No, they* _____
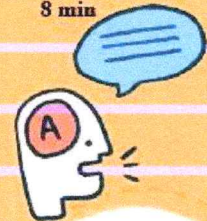   Long answer: *No, they* _____
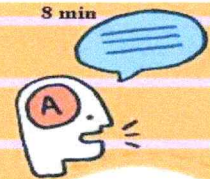
ABC

Does he speak English?

Do they play football?

Do you live in Ecuador?

Anna: Hi, John! What do you usually do on weekends?

John: Hi, Anna! On weekends, I usually play football with my friends. How about you? What do you do?

Anna: I usually visit my grandparents. They live in the countryside, and I go there every Saturday.

John: That sounds nice! Do you stay there all weekend?

Anna: No, I only stay for the day. I come back home in the evening. What do you do after playing football?

John: After football, I often watch movies or play video games. Sometimes I go out with my family.

Anna: Do you ever go to the park?

John: Yes, I do! My family and I go to the park every Sunday. We have a picnic there.

Anna: That sounds like fun! I never have picnics. Maybe I should try it sometime.

10 min

Fill in the blanks and practice the conversation with your classmates.

Tom: Hi, Sarah! What ___ (your brother/do) after school?

Sarah: Hi, Tom! He ___ (play) the guitar. He ___ (practice) every day.

Tom: That sounds fun! ___ (he/enjoy) playing the guitar?

Sarah: Yes, he ___ (love) it! He ___ (take) lessons twice a week.

Tom: And what about you? What ___ (you/do) after school?

Sarah: I ___ (go) to dance class. My sister ___ (come) with me sometimes.

Tom: ___ (she/like) dancing too?

Sarah: Yes, she ___ (enjoy) it, but she ___ (not/go) every time because she ___ (have) a lot of homework.

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MODULE 3: LISTENING

Listening Lesson Plan

Level: B1 – 1 High School

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

1. Time management.
2. Avoid giving answers to students.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT show understanding of the audio "Healthy Lifestyle Routines" **BY** inferring the consequences of not following healthy routines through answering short questions **AND THEN** discussing in groups of four their routines and changes that they could make.

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 Activity 1, I will check students' comprehension by reviewing their written answers and their ability to compare and discuss with a partner.
- In Activity 2, I will check students' understanding by assessing their accuracy in multiple-choice questions and correctly matching healthy lifestyle actions.
- In Activity 3, I will check students' inference skills by evaluating their answers to the inference questions and their participation in the class discussion.
- In Activity 4, I will check students' use of proper vocabulary and critical thinking during group discussions as they evaluate and suggest changes to their routines.
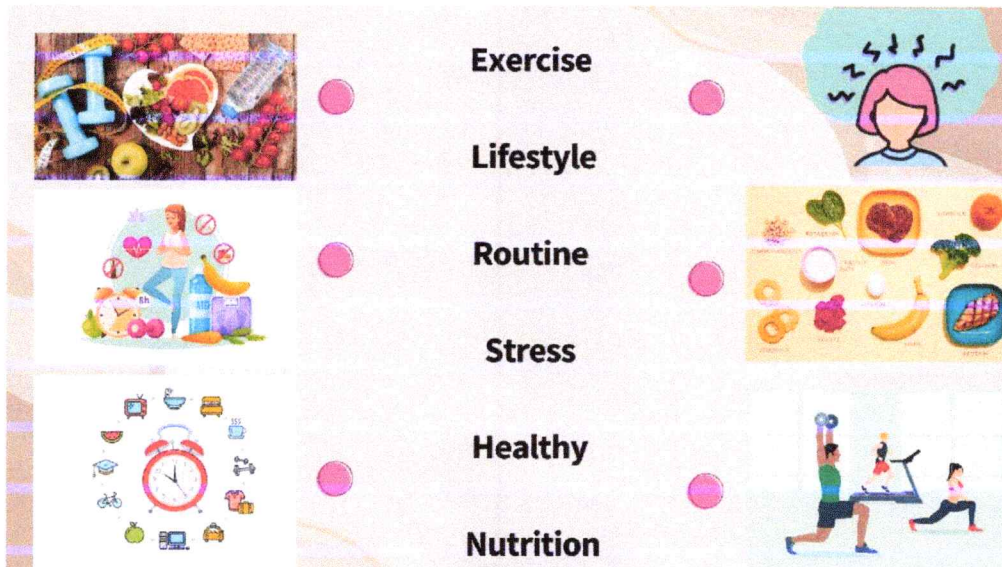
Preliminary Considerations:

a. **What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?**
   - Present Simple to describe healthy lifestyle routines.
   - Health and lifestyle vocabulary (e.g., drink, sleep, exercise, eat).

b. **What aspects of the lesson do you anticipate your students might find challenging/difficult?**
   - Struggling to understand the information they listen to for the first time.

c. **How will you avoid and/or address these problem areas in your lesson?**
   - Presenting audio material which is easy to follow through the whole lesson.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will…	Students will…		
5 Minutes	Pre-Stage	• Show pictures with the key vocabulary such as: Exercise, health, lifestyle, routine, stress, nutrition, exercise and ask students to match them. • Give students some questions about the key vocabulary and ask them to exchange information in pairs. -Do you have a daily exercise routine? -What healthy foods do you include in your nutrition? -How do you usually manage stress?	• Match the vocabulary with pictures. **Work in pairs activity:** • Ask a classmate the questions and change roles.	T-S V	Laptop Pictures
6 Minutes	Early During-Stage	• Play the audio. • Give students a worksheet with the following questions from the audio: -How many people are mentioned in the audio? -What is the main idea mentioned for the listener? -What small daily activity is suggested for improving health? • Play the audio one more time as needed.	**Activity 1** • Listen to the audio. • Write the answers based on the audio. • Work in pairs: • Compare answers with a classmate.	T-S A	Laptop Speaker https://www.youtube.com/watch?v=Y8HIFRPU6pM
8 Minutes	Later During-Stage	• Play the audio a second time. • Give students a worksheet with multiple-choice questions based on the audio. • Ask students to match each healthy lifestyle action with the correct description.	**Activity 2** • Listen to the audio. • Choose the answers based on the audio.	T-S	Speaker Worksheets Pencil or pen https://www.youtube.com/wat

