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TEFL Application Process

AUTORA:

Madeline Betsabeth Parrales Onofre

TUTOR:

Dr. Germán Carrera Moreno

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Autor:

Parrales Onofre Madeline Betsabeth

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Descripción del Trabajo:

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

Declaración de Autoría:

Yo, **Madeline Betsabeth Parrales Onofre**, con número de identificación **172343311-4**, declaro que soy el autor original y **Lic. German Carrera, Mg** 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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Firma del Autor:

Madeline Betsabeth Parrales Onofre
172343311-4



Firma del coautor:

Lic. Germán Carrera, Mg
100181962-0

Manta, jueves, 07 de agosto de 2025

CERTIFICO

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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



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Resumen

Este documento aborda la implementación de metodologías propias de la enseñanza del inglés como lengua extranjera (TEFL), con el propósito de fomentar un desarrollo equilibrado de las cuatro habilidades lingüísticas: hablar, escuchar, leer, escribir. Se examinan tres enfoques didácticos clave. El modelo ECRIF (Encounter, Clarify, Remember, Internalize, Fluently Use), enfocado en la mejora progresiva de la producción oral. El PDP (Pre, During, Post) se utiliza para fortalecer tanto la comprensión auditiva como la lectora. Y el modelo PDREE (Preparation, Drafting, Revising, Editing, Extension), orientado al desarrollo de habilidades de escritura. A través del análisis y aplicación de estos enfoques, se evidencia cómo cada uno contribuye a un aprendizaje significativo, centrado en el estudiante y adaptable a distintos contextos educativos. Finalmente, se presenta una propuesta de integración práctica de estos modelos en el aula, con el fin de alcanzar un proceso de enseñanza-aprendizaje más dinámico, reflexivo y contextualizado.

Palabras claves:

Inglés como lengua extranjera, TEFL, habilidades lingüísticas, ECRIF, expresión oral, PDP, comprensión auditiva, comprensión lectora, PDREE, producción escrita, aprendizaje significativo, enseñanza contextualizada.

Abstract

This document addresses the implementation of methodologies specific to teaching English as a foreign language (TEFL), with the aim of promoting balanced development of the four language skills: speaking, listening, reading, and writing. Three key teaching approaches are examined. The ECRIF model (Encounter, Clarify, Remember, Internalize, Fluently Use), focused on the progressive improvement of oral production. The PDP (Pre, During, Post) model, used to strengthen both listening and reading comprehension. And the PDREE (Preparation, Drafting, Revising, Editing, Extension) model, aimed at developing writing skills. Through the analysis and application of these approaches, it is evident how each one contributes to meaningful, student-centered learning that is adaptable to different educational contexts. Finally, a proposal for the practical integration of these models in the classroom is presented, with the aim of achieving a more dynamic, reflective, and contextualized teaching-learning process.

Key words:

English as a foreign language, TEFL, language skills, ECRIF, oral expression, PDP, listening comprehension, reading comprehension, PDREE, written production, meaningful learning, contextualized teaching.

Introduction

This document compiles the knowledge, methodologies, and experiences I have acquired throughout my academic training, internships, and community-based teaching practices as a future English teacher. These experiences have been essential in shaping my professional identity, deepening my understanding of teaching, and reinforcing my commitment to supporting others in their language learning journey. Participating in real classroom settings and community projects has allowed me to connect theory with practice and develop practical tools for effective teaching.

Teaching English as a foreign language (TEFL) plays a fundamental role in today's interconnected world. As English educators, our responsibility goes beyond grammar and vocabulary; we must foster the development of the four core skills—speaking, listening, reading, and writing—in meaningful and accessible ways to learners from diverse backgrounds.

To promote speaking skills, I have implemented the **ECRIF** model (Encounter, Clarify, Remember, Internalize, Fluently Use). This framework helps students build communicative competence by guiding them through a process that emphasizes clarity, practice, and real-life application. It encourages learners to internalize language patterns and express themselves with greater fluency and confidence.

For listening and reading comprehension, the **PDP** model (Pre, During, Post) has been central in my lesson planning. This structured approach enhances understanding by preparing students before engaging with the text, supporting them during the task, and encouraging reflection afterward. It develops not only receptive skills but also critical thinking and strategic reading and listening behaviors.

Lastly, writing skills are addressed through the **PDREE** model (Preparation, Drafting, Revising, Editing, Extension). This process-oriented approach helps learners plan, develop, and refine their writing based on specific text types. It supports the gradual improvement of writing skills while fostering creativity and attention to structure and purpose.

Through the integration of these models, this document demonstrates how pedagogical theory can be effectively applied in real teaching contexts to promote a student-centered, skill-based English learning experience.



MODULE 1: FMU LANGUAGE ANALYSIS

FMU Analysis of Present Continuous Tense

Level: A2

- **FORM:**

Affirmative: Subject + verb to be + verb (ing form) + complement.

- I am **taking** pictures.

Negative: Subject + verb to be + not + verb (ing form) + complement.

- I am not **taking** pictures.

Interrogative: Verb to be + subject + verb (ing form) + complement+?

- Are you **taking** pictures?

Yes, I am

No, I am not

- **MEANING:**

The Present Continuous tense indicates that an action or situation is happening right now, at the moment of speaking, or around this time. It can also express plans or arrangements.

- **USE:**

- Describing Actions Happening Now: Use the Present Continuous to describe actions that are in progress at the moment of speaking.

Example: *She is studying for her exam right now.*

- Expressing Plans: Use the Present Continuous for arrangements or plans that are certain or scheduled.

Example: *I am meeting my friends tomorrow.*

- Temporary Situations: Use it to describe temporary actions or situations.



Example: *He is staying with his cousin this week.*

- **ANTICIPATED DIFFICULTIES:**

- Confusion between Present Simple and Present Continuous
- Misconjugation of the verb 'to be'
- Overuse of Present Continuous

- **COMPREHENSION-CHECKING QUESTIONS**

- What is she doing right now?
- Are you studying at this moment?
- Is he playing football tomorrow?

- **TEACHING IDEAS:**

- **Miming Game:** Have students mime an action while the rest of the class guesses what they are doing, using the Present Continuous tense.

