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TEMA:

TEFL Application Process

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CERTIFICADO DE DERECHO DE AUTOR

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Descripción del Trabajo:

El presente trabajo de investigación tiene como objetivo integrar la teoría y la práctica en la enseñanza de inglés como lengua extranjera (TEFL) , enfocándose en el diseño de planes de lección basados en marcos pedagógicos contemporáneos como PDP, PDREE y ECRIF para promover el desarrollo de las habilidades linguisticas: hablar, escuchar, leer y escribir.

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Yo, **Katherine Jamileth Moreno Alava** , con número de identificación **135072541-0**, declaro que soy el autor original y **Dr. Germán Carrera Moreno**, con número de identificación **100181962-0**, declaro que soy el coautor, en calidad de tutor del trabajo de investigación titulado **"Teaching English as a Foreign Language Application Process"**.Este trabajo es resultado del esfuerzo intelectual y no ha sido copiado ni plagiado en ninguna de sus partes.

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CERTIFICO

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

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

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

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Manta, Viernes, 01 de agosto de 2025.

Lo certifico,

CARRERA MORENO GERMAN WENCESLAO
Docente Tutor

PERIODO 2025-1

Curricular Integration Model

Resumen

El presente trabajo integra la teoría y la práctica en la enseñanza de inglés como lengua extranjera, enfocándose en el diseño de planes de lección basados en marcos pedagógicos contemporáneos como PDP, PDREE y ECRIF para promover el desarrollo de las habilidades linguisticas: hablar, escuchar, leer y escribir. El enfoque ECRIF (Encounter, Clarify, Remember, Internalize, Fluently Use) se emplea para potenciar la producción oral significativa, mientras que el modelo PDP (Pre, During, Post) estructura la comprensión auditiva y lectora a través de actividades progresivas y metacognitivas, de la misma manera, el enfoque PDREE (Preparation, Drafting, Revising, Editing, Extension) fomenta la expresión escrita mediante procesos iterativos y colaborativos. Cada enfoque se implementa en planes de lección propios, dirigidos a adaptar la instrucción a diferentes perfiles y contextos estudiantiles. Las experiencias durante la pre práctica preofesional resaltan la importancia de la reflexión constante, la gestión eficiente del tiempo y la claridad en las instrucciones para garantizar un aprendizaje significativo y duradero.

Palabras claves

Marcos pedagógicos, TEFL, ECRIF, PDP, PDREE, expresión oral, comprensión auditiva, comprensión lectora, habilidades de escritura, aprendizaje significativo, enseñanza innovadora, actividades progresivas.

Abstract

This final project integrates theory and practice in teaching English as a foreign language, focusing on lesson plan design based on contemporary pedagogical frameworks such as PDP, PDREE, and ECRIF to promote the development of linguistic skills: speaking, listening, reading, and writing. The ECRIF approach (Encounter, Clarify, Remember, Internalize, Fluently Use) is used to enhance meaningful oral production, while the PDP model (Pre, During, Post) structures listening and reading comprehension through progressive and metacognitive activities. Similarly, the PDREE approach (Preparation, Drafting, Revising, Editing, Extension) fosters writing expression through iterative and collaborative processes. Each approach is implemented in its respective lesson plans aimed at adapting instruction to different student profiles and contexts. Experiences during the pre-professional practicum highlight the importance of constant reflection, efficient time management, and clear instructions to ensure meaningful and lasting learning.

Keywords: Pedagogical frameworks, TEFL, ECRIF, PDP, PDREE, oral expression, listening comprehension, reading comprehension, writing skills, meaningful learning, innovative teaching, progressive activities.

Introduction

Teacher training in English language teaching requires continuous pedagogical updating and critical reflection on classroom practice. This final project responds to the need to integrate well-founded theoretical frameworks with practical application to foster the comprehensive development of linguistic skills in students. Through the analysis and implementation of pedagogical frameworks such as PDP (Pre, During, Post), FMU, and ECRIF (Encounter, Clarify, Remember, Internalize, Fluently Use), alongside the design of integrative lesson plans, meaningful learning is promoted adapted to the current educational contexts and demands. These frameworks offer clear, sequential structures for designing activities that support balanced and effective development of the four communicative skills: speaking, listening, reading, and writing.

Specifically, the ECRIF approach focuses on enhancing oral expression and fluency by guiding learners from initial exposure to spontaneous usage. The PDP model structures listening and reading instruction in phases that encourage preparation, interaction during the activity, and post-activity reflection, incorporating essential metacognitive strategies. Additionally, PDREE (Preparation, Drafting, Revising, Editing, Extension) supports writing development through an iterative process fostering collaboration and critical thinking.

This final project explores the practical application of these methodologies in real classroom contexts, demonstrating how their integration leads to more dynamic, student-centered teaching tailored to learners' needs. Furthermore, it emphasizes the importance of thorough lesson planning, efficient time management, and clear instructions to optimize learning processes and ensure that students achieve meaningful, lasting language acquisition. Experiences drawn from pre-service teaching practice highlight the vital role of combining theory and practice alongside continuous self-assessment for the ongoing improvement of teacher effectiveness and educational outcomes in English as a Foreign Language contexts.

MODULE 1: FMU LANGUAGE ANALYSIS

FMU Analysis of: Future - "Will"

FORM

Interrogative: Will + Subject + Verb + ...?

> ➤ Example: Will they attend the meeting?

+ Yes, they will.

- No, they won't

Affirmative: Subject + will + Verb + ...

> ➤ Example: She will finish the project tomorrow.

Negative: Subject + will not (won't) + Verb + ...

> ➤ Example: She won't finish the project tomorrow.

MEANING

Future simple tense (will) is a verb tense that expresses the actions that will happen

later, a certainty or prediction in the future.

USE

For asking about future actions or events:

Predictions:

Example: The weather will be cold tomorrow.

Spontaneous Decisions:

Example: I'm tired, I think I'll go to bed early.

Promises:

Example: I'll bring the book to you tomorrow.

Offers:

Example: I'll help you with your luggage.

ANTICIPATED DIFFICULTIES

- Develop spontaneous decisions in real life situations.

- Students struggle to respond quickly in English when required to make on-the-spot decisions, often hesitating or falling silent.

COMPREHENSION CHECKING QUESTIONS

- Will she come to the party?

Yes, she will. / No, she won't.

- What will the weather be like next week?

It will be sunny and warm.

TEACHING IDEAS

➤ Create situations where students must offer help or take spontaneous decisions through "Onion-ring" game.

➤ Build collaborative story where each problem requires a "will" solution trough Through "will chain story".

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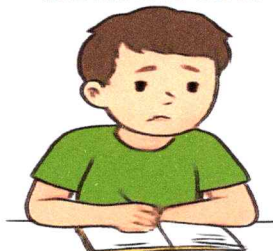
RESOURCES:

Activity 1

I'm really cold

I don't have

I feel sick

I forgot my homework

I'm so tired

The teacher is coming!

I'm hungry
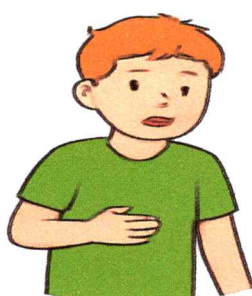
I don't understand this

I think I lost my phone
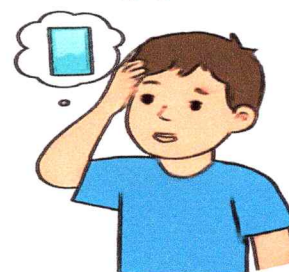
Journal 1: FMU Language Analysis

Form, Meaning, and Use (FMU) analysis serves as a systematic approach to understanding the intricate interplay between the structure, semantics, and pragmatics of language elements. This comprehensive framework delves deep into the building blocks of linguistic expressions, examining everything from individual morphemes to complex syntactic constructions, making it crucial for language professors and educators. This journal explores my expectations and feelings about implementing FMU analysis in language teaching while presenting key learnings derived from academic literature on this pedagogical approach.