			• Match each healthy lifestyle action with the correct description.		ch?v=Y8HIFRP U6pM
16 Minutes	Final During Stage:	• Play the audio. • Distribute the worksheet with inference questions. • Instruct students to answer based on the audio. • Guide a whole-class discussion to review and justify answers.	**Activity 3** • Listen to the audio. • Receive and read the worksheet questions. • Answer the inference questions individually based on the audio. • Participate in the class discussion, sharing and justifying their answers.	T-S	Speaker Laptop Notebook Pencil or pen https://www.yo utube.com/wat ch?v=Y8HIFRP U6pM
10 Minutes	Post-Stage	• Ask students to form groups of 4 to discuss their routines. • Monitor the use of proper vocabulary and help if needed.	**Activity 4** • Define if they are healthy or not. • Suggest changes.	S-S	

RESOURCES

PRE- STAGE:

Exercise

Lifestyle

Routine

Stress

Healthy

Nutrition

EARLY DURING STAGE:

https://www.youtube.com/watch?v=Y8HIFRPU6pM

Activity 1

Worksheet: Understanding the Audio - Healthy Lifestyle

Name: _____

Date: _____

Questions:

1. How many people are mentioned in the audio?

2. What is the main idea mentioned for the listener?

3. What small daily activity is suggested for improving health?

LATER DURING STAGE:

https://www.youtube.com/watch?v=Y8HIFRPU6pM

Activity 2

Worksheet: Understanding the Audio - Healthy Lifestyle

Name: _____

Date: _____

Choose the best answer for each question:

1. **What is suggested as a less expensive alternative to hiring a personal trainer?**
   a) Joining a fitness club
   b) Going for a 30-minute walk daily
   c) Hiring a nutritionist
   d) Using weight loss supplements
2. **What is mentioned as a potential benefit of walking outside?**
   a) It makes you stronger
   b) It improves memory and cooperation
   c) It reduces body fat faster
   d) It increases your heart rate significantly
3. **Which of the following is NOT recommended as a dietary change?**
   a) Replacing junk food with leafy greens
   b) Reducing sugar intake
   c) Eating more meat
   d) Adding fresh fruits and vegetables
4. **What is mentioned as a simple way to improve mental health?**
   a) Taking antidepressants
   b) Laughing often and eating dark chocolate
   c) Avoiding all fats and carbs
   d) Practicing meditation twice a day
5. **According to the audio, what can affect our daily happiness?**
   a) Sleeping for 10 hours
   b) Increasing natural happiness hormones
   c) Drinking coffee every morning
   d) Spending money on expensive workouts

FINAL DURING STAGE:

https://www.youtube.com/watch?v=Y8HIFRPU6pM

Activity 3

Worksheet: Healthier Lifestyle - Matching Activity

Name: _____
Date: _____

Match the phrases from the audio with the correct concept related to living a healthier lifestyle.

Write the letter of the correct concept next to the corresponding phrase.

Phrases

A) Reduces stress and helps you lose weight
B) Replaces unhealthy food with healthier options
C) Improves mental health and increases happiness hormones
D) Increases memory and cooperation
E) A simple, affordable way to improve your health

Concepts

1. Walking outside for 30 minutes every day _____
2. Replacing junk food with leafy greens, vegetables, and healthy oils _____
3. Laughing, eating dark chocolate, and adding probiotics _____
4. Walking outdoors makes us smarter and more cooperative _____
5. You don't need to spend money on a private chef or personal trainer to live a healthier lifestyle _____

Worksheet

1. What could happen if someone doesn't drink enough water?

   _____

   _____

2. Why is it important to sleep at least 8 hours a night?

   _____

   _____

3. What are the consequences of eating too much junk food?

   _____

4. Why is exercising regularly important for your health?

   _____

   _____

5. How can following a healthy routine help with concentration and energy?

   _____

   _____

POST-STAGE

Activity 4

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Journal 3: PDP (Listening)

The PDP (Pre-During-Post) model supports the organization of listening comprehension in the classroom. This approach helps students develop their active listening skills and strategies through a simple process. By dividing the activities into three stages, the PDP model makes learning more meaningful and innovative. In this analysis I will share about the function and what I have learned from this approach in the ability to understand what is being heard.

Initially, my expectations for using the PDP framework are based on how each stage can help students improve their listening comprehension. I hope that each stage will help in this process, for instances, in the pre stage how the topic will be introduced, then we have the during stage, I would love to see how students will understand the audio and be able to complement the activities, and then the post stage how they will implement it based on a topic they should already understand. I am excited to know how with the help of this approach students will learn a lot and improve their listening skills generating more confidence and participation.

After presenting my expectations, I have expanded my knowledge about each stage of PDP, Abdallah and AlRayess (2020) point out that the "Pre" stage is essential to activate prior knowledge and engage learners with technological activities that prepare them for listening comprehension tasks in the classroom, implying that the purpose of this stage is not to give everything from the beginning or introduce audio from the beginning, but to include vocabulary with dynamic activities and, in support of this, they recommend using technology and different tools that facilitate the process. On the other hand, Mawaddah, Mustofa and Putra (2022) highlight the crucial role of the "During" stage, where concentrated listening, combined with interactive tools such as Edpuzzle, produces significant improvements in students' listening skills by encouraging active participation and note-taking, making it clear that it is at this stage where the audio is presented and in turn this is broken down into three parts initial stage, later stage, final stage thus achieving greater student comprehension.

Another important insight I have gained from the PDP model is the importance of the Post stage where it helps to improve students' listening skills and use the vocabulary they learned in this audio. That is why Vandergrift (2021) explains that this stage encourages students to reflect on what they heard, discuss the content and clarify any confusion, i.e., already in this part students already listened to the audio three times and completed each part but in this stage they are already going to reflect based on the topic learned and for this it is very important that the teacher includes activities that help to encourage better continuous

The last significant learning from the PDP model is the innovation of a learning approach that addresses different listening skills. Therefore, Mercer (2020) also highlights that the incorporation of paired or group discussions in the "Post" stage promotes peer support and collaborative learning, enhancing motivation and participation, thus creating a favorable environment where all students participate and collaborate in class, according to each stage presented by the teacher.