Example: *You are brushing your teeth!*

- **Picture Description:** Show students a picture depicting an ongoing activity. Ask them to describe what the people in the picture are doing, using the Present Continuous.

Example: *In this picture, the children are playing in the park.*

- **Role Play for Plans:** Have students plan a party or an outing with a partner, discussing their plans using the Present Continuous tense.

Example: *I am bringing the snacks, and she is getting the drinks.*

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Journal 1: FMU Language Analysis

The FMU framework (form, meaning, and use) analysis and its development may seem like an unknown topic for some new learners who have not delved deeply into this type of framework; nonetheless, it is essential to have a clue about what it consists of and how I may apply this format in my upcoming English classes or internships. The following sections will answer those questions.

The first point of view worth mentioning is that this specific theoretical lens, which describes how the form, meaning, and use are associated with one another, should be integrated while teaching grammar, as it is essential for successful communication. According to Celce-Murcia (2007), effective grammar teaching must consider not only the structure (form), but also the function (meaning) and appropriateness (use) of language items in real communicative contexts.

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

Three new learnings that I achieved from reading about FMU are worthy of being mentioned. Firstly, Nassaji and Fotos (2011) highlight that form refers to the specific grammatical structure and how it is formed through morphology and syntax. This understanding allows teachers to be more precise when planning and presenting grammar lessons.

Secondly, Ellis (2006) states that meaning should be contextualized to support real comprehension; learners need exposure to examples where grammar structures carry communicative value. This made me reflect on the importance of not isolating

grammar rules but rather embedding them in authentic situations.

Finally, use is related to appropriateness in social and cultural settings. According to Liu and Shi (2007), teaching grammar effectively requires showing students not only how to form structures but when and why they are used in actual discourse. This is particularly relevant for EFL learners who may produce grammatically accurate sentences that sound unnatural due to pragmatic misuse.

When it comes to my experiences during pre-service teaching or internships, I could mention how I cherish them with gratitude but also with respect. I discovered how challenging yet rewarding this career could be—especially for students who struggle with grammar during my classes. Consequently, I would recommend that anyone be disciplined in order to succeed in their professional growth as an English educator.

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

Using the FMU framework is meant to solve several issues, such as confusion in identifying structures or contrasting tenses (past, present, future, and all their variations) through form, deciphering the exact meaning of certain topics through context, and applying those correctly through use. These challenges become learning opportunities when addressed through the FMU lens.

FMU analysis is essential for teachers' use in the classroom. As an intern and future teacher, I consider FMU a powerful framework since it encompasses every vital aspect of the English language: form as grammar and syntax, meaning as semantics, and use as pragmatics.

To conclude, FMU is a useful tool for those who struggle with grammar, and it aims to resolve common educational difficulties. However, it is our responsibility to let students know that it is okay to make mistakes as part of the learning process. Thanks to this framework, I can now better identify the unique role each component plays in language teaching and how it contributes to meaningful and effective EFL instruction.



References

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MODULE 2: ECRIF

Speaking Lesson Plan

Level: A2

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

1. Time management.
2. Teacher talking time.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT **USE** The Present Continuous **TO** describe current and future activities **IN** a role play.

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

- When students describe their weekly plans.
- When students present their findings in a role play.

Preliminary Considerations:

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

- Vocabulary about daily activities.
- Present Simple tense.

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

- Confusion between using the -ing form in verbs that end with "y" preceded by a consonant or vowel.

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

- Give clear instructions during the clarify stage.



Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
7 Minutes	Encounter & Clarify	<p>Activity 1</p> <ul style="list-style-type: none"> ➤ Write some sentences on the board. <p>I am reading a book</p> <p>They are playing football</p> <p>He is cooking dinner</p> <p>It is raining now</p> <ul style="list-style-type: none"> ➤ Make students understand the FMU of the present continuous. <p>S+ verb to be+ verb-ing+ complement</p> <ul style="list-style-type: none"> ➤ Show a colorful image with activities ➤ Ask questions using the present continuous: <p>CCQs:</p> <ul style="list-style-type: none"> • <i>What are they doing?</i> 	<p>Activity 1</p> <ul style="list-style-type: none"> ➤ Look at the image of each activity. ➤ Answer the questions. ➤ Order the words to create 'present continuous' sentences. ➤ Check answers with classmates <p>Correct mistakes</p>	T – S V A	Projector Laptop



		<ul style="list-style-type: none"> ➤ Provide a worksheet with scrambled words using the present continuous ➤ Ask students to order the words to create present continuous sentences. <p>Give feedback when needed.</p> <p>Activity 2</p> <p>Present the video "Present Continuous- Describing my plans for this week.</p> <p>https://youtu.be/jy5R6-pFMP0?si=afRx3Qf8158SGQ9s</p>	<p>Activity 2</p> <ul style="list-style-type: none"> ➤ Write down the sentences from the video. ➤ Write these sentences on the board. ➤ Analyze the sentence structure. 		
5 Minutes	Remember	<ul style="list-style-type: none"> ➤ Give Ss a dialogue for practicing Speaking. ➤ Listen and repeat activity ➤ Use the Onion-Ring technique and Look up and Say. 	<p>Activity 3</p> <ul style="list-style-type: none"> ➤ Listen and repeat the dialogue. ➤ Practice the dialogue in pairs. 	T – S V K	Worksheets Pen or pencil
10 Minutes	Internalize	<ul style="list-style-type: none"> ➤ Give Ss a conversation (fill in the blanks) 	<p>Activity 4</p> <ul style="list-style-type: none"> ● Fill in the blanks 	S – S	Worksheets



			<ul style="list-style-type: none">Practice the conversation in pairs.	V A K	
20 Minutes	Fluency	➤ Give instructions for the last activity.	Role Play Activity (Group of 4) <ul style="list-style-type: none">Prepare a conversation about their activities and weekly plans, then practice it, finally make a Role Play in front of the class.	S - S A	Piece of paper Pen or pencil



RESOURCES:

- Encounter: Activity 1



- Clarify

Put the words in order to make sentences:

is	my	sleeping	dad

is	wearing	blue	Jack	a	t-shirt

playing	the park	are	in	?	the children

parents	reading	in	not	my	the living-room	are

doing	friends	?	what	your	are

- Activity 2: <https://youtu.be/jy5R6-pFMP0?si=afRx3Qf8158SGQ9s>



- Remember: **Activity 3**

Emma: Hi, Jack! What are you doing?