As a future professor, I anticipate that this approach will enable me to create learning experiences that empower students to navigate the complexities of language with confidence and proficiency. am particularly motivated by the promise of gaining a deeper understanding of language dynamics and helping students appreciate that grammar extends far beyond structural forms to encompass meaningful communication. Furthermore, I expect FMU analysis to enhance my professional development as an educator by providing a systematic framework for understanding how language elements interact. This comprehensive approach should promote critical thinking among students, helping them discern subtle nuances in language expression, represents one of the most compelling aspects of implementing FMU analysis in my future teaching practice.

Engagement with FMU literature reveals fundamental insights about language's dynamic and multifaceted nature. Research demonstrates that language functions as a living entity shaped by social, cultural, and cognitive influences, constantly adapting across diverse communicative contexts rather than following static grammatical rules (Alexopoulou & Kolliakou, 2004). The intricate relationship between form, meaning, and use represents a core principle of FMU analysis. Even subtle variations in linguistic structure can yield significant shifts in interpretation, highlighting the interconnected nature of these three components (Alston, 1963). This understanding emphasizes that effective language analysis must consider all three elements simultaneously rather than examining them in isolation. Form-focused instruction that combines attention to linguistic structure with meaningful communication produces more effective learning outcomes than traditional approaches that separate these elements (Nassaji & Fotos,

2011). This finding reinforces the pedagogical value of teaching form, meaning, and use as interconnected components. FMU analysis reveals the complexity of linguistic expression by demonstrating how language elements function beyond structures to convey into depth of understanding. As Schifrin (1984) notes, this analytical approach encourages deeper examination of communicative functions rather than surface-level interpretations, fostering enhanced understanding of language's multifaceted nature in authentic contexts.

During my internships, I had extensive exposure to the FMU approach, which proved invaluable in helping students grasp not only grammatical forms but also when and why to use them appropriately. This method prevents mechanical or purely memoristic learning by placing grammar within authentic communicative contexts. I observed that many students struggled to apply grammar correctly in real-life situations despite memorizing rules. For example, rather than simply learning the past tense form, students learn how and when it is used in storytelling or reporting past events situations where meaning and context determine appropriate use.

Understanding FMU analysis is fundamental for adapting pedagogical strategies to meet students' diverse needs and for supporting the teacher's ongoing professional growth. FMU provides teachers with conceptual tools to design more effective lessons that integrate grammar with meaningful communication rather than isolated rule drilling. This not only improves classroom efficacy but also helps educators respond to changing educational contexts and learner profiles.

To sum up, FMU analysis redefines grammar teaching by transforming instruction into dynamic learning experiences that prepare students for authentic communication. Its implementation is crucial for equipping students with real linguistic competencies and providing teachers with a powerful tool for meaningful language instruction. Embracing FMU principles represents a significant step towards more engaging, effective, and holistic language education.

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MODULE 2: ECRIF

Speaking Lesson Plan

Level: B1

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

1. Time management.

2. Encouraging students interaction.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT **USE** the future "will" **TO** make spontaneous decisions, and offers **IN** a role play in front of the class.

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

- When students use future "will" accurately and appropriately in the final role play to express spontaneous decisions and offers.
- When students demonstrate increased fluency and confidence in real-time communication during pair/group activities.

Preliminary Considerations:

a) **What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?**
- Present Simple and Continuous tenses.
- Basic future forms like "going to."

b) **What aspects of the lesson do you anticipate your students might find challenging/difficult?**
- Speaking hesitation when required to respond quickly in real-time situations.
- Anxiety about performing in front of the class during the role play.

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

- Incorporate interactive speaking games (*Onion-ring, Will Chain Story*) to lower stress and increase fluency.

- Provide controlled speaking practice to build confidence before the final task.

Time	Framework stage	Procedure		Interaction	Materials Needed
		Teacher will...	Students will...	T-S/S-S VAKT	
3 Minutes	Encounter &	➤ Present the video "Future Simple "Will" - Spontaneous decisions and offers. https://www.youtube.com/watch?v=gP9okbwX2LE ➤ Show a still image and ask: "What will she order?"	➤ Pay attention to the use of the future "will" in the video. ➤ Answer the question asked by the teacher.	T – S V A	Projector Laptop
7 Minutes	Clarify	➤ Present a chart of situations where people make spontaneous decisions to students transform them into "will" responses. ➤ Ask CCQS: ➤ Do we decide this before the moment? ➤ Do we think about it first? ➤ Is this an instant decision?	**Activity 1** ➤ Work in pairs and make sentences using will for spontaneous decisions. ➤ Check answers and correct mistakes. ➤ Practice the pronunciation	T-S V	Projector Laptop Worksheet Pen or pencil

| 7 Minutes	Remember	**Activity: "Onion-ring"** ➢ Give list of prompts to outer circle students ➢ Introduce "onion ring" game ➢ Demonstrate: Outer student says "Your friend looks tired" Inner student responds "I'll make coffee for her" ➢ Set 30-second timer for each interaction ➢ Monitor the activity.	**Activity 2** ➢ Receive the list of prompts ➢ Pay attention to the techniques of the game ➢ Play and have fun	T = S V K	Projector laptop
8 Minutes	Internalize	**Activity: "Will Chain Story"** ➢ Put students in groups of 6-8 in circles ➢ Start with scenario: "You're planning a surprise party but everything goes wrong..." ➢ Model: "The cake store is closed" → Student A: "I'll bake one myself". Student B: "The decorations blew away" and so on and so forth... ➢ Monitor the activity.	**Activity 3** ➢ Build collaborative story where each problem requires a "will" solution. ➢ Each student adds a problem, next student offers solution with "will" ➢ Continue until everyone participated twice ➢ Create natural flow of spontaneous decisions	S = S V A K	Piece of paper Projector Pen or pencil
20 Minutes	Fluency	➢ Make students to form groups of 4. ➢ Give instructions for final activity.	➢ Create a role play about spontaneous decisions and offers using future "will". ➢ Practice the role play ➢ Make a presentation in front of the class.	S - S A	Piece of paper. Pen or pencil

RESOURCES

Encounter:

> https://www.youtube.com/watch?v=gP9okbwX2LE

Activity 1:

Make sentences using will for spontaneous decisions and offers.
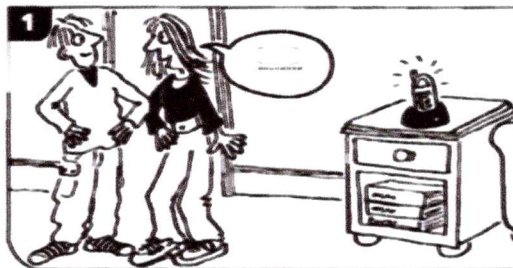
Activity 2: Onion-ring

I'm really cold

I don't have

I feel sick

I forgot my homework

I'm so tired

The teacher is coming!
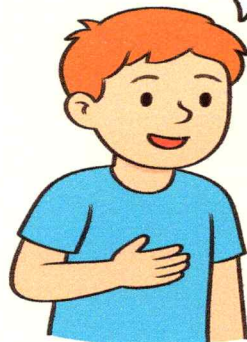
I'm hungry

I don't understand this

I think I lost my phone

Activity 3: "Will Chain Story"

You're planning a surprise party but everything goes wrong...