Continuing with the new insights, as a third point, I want to share my expectations and experiences during my internships. Throughout my teaching practice, I have observed that it is

very difficult for students to understand an audio from the first time they are always asked to repeat it or to go slower and in another institution I realized that this skill was never practiced in class, which made students not practice their listening skills and feel overwhelmed or simply not able to understand the audio. However, when I learned about the ECRIF method, I found it incredible because by playing the audio three times and in each part they have to do different things, it helps the student so that if they didn't understand much the first time, they can do it better the second time and in turn I told the teacher about this method and she found it very useful. This method has inspired me to incorporate it into my classes as a future teacher and make the classroom environment more dynamic and attractive for my future students.

I also want to talk about some challenges that I have observed that the PDP framework can help to solve. One of them is that when the students did not understand the audio they used to get frustrated because they could not complete the activity or question assigned by the teacher and with this approach we know that we can help the students because first in the pre we give them an idea of the vocabulary that will be implemented with the recreational activities, then in the during when they listen to the audio for the first time but we indicate them that they should not understand everything only the important parts in the second time a little bit more and so it will help them to make this process easier and not get frustrated. In short, this approach creates a supportive environment in which listening skills will be greatly improved.

After discussing the challenges, I want to share some ideas about using the PDP framework in listening comprehension classes. In the first part a great idea is that students make some prediction about what they think the audio is going to be about based on images or titles that the teacher presents, in the during stage that are classified in three at the beginning that are questions like how many people are talking, then in the after some kind of worksheet where students can recognize more things from the audio and finally in the final stage during and it can be that students infer according to the audio and finally in the post and a group activity where they discuss about the topic that the audio was about. I believe that this type of activity helps students' listening and creative comprehension to achieve the results we expect as teachers.

In conclusion, the PDP is a dynamic and constructive way to teach listening, since dividing the process into three simple parts pre, during and post helps students not to feel frustrated if they do not understand the audio from the first time, but on the contrary to realize that little by little they can understand it completely and in turn develop very good listening strategies. In my experience using PDP, I have observed how the classroom goes from being a tense and fearful place to a place that is eager to learn. I find that using this method helps make classes more interesting and meaningful, helping students understand and improve their listening skills.

References:

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Mawaddah, Mustofa & Putra (2022). Improving Students' Listening Ability Using Edpuzzle Interactive Video.

Mercer, S. (2020). Psychology for Language Learning: Insights from Research, Theory and Practice. Palgrave Macmillan.

Vandergrift, L. (2021). Teaching and Learning Second Language Listening: Metacognition in Action. Routledge.

Listening Lesson Plan

By Melissa Mendoza

5 min

Match the vocabulary with pictures:

Exercise

Lifestyle

Routine

Stress

Healthy

Nutrition

5 min — **5 min**

–Do you have a daily exercise routine?

–What healthy foods do you include in your nutrition?

–How do you usually manage stress?

6 min — **6 min**

Worksheet: Understanding the Audio - Healthy Lifestyle

Name: _____

Date: _____

Questions:

1. How many people are mentioned in the audio?

2. What is the main idea mentioned for the listener?

3. What small daily activity is suggested for improving health?

https://www.youtube.com/watch?v=Y8HIFRPU6pM

Worksheet: Understanding the Audio - Healthy Lifestyle

Name: _____

Date: _____

Choose the best answer for each question:

1. **What is suggested as a less expensive alternative to hiring a personal trainer?**
   a) Joining a fitness club
   b) Going for a 30-minute walk daily
   c) Hiring a nutritionist
   d) Using weight loss supplements
2. **What is mentioned as a potential benefit of walking outside?**
   a) It makes you stronger
   b) It improves memory and cooperation
   c) It reduces body fat faster
   d) It increases your heart rate significantly
3. **Which of the following is NOT recommended as a dietary change?**
   a) Replacing junk food with leafy greens
   b) Reducing sugar intake
   c) Eating more meat
   d) Adding fresh fruits and vegetables
4. **What is mentioned as a simple way to improve mental health?**
   a) Taking antidepressants
   b) Laughing often and eating dark chocolate
   c) Avoiding all fats and carbs
   d) Practicing meditation twice a day
5. **According to the audio, what can affect our daily happiness?**
   a) Sleeping for 10 hours
   b) Increasing natural happiness hormones
   c) Drinking coffee every morning
   d) Spending money on expensive workouts

Worksheet: Healthier Lifestyle - Matching Activity

Name: _____
Date: _____

Match the phrases from the audio with the correct concept related to living a healthier lifestyle.

Write the letter of the correct concept next to the corresponding phrase.

Phrases

A) Reduces stress and helps you lose weight
B) Replaces unhealthy food with healthier options
C) Improves mental health and increases happiness hormones
D) Increases memory and cooperation
E) A simple, affordable way to improve your health

Concepts

1. Walking outside for 30 minutes every day _____
2. Replacing junk food with leafy greens, vegetables, and healthy oils _____
3. Laughing, eating dark chocolate, and adding probiotics _____
4. Walking outdoors makes us smarter and more cooperative _____
5. You don't need to spend money on a private chef or personal trainer to live a healthier lifestyle _____

Worksheet

Instructions:

Watch or listen carefully to the video audio "Healthy Lifestyle Routines." After listening, answer the following questions in complete sentences. Use the information you heard to infer the consequences of not following healthy habits.

1. **What could happen if someone doesn't drink enough water?**

_____

_____

2. **Why is it important to sleep at least 8 hours a night?**

_____

_____

3. **What are the consequences of eating too much junk food?**

_____

_____

4. **Why is exercising regularly important for your health?**

_____

_____

5. **How can following a healthy routine help with concentration and energy?**

_____

MODULE 4: READING

Reading Lesson Plan

Level: B1 – 1 High School

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

1. Time management

2. Class management

What are your Student Learning Objectives for the lesson?
By the end of the lesson, SWBAT show understanding of the story "Around the world by bike"
BY writing a message that the reading conveys **AND THEN** writing a new ending.

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

-**During Activity 1**, I will check if students can identify the main idea and key details by monitoring their pair discussions and their sentence summaries.
-**In Activity 2**, I will check reading comprehension and vocabulary recognition through the worksheet responses and peer corrections.
-**In Activity 3**, I will check students' ability to infer and express the message of the text through their written paragraphs and oral sharing.
-**In Activity 4,** I will check creativity and grammar in students' alternative endings and peer review process.