Jack: Hey, Emma! I'm reading a book about ancient history. It's really interesting.

Emma: That sounds great! I'm actually studying for my history exam right now.

Jack: Really? What topic are you covering?

Emma: I'm focusing on ancient Egypt. My teacher is giving us a quiz tomorrow, so I'm trying to remember all the details.

Jack: Nice! Are you finding it difficult?

Emma: A bit. I'm writing down some notes to help me remember the key points. What are you planning to do after you finish reading?

Jack: I'm thinking about going for a walk. It's a nice day outside, and I could use a break.

Emma: Good idea! I'm staying in to study, but maybe we can go for a walk together later.

Jack: Sounds perfect. Just let me know when you're ready.

Emma: Will do!



- Internalize: Activity 4

Laura: Hi, Ben! How ____ you ____ (spend) your afternoon?

Ben: Hey, Laura! I ____ (try) to finish some work, but my computer ____ (run) really slowly, so it's taking longer than usual.

Laura: Oh, no! That sounds frustrating. I ____ (study) for my psychology exam, but it's hard to focus.

Ben: I understand. Everyone ____ (say) the same thing lately—so many of us ____ (feel) stressed out.

Laura: Yeah, it seems that way. Right now, I ____ (review) my notes, and I ____ (highlight) the important points.

Ben: That's a good strategy! I ____ (plan) to go to the library later. ____ you ____ (want) to join me?

Laura: Actually, yes! I think a change of scenery would help. My siblings ____ (play) video games, and the noise is so distracting.

Ben: Perfect! I ____ (leave) my place around 3 p.m.

Laura: Sounds good. I'll meet you there. Also, I ____ (think) about going to a study session tomorrow if you're interested.

Ben: Sure, let's talk more about it later. Right now, I ____ (check) my emails and ____ (respond) to some messages.

Laura: No problem. Thanks, Ben!



Journal 2: ECRIF

The ECRIF framework—Encounter, Clarify, Remember, Internalize, and Fluency—is a practical and reflective tool that supports teachers in understanding the learning process as dynamic and nonlinear. As Woodward (2001) points out, effective teaching happens when we focus not just on what we teach, but on what learners are doing at each moment of the lesson. The ECRIF model aligns with this idea by helping teachers visualize students' progression in language learning, particularly in the development of speaking skills.

During my practicum experience, I realized that planning lessons using ECRIF gave me a clear and student-centered structure. It encouraged me to reflect on questions like: How do my students first encounter new language? Am I providing enough space for internalization before expecting fluency? These questions allowed me to better adapt my instruction to my students' needs and responses during the lesson.

Hernández (2021) suggests that the ECRIF framework promotes scaffolding by sequencing learning activities in a way that supports retention and communication. For example, in the Encounter stage, I used images and sentences to introduce the topic. In the Clarify stage, a video and comprehension-check questions helped my students understand the structure and function of the language. Later, the Remember and Internalize stages allowed students to apply their understanding through role-plays and pair work. Finally, the Fluency stage included communicative tasks such as short presentations or discussions, where students could express themselves more freely.

One of the key insights I gained from using ECRIF is that fluency doesn't appear suddenly—it is the result of a gradual and supported process. As explained by Nation and Newton (2009), fluency practice should occur after learners have had adequate exposure and controlled practice. ECRIF's structure honors this developmental view of speaking, and that's what makes it so effective.

Reflecting on my classroom experiences, I recall moments when students appeared disengaged or confused. By revisiting my lesson through the ECRIF lens, I noticed that I had rushed from *Clarify* to *Fluency* without providing enough time in the *Remember* stage. Once I adjusted my pacing and added short, scaffolded practice (e.g., choral repetition, sentence transformation), students were more confident in the final

communicative task.

Using the ECRIF framework also helped me become more intentional with my assessment strategies. According to Harmer (2015), formative assessment during speaking tasks should be ongoing and integrated. ECRIF naturally encourages this by showing the teacher what learners are doing and where they might need support before moving on.

In conclusion, ECRIF is not just a model for lesson planning—it is a mindset that emphasizes observation, adaptation, and learner development. It has helped me grow as a reflective practitioner, especially in the teaching of speaking. As I continue my journey as an English teacher, I intend to refine my use of this framework to support communicative competence in my future students.

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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. Improve the design of activities.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT show **understanding of** the audio “Healthy Habits” **by** identifying specific actions mentioned in the audio **and then** write a paragraph about how they can incorporate them into their lives.

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?

- While answering the worksheets, students demonstrate their understanding of the key vocabulary used for a healthy lifestyle.
- Student’s ability to connect the actions discussed in the audio to their own lives.

Preliminary Considerations:

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

- Use of Present Simple Tense for routine actions.
- Adverbs of frequency to describe how often they do healthy activities.

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

- Misunderstanding what they listen for the first time.
- Students might need help with new or complex health-related vocabulary.

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

- Play the audio multiple times and provide precise, focused listening tasks for



each lesson stage.

- Pre-teach these terms using visual materials, real-life examples, and simple definitions.



Time 45 minutes	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 min	Pre-Stage	<ul style="list-style-type: none">✓ Show images of people having healthy routines.✓ Ask students to guess the meaning of each image.✓ Write new words on the board: ManageStress, Balanced Diet, Meditation, Sleep, Hydration.✓ Clarify the meaning and pronunciation✓ Ask:<ul style="list-style-type: none">• What activities do you usually do to have a healthy lifestyle?	<ul style="list-style-type: none">✓ Look up the images and discuss in pairs the meaning of each image.✓ Share their meanings with the class.	T-S V	Projector Slides Laptop
6 min	Early During-Stage	<ul style="list-style-type: none">✓ Give to students a worksheet to answer multiple choice questions.✓ Play the audio.	<ul style="list-style-type: none">✓ Listen to the audio✓ Select the best answer✓ Answer the questions giving some reasons why.	T-S A	Projector Slides Speaker Pencil Paper Audio File