The cake store is closed

I'll bake one myself

Journal 2: ECRIF

Speaking instruction represents one of the most challenging aspects of second language teaching, as it requires students to integrate multiple linguistic competencies simultaneously while navigating real-time communication complexities. The ECRIF framework (Encounter, Clarify, Remember, Internalize, Fluency) offers a systematic approach to designing speaking lessons that address both accuracy and fluency development through carefully sequenced activities. This journal examines the implementation of ECRIF-based speaking lesson plans, integrating theoretical foundations with practical classroom experiences.

At first, I was intrigued about this system because it seems to involve a lot of main aspects, however as I delved deeper. I realized that ECRIF offered a structured approach to understanding and refining the art of teaching. It embodies the essence of lifelong learning and professional growth, this framework signifies a commitment to ongoing learning and improvement, setting the stage for a journey of professional development characterized by introspection, my feelings oscillated between anticipation and exciting, as I recognized the challenges and rewards inherent in this holistic framework. Furthermore, I anticipate that effective speaking lesson plans will help me create classroom environments where students feel comfortable taking linguistic risks.

Firstly, Nation and Newton have highlighted the effectiveness of task-based language teaching (TBLT) in developing speaking skills, stating that "speaking tasks should provide opportunities for meaning-focused use of language while incorporating elements that encourage attention to linguistic form." (2009). Their findings emphasize that effective speaking tasks must balance communicative purpose with linguistic development. Secondly, a critical component of successful speaking instruction is adequate pre-speaking preparation. Thornbury (2005) argues that "effective speaking lessons must include substantial preparation phases that activate students' prior knowledge, introduce necessary vocabulary, and provide linguistic models before expecting productive output." This research challenges traditional approaches that immediately require students to speak without adequate preparation, often resulting in frustration and limited learning outcomes. Thirdly, contemporary research also highlights technology's role in speaking instruction. Chapelle and Sauro (2017) explain that computer-mediated communication tools and digital platforms create unique

opportunities for authentic speaking practice, offering immediate feedback and recording features for self-assessment, technology can help overcome common challenges such as limited practice time and the lack of personalized feedback.

During my internships, implementing ECRIF-based speaking lesson plans proved invaluable for structuring oral communication activities; key insights from practical application included discovering that certain activities, particularly during the Clarify phase, required more time than initially anticipated as students needed extended processing time for form-meaning connections. Moreover, I learned that guiding students toward independent discovery of linguistic patterns and meanings, rather than direct presentation, students go with you, step by step, resulted in greater engagement, to take communicative risks during the Fluency phase.

I consider that the ECRIF framework offers solutions to several persistent challenges in speaking instruction that have been identified through research and classroom experience. The framework addresses the problem of insufficient scaffolding in speaking lessons by providing systematic progression from controlled to free production. The Encounter phase ensures students receive adequate exposure to target language before attempting production, while the Clarify phase addresses comprehension and form-meaning connections. These main stages prevent the common problem of throwing students into speaking tasks without adequate preparation.

Each ECRIF phase requires specific activity types to maximize effectiveness. The Encounter phase incorporates authentic materials such as podcasts or video clips, with activities including prediction tasks and collaborative content discussions. The Clarify phase focuses on form-meaning connections through consciousness-raising tasks and guided discovery activities. Remember and Internalize phases progress from controlled practice through substitution drills to more complex role-play activities and collaborative projects. Finally, the Fluency phase emphasizes authentic communication through debates, presentations, and discussions that prioritize meaning over form.

To conclude, The ECRIF framework effectively addresses key challenges in speaking instruction through its systematic five-phase progression that balances accuracy and fluency development. Its emphasis on discovery-based learning and adequate preparation reduces student anxiety while building communicative confidence, and its

flexibility allows educators to adapt activities to student needs without losing structural coherence. Ultimately, ECRIF-based instruction improves not only oral proficiency but also students' metalinguistic awareness, making it a valuable tool for contemporary language education.

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What will she order?

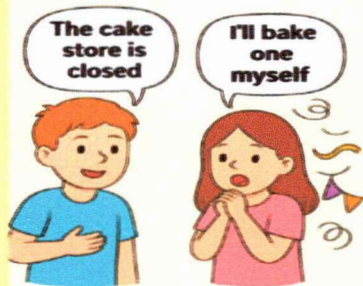Make sentences using will for spontaneous decisions and offers.
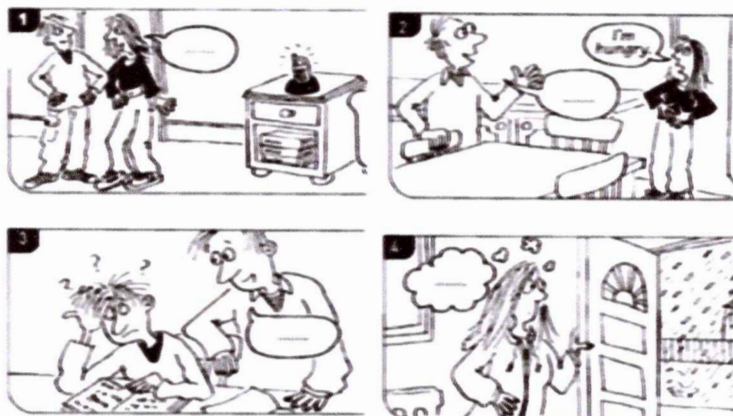
¡Let's play onion-ring!

Example: one student say
"your friend looks tired"
Inner student responds
"I'll make coffee for her"

"Will Chain Story"

Model: "The cake store is closed"
Student A: "I'll bake one myself".
Student B: "The decorations blew away"
Student C need to make a spontaneous decision for this problem....
and so on and so forth....

Create a role play about spontaneous decisions and offers using future "will".

MODULE 3: LISTENING

Listening Lesson Plan

Level: B1

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

1. Time management
2. Teacher Talking Time

What are your Student Learning Objectives for the lesson?

By the end of the lesson **SWBAT** SHOW UNDERSTANDING of the audio "Work-life balance" **BY** classifying the ideas in the correct group **AND THEN** preparing a proposal to balance work with personal life.

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

- The quality of responses on the worksheet will demonstrate their ability to synthesize the lesson material.
- Observing their ability to create and share ideas in role-play will show how effectively they've applied the lesson's content.

Preliminary Considerations:

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

- Basic sentence structures to discuss habits and routines (e.g., present simple).
- Familiarity with listening for key ideas and specific details.

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

b) Students might find difficult terms or phrases in the audio are unknown.

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

- Play the audio multiple times to aid comprehension.
- Provide key vocabulary in advance and a worksheet with useful phrases.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will…	Students will…		
8 minutes	Pre-Stage	• Ask students: Do you think your parents make a balance between work and their personal life? How? • Pre-teach vocabulary using a worksheet with words and meanings • Check for mistakes • Teach pronunciation (listen and repeat activity)	Discuss in pairs and then share their answers. **Activity 1: Matching** Match each word with the correct meaning. Compare answers with classmates	T-S V	Laptop Projector Pictures
8 minutes	Early During Stage	• Play the audio for the first time. • Ask students to solve multiple choice from the audio.	**Activity 2: Pair work** Listen to the audio Work in pairs Discuss the answers Share the answers to the class.	T-S AV	Audio Recording
8 minutes	Later During Stage	• Play the audio again	**Activity 3: Multiple choice**	T-S	Audio Recording

		• Give instructions to students to answer a worksheet with the multiple-choice activity.	Listen to the audio Answer the questions Compare answers Check for mistakes	AV	Paper Pen or pencil
11 minutes	Final During Stage	• Play the audio again. • Give instructions to students about the fill up activity 4. • Hand out the worksheet.	**Activity 4: Worksheet** Listen to the audio. Write the phrases in the correct column.	T-S AV	Audio Recording Paper Pen or pencil
10 minutes	Post Stage	Ask Students to prepare a proposal answering these questions: What would advise your friends to have a good work-life balance? Why? Ask them to share in front of the class.	Form groups of 4. Prepare a proposal of how to balance work with personal life. Share the proposal in front of the class.	S-S A	

RESOURCES

PRE STAGE:

Activity 1:

Matching

> Freedom   a best-selling book   mobility
>
> To become less clear or visible   an advantage
>
> Work-life balance   a concept

A successful book

> [   ]

Giving the right amount of time to work and to the rest of your live

> [   ]

Working more than your normal work hours

> [   ]

The ability to work from different places

> [   ]

A positive thing about something

> [   ]

EARLY DURING STAGE:

https://learnenglish.britishcouncil.org/skills/listening/b1-listening/work-life-balance

Activity 2

Multiple choice activity.

