UNIVERSIDAD LAICA "ELOY ALFARO" DE MANABÍ

FACULTAD DE EDUCACIÓN, TURISMO, ARTES Y HUMANIDADES

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

MODALIDAD:

TRABAJO DE INTEGRACIÓN CURRICULAR.

TEMA:

TEFL APPLICATION PROCESS.

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MANTA – MANABÍ – ECUADOR

2025 - (1)

CERTIFICADO DE DERECHO DE AUTOR

PROPIEDAD INTELECTUAL

Título del Trabajo de Investigación: TEFL Application Process.

Autor:

Valencia Zambrano Rodolfo Josue.

Fecha de Finalización:

04 de Agosto del 2025.

Descripción del Trabajo:

El presente trabajo de investigación tiene como objetivo emplear planificaciones adecuadas para desarrollar y mejorar las diferentes habilidades que se necesita para dominar el idioma inglés tales como: la escritura (writing), el habla (speaking), el escuchar (listening) y la lectura (reading).

Declaración de Autoría:

Yo, **Rodolfo Josué Valencia Zambrano**, con número de identificación **131725975-0**, declaro que soy el autor original y **Mg. Farfán Corrales Ulbio Gonzalo**, con número de identificación **131036038-1**, declaro que soy el coautor en calidad de tutor del trabajo de investigación titulado "TEFL Application Process". Este trabajo es resultado del esfuerzo intelectual y no ha sido copiado ni plagiado en ninguna de sus partes.
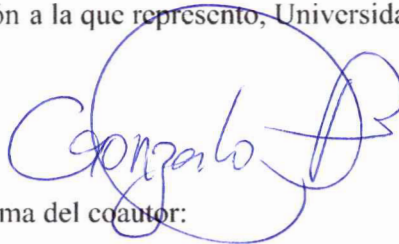
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CERTIFICO

En calidad de docente tutor(a) de la Facultad de Educación, Turismo, Artes y Humanidades de la Universidad Laica "Eloy Alfaro" de Manabí, CERTIFICO:
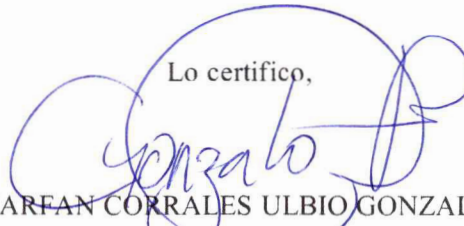
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La presente investigación ha sido desarrollada en apego al cumplimiento de los requisitos académicos exigidos por el Reglamento de Régimen Académico y en concordancia con los lineamientos internos de la opción de titulación en mención, reuniendo y 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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Lo certifico,

FARFAN CORRALES ULBIO GONZALO
Docente Tutor

Período 2025-1

Curricular Integration Model

Abstract

This article analyzes the application process of TEFL (Teaching English as a Foreign Language) methodologies focused on the balanced development of the four language skills: speaking, listening, reading, and writing. It explores three key methodological approaches: the ECRIF framework (Encounter, Clarify, Remember, Internalize, Fluently Use) to promote effective oral production; the PDP approach (Pre-, During-, Post-) applied to both listening and reading comprehension; finally, the PDREE model (Pre-writing, Drafting, Revising, Editing, Evaluating) to guide the development of writing skills. Through a practical review of each format, the article highlights how these models foster meaningful, student-centered learning that can be adapted to various TEFL contexts. Finally, it discusses the integration of these frameworks in the classroom to support a comprehensive communicative.

Keywords

Resumen

Este trabajo práctico analiza el proceso de aplicación de metodologías TEFL (Teaching English as a Foreign Language) centradas en el desarrollo equilibrado de las cuatro habilidades lingüísticas tales como: expresión oral, comprensión auditiva, comprensión lectora y expresión escrita. Se exploran tres enfoques metodológicos clave: el marco ECRIF (Encounter, Clarify, Remember, Internalize, Fluently Use) para fomentar la producción oral efectiva; el enfoque PDP (Pre, During, Post) aplicado a la comprensión auditiva y lectora; finalmente, el modelo PDREE (Pre-writing, Drafting, Revising, Editing, Evaluating) para guiar el desarrollo de la expresión escrita. A través de una revisión práctica de cada enfoque, se destaca como estos formatos promueven un aprendizaje significativo centrado en el estudiante y adaptable a distintos contextos de enseñanza del inglés como lengua extranjera. Finalmente, se discute la integración de estos modelos en el aula de clases para facilitar un enfoque comunicativo.