Preliminary Considerations:

- **What vocabulary/grammar/information/skills do your students already know about today's lesson?**

    - Past Continuous and simple past
    - Know travel-related words like "bike," "desert"
- **What aspects of the lesson do you anticipate your students might find challenging/difficult?**
    - They lack imagination to write.
    - They lack motivation to read.

- **How will you avoid and/or address these problem areas in your lesson?**
    - Provide new vocabulary for the students to have ideas to write.
    - Incorporating interactive and creative activities related to reading.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will…	**Students will…**		
5 Minutes	Pre-Stage	• Show a world map and ask students: Which places would you like to visit by bike? • Display pictures of bikers in different locations and ask: 1. What do you think it would feel like to bike in this place? 2. What challenges might someone face biking here? 3. What benefits could bike around the world bring? • Reveal the title of the reading and ask: What do you think this text will be about?	• Look at a world map and share places they would like to visit by bike. • Observe pictures of bikers in different locations and respond to questions about the challenges, benefits, and feelings of biking in those places. • Read the title of the reading and make predictions about its content based on the discussion and visuals.	T-S V	Projector Laptop Internet
6 Minutes	Early During-Stage	• Hand out students the reading. • Instruct students to skim the text, focusing on the title, first and last paragraphs, and key details like names and numbers. • Ask: "What do you think the main idea of this text is?" • Facilitate a brief class discussion on the main idea and key details.	**Activity 1** • Skim the text to identify the main idea and important sections. • Discuss their findings in pairs and summarize Alastair's journey in one sentence.	T-S V	Sheet of paper Projector Laptop Internet

			• Share their ideas during the class discussion.		
11 Minutes	Later During-Stage	• Give instructions for activity 2. • Ask students to read again the text. • Give the students a worksheet with two activities: 1. Answer true or false according to the text. 2. Match the words with their correct description.	**Activity 2** • Read the text again. • Complete the worksheet. • Compare answers. • Correct mistakes.	T-S	Sheet of paper Worksheet Pencil or pen
13 Minutes	Final During Stage:	• Ask the students to read the text carefully. • Divide the students in groups of 3. • Ask students to write a concise paragraph that communicates a message that the reading gives us.	**Activity 3** Group work • Read the text carefully. • Write a short paragraph expressing the message that the reading conveys. • Share their paragraphs with the class.	T-S	Sheet of paper Notebook Pencil or pen
10 Minutes	Post-Stage	• Divide the students into groups of 4. • Ask them to write an alternative ending to the story. • Monitor the activity. • Ask students to change their papers with a different group to check any misspelling or grammar mistake. • Pick up the works.	**Activity 4** • Make groups of 4. • Write an alternative ending to the story. • Change their papers and check others works. • Deliver the work.	S-S	Notebook Pencil or pen

RESOURCES

PRE-STAGE:
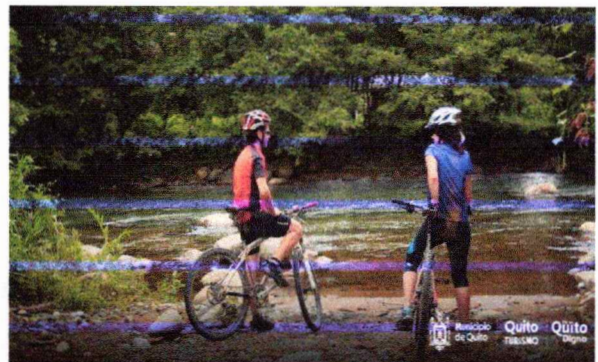
Around the world by bike

EARLY DURING STAGE:

Activity 1

Around the world by bike

In 2001, Alastair Humphreys was studying to become a teacher, but he really wanted to do something different. A few months later, he surprised his friends and family by beginning an amazing trip that took him around the world ... on his bike!

In all, Alastair visited 60 countries and, throughout the trip, he kept a blog to record all of his experiences. Although there were some special moments on the road, there was also disappointment and disaster. One disappointment came early. Alastair's dream was to ride his bike all the way, except for taking ships to cross the oceans. Unfortunately, this was impossible. The police stopped him while he was traveling through Egypt, and he had to ride in the back of a truck. He was angry, but there was no other way to continue. The rest of the time, he rode, rode, rode. On one occasion, his bike broke down while he was crossing the Arizona desert. Help came from a surprising place. To his amazement, complete strangers bought him a new bike so that he could continue his incredible journey.

The trip was tough, and Alastair didn't have enough money to stay at nice hotels. While he was riding through Patagonia, he didn't take a shower for 24 days! However, one of the hardest parts of his trip came when he traveled through Russia in the winter. Luckily, a friend joined him, so he wasn't traveling alone. But it was so cold that Alastair's beard froze while they were traveling through Siberia. But none of these problems could stop him from completing the trip. Four years and 75,000 km. later, Alastair finally arrived back home in the U.K. with lots of stories to tell.

LATER DURING STAGE:

Activity 2

True or False & Matching Activity: "Around the World by Bike"

Name: _____
Date: _____

Instructions:

Part 1: True or False
Read the following statements and decide if they are true or false based on the text. Mark the correct answer.

1. Alastair Humphreys wanted to be a teacher before his trip. (True / False)
2. Alastair traveled to 80 countries during his journey. (True / False)
3. He had to travel by truck in Egypt because the police stopped him. (True / False)
4. Strangers bought Alastair a new bike while he was crossing the Arizona desert. (True / False)
5. Alastair didn't shower for 24 days while traveling through Patagonia. (True / False)
6. Alastair traveled through Siberia during the summer. (True / False)

Part 2: Matching Activity
Read the events from Alastair's journey and match each one with the correct description.

1. Alastair's Journey Across 60 Countries
2. His bike broke down in Arizona
3. He traveled by truck in Egypt
4. He didn't shower for 24 days
5. His beard froze in Siberia
6. He returned home after 4 years and 75,000 kilometers

Descriptions:

A. Alastair was forced to take an alternative form of transportation due to police interference.
B. He received help from strangers who bought him a new bike.
C. A difficult experience while traveling through the desert.
D. He faced the extreme cold of winter during his journey.
E. A challenging but rewarding four-year journey.
F. Alastair endured extreme conditions while traveling through Patagonia.