What is the work–life balance like in traditional workplaces?

   a) People work flexible hours and often take work home.

   b) Working lives and private lives are clearly divided with set hours (9-5/6).

   c) Employees frequently work weekends and during holidays.

How has technology helped people work with more flexibility?

a) People can only work from the office using new technology.

b) Technology allows people to work from different locations and catch up on work from home.

c) Technology has eliminated the need for working overtime.

LATER DURING STAGE:

Activity 3

Circle the correct answer.

They can send and receive emails from their phones from home.

Their working hours can be easily tracked.

Robots can do their work for them.

How popular is Chris Svensson's book?

Not very popular

Very popular

It's new. People don't know it yet.

In traditional workplaces, do people work at weekends or when on holiday?

Yes, it's normal.

No, never.

Usually, they don't.

Work lives and private lives are clearly divided.

People work too much overtime and so they have no private life.

People are free to manage the balance themselves.

FINAL DURING:

Activity 4

Write the phrases in the correct column.

Possible to work weekends or while on holiday	Flexible working hours	Hobbies and sports only in the evening or at weekends
Fixed working hours.	Hobbies and sports can be done at other times, also during the day.	No working at weekends or on holiday

Traditional workplaces	**Modern workplaces**

Journal 3: PDP (Listening)

The PDP framework represents a fundamental pedagogical approach in second language instruction, providing systematic scaffolding for both receptive and productive skills development. The development of effective listening lesson plans represents one of the most challenging aspects of second language instruction. This journal documents my learning process, integrating theoretical knowledge from academic sources and bridging pedagogical theory with practical classroom applications to enhance students' receptive skills and communicative competence.

My expectations regarding the implementation of the PDP framework are marked by enthusiasm and uncertainty. I think this approach will provide me with a systematic way to teach listening, which is often one of the most challenging skills for students to develop. Moreover, this approach will provide the necessary scaffolding to guide students through complex cognitive processes in listening comprehension. I find myself feeling both excited and apprehensive about facilitating authentic listening comprehension.

Contemporary research has established that "listening comprehension lies at the heart of language learning, but it is the least understood and least researched skill" (Vandergrift, 2007). This observation has reshaped my understanding of listening's critical role in second language acquisition and the need for systematic instructional approaches. Vandergrift's work emphasizes moving beyond traditional passive approaches toward explicit instruction addressing complex cognitive processes. Moreover, Nazarieh (2022) demonstrates that successful listening involves continuous meaning-making where listeners integrate auditory input with existing knowledge structures. Goh and Vandergrift's (2021) research states that this systematic approach incorporates explicit metacognitive strategy instruction throughout all lesson phases, particularly in post-listening reflection activities.

My experience with this approach was clear and satisfactory. I put the PDP framework in practice multiple times. Students of 10ᵗʰ and 1 bachelor's degree give good results thanks to collaborative discussions, progressive and structured reflection activities, including self-assessment questionnaires and goal-setting tasks, promoting learner autonomy.

I consider that a lot of aspects could be solved with PDP framework, for instance, the pre-listening phase is an opportunity to activate prior knowledge and establish and setting clear purposes for listening; In the during phase to use various strategies to help students focus on key details and the main idea of the audio recording; the post listening phase which involves reflecting on and discussing the material, this aspect is very important in order to provide opportunities for students to consolidate their understanding, share their insights and apply what they have learned to new contexts. This prevents cognitive overload while practicing both processing strategies.

I plan to employ a multi-layered approach, using visual prediction activities with images, headlines, or video clips to activate knowledge, collaborative discussions that allow students to share relevant experiences, and progressive activities. I will begin with global comprehension tasks for main topics and overall tone, followed by segmented listening for shorter chunks that focus on specific information.
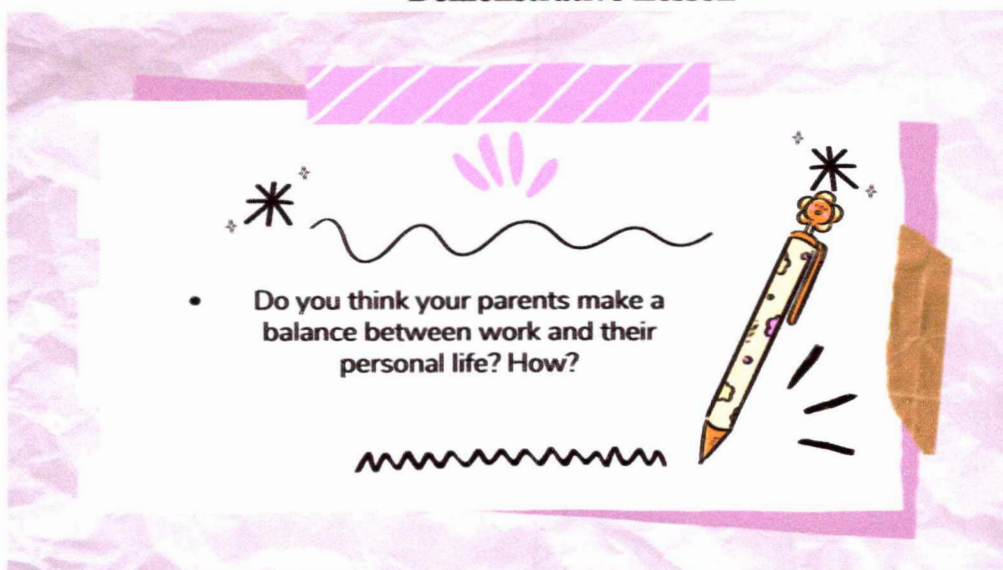
These are the main differences between listening and speaking lesson plans within the PDP framework. Firstly, listening feedback focuses on comprehension accuracy and strategy development, whereas speaking feedback addresses multiple linguistic dimensions while maintaining student confidence and motivation. Moreover, listening lessons follow a rigid PDP sequence with precise timing, where each phase serves specific functions; on the other hand, speaking lesson plans offer more flexibility, enabling teachers to extend or modify activities based on student performance. Finally, listening assessment uses objective comprehension tasks measuring understanding accuracy, while speaking assessment requires simultaneous evaluation of pronunciation, fluency, and communicative effectiveness through real-time judgment.

Overall, this journal has reinforced my understanding of the PDP framework as an essential tool for effective listening instruction. Through theoretical exploration and practical implementation with 10th-grade and 1st-year bachelor students, I have confirmed that systematic approaches combining pre-listening preparation, structured during-listening activities, and reflective post-listening phases significantly enhance student comprehension and autonomy. Moving forward, I am confident that this framework provides the necessary scaffolding to transform listening from a passive activity into an active, meaning-making process.