9 min	Later During-Stage	<ul style="list-style-type: none"> ✓ Play the audio again. ✓ Instruct students to focus on understanding the general ideas of the audio. ✓ Ask students to write 2 or 3 sentences summarizing the main ideas they heard. ✓ Pair students up to share their summaries. 	<ul style="list-style-type: none"> ✓ Listen attentively to the audio. ✓ Focus on grasping the general concepts and main ideas. ✓ Write down 2 or 3 sentences summarizing the main ideas from the listening. ✓ Share their summaries with a partner. 	T-S S-S A	Paper Pencil Speaker Audio File
15 min	Final During-Stage	<ul style="list-style-type: none"> ✓ Tell the student to listen for specific details this time. ✓ Play the audio again. ✓ Distribute a worksheet with specific questions related to the listening. ✓ Instruct students to write down answers based on the details they hear and then compare their answers. ✓ Ask ICQ: <ul style="list-style-type: none"> • What is on the worksheet I gave you? • Can you compare your answer with a partner after writing? ✓ See what answer they have. 	<ul style="list-style-type: none"> ✓ Listen to the instruction. ✓ Listen the audio again and focus on the specific details. ✓ Receive the worksheet. ✓ Listen to the explanation of the worksheet and answer the questions in the worksheet. ✓ Answer the ICQ. ✓ Compare the answer with their classmates. 	T-S S-S A	Worksheet Pencil Speaker Audio File



10 min	Post-Stage	<ul style="list-style-type: none">✓ Instruct students to write a paragraph about their current healthy habits and new ones they might adopt.✓ Facilitate a class discussion where students share their reflections.	<p>Group Work Activity</p> <ul style="list-style-type: none">✓ Write a paragraph reflecting on their healthy habits and potential new habits they could adopt.✓ Share their paragraphs with the class.	T-S S-S	Paper Pencil
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RESOURCES:

- Audio file

<https://youtu.be/VPHGa09cFuE?feature=shared>



WHAT ACTIVITIES
DO YOU USUALLY
DO TO HAVE A
HEALTHY
LIFESTYLE?

- Earling- During Stage

Audio file <https://youtu.be/VPHGa09cFuE?feature=shared>





- **Final- During Stage**

Name: _____

Date: _____

1. How does eating a balanced diet contribute to a healthy lifestyle?

2. Why is getting enough sleep important for maintaining good health?

3. What are some benefits of regular exercise?

4. List three healthy habits mentioned in the video.

5. Why is it important to develop healthy habits according to the video?

Journal 3: PDP (Listening)

The PDP framework—standing for Pre-, During-, and Post-listening stages—provides teachers with a solid methodology to guide students through one of the most complex skills in EFL: listening. Rather than simply exposing learners to audio, PDP promotes a structured sequence of activities that enhance understanding, activate prior knowledge, and deepen interpretation. According to Vandergrift and Goh (2012), listening instruction should be “process-oriented,” meaning students are taught how to listen strategically rather than merely tested on comprehension. The PDP framework fits this approach perfectly.

My expectations for using PDP in listening lessons are optimistic and thoughtful. I expect this framework to help me anticipate student difficulties, select appropriate listening texts, and design scaffolding activities that support all learners. It also gives me a clearer picture of how to link listening with other skills, particularly speaking and writing, during the post-listening phase.

That said, my feelings about teaching listening are somewhat cautious. In my teaching experience, I have seen students disengage due to poor audio quality, unfamiliar accents, or lack of background knowledge. However, I now understand that these issues can be addressed by preparing students adequately in the pre-listening phase. As Brown (2007) highlights, activating schemata and setting a clear purpose before listening are crucial to success.

One key learning from my exploration of the PDP framework is how intentional each stage must be. The **Pre-listening** stage is not about revealing the topic too early but rather activating curiosity and prior knowledge. For example, Field (2008) suggests that tasks like predicting content, discussing related ideas, or focusing on key vocabulary prepare learners for focused and meaningful listening.

In the **During-listening** stage, the activities must be aligned and progressively more detailed. It's not enough to “just play the audio.” Effective practice includes listening for gist, then specific details, and finally making inferences. My own experience during internships supports this: when students had guided tasks for each listening round, their understanding increased significantly. I once taught a lesson using a podcast where students first guessed the topic based on background noise, then identified emotions through intonation, and finally completed a chart with supporting

evidence. The improvement was evident.

As for the **Post-listening** stage, it should go beyond comprehension checks. Richards (2015) argues that reflective tasks and follow-up discussions can help consolidate meaning and foster critical thinking. I've seen this happen when students shared personal experiences related to what they heard it gave them purpose and confidence to use language meaningfully.

Another insight is the need to be inclusive in listening activities. Some learners may have processing difficulties or hearing impairments. In such cases, visual support, transcripts, or slower-paced recordings can make a significant difference.

To conclude, the PDP framework has transformed how I approach listening lessons. It equips me to guide students through stages of anticipation, comprehension, and reflection. While challenges remain—like adapting to students' listening levels or technical issues—this framework provides a roadmap to make listening purposeful, accessible, and engaging. As teachers, our role is to turn listening from a passive activity into an active process of discovery and understanding.

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MODULE 4: READING

Reading Lesson Plan

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

1. Give clear instructions
2. Time management

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT show understanding of the story “The Wonders of Volcanoes” **BY** identifying positive and negative effects of volcanic eruptions **AND THEN** making a synthesis of what the reading conveys.

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?

- They summarize the text correctly.
- They write a new ending to the story.

Preliminary Considerations:

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

- Present Perfect Tense
- Know vocabulary about volcanoes

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

- They may not be familiar with some new vocabulary.

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

- Provide new vocabulary to help students understand the message.
- Incorporate interactive and creative pre-activities related to the topic.