Palabras Claves

TEFL, ECRIF, PDP, PDREE, habilidades lingüísticas, enseñanza del inglés, producción oral, comprensión auditiva, comprensión lectora, expresión escrita, metodología comunicativa.

Introduccion

This portfolio presents a comprehensive overview of the experiences and insights I gained during my community teaching practice. These practices have played a key role in shaping my identity as an educator and have given me valuable exposure to real classroom environments. They allowed me not only to put theory into practice but also to contribute meaningfully to the learning journey of students by teaching English as a second language; our responsibility as future English teachers is to equip students with the essential skills of the language: listening, speaking, reading, and writing.

To enhance speaking skills, I applied the ECRIF model, a communicative approach focused on helping students express themselves through realistic and meaningful situations. This method allows lessons to be structured around specific communication goals, where the teacher facilitates rather than directs learning, encouraging students to interact and use the language in authentic contexts.

On the other hand, listening and reading are taught using the PDP (Pre, During, Post) framework, a structured method that improves students' comprehension and critical thinking. This model provides a step-by-step guide to help learners engage with texts or audio materials more effectively, allowing them to build understanding progressively.

Writing, though often considered a more manageable skill, can pose challenges for students due to the creative effort it requires. The writing process I implemented includes a preparation stage, a drafting phase where students produce their written work, and a final presentation step.

Each of these approaches will be further explored in the sections that follow, where I will present detailed lesson plans, personal reflections, and teaching experiences. This portfolio aims to demonstrate not only my academic growth, but also my readiness to contribute meaningfully as an English language teacher in diverse educational settings.

Module #1 - FMU Language Analysis

Lesson Plan
FMU Analysis Of "Present Perfect Simple" Structure

Level: B1.

➢ **FORM:**

- **Affirmative Sentences:**

[Subject + Auxiliary Verb + Just* + Participle Verb + Complement.]

I have walked in the park. – I've walked in the park.

Tony has played video games. – Tony's played video games.

- **Negative Sentences:**

[Subject + Auxiliary Verb + Not + Participle Verb + Complement.]

Maria and Julio have not travelled to Norway. – Maria and Julio haven't travelled to Norway.

Jeff has not driven a sport car. – Jeff hasn't driven a sport car.

- **Interrogative Sentences:**

[Auxiliary Verb + Subject + Participle Verb + Complement +?]

Have you run in Norway?

Has Kerly bought a new motorcycle?

- **Short Affirmative Answers:**

[Yes, + Subject + Auxiliary Verb.]

Yes, I Have.

Yes, she has.

- **Short Negative Answers:**

[No, + Subject + Auxiliary Verb + Not.]

No, I have not.

No, she has not.

➤ MEANING

The present perfect simple is one of the most useful tenses in the English language in which activities, hobbies and experiences are involved, and it is focused on the result of a complete action instead of the process.

➤ USE

1.- The present perfect simple is used to talk about something you did in the past.

I have played soccer.

2.- We use this tense to refer to a past action/situation that is still relevant to the present.

Bryan has bought a house.

3.- Another usage of the present perfect simple is to talk about someone's experiences.

Peter has swum with sharks.

➤ ANTICIPATED DIFFICULTIES

- Incorrect use of the auxiliary verb in "Third Person".

- Confusion using regular and irregular verbs in past participle.

- Get confused about the usage of the past simple and past perfect simple.

➤ COMPREHENSION CHECKING QUESTIONS

- What have I done in the morning? (Annex 1)

- Has Tony played video games? (Annex 2)

- Have Maria and Julio traveled to China? (Annex 3)

- Has Jeff driven a sport car? (Annex 4)

➢ **TEACHING IDEAS**

Informal E-mail: Students will write an informal e-mail to an old school friend, in the e-mail students must mention about their own experiences and activities done or not done during that period of time.