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- Do you think your parents make a balance between work and their personal life? How?

Matching activity

Activity 1:

Freedom	a best-selling book	mobility
To become less clear or visible	an advantage
Work-life balance	a concept

A successful book

Giving the right amount of time to work and to the rest of your live

Working more than your normal work hours

The ability to work from different places

A positive thing about something

Work-life balance

Listen to a radio interview about maintaining a good work-life balance to practise and improve your listening skills.

- What is the work–life balance like in traditional workplaces?

- How has technology helped people work with more flexibility?

Multiple choice

Activity 3

How has technology helped people work with more flexibility?

They can send and receive emails from their phones from home.

Their working hours can be easily tracked.

Robots can do their work for them.

How popular is Chris Svensson's book?

Not very popular

Very popular

It's new. People don't know it yet.

In traditional workplaces, do people work at weekends or when on holiday?

Yes, it's normal.

No, never.

Usually, they don't.

What is the work–life balance like in traditional workplaces?

Work lives and private lives are clearly divided.

People work too much overtime and so they have no private life.

People are free to manage the balance themselves.

Activity 4

Write the phrases in the correct column.

Possible to work weekends or while on holiday	Flexible working hours	Hobbies and sports only in the evening or at weekends
Fixed working hours	Hobbies and sports can be done at other times, also during the day.	No working at weekends or on holiday

Traditional workplaces	Modern workplaces

ROLE-PLAY

What would advise your friends
to have a good work-life balance?
Why?

MODULE 4: READING
Reading Lesson Plan PDP

Level: B1

Action points

1. Reduce Teacher Talking Time
2. Time management

What are your Students' Learning Objectives for the lesson?

By the end of the lesson, SWBAT SHOW UNDERSTANDING OF the article

"Zanshin: Learning the Art of Attention and Focus from a Legendary Samurai Archer" **BY** identifying the main idea and supporting details that contribute to the overall understanding of the text, **AND THEN** present a proposal of the contributions of this reading to their lives.

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

- The students will demonstrate comprehension by successfully identifying the main idea during the skimming activity and justifying their choice with reasons.
- The students will show understanding by accurately completing true/false questions.
- The students will demonstrate mastery through their individual written reflection about the message of the text and their group presentation explaining how this reading contributes to their daily lives.

Preliminary considerations:

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

- Students have basic knowledge of mindfulness and concentration techniques from previous lessons.
- Students understand the concept of practice and improvement through repetition.
- Students can make connections between abstract concepts and practical applications.

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

- Understanding some new or topic-specific vocabulary in the reading passage.
- Distinguishing the main idea from supporting details, especially in a text with abstract ideas.
- Connecting the reading's message to their personal experiences in the post-stage activity.

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

- Pre-teach key vocabulary at the pre-stage using visual aids and matching activities.
- Guide students step-by-step through skimming for the main idea and scanning for specific details before deeper analysis.
- Encourage group discussion to build on peers' interpretations and clarify understanding.

Time 45 minutes	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
10 min	Pre-stage	• Present pictures related to the reading. • Ask them to predict the title of the reading. • Pre-teach vocabulary • Check understanding of vocabulary	• Follow the instructions of the teacher. • Describe pictures and brainstorm ideas about the title of the reading. • Write on the board the titles. **Activity 1** • Match words with definitions • Compare answers • Correct mistakes	T-S VA	Projector Laptop

7 min	Early During stage	• Ask students to choose one picture about the reading and according to that, they will be in a group.
		 • Present the reading
		 • Ask the students to skim the article and highlight the main idea of the text.
		 • Ask students to write on the board the main idea (1 per each group)
		 • Ask ICQs:
		   - Will you read every single word or just look for the main idea?
		   - Will you work alone or in groups?
			Activity 2
			 • Form groups
			 • Skim the article
			 • Highlight the main idea of the text.
			 • Write the main idea on the board. (1 for each group)
			 • Give reasons why they chose that idea.
				T-S
				
				 VA
					Notebook
					
					 An audio
					
					 Laptop
					
					 Speaker

7 min	Later During stage	• Ask students to scan specific details that support the main idea. • Provide a worksheet with true or false questions.	**Activity 3** • Scan the article for specific details that support the main idea. • Solve the worksheet with true/false questions.	T-S VAT	Laptop projector worksheet

11 min	Final during stage	• Ask students to write the message taken from this reading.	**Activity 4** • Read individually the text and write a reflection of this reading.	T-S VA	Paper projector laptop
10 min	Post stage	• Ask students to present a proposal about the contribution of this reading to their daily lives.	**Activity 5: Group Work** • Discuss the message and present a proposal of how it can be applied in their lives. • Present it as a group.	S-S	Summary

RESOURCES

PRE STAGE:

Activity 1

Match words with the correct definitions.

a. The center of a target, symbolizing achieving a specific goal.

1. **Kyudo**

b. A peaceful, meditative garden design reflecting simplicity and
2. **Intensity**
balance.

3. **Straw Roll Target**

c. A high level of energy, focus, and commitment applied to an activity.

4. **Deliberate**
Practice

d. A training technique involving focused, repeated practice of
fundamental skills.

5. **Zen Garden**

e. The Japanese martial art of archery, focusing on precision and
mindfulness.

6. **Zanshin**

f. A close-range practice target used to refine basic archery techniques.

7. **Bullseye**

g. The art of complete awareness and focus in every activity.

EARLY DURING STAGE:

Zanshin: Learning the Art of Attention and Focus from a Legendary Samurai Archer

written by JAMES CLEAR

Everything Is Aiming

Great archery masters often teach that "everything is aiming." Where you place your feet, how you hold the bow, the way you breathe during the release of the arrow—it all determines the end result.

In the case of Awa Kenzo, the master archer was so mindful of the process that led to an accurate shot that he was able to replicate the exact series of internal movements even without seeing the external target. This complete awareness of the body and mind in relation to the goal is known as *zanshin.*

Zanshin is a word used commonly throughout Japanese martial arts to refer to a state of relaxed alertness. Literally translated, *zanshin* means "the mind with no remainder." In other words, the mind completely focused on action and fixated on the task at hand. *Zanshin* is being constantly aware of your body, mind, and surroundings without stressing yourself. It is an effortless vigilance.

In practice, though, *zanshin* has an even deeper meaning. *Zanshin* is choosing to live your life intentionally and acting with purpose rather than mindlessly falling victim to whatever comes your way.

The Art of Zanshin in Everyday Life

"One should approach all activities and situations with the same sincerity, the same intensity, and the same awareness that one has with bow and arrow in hand."

—Kenneth Kushner, One Arrow, One Life

We live in a world obsessed with results. Like Herrigel, we tend to put so much emphasis on whether or not the arrow hits the target. If, however, we put that intensity and focus and sincerity into the process—where we place our feet, how we hold the bow, how we breathe during the release of the arrow, then hitting the bullseye is simply a side effect.

The point is not to worry about hitting the target. The point is to fall in love with the boredom of doing the work and embrace each piece of the process. The point is to take that moment of *zanshin,* that moment of complete awareness and focus, and carry it with you everywhere in life.

It is not the target that matters. It is not the finish line that matters. It is the way we approach the goal that matters. Everything is aiming. *Zanshin.*

LATER DURING STAGE

Activity 3

Read the statements below and mark them as True or False based on the text.

Herrigel was allowed to shoot at a real target from the start of his training.

    True / False

Awa Kenzo believed that mastering the basics is essential for long-term success.

    True / False

Zanshin is about focusing only on the outcome of a task.

    True / False

Herrigel's initial struggles were related to poor aim.