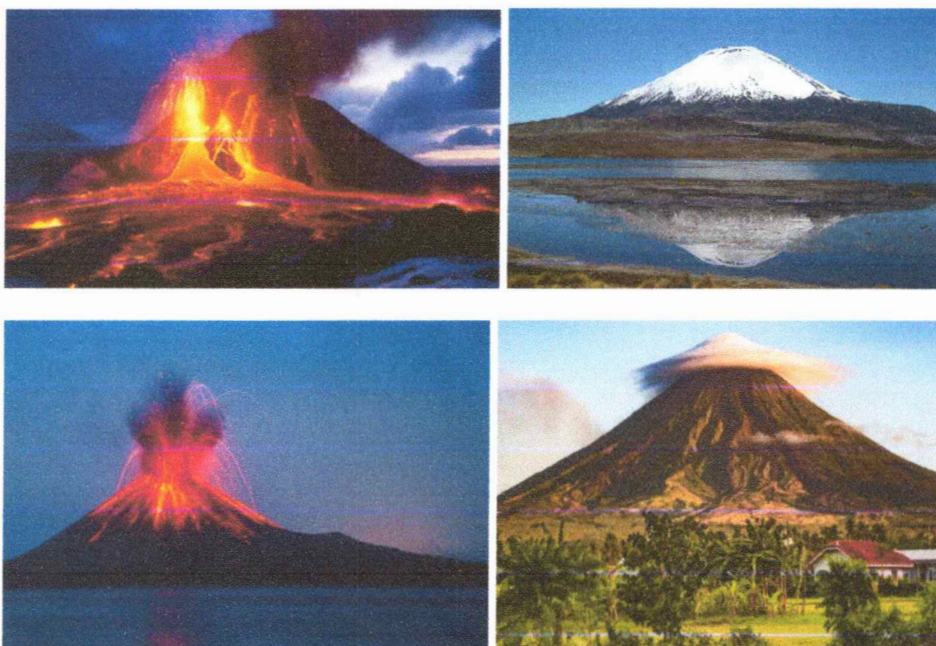
Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 Minutes	Pre-Stage	<ul style="list-style-type: none"> Show images of volcanoes and ask: ✓ "Have you ever seen or heard of a volcano?" ✓ "What do you know about volcanoes?" ✓ "What do you think they can cause?" Reveal the title and ask: "What do you think this text is going to be about?" 	<ul style="list-style-type: none"> Observe volcano pictures and describe what they know or imagine about them. Predict the content of the reading from the title and discussion. 	T-S V	Projector Laptop
6 Minutes	Early During Stage	<ul style="list-style-type: none"> Give out the reading text. Ask students to skim the text, focusing on the first and last paragraphs. Ask: "What is the main idea of this text?" Facilitate a short discussion. 	Activity 1 <ul style="list-style-type: none"> Skim the text to identify the main idea and key points. Share thoughts with the class. 	T-S V	Sheet of paper Projector Laptop
11 Minutes	Later During Stage	<ul style="list-style-type: none"> Give instructions for the activity 2. Ask students to re-read 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 <ul style="list-style-type: none"> Re-read the text carefully. Complete the worksheet with comprehension questions. Discuss answers. 	T-S	Sheet of paper Worksheet Pencil or pen
13 Minutes	Final During Stage	<ul style="list-style-type: none"> Ask the students to read the text carefully. Divide the students in groups of 3. Ask students to write a concise paragraph that understanding the message that the reading gives us. 	Activity 3 Group work <ul style="list-style-type: none"> 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	<ul style="list-style-type: none">• 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.	<p>Activity 4</p> <ul style="list-style-type: none">• 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
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RESOURCES

- **Pre-Stage**



The Wonders of Volcanoes



- **Early- During Stage**

The Wonders of Volcanoes

Volcanoes are fascinating natural wonders that have shaped the Earth for millions of years. They are openings in the Earth's surface through which molten rock, ash, and gases can escape. There are over 1,500 active volcanoes worldwide, and many of them are located near tectonic plate boundaries, where the Earth's crust is weakest.

The eruption of a volcano can be both beautiful and dangerous. Lava flows, pyroclastic flows, and ash clouds are all potential hazards, but the eruptions can also create new landforms and fertile soil. In fact, some of the world's most productive agricultural regions, such as the islands of Indonesia and the Hawaiian Islands, owe their fertility to volcanic activity.

One of the most famous volcanoes is Mount Vesuvius, located in Italy. This volcano erupted in AD 79, burying the Roman cities of Pompeii and Herculaneum under several meters of ash. The eruption was so catastrophic that the cities were lost to history for over 1,500 years, until they were rediscovered in the 18th century. Excavations of Pompeii have provided us with valuable insights into ancient Roman life, as many buildings, artifacts, and even human remains were preserved by the ash.

Volcanoes are also important for scientists. By studying them, researchers can learn about the Earth's interior, as well as how volcanoes impact the environment and human life. For example, volcanic eruptions can affect global weather patterns by releasing large amounts of sulfur dioxide into the atmosphere, which can cause temporary cooling of the Earth's surface.

Despite the dangers, volcanoes remain an essential part of our planet's geology. They remind us of the Earth's power and the ever-changing nature of our environment.

- **Later- During Stage**

"The Wonders of Volcanoes"

Name: _____

Date: _____

I. Reading Comprehension – True or False

Read the sentences. Write T (True) or F (False) based on the text.

1. ___ Volcanoes are always dangerous and have no positive effects.
2. ___ Lava is molten rock that comes from inside the Earth.
3. ___ The eruption of Mount Vesuvius destroyed the city of Rome.
4. ___ Volcanoes can affect the Earth's climate by releasing gases.
5. ___ Scientists study volcanoes to understand how they help the planet.

II. Vocabulary – Match the words with their definitions

Match each word with the correct definition. Write the letter (a-e).

A Vocabulary

B Definitions

- | | |
|--------------------|---|
| 1 Magma | a Dust and small particles from a volcanic eruption |
| 2 Lava | b Explosive activity when a volcano releases material |
| 3 Ash | c Molten rock beneath the Earth's surface |
| 4 Eruption | d Hot melted rock flowing from a volcano |
| 5 Pyroclastic flow | e A fast-moving mixture of gas, ash, and rock |

1-___ 2-___ 3-___ 4-___ 5-___



- **Final- During Stage**

Understanding the Message of the Text:

- **Post Stage**

Alternative ending:

Criteria	Excellent (4 pts)	Good (3 pts)	Fair (2 pts)	Needs Improvement (1 pt)
Creativity and Originality	The ending is very creative and adds a fresh, logical twist to the story.	The ending is creative and mostly fits the story.	The ending shows some creativity but lacks coherence with the story.	The ending is not creative or does not relate to the story.
Grammar Usage	No grammatical errors. Sentence structure is excellent.	Few grammatical mistakes that do not affect understanding.	Some grammatical mistakes that slightly affect clarity.	Frequent grammar errors that hinder understanding.
Spelling and Mechanics	No spelling or punctuation errors.	1-2 minor errors in spelling or punctuation.	Several errors in spelling or punctuation.	Many spelling errors that interfere with reading.
Group Collaboration	All members contributed equally and worked well together.	Most members participated actively.	Some members did most of the work; limited participation by others.	Poor collaboration; only one or two members contributed.
Peer Review Participation	Reviewed another group's work carefully and gave useful corrections.	Reviewed others' work with some helpful comments.	Reviewed others' work with minimal effort.	Did not complete the peer review or did not give feedback.