Role play: Make three groups of 5 students per group in which students play as old school friends who have not seen in years. According to the description, they must talk about their activities and experiences done or not done since that time written in the preview activity.
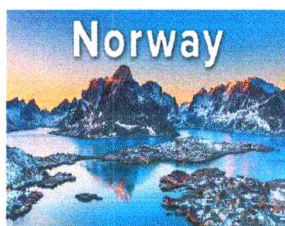
-Annexes:

-Annex #1 - CCQ #1:

-Annex #2 - CCQ #2:

-Annex #3 - CCQ #3:

-Annex #4 - CCQ #4:

-Annex #5 - Teaching Ideas Rubric:

Speaking Rubric

Student's Name: _____

Data: _____

RUBRIC For A Speaking Activity

Considerations	Excelent (8-10 Points)	Good (5-7 Points)	Bad (0 - 5 Points)	Total
Pronunciation	The student was able to pronounce the word correcly. The stress of each Word was done well.	The student was able to pronounce the word. The stress of some word was done well	The student was not able to pronounce the word correctly. The stress of each Word was done kind of good.	
Grammar	Student used the grammar correctly, there were any mistakes applying tenses.	Student used the grammar, there were some mistakes applying tenses.	Student did not use the grammar correctly, there were mistakes applying tenses.	
Confidence	The student showed confidence with the topic, and student was able to answer questions correctly.	The student showed a lack of confidence with the topic, and student was able to answer some questions.	The student did not show confidence with the topic, and student was not able to answer questions correctly.	

Total Score: _____

Student's Signature: _____

Journal

The educational system has been improving over the years; new methodologies have been created to improve the learning process in students. English is considered to be one of the most difficult subjects to learn; however, we can find a lot of research and different types of educational methodology that pretend to improve the learning process. There are frameworks focused on the empirical observations (inductive approach) and develop hypotheses from theory known as a deductive approach.

"Form Meaning And Use" is an educational methodology that is focused on teaching the grammar part using its meaning to apply in a real context all together. As Azar (2007) cited in Dibekulu (2021) highlights that "the significance of teaching grammar as: one important aspect of grammar teaching is that it helps learners discover the nature of language", the importance of this pedagogical framework is to focus attention on every skills, that is why it is considered a handy tool for teachers and students; moreover, FMU allows students to achieve communicative skills.

The communicative skills are little aspects such as writing, listening, reading, and speaking, that make students know about the communicative competence; furthermore, it is important to know this methodology is a perfect combinations of every skills to know how communicate correctly because according to Olds College OER Development Team (2015) cited in Chirwa & Boikanyo (2022) mention that "verbal communication includes speaking, listening and writing".

I have learned "Form, Meaning, And Use" is a handy methodology that allows us as future teachers to teach grammar easily using linguistics. I could notice very poor strategies to teach grammar, but now I have learned that using this methodology is very useful to keep students' attention and avoiding the lack of motivation at the same time.

The "FMU" stands for (Form-Meaning-Use), and it is a handy grammar teaching framework; it is well-known that allows the acquisition of the grammar skills using the context all together. This framework must be used to be more accurate in the learning of linguistic competences as Fromkin et al. (1997) cited in Sampson (S.F) said that "a specific mental ability that enables humans to produce and understand novel grammatical utterances". With this methodology we are able to understand the relevant components of meaning known as semantics and the correct usage of pragmatics because they are important parts of grammar knowledge.

The form is how the grammar structure is formed (accuracy). Here we find phonemes, morphemes, function words, syntax, pronunciations, spelling, and contractions depending on the grammar structure. According to Van Rijt & Coppen (2021) "grammar teaching can be used to facilitate students' reasoning and stimulate their critical thinking abilities.

The meaning represents the word representation (semantics); besides, it represents the meaning behind the words, vocabulary, functional expression, or grammatical structure inside the context. Thanks to it, students understand and connect the grammar structure with the real meaning. "Meaning in this context is to be understood in terms of the degree of generalization and objectivity, namely, meanings that allow social communication to become possible across contexts" (Vygotsky, 1987 cited in Eun & Lim, 2009)

The usage depends on situations, profession, industries, formal, informal way, it is to know when or why the grammar can be used appropriately, and we can use realia, "the real aids such as realia are helpful tools to attract student's attention because they offer imagination and variety to the class and to the students too". (Shaxzod & Ravshano, 2023)

During my internships, I used to apply the traditional way to teach, and I could notice the lack of motivation in students, as a result, the lack of interest in learning English. On the other hand, looking on the bright side I could realize students like to compare the real word with the taught class. For instance, I have talked about students' routine to teach the "Present Simple" doing some role plays, real situations, talk to talk, debate, and they loved this activity in which we were using real actions, I assure this educational framework will be very handy to apply in classrooms.

For that reason, the importance of bringing this new lesson plan with this methodology allows us to understand the relevant components of meaning known as semantics and the correct usage of pragmatics because they are important parts of grammar knowledge.