    True / False

FINAL DURING STAGE:

Activity 4

Write a reflection of this reading

Journal 4: PDP (Reading)

The PDP (Pre-During-Post) framework is a foundational model for designing effective reading lesson plans that promote student comprehension and engagement by structuring instruction into three clear, dynamic phases. This approach facilitates activating prior knowledge before reading, guiding active engagement with texts during reading, and encouraging reflection and application after reading. This journal reflects on my expectations and feelings about implementing the PDP framework, insights gained from recent research, my pre-service teaching experiences, practical lesson strategies, the distinction between reading and listening lessons within PDP, and overall conclusions.

When I first encountered the PDP framework, I felt enthusiastic and hopeful about its potential to bring structure and clarity to lesson planning. I expected that dividing lessons into Pre-, During-, and Post-reading phases would make student engagement more systematic and purposeful. I was intrigued to see how this would help activate background knowledge, focus attention during reading, and deepen comprehension afterward. While excited to apply student-centered methods. Overall, my feelings were positive, motivated by the prospect of designing lessons that encourage critical thinking, collaboration, and better comprehension outcomes.

Collectively, this body of literature consistently highlights the importance of organizing lessons into clear stages, while also valuing continuous teacher development. Current research emphasizes the critical importance of structured literacy instruction, particularly regarding its effectiveness for all readers through explicit and systematic approaches (Hall et al., 2023). This research demonstrates that systematic, sequential instruction frameworks provide essential scaffolding for both teachers and students while maintaining necessary flexibility for individual learning needs. Professional development initiatives focusing on reading comprehension instruction have shown significant positive effects on both teacher knowledge and student learning outcomes through meta-analytical research (Yoon et al., 2020). These findings underscore the importance of continuous professional learning and implementation of research-validated instructional strategies. Furthermore, investigations into reading comprehension interventions demonstrate the importance of targeted instruction in effective lesson implementation (Filderman et al., 2022). This finding challenge

traditional compartmentalized approaches to language skills instruction and supports more evidence-based pedagogical frameworks.

My experience during pre-service teaching was positive but also highlighted areas for growth. While I enjoyed designing engaging activities, I realized that some took too long, making time management a challenge. I need to structure shorter, focused tasks. Additionally, my instructions must be clearer; I plan to work on delivering simple, direct explanations and using ICQs to ensure students understand before starting activities. These adjustments will help me run lessons more smoothly and respond better to student needs.

Effective PDP reading lessons seamlessly integrate a range of strategies across each phase to maximize student learning, they begin by activating prior knowledge through multimedia resources, collaborative discussions, and predictive tasks that help set clear goals; during the reading phase, lessons foster active engagement through guided annotation, strategic questioning, think-aloud, and collaborative meaning-making activities such as literature circles or reciprocal teaching, all of which promote metacognitive awareness; finally, the post-reading stage extends learning by engaging students in analytical writing, creative responses, cross-curricular tasks, and the use of graphic organizers, in order to promoting deep comprehension, synthesis, and the transfer of knowledge to new contexts.

Reading and listening lessons differ fundamentally in several key aspects. On one hand, reading lessons give students control over the pace of input, allowing them to pause and allocate focused attention as needed. In contrast, listening lessons require students to process information in real time, which imposes greater demands on working memory. As Rogowsky et al. (2016) demonstrate, these modality differences significantly affect comprehension outcomes, through self-paced engagement, whereas listening demands immediate processing without pauses. Regarding material preparation, reading lessons focus on selecting texts carefully matched to students' readability levels and visual presentation for accessibility, while listening lessons must prioritize audio quality, speaker clarity, and minimize background noise, often requiring multiple exposures to support comprehension. Thus, though both involve language comprehension, these contrasting demands on control and material design distinct instructional strategies tailored to each modality.

In summary, the PDP framework offers a practical and well-founded structure that enhances reading lesson planning by organizing instruction into clear and manageable phases. This approach facilitates student engagement and comprehension by activating prior knowledge, promoting active reading, and encouraging reflection. Additionally, it supports teachers in delivering differentiated and scaffolded lessons. My teaching experience highlighted the importance of effective time management and clear instructions, areas that the PDP framework helps improve through its structured approach. Moreover, has principles with evidence-based strategies that creates a coherent and flexible framework that fosters meaningful learning and ongoing professional growth.

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Demonstrative Lesson

Activity 1:

1. Kyudo	a. The center of a target, symbolizing achieving a specific goal.
2. Intensity	b. A peaceful, meditative garden design reflecting simplicity and balance.
3. Straw Roll Target	
4. Deliberate Practice	c. A high level of energy, focus, and commitment applied to an activity.
	d. A training technique involving focused, repeated practice of fundamental skills.
5. Zen Garden	
6. Zanshin	e. The Japanese martial art of archery, focusing on precision and mindfulness.
7. Bullseye	
	f. A close-range practice target used to refine basic archery techniques.
	g. The art of complete awareness and focus in every activity.

ANSWERS:

Kyudo → e
Intensity → c
Straw Roll Target → f
Deliberate Practice → d
Zen Garden → b
Zanshin → g
Bullseye → a

Zanshin: Learning the Art of Attention and Focus from a Legendary Samurai Archer

written by JAMES CLEAR

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ACTIVITY 3:

Read the statements below and mark them as True or False based on the text.

Herrigel was allowed to shoot at a real target from the start of his training.

True / False

Awa Kenzo believed that mastering the basics is essential for long-term success.

True / False

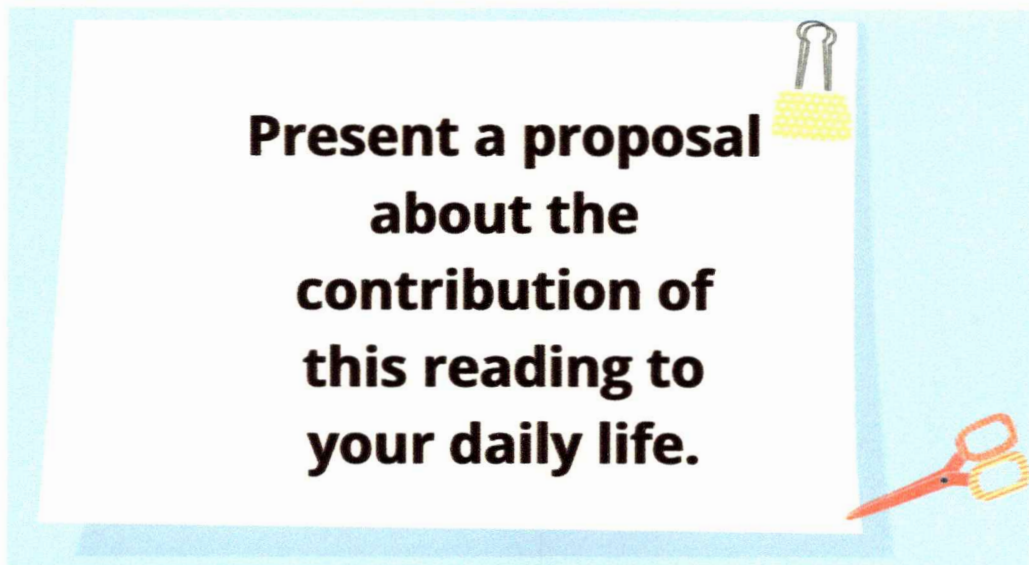Zanshin is about focusing only on the outcome of a task.

True / False

Herrigel's initial struggles were related to poor aim.

True / False

Activity 4:

write the message taken from this reading.

Present a proposal about the contribution of this reading to your daily life.