Journal 4: PDP (Reading)

The PDP framework Pre, During, and Post reading has proven to be one of the most effective instructional sequences for developing reading comprehension in EFL contexts. It provides a structured, scaffolded approach that supports learners before, during, and after engaging with a text. According to Grabe and Stoller (2011), effective reading instruction involves pre reading strategies to build background knowledge, while reading tasks to promote engagement with the text, and post-reading activities that encourage reflection and language use. This framework addresses all of those areas systematically.

My expectations for using PDP in reading are optimistic and purposeful. Firstly, I expect to identify what kinds of tasks genuinely aid in text comprehension versus those that are only mechanical or superficial. Secondly, I want to be able to select or adapt reading materials appropriate to my learners' level and interests. Finally, I look forward to designing lessons that help students move beyond basic decoding and into interpretive and critical reading.

When reflecting on my early teaching experiences, I noticed that many reading lessons revolved around literal comprehension questions. However, as Nuttall (2005) states, reading should involve not only extracting information but also interacting with texts, questioning them, and relating them to personal experiences. This deeper engagement is exactly what the PDP framework encourages especially in the post-reading phase.

One of the most important things I've learned from researching PDP is the purpose of each stage. The Pre reading stage helps activate students' background knowledge and stimulate interest. Activities like predicting from the title, discussing a related image, or answering guiding questions are essential. As suggested by Nation (2009), such strategies not only prepare students linguistically but also cognitively, helping them anticipate and organize information.

In the During stage, tasks must guide learners through the text in increasing depth. Skimming, scanning, and identifying main ideas are followed by inference-making and vocabulary contextualization. In one lesson I delivered, students first read a short story for gist and later answered inferential questions about the topic, which improved their engagement significantly.

In the post reading stage, it's critical to go beyond comprehension checks. As Wallace (2003) highlights, reading is also a social activity, and learners should be encouraged to discuss their reactions and opinions. In practice, I found that students responded well to tasks like writing an alternate ending. These not only consolidate comprehension but also promote critical and reflective thinking.

One of the biggest challenges I encountered was selecting texts that were both level-appropriate and interesting. I learned to adapt authentic materials and scaffold them with visuals, glossaries, or pre-teaching vocabulary when needed.

In conclusion, the PDP framework for reading promotes thoughtful and effective lesson planning. It helps teachers guide students through the full reading process—preparation, interaction, and reflection—while also fostering independence and critical literacy. As I continue to develop as a teacher, I hope to make reading not just a classroom skill but a lifelong habit for my students.

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MODULE 5: WRITING

Writing Lesson Plan

Level: B1

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

1. Reduce Teacher Talking Time
2. Speak louder

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT **WRITE** a paragraph about their favorite cartoon using simple and compound sentences, **TO** express their ideas and preferences, **THEN** stick it on the wall and choose the best description.

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?

- I will check if students can write a well-formed topic sentence, supporting sentences, details, and concluding sentences.
- I will check the correct use of punctuation marks.

Preliminary Considerations:

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

- Ss already know the structure of simple and compound sentences.
- Ss know the vocabulary related to cartoons (example: funny, exciting, animal, family, friend)

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

- Ss might be struggling when writing the topic sentences.

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



- I will provide a fun visual warm-up to engage interest.
- I will offer a clear structure of the paragraph.
- Remind students to write the topic.



Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
7 Minutes	Preparation	<ul style="list-style-type: none"> Show an example of a paragraph Present the writing process Highlight key parts of the paragraph 	<ul style="list-style-type: none"> Identify the main parts of the paragraph. Choose one topic Brainstorm ideas Make an outline 	T-S V	Screen
15 Minutes	Drafting	<ul style="list-style-type: none"> Give clear instructions for the activity. 	<ul style="list-style-type: none"> Write the topic sentence. Write supporting sentences and details. Write the concluding sentence. 	T-S	Screen Paper
6 Minutes	Revising	<ul style="list-style-type: none"> Ask students to exchange drafts. Show symbols (example: ^ for missing word) and explain peer editing briefly. 	<ul style="list-style-type: none"> Exchange drafts. Identify mistakes with editing symbols. 	T-S	Screen Editing symbols
10 Minutes	Editing	<ul style="list-style-type: none"> Ask students to return and edit their texts using peer suggestions. 	<ul style="list-style-type: none"> Correct mistakes and rewrite the final version of their cartoon description 	S-S	Paper
7 Minutes	Extension	<ul style="list-style-type: none"> Ask Ss to stick their works on the wall and choose the best description. 	<ul style="list-style-type: none"> Paste their paragraph on the wall and read them. Select the best work. 	T-S S-S	Paper