FINAL DURING STAGE:

Activity 3

Understanding the Message of the Text

_____
_____
_____
_____
_____
_____
_____
_____

POST STAGE:

Activity 4

Alternative ending:

_____
_____
_____
_____
_____
_____
_____

Journal 4: PDP (Reading)

Analyzing the Pre, During, and Post Reading (PDP) has changed my approach to English language reading classes. This is because many times I considered that this skill was not so necessary because many times we don't even have the habit of reading in Spanish but it will happen with another language, but the PDP presented me with a much more dynamic and active way of reading because it encourages students to implement and practice this skill much more, improving their comprehension and ability to remember what they read, besides learning vocabulary. In the following reflection I would like to express my expectations, and all the knowledge gained from reading the PDP.

Firstly, my expectations about the PDP reading framework are based on an uncertainty and that is to understand how this framework can help make reading classes much more dynamic and engaging. Since we know that many students find reading boring or simply do not like to practice in their native language or in another language, I am excited to know how this approach motivates the teacher to support the students in every step I need and the student to be interested in this important skill as reading, I would like to witness how using this approach students will come to understand and deepen much better each reading.

Looking deeper, I've also discovered new important learnings about each phase of the PDP process. For example, Bernhardt (2021) For example, Bernhardt (2021) explains that the pre-reading phase is crucial because it helps students connect new information with what they already know, creating a purpose for reading and making the experience more engaging, implying that in this phase they have an idea of what the reading will be about, thus connecting vocabulary they may already know with vocabulary they do not know, helping students know what the reading will be about and making the class more dynamic, on the other hand during reading it is very important to guide students to check their comprehension through hands-on and detailed activities. Later, in the post-reading phase, Waring and Nation (2023) emphasize the value of reflection and the application of new ideas or vocabulary, so that what has been learned lasts, since that is the purpose of this framework that through reading students recognize new vocabulary, identify the grammar used through dynamic and interactive activities.

Another fundamental perspective for reading comes from understanding how instructional strategies are integrated into the PDP approach. According to Phakiti, Hirsh, and Woodrow (2021) argue that integrating strategy instruction into the three stages of PDP helps students become more aware of their reading process and better regulate it, which implies that students do not read automatically but do so thinking and in turn knowing that they must complete some work that the teacher gives them, i.e., they read with a purpose because while reading they can greatly improve their engagement and comprehension.

The role of interaction was also highlighted in the PDP framework. Tavakoli and Jahanbakhsh (2023) point out that having students collaborate and share ideas during reading activities, especially in the post-reading phase, can deepen their understanding and expose them to new points of view, so this approach is perfect because even if it is reading students will not spend 45 minutes reading they will have to do it three times and based on that complete some in-class work or a final activity always with a goal increase the desire to participate and want to read. In

turn, Alptekin (2022) adds that real life and culturally familiar texts increase motivation because students feel more connected to what they read, since many times the teacher gives reading without any moral or interest of the students and the goal is to change this and motivate them to be better. This is why PDP is considered a flexible and dynamic way to teach reading.

Continuing with my reflections, I want to speak about my experiences from teaching internships. I have noticed that teachers do not practice this skill because they usually say that students do not like to read and others do it but in a very traditional way which makes students do not show any interest or understanding is very superficial because they do not read with an objective and this makes students feel frustrated or overwhelmed for not being able to comply with what the teacher asks them, That is why I found this framework very interesting and in my classes the children felt that it was not just about reading and that now they had to do some work and they also realized that little by little they were understanding more and could do the activities better, thus achieving a class where everyone participates and not just one student.

Reflecting on those experiences, I now see how valuable the PDP reading framework is for teachers. It is a very influential implement that helps make reading classes more practical and interactive, implementing simple and practical activities where students learn, for example in the pre-class the idea is for them to guess what it is going to be about and for them you can do activities like using pictures to guess what it is about or through questions, then in the during class by dividing it into three different parts worksheets such as fill in the blank, true or false, all with the intention that students can understand the reading and finally in the post class write an alternative ending because when they understand what it is about and know the vocabulary they can create a different ending, getting everyone to participate and work as a group.

In conclusion, the PDP reading framework has greatly shaped my understanding of teaching reading. Since we used to believe that reading was a passive skill, with this approach I realized the importance of guiding students at each stage with clear support and strategies to bring out the best in each student. At the same time my internships showed me that using this approach students respond well to each activity gaining confidence and motivation to keep practicing and improving every day. As I train as a teacher I long to design lesson plans and activities that really motivate and help students in each reading process.

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Reading Lesson Plan

By Melissa Mendoza

B1

5 min

Which places would you like to visit by bike?

5 min

Around the world by bike

In 2001, Alastair Humphreys was studying to become a teacher, but he really wanted to do something different. A few months later, he surprised his friends and family by beginning an amazing trip that took him around the world ... on his bike!

In all, Alastair visited 60 countries and, throughout the trip, he kept a blog to record all of his experiences. Although there were some special moments on the road, there was also disappointment and disaster. One disappointment came early. Alastair's dream was to ride his bike all the way, except for taking ships to cross the oceans. Unfortunately, this was impossible. The police stopped him while he was traveling through Egypt, and he had to ride in the back of a truck. He was angry, but there was no other way to continue.

The rest of the time, he rode, rode, rode. On one occasion, his bike broke down while he was crossing the Arizona desert. Help came from a surprising place. To his amazement, complete strangers bought him a new bike so that he could continue his incredible journey.

The trip was tough, and Alastair didn't have enough money to stay at nice hotels. While he was riding through Patagonia, he didn't take a shower for 24 days!

However, one of the hardest parts of his trip came when he traveled through Russia in the winter. Luckily, a friend joined him, so he wasn't traveling alone. But it was so cold that Alistair's beard froze while they were traveling through Siberia.

But none of these problems could stop him from completing the trip. Four years and 75,000 km. later, Alastair finally arrived back home in the U.K. with lots of stories to tell.

True or False & Matching Activity: "Around the World by Bike"

Name: _____
Date: _____

Instructions:

Part 1: True or False
Read the following statements and decide if they are true or false based on the text. Mark the correct answer.

1. Alastair Humphreys wanted to be a teacher before his trip. (True / False)
2. Alastair traveled to 80 countries during his journey. (True / False)
3. He had to travel by truck in Egypt because the police stopped him. (True / False)
4. Strangers bought Alastair a new bike while he was crossing the Arizona desert. (True / False)
5. Alastair didn't shower for 24 days while traveling through Patagonia. (True / False)
6. Alastair traveled through Siberia during the summer. (True / False)

Part 2: Matching Activity
Read the events from Alastair's journey and match each one with the correct description.