MODULE 5: WRITING

Writing Lesson Plan

Level: A2

Action Points

1. Time Management.
2. Give clear instructions to students

What are you Students Learning Objectives for the lesson?

- By the end of the lesson, SWBAT **write** an informal letter **to** describe their feelings about their favorite artist, **then** post the informal letter to the class for students to choose the best one and read it out loud in front of the class.

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

- Students demonstrate understanding of the structure of an informal letter.
- Students demonstrate interest in the topic by expressing their feelings through an informal letter.
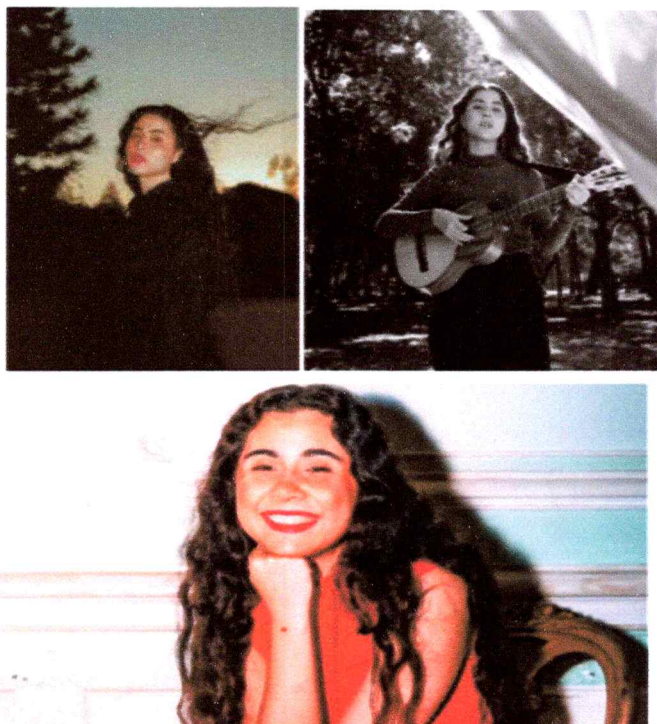
Preliminary Considerations

- **What vocabulary/grammar/information skills do your students already know in relation to today's lesson?**
  - Use of the correct form of the possible tenses (Past Simple, Present Continuous, Past Continuous, etc.)

  - Connect their ideas with the linking words.
- **What aspects of the lesson do you anticipate your students might find challenging/difficult?**
  - Lack of vocabulary to express their ideas.
  - Feeling afraid to be judge for their mistakes in the informal letter.
- **How will you avoid and/or address these problems areas in your lesson?**
  - Provide a Word Bank with possible sentences that they would use.
  - Show the classroom is a safe and secure place to share their ideas.

Time 45 minutes	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will…	Students will…		
10 min	Preparation	- Show a picture of an artist. - Ask students if they know this artist. - Ask some students about who is their favorite artist and why. - Present the structure of an informal letter and a model of the letter based on the topic and a Word Bank. - Give instructions of the activity: Show a sample of a letter.	- See the picture. - Students share ideas in pairs then they describe the artist. - Brainstorm ideas about their favorite artist and why. - Read and understand the letter structure.	T-S V	Projector Laptop Slides
17 min	Drafting	- Ask students to write a draft of an informal letter to their favorite artist (could be a singer, actress, etc.), considering the following requirements: - Use the correct form of the possible tenses (Past Simple, Present Continuous, Past Continuous, etc.) - Connect your sentences using Linking Words. - Be coherent, creative, and consistent with the text's style and tone.	- Write their first draft according to the pattern presented. - Pay attention to the "Peer Editing Symbols Guide" - Exchange their drafts with a classmate for peer revision.	T-S V	Projector Laptop Slides Pencil Paper

		• Monitor the class.			
8 min	Revision and Editing	• Show the "Peer Editing Symbols Guide". • Ask students to exchange their drafts with a classmate for peer revision. • Tell the students to correct the letter of their classmate using the peer editing symbols guide. • Monitor the activity and provide feedback if they needed	• Correct the letter of their classmate using the peer editing symbols guide.	T-S	Projector Laptop Slides Pencil Paper
10 min	Extension	• Provide stickers for the best one after they read the informal letters on the board. • Ask students to choose the best informal letter and put a sticker on it. • Ask students to share the most interesting information that caught their attention.	• Post the informal letters on the board for students to read it. • Read their classmates informal letters. • Put a sticker on the best letter. • Give reasons why they choose that informal letter.	T-S S-S V	Informal Letters Board Stickers

RESOURCES

PREPARATION

Structure of an informal letter

Layout for an Informal letter

	Sender's address
	Date

Dear.....................

- You may have more than 2 paragraphs. Depending on who the recipient is you will have varying levels of informality.
- It is generally accepted that in informal letters contracted forms can be used: *can't* instead of can not; *haven't* instead of have not etc.
- You may also use a more colloquial language register – chatty tone that you might use in speech / mild slang words.
- Punctuation can be less formal: exclamation mark! used to signify shock or a joke; dashes - instead of commas; brackets used to spearate additional ideas/references...

Degree of intimacy with recipient will determine the way you sign off:
Best wishes / Kind regards / Yours truly / *With love* ....

Model of the letter:

Manabi, Ecuador
April 29, 2025
Dear Silvana,
I've been meaning to tell you how much your music has touched my heart! From the first time I heard "Marchita," your voice and lyrics have become a constant companion in my life.
The way you blend traditional Mexican sounds with your contemporary style creates something truly special. Your songs about love and self-discovery have helped me through both happy and difficult moments.
When I saw you perform live, the connection you created with your jarana and the audience was magical. There's such honesty in your music that's rare to find these days.
Thank you for sharing your art with the world. Your voice has become the soundtrack to so many important moments in my life.
With admiration, Katherine Moreno

DRAFTING:

Activity 1

Write a draft of an informal letter to their favorite artist

Journal 5: Writing

Writing serves as a foundational skill supporting cognitive development and deeper comprehension of complex ideas. This journal evaluates writing lesson plan effectiveness through pedagogical literature analysis and proposes evidence-based classroom strategies, considering diverse learning styles, academic abilities, and the iterative nature of the writing process itself. Designing writing lesson plans evokes both excitement about creating dynamic learning environments and realistic concerns about inherent challenges.

I am really excited about this approach, effective writing pedagogy requires creating safe spaces where students can take risks while receiving constructive feedback that promotes growth and confidence. To accomplish this, I will implement several activities that I learned with this approach in order to help students discover their voices with meaningful feedback and support.

The research literature provides valuable insights that reshape the understanding of effective writing instruction. Graham, McKeown, Kiuhara, and Harris (2012) demonstrated through comprehensive meta-analysis that effective writing instruction must be explicit and systematic, providing students with concrete tools rather than assuming natural skill development. The What Works Clearinghouse (2012) emphasized evidence-based practices, including explicit strategy instruction, which has important implications for lesson planning. Graham and Sandmel (2011) showed the effectiveness of strategy instruction combined with collaborative writing approaches, particularly when combined with peer collaboration and structured feedback processes. Troia (2014) provided evidence for comprehensive instruction integrating explicit strategies, collaborative writing, and authentic writing tasks in order to show clear benefits and several limitations.

During my internships, I implemented the PDP writing methodology with mixed results. While students showed improved engagement during brainstorming activities, I encountered significant challenges, including limited class time for complete writing processes, varying proficiency levels that made peer collaboration difficult, and students' resistance to revision activities due to previous exposure to product-focused approaches. Additionally, technology integration proved problematic due to inconsistent internet access and students' unfamiliarity with collaborative digital platforms. However, I believe the PDREE methodology can address these issues by providing structured framework that accommodates different proficiency levels, systematic time

management through clearly defined phases, and gradual introduction of collaborative and technological elements that build student confidence.