ANNEXES

- Annex 1



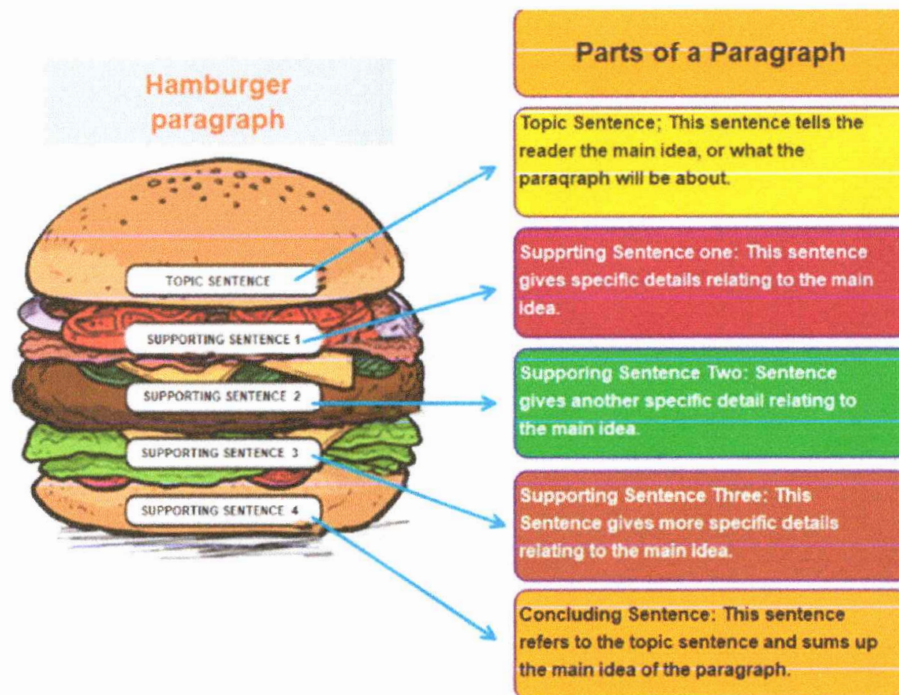
- Annex 2

My Favorite Yellow Sponge

My best cartoon is about a yellow sponge who lives in the ocean. He has a best friend who is a pink starfish. They like to play and do funny things together. The main character works at a fast-food restaurant and has a neighbor who is always angry. Sometimes, he makes mistakes, but he always tries to help. This cartoon is very colorful and fun. I like it because it is silly and makes me laugh a lot. In conclusion, my favorite cartoon is SpongeBob.



- Annex 3



- Annex 4

My Favorite Yellow Sponge










My best cartoon is about a yellow sponge who lives in the ocean. He has a best friend who is a pink starfish. They like to play and do funny things together. The main character works at a fast-food restaurant and has a neighbor who is always angry. Sometimes, he makes mistakes, but he always tries to help. This cartoon is very colorful and fun. I like it because it is silly and makes me laugh a lot. In conclusion, my favorite cartoon is SpongeBob.

Sentence starters sheet:

- "It is about..."
- "The main character is..."
- "He/She/It lives in..."
- "It is very funny/scary/interesting..."
- "I like it because..."



• Annex 5

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



Journal 5: Writing

The Preparation, Drafting, Revising, Editing, and Extension stages form the final but essential component of the TEFL lesson planning process for writing. As a productive skill, writing must be carefully taught and assessed, not only to improve language competence but also to foster critical thinking and expression. According to the NFC Academy (n.d.), students who develop solid writing skills can craft better essays, complete homework efficiently, and improve academic performance with less effort. In this journal, I will share my expectations, new learnings, experiences, and classroom ideas related to the writing process.

Initially, my expectations when planning a writing lesson included applying the theory I had learned and exercising creativity by selecting tasks that were not only pedagogically sound but also engaging. Writing lessons offer an opportunity to help students express themselves clearly, and that guided me to prepare meaningful and scaffolded tasks.

Throughout this process, I understood the critical role that drafting plays in the writing process. According to Das (2020), “drafts help you to organize your ideas into words” and allow the writer to revise and improve thoughts before the final audience sees them. Another valuable learning was the importance of understanding the audience. The University System of Maryland (n.d.) explains that identifying the audience guides decisions about tone, vocabulary, structure, and content development. These insights are crucial not only for students writing in academic settings but also for real-world communication.

During my pre-service teaching, I observed that writing lessons were among the most challenging for some students. While a few had a clear grasp of paragraph structure and coherence, many others struggled to follow the expected format. A recurring difficulty was organizing ideas into topic sentences and supporting details. Some students failed to complete the brainstorming or outline stages, mainly because the time allotted for each activity was not sufficient. These omissions significantly impacted the quality of their final texts.

Moreover, I noticed that some students lacked foundational writing skills even in their native language, which made the English writing process even more daunting. This reality challenged and motivated me, and I realized the importance of offering



support and creating writing opportunities that cater to various proficiency levels. Personalized feedback, extended time, and guided models can gradually improve student performance.

To improve writing instruction, it is important to follow the five stages: preparation (e.g., brainstorming, outlining), drafting (getting ideas on paper), revising (reorganizing ideas for clarity), editing (correcting grammar and mechanics), and extension (sharing or applying the writing). Activities such as peer feedback, sentence reordering, and creating graphic organizers can help students internalize the writing process.

In conclusion, the writing process framework offers a step-by-step strategy to help students develop their writing skills with clarity and confidence. Recognizing that each learner writes differently and at their own pace allows for flexibility in instruction. It is acceptable to make mistakes, as writing is a process of discovery and expression. By following the stages, adjusting time, and addressing students' needs, we can foster a classroom environment that celebrates and strengthens writing.