1. Alastair's Journey Across 60 Countries
2. His bike broke down in Arizona
3. He traveled by truck in Egypt
4. He didn't shower for 24 days
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Descriptions:

A. Alastair was forced to take an alternative form of transportation due to police interference.
B. He received help from strangers who bought him a new bike.
C. A difficult experience while traveling through the desert.
D. He faced the extreme cold of winter during his journey.
E. A challenging but rewarding four-year journey.
F. Alastair endured extreme conditions while traveling through Patagonia.

5 min

6 min

11 min

MODULE 5: WRITING

Writing Lesson Plan

Level: B1 – High School

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

1. Time management.

2. Classroom Management

What are your Student Learning Objectives for the lesson?
By the end of the lesson, SWBAT **write** a formal email **to** describe a problem with their neighborhood **then** share the information 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?

• During Activity 1, I will check students' understanding of the formal email structure and monitor their use of linking words and coherence in their writing.

• In Activity 2, I will check students' ability to revise and edit their emails using peer feedback and error marking symbols.

• In Activity 3, I will check students' application of peer feedback in rewriting their emails and their engagement in sharing work with the class.

• In Activity 4, I will check students' participation in reading classmates' emails and their ability to critically evaluate and vote for the best email.

Preliminary Considerations:

a. **What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?**
   • They have relevant vocabulary to describe local community issues (e.g., noise pollution, vandalism, littering).
   • They are familiar with using the present perfect tense to describe recent actions or situations relevant to the present.

b. **What aspects of the lesson do you anticipate your students might find challenging/difficult?**
   • Understanding the formal tone and language required for a formal email.
   • Structuring the email appropriately with formal greetings, body content, and closing.

How will you avoid and/or address these problem areas in your lesson?
   • Provide clear examples and templates of formal emails, highlighting appropriate language and structure.
   • Break down the components of a formal email step-by-step, explaining the purpose and usage of each part (e.g., introduction, main body, closing).

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will…	**Students will…**		
4 Minutes	**Preparation**	• Show images of different problems in the neighborhoods. • Ask some questions about the Images: 1. Can you describe what is happening in each image? 2. Which of these images do you consider a problem in your neighborhood? 3. What other problems do you see in your neighborhood? 4. What can we do to solve these problems?	• See pictures about different problems in the neighborhoods. • Respond to the questions about the images.	T-S V	Laptop Pictures Projector Slide
14 Minutes	**Drafting**	• Present the formal email structure and ask students to analyze every section. • Instruct students to write a formal email describing a neighborhood problem addressed to the neighborhood president. The email must include a clear introduction, a detailed description of the problem, a conclusion that summarizes the concern, and a suggestion to help solve the issue.	**Activity 1** • Identify the structure of a formal e-mail. • Write a formal email describing a neighborhood problem addressed to the neighborhood president. Include a conclusion and a suggestion to help solve the issue.	T-S A	Laptop Slide Projector

		• Guide students on using linking words to connect ideas in their writing. • Actively monitor students' progress.	• Follow the same structure presented. • Incorporate linking words effectively to connect ideas and improve coherence in their writing. • Engage actively in the task while the teacher monitor's progress.		
6 Minutes	**Revising**	• Invite students to work in pairs to exchange their work and revise it. • Provide symbols for students to mark errors in their peers' work.	**Activity 2** • Work in pairs to exchange their work and revise it. • Apply symbols as instructed during the revision process.	T-S	Projector Picture Laptop Slide
11 minutes	**Editing**	• Ask the student to give back the draft. • Ask them to write a final formal email with the corrections made. • Monitor effectively.	**Activity 3** • Return the checked work to their owners. • Rewrite their work based on the feedback and suggestions provided by their peers.	T-S	Projector Laptop Slide

10 Minutes	**Extension**	• Ask students to post their work on the board and read each classmate's email address. • Ask students to vote for the best e-mail address.	**Activity 4** • Read the formal email addresses of each classmate. • Choose the best email address.	S-S	Projector Laptop

RESOURCES

PREPARATION

DRAFTING

To: Mr. Johnson
CC: [Optional: List any additional recipients here]
Subject: Urgent Request to Address Water Supply Disruptions

Dear Mr. Johnson,

I hope this message finds you well. My name is Maria Gonzalez, and I am a resident of Greenfield Park. I am writing to bring to your attention a serious issue we are facing in our neighborhood.

We have been experiencing frequent disruptions in our water supply, which are causing significant inconvenience to the residents.

These interruptions not only disrupt our daily routines but also raise concerns about the reliability of our water system. Many residents, including myself, are worried about the long-term impact of these disruptions on our quality of life. We believe it is essential to investigate the root cause and implement a permanent solution as soon as possible.

I kindly request your immediate attention to this matter. Addressing this issue promptly will greatly improve the well-being of our community. Thank you for your time and consideration. I look forward to your response and to working together to resolve this problem.

Best regards,

Maria Gonzalez
123 Elm Street
555-123-4567
maria.gonzalez@example.com

	Linking Words and Phrases
	englishlessonviaskype.com
ADDITION	and, both ... and, too, besides, moreover, what is more, in addition to, also, as well as, furthermore *I am going to the movies AND after that I think I will go for a meal.*
CONTRAST	but, although, in spite of, despite, while, whereas, even though, on the other hand, however, yet *Ireland is usually wet and cold WHEREAS Spain has plenty of sunshine most days.*
GIVING EXAMPLES	such as, like, for example, for instance, namely, especially, in particular *I would like to write an essay, FOR EXAMPLE you could tell me about your family and siblings.*
CAUSE/ REASON	as, because, because of, since, for this reason, due to, so, as a result *We unfortunately had to leave early AS our child was ill and we had to rush home.*
EFFECT/ RESULT	therefore, so, consequently, as a result, for this reason, that *My team lost the last game of the season, AS A RESULT they didn't win the title this year.*
WWW.ENGLISHLESSONVIASKYPE.COM©	

REVISING AND EDITING

Guide to Editing Symbols			
Verb error	△	Incorrect word order	∼
Wrong word	∅	Don't translate word-for-word	{ }
Agreement error	☐	Omit	[ ]
Spelling error	〰〰	Accent needed	↙
Word(s) missing	⊖	Incomprehensible	??
Need new paragraph	¶	Very nice	+
No new paragraph	No ¶	Other symbols:	

Journal 5: Writing

Analyzing the Preparation, Drafting, Revising, Editing, and Extension (PDREE) has transformed my approach to teaching writing in English language classrooms. Previously writing was seen as a regular activity that used to be overwhelming for students but needed to be completed. Now with this framework it is totally different, and the teaching of writing is much more flexible where it involves each learner and helps them develop each skill step by step. The PDREE framework guides students through each stage, offering a simple but adaptable structure for everyone, making the experience more enriching. In this reflection, I would like to convey some personal points and experiences I have gained from studying and practicing the PDREE framework.