In my upcoming role as an English teacher, I will systematically implement a comprehensive writing workshop approach that includes structured brainstorming and pre-writing activities, followed by supported drafting sessions where students access peer consultation and resources. During the process, I'll incorporate collaborative revision strategies using structured peer review with specific criteria, while integrating technology-enhanced platforms like class blogs for authentic audiences. Additionally, I'll provide explicit strategy instruction for different essay types and revision techniques, alongside differentiated support through topic choice, graphic organizers, and multimodal expression opportunities. These strategies will be systematically applied throughout the PDP framework, ensuring students receive scaffolded support from initial idea generation through final text production and publication.

The PDREE is more than a communication tool; it functions as a mechanism for learning, thinking, and personal development. When students learn to view first drafts as starting points rather than finished products, they develop persistence and a growth mindset that extends beyond writing. Collaborative aspects serve social and emotional learning objectives, teaching students to give and receive constructive feedback while developing empathy for different perspectives.

In summary, this reflective journey has deepened my understanding of writing instruction as a complex pedagogical process that extends beyond language mechanics. The challenges encountered during my internships, including time constraints, proficiency variations, and student resistance to process-oriented approaches, have provided valuable insights for refining my future instructional strategies. Moving forward, I am committed not only to improve writing skills but also critical thinking and lifelong learning habits essential for student success.

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Demonstrative Lesson

who is she?

who is your favorite artist? Why?
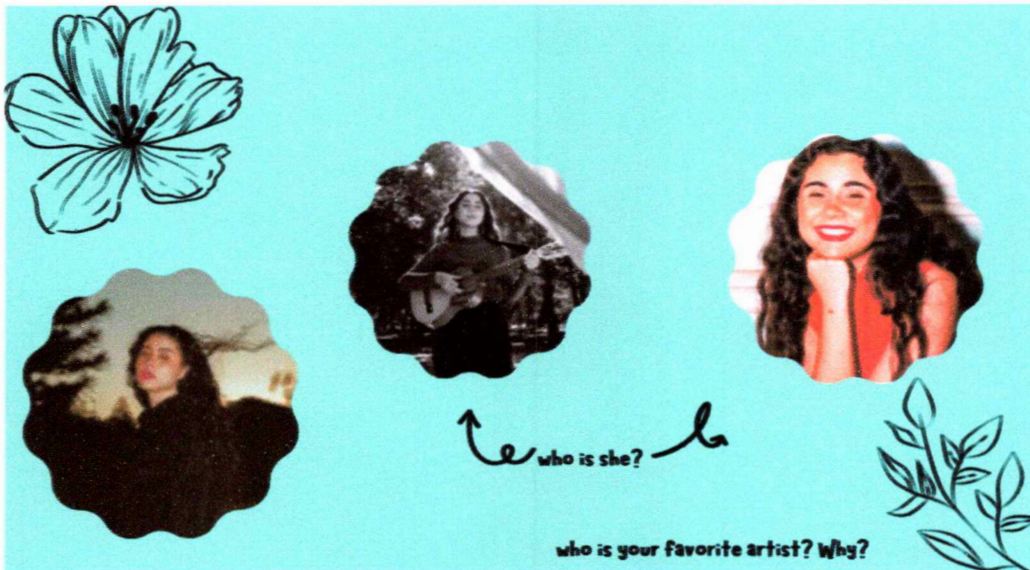
Write a draft of an informal letter to your favorite artist considering the following requirements:

Use the correct form of the possible tenses

Connect your sentences using Linking Words.

Be coherent, creative, and consistent with the text's style and tone.

Layout of an informal letter

Sender's address

Date

Dear ....

- You may have more than 2 paragraphs. Depending on who the recipient is you will have varying levels of informality.
- It is generally accepted that in informal letters contracted forms can be used: can't instead of can not, haven't instead of have not etc.
- You may also use a more colloquial language register – chatty tone that you might use in speech / mild slang words.
- Punctuation can be less formal: exclamation mark" used to signify shock or a joke; dashes – instead of commas; brackets used to separate additional ideas/references...

Degree of intimacy with recipient will determine the way you sign off.
Best wishes / Kind regards / Yours truly / With love ...

Peer Editing Symbols Guide

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:	

Manabi, Ecuador

April 29, 2025

Dear Silvana,

I've been meaning to tell you how much your music has touched my heart! From the first time I heard "Marchita," your voice and lyrics have become a constant companion in my life.

The way you blend traditional Mexican sounds with your contemporary style creates something truly special. Your songs about love and self-discovery have helped me through both happy and difficult moments.

When I saw you perform live, the connection you created with your jarana and the audience was magical. There's such honesty in your music that's rare to find these days.

Thank you for sharing your art with the world. Your voice has become the soundtrack to so many important moments in my life.
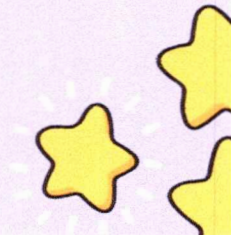
With admiration, Katherine Moreno.

Choose the best informal letter and put a sticker on it.

Share the most interesting information
that caught your attention.

Conclusions

This experience has provided me with extensive knowledge and has demonstrated to be highly effective in practice. Implementing the ECRIF, PDP, and PDREE pedagogical frameworks in teaching English as a foreign language has confirmed that these systematic approaches create meaningful learning experiences that transcend mechanical memorization of grammatical rules.

The ECRIF approach has proven particularly valuable for developing oral competence, as its systematic progression from initial encounter to fluent use allows students to build confidence while naturally internalizing linguistic patterns. Similarly, the PDP model has demonstrated effectiveness in listening and reading comprehension, providing the cognitive scaffolding necessary for students to process complex information in a structured manner.

Regarding writing development, the PDREE framework has facilitated understanding of the writing process as an iterative and collaborative activity, moving away from traditional conceptions focused solely on the final product. This perspective has enabled students to develop metacognition about their composition processes, resulting in more coherent and communicatively effective texts.

In summary, this experience has consolidated the understanding that effective English language teaching requires a balanced combination of solid theoretical foundation and reflective practical application. These pedagogical frameworks not only provide methodological tools but also promote continuous professional development through systematic reflection on educational practice, representing a significant contribution toward student-centered pedagogy oriented toward developing authentic and lasting communicative competencies.

Recommendations

Based on the analysis and application of the pedagogical frameworks ECRIF, PDP, and PDREE, I highly recommend establishing planning routines that include the clear definition of specific and measurable learning objectives for each session. It is fundamental that these objectives are aligned with the communicative competencies we intend to develop and that they are explicitly communicated to students at the beginning of each class to generate clear expectations about what they will learn.

I strongly suggest the systematic integration of scaffolding activities, as it is essential for the success of the educational process. It is crucial that we design didactic sequences that progress gradually from controlled activities to free production, ensuring that each phase provides the necessary support for students to advance to the next level of complexity. This includes preparing support materials such as graphic organizers, vocabulary lists, and model structures that facilitate transitions between phases.

Moreover, I recommend implementing continuous formative assessment strategies that allow us to monitor student progress during all phases of the lesson using techniques such as systematic observation, comprehension checking questions, and self-assessment activities that provide immediate information about the achievement level of the stated objectives. I consider that feedback should be specific, constructive, and oriented toward performance improvement.

Finally, I recommend establishing clear protocols for classroom management that include signals for activity transitions, efficient distribution of materials, and organization of collaborative workspaces. Maximizing opportunities through effective time and resource management allows us to maintain student motivation throughout the entire session.

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