References

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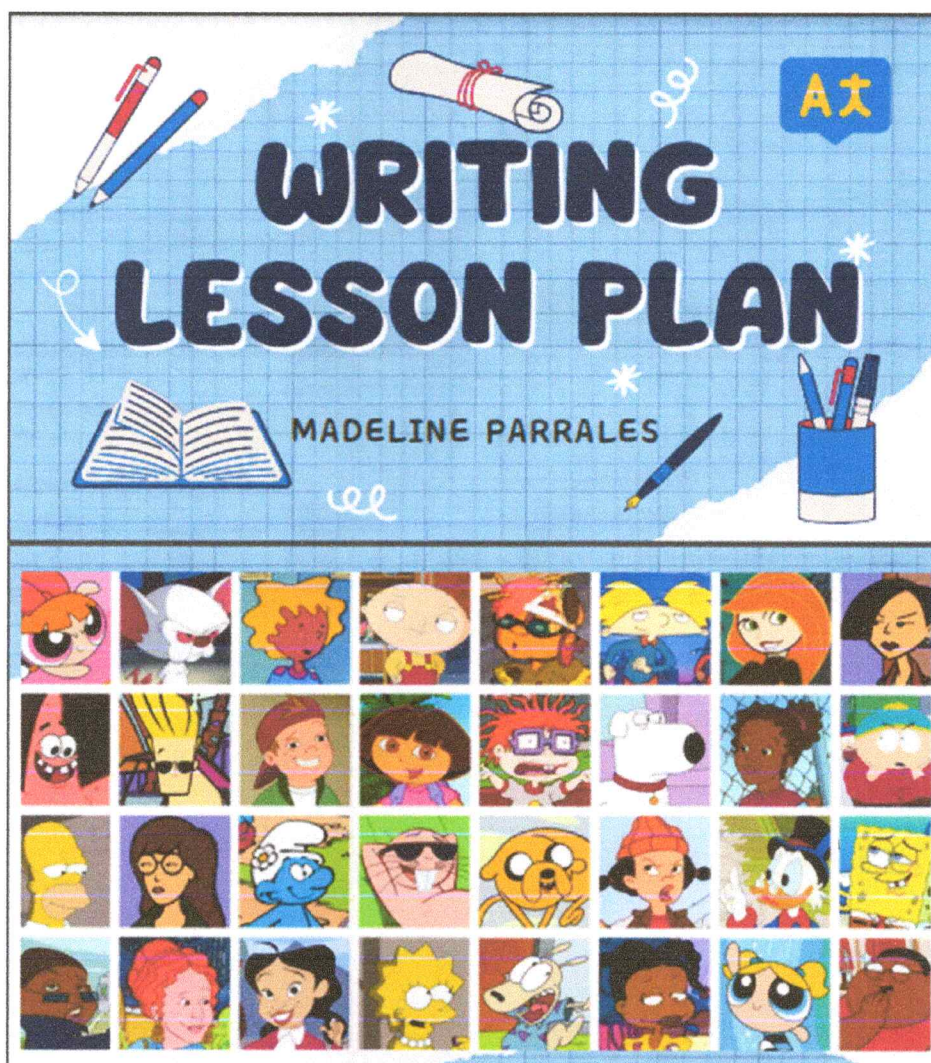
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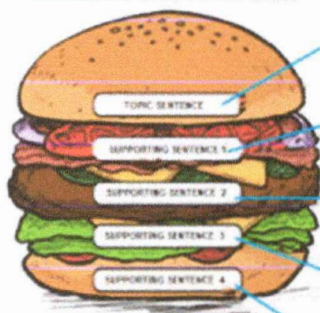
Demonstrative Lesson



MY FAVORITE YELLOW SPONGE

My best cartoon is about a yellow sponge who lives in the ocean. He has a best friend who is a pink starfish. They like to play and do funny things together. The main character works at a fast-food restaurant and has a neighbor who is always angry. Sometimes, he makes mistakes, but he always tries to help. This cartoon is very colorful and fun. I like it because it is silly and makes me laugh a lot. In conclusion, my favorite cartoon is SpongeBob.

Hamburger paragraph



Parts of a Paragraph

Topic Sentence: This sentence tells the reader the main idea, or what the paragraph will be about.

Supporting Sentence one: This sentence gives specific details relating to the main idea.

Supporting Sentence Two: Sentence gives another specific detail relating to the main idea.

Supporting Sentence Three: This Sentence gives more specific details relating to the main idea.

Concluding Sentence: This sentence refers to the topic sentence and sums up the main idea of the paragraph.





Outline	
I. Intro	
II. First point	
A. Detail	
B. Detail	
C. Detail	
III. Second point	
A. Detail	
B. Detail	
C. Detail	
D. Detail	
IV. Third point	
A. Detail	
B. Detail	
C. Detail	
V. Conclusion	

My Favorite Yellow Sponge	
My best cartoon is about a yellow sponge who lives in the ocean.	
He has a best friend who is a pink starfish. They like to play and do funny things together.	
The main character works at a fast-food restaurant and has a neighbor who is always angry. Sometimes, he makes mistakes, but he always tries to help.	
This cartoon is very colorful and fun. I like it because it is silly and makes me laugh a lot.	
In conclusion, my favorite cartoon is SpongeBob.	

Indentation, Topic Sentence	
Supporting sentence 1	
Supporting Sentence 2	
Supporting Sentence 3	
Concluding Sentence	



SENTENCE STARTERS SHEET:

- "It is about..."
- "The main character is..."
- "He/She/It lives in..."
- "It is very funny/scary/interesting..."
- "I like it because..."

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 ¶	Forget indentation	(ind)

THANK YOU

MADELINE PARRALES



Conclusions

Throughout my pre-service teaching experience, I have understood the value of using structured and student-centered models in the EFL classroom. Approaches like ECRIF, PDP, and PDREE have provided clear guidance for lesson planning and promoting learner engagement and meaningful language use.

The ECRIF framework has been especially impactful when building fluency, as it encourages students to move beyond recognition and toward internalization of the language through communicative practice. The PDP model, on the other hand, has helped me organize receptive skills lessons with a logical sequence that activates prior knowledge, supports comprehension, and encourages reflection.

Moreover, the PDREE model has shaped how I approach writing instruction by recognizing that making mistakes is essential to learning. Encouraging students to draft, revise, and evaluate their work has led to more thoughtful and independent writers.

Integrating these models has helped me become a more reflective and effective teacher. I now feel more confident in designing lessons that are purposeful, student-centered, and responsive to learners' needs, all while fostering real language development.



Recommendations

To enhance the effectiveness of our speaking lessons, it is essential to design them with student engagement and meaningful interaction in mind. One of the first steps is to create a safe and encouraging learning environment where students feel confident to express themselves without fear of making mistakes.

When planning the lesson, integrating varied input such as videos, real-life dialogues, or short role-plays can help introduce the target language relatable and engagingly. This not only supports comprehension but also sets the stage for authentic communication.

It is also essential to scaffold the speaking tasks by starting with controlled practice and gradually moving towards more open-ended activities. For example, sentence starters or guiding questions can support less confident learners while promoting participation.

Furthermore, establishing clear, communicative goals ensures that every activity has a purpose aligned with the learning outcomes. Teachers should also differentiate tasks based on proficiency levels to provide equal opportunities for success and language growth.

Lastly, formative assessment techniques, such as peer feedback, self-assessment checklists, or teacher observations, allow students and educators to monitor progress. Offering constructive feedback and encouraging reflection after speaking tasks helps students become more aware of their strengths and areas for improvement.



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