First, my expectations about the PDREE writing framework are based on how to make this approach much more interesting and effective. As we know, students often struggle with writing because, although they have the vocabulary and grammar, they are often unable to put all the ideas together and order them correctly so that the writing has all the required points. I am excited to read and learn much more about this approach, as it promises to provide a much more robust lesson plan that ensures that all students can complete all activities and improve their writing results.

One important insight I have gained is the key role of the Preparation phase. For example, Kim and Lee (2023) emphasize that thorough preparation reduces anxiety and builds confidence, as in this phase it is ideal to apply brainstorming and organization to help students set clear goals and understand all the activities they have to do, i.e., give clear instructions, and not introduce the topic all at once, but ideally create an activity related to what they will have to write, so this interaction will greatly help the classroom environment.

The Drafting phase is another essential part of the PDREE process, where the main objective is to develop ideas and reflect on the first draft, Flower and Hayes (2020) emphasize that the draft consists of letting ideas flow naturally, reminding us that editing and revision can always come later, this means that students do not have to feel the pressure to do everything right or that this work is the end; on the contrary, they can feel free to write according to the teacher's instructions but based on what they consider, thus helping to create a positive classroom environment.

Revising is a fundamental phase to improve the content from the corrections made in this phase, that is why Lee (2023) emphasizes that considering writing as a recursive process, where revising and refining drafts is normal and necessary, helps students grow as writers and reduces the fear of making mistakes, since at this stage and from some symbology presented by the teacher, the students themselves revise each other, helping each other and not feeling the pressure of having a teacher revising everything, this collaborative collaboration also allows students to see different points of view and implement better grades for the final paper.

Editing, is the retaking of the work with the mistakes, with the purpose that the students correct and deliver a correct final work, this with the idea that they realize the mistakes they are making when writing and do not commit them again, by implementing the symbols it helps the students to dynamically see their mistakes and not feel bad if not on the contrary to improve. The last phase, Extension, involves reflection and choice of what has been learned. Graves (2022) emphasizes that extension activities provide students with a sense of accomplishment and inspire them to continue improving their skills over time, since a moment is generated where the ideas of others are read and the environment is very favorable for both students and teacher.

Continuing with these reflections, I want to share what I've observed in my teaching practices. One of the things I observed most is that many teachers considered writing to be simply writing a sentence and nothing more, but I never asked them to write an essay or a letter and at the same time present the structure. Therefore, when I learned about this approach and put it into practice in my classroom, I realized how, with clear instructions and a well-detailed plan, students successfully complete their writing, as they can write a draft, read and correct their classmates' drafts, and finally correct their own final work. Another thing I noticed in my practices is that teachers didn't dedicate time to having the children practice writing in their classes; they only focused on grammar, which prevented it from becoming a habit and preventing students from organizing their ideas.

Reflecting on my internship experiences, I have observed the importance of writing and the PDREE framework for teachers, as it is more than just steps to follow, as it offers students a thoughtful and comprehensive way to teach and improve writing. I have analyzed how this approach encourages the teacher to support the student at each stage if needed, as it helps each writing process have its purpose and connect to the next part. Helping me to understand that writing is not just handing in a paper and that it is already a way to develop the students' skills.

In summary, the PDREE framework has changed the way I think about teaching writing. I now see the importance of supporting students in each process and encouraging them to write according to the topic dictated by the teacher. My internship has taught me that structured activities improve the quality of work and motivation as students discover a different way to write. I am excited to continue to apply this framework to help my students develop good writers who know how to follow structures and organize their own ideas based on the vocabulary and grammar they already know.

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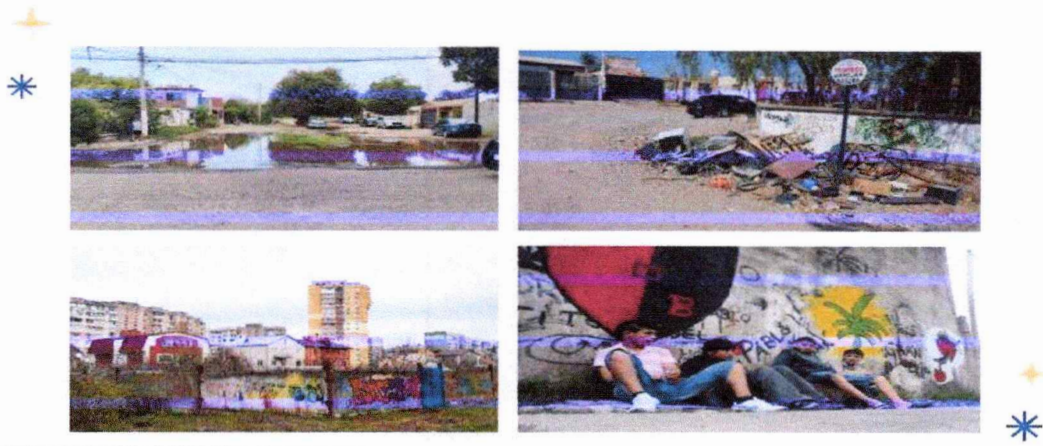
Demonstrative Lesson

B1

WRITING LESSON PLAN

By Melissa Mendoza

4 min

14 min

Linking Words and Phrases
englishlessonviaskype.com

ADDITION	and, both ... and, too, besides, moreover, what is more, in addition to, also, as well as, furthermore *I am going to the movies AND after that I think i will go for a meal.*
CONTRAST	but, although, in spite of, despite, while, whereas, even though, on the other hand, however, yet *Ireland is usually wet and cold WHEREAS Spain has plenty of sunshine most days.*
GIVING EXAMPLES	such as, like, for example, for instance, namely, especially, in particular *I would like to write an essay, FOR EXAMPLE you could tell me about your family and siblings.*
CAUSE/ REASON	as, because, because of, since, for this reason, due to, so, as a result *We unfortunately had to leave early AS our child was ill and we had to rush home.*
EFFECT/ RESULT	therefore, so, consequently, as a result, for this reason, that *My team lost the last game of the season, AS A RESULT they didn't win the title this year.*

Guide to Editing Symbols

Verb error	△	Incorrect word order	∼
Wrong word	∅	Don't translate word-for-word	{ }
Agreement error	□	Omit	[ ]
Spelling error	∿	Accent needed	✓
Word(s) missing	♡	Incomprehensible	??
Need new paragraph	¶	Very nice	+
No new paragraph	No ¶	Other symbols:	

To: Mr. Johnson
CC: [Optional: List any additional recipients here]
Subject: Urgent Request to Address Water Supply Disruptions

Dear Mr. Johnson,

I hope this message finds you well. My name is Maria Gonzalez, and I am a resident of Greenfield Park. I am writing to bring to your attention a serious issue we are facing in our neighborhood.

We have been experiencing frequent disruptions in our water supply, which are causing significant inconvenience to the residents.

These interruptions not only disrupt our daily routines but also raise concerns about the reliability of our water system. Many residents, including myself, are worried about the long-term impact of these disruptions on our quality of life. We believe it is essential to investigate the root cause and implement a permanent solution as soon as possible.

I kindly request your immediate attention to this matter. Addressing this issue promptly will greatly improve the well-being of our community. Thank you for your time and consideration. I look forward to your response and to working together to resolve this problem.

Best regards,

Maria Gonzalez
123 Elm Street
555-123-4567
maria.gonzalez@example.com

Linking Words and Phrases
englishlessonviaskype.com

ADDITION	and, both ... and, too, besides, moreover, what is more, in addition to, also, as well as, furthermore *I am going to the movies AND after that I think I will go for a meal.*
CONTRAST	but, although, in spite of, despite, while, whereas, even though, on the other hand, however, yet *Ireland is usually wet and cold WHEREAS Spain has plenty of sunshine most days.*
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EFFECT/ RESULT	therefore, so, consequently, as a result, for this reason, that *My team lost the last game of the season, AS A RESULT they didn't win the title this year.*

Conclusions

In my own teaching experience, I have come to analyze the clarity of each framework and the division of each to improve each lesson plan based on skill. Tools such as ECRIF, PDP, FMU and PDREE have helped me as a practical and safe guide that students can learn step by step. All this to not to improvise in class or teach the first topic that the book gives because the idea is not to work and finish a book that maybe the students only have 10% left, the idea is to use a book as a tool and based on that divide it for each skill.

The FMU framework has transformed the way grammar is taught in the English language, as I often witnessed when I went to school how teachers were only concerned with teaching form and forgot to explain meaning and usage using it in a real context. In this way, students are helped to naturally understand each structure, and, in turn, it becomes long-term rather than short-term content, making the teaching of grammar a meaningful and non-intimidating process.

The ECRIF model has helped me in my speaking classes, as I like to break down each stage first so that students understand in the best way and everything is very clear, i.e. from when students practice in class to when they use it confidently and fluently, making each activity much more manageable so that students gain confidence in each step they take in class.

When we talk about reading and listening comprehension classes the best thing is to apply the PDP framework because it changed my way of structuring the classes, before I thought that if the class was listening the audio should be presented only once and based on that complete the activity that the teacher presented but with this framework I learned that this is not the right way to teach English but it is important to reproduce it three times and each time increasing the difficulty of the activities not everything from the beginning increasing the motivation of all students.

Finally, with writing, the PDREE model has helped me to see it as a step-by-step process of creating a text with clear explanations and activities that motivate students. Working through each of the phases such as planning, drafting, revising, editing, and extension encourages students to improve their work in writing every day because not only does the teacher correct them, but they are able to recognize their classmates' mistakes and improve their own. This makes the classes much more student-centered and increases participation. I am excited to continue learning more about these frameworks and to continue applying them in my future classes and to be able to convey that English language is not only about vocabulary and grammar but also about dividing the classes by skills.

Recommendations

When planning my classes, I find it effective to include many visual elements such as short videos, flashcards, and audio clips. I consider that adding this kind of materials helps the teacher to make the classes very participative and to make the students feel in an environment that is designed for them, helping them to concentrate and to improve day by day, since many English teachers still teach in a traditional way and do not explore to know these frameworks that help a lot or to teach by skills, helping the order of the teaching and to make everything more interactive.

I also suggest that at the beginning of classes you don't start with the topic right off the bat, but I have found it very helpful to include open-ended questions or pictures with the goal of having students guess what topic they think you are going to talk about in class. This way they can connect the new topic to knowledge, so that this place feels like a safe space that is not forcing them to talk and emphasize that every answer is valid, the idea is to create curiosity and encourage dialogue between student and teacher. I have found that this type of activity increases student interaction and creates positive attitudes.

Another point is to introduce new vocabulary or grammar; I like to explain each point clearly but briefly but always using examples related to life or everyday life in this way students will feel identified and present better attention in class. I believe that it is not good to overload it with too much content or with more than one grammar or vocabulary topic per day, what should be done is once a new topic is taught is to apply activities applying real context, work in pairs or groups, an active class where not only the teacher speaks but also the students participate and show motivation to learn something new.

I also believe that it is vital to include meaningful tasks, I mean tasks that make students think, not tasks that in 2 minutes they already have them done with artificial intelligence, that is why as a future English teacher I do not think that sending home assignments every now and then is effective, I think that creating dynamic activities in classes such as role plays, interviews, debates, onion hoops and can witness the mastery of the language and if they are creative tasks that these are a video, a comic, a sketch or other activity that involve creativity and mastery of the students.

Finally, I really like the feedback, many times as teachers we believe that the way we teach is fine and we don't need to change anything; Finally, I really like feedback, many times as teachers we believe that the way we teach is fine and we do not need to change anything but in my demonstration classes I realized how important it is to ask for feedback from the students and in this way see things that maybe we do not realize and also give feedback to the students so that over time they can improve, as well as when giving instructions I think it is vital that these are clear and always ask the ICQ questions to check that the students understood what they have to do. Encouraging students about the process motivates them to keep learning and improving every day.

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