As a conclusion, the FMU is an interesting way to teach grammar using all linguistic components to make use of every skill in English. The structure, the real meaning and the perfect moment to use it will be taught at the same time with this methodology, and thanks to that, students will be able to communicate correctly in English using all of their senses.

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Module #2 - ECRIF
Lesson Plan

Level: B1.

Action points

1. Time Management
2. TTT (Teacher Talking Time)

What are your Students Learning Objectives for the lesson?

- By the end of the lesson, **SWBAT** use the first conditional to talk about possible assumptions of different plans or arrangements for the future in a conversation.

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

- When students create sentences correctly using the first conditional.

- When students can create their own assumptions about the chosen plan or arrangements correctly in a roleplay.

Preliminary considerations:

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

    - Students already know the "Present Simple" tense.

    - Students already know the "Future Simple" tense.

    - Students already know the "Modal Verbs" usage.

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

    - Some students may confuse the first conditional with the zero conditional..

    - Some of them may have trouble with the main clause and condition clause.

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

    - Re-stating the usage of the first conditional and zero conditional.

    - Practicing with more activities in the classroom.

45 minutes	Framework Stages	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		The teacher will…	Students will…		
3 Min	Encounter And Clarify	-Brainstorm possible situations asking a question using the first conditional about one picture **(anex#1).**	-Give possible results according to the picture.	T-S V	Computer Slices Projector
4 Min		-Ask some CCQ about possible future results using the first conditional **(Anex#2).**	-Answer questions.	*T - S AK*	Computer Projector Board
6 min	Remember and internalize	-Divide the class in groups. -Give out the halves of first conditional sentences in a pieces of paper (It could be "If Clause" or "Result") **(Anex#3).** -Explain the activity. -Ask them to link the pieces of paper using the first conditional correctly. -Require them to read aloud the full sentences randomly.	-Join in groups. -Receive halves of sentences. -Know how the activity is. -Link the sentences. -Read the full sentences.	T-S VK	Papers
7 min		-Explain the activity and give some examples. -Give out a worksheet to create sentences using the first conditional **(Anex#4).** -Collect the worksheet done by students.	-Know how the activity is. -Complete the worksheet. -Give the worksheet done to the teacher.	T-S AV	Worksheet
25 min	Fluency	-Divide the classroom in groups.	-Join in groups.	S-S	Nothing

			-Explain the activity. -Give each groups one future plan or arrangement (Trip, Party, Holidays, and Vacations) to create a short conversations using the first conditional. -Request them to present the group's conversation orally in class.	-Know how the activity is. -Have a conversation about the situation with its possible result about the situation given by the teacher using the first conditional. -Present the future plan or arrangement orally in class.	AVK	

What will you buy if you have this bunch of money?

1. What will you do if it rains tomorrow?

2. What will happen if you study for the exam?

3. Where will you go if you get a day off?

4. What will you eat if you decide to follow a healthy diet?

HALVES OF SENTENCES

If it rains tomorrow,	we will start the meeting early.
If she studies hard,	we will go to the movies.
If they arrive on time,	I will give him the details.
If he calls me,	we will cancel the picnic.
If you finish your homework,	she will pass the exam.
They will win the match	if the weather is nice.
You will feel better	if he trains consistently.
She will join us for dinner	if you get some rest.
We will take a road trip	if she finishes work early.
He will improve his skills	if they practice regularly.

Name:
Date:

Complete the sentences below by making First Conditional statements
Use your imagination!

0.- (Example) If we arrive on time, <u>I will eat a burger.</u>

1. I will watch TV
_____

2. If he gets up at 5 o'clock,
_____

3. We will be hungry
_____

4. If the phone rings,
_____

5. I will laugh
_____

Journal

The teaching English process has increased a plenty of strategies to improve the learning of a target language using some abilities in the class. One of the most important abilities is communication, communication demands the greatest effort to be implemented as a new instructional strategy. "Nowadays, English is used as a "lingua franca" which is widely adopted for communication between two speakers whose native languages are different from each other and where one or both speakers are using that language as a second language" (Harmer, 2001 cited in Tosuncuoglu, 2017).

If properly examined, the ECRIF methodology will undoubtedly aid in the improvement of English-speaking abilities. ECRIF teaching strategy has been created to give students the freedom to participate during the class without teacher intervention promoting active learning, critical thinking, and skill development.. "As a framework that focuses on how learners learn, ECRIF is an approach that concentrates on how learners learn thus it moves classroom instruction to student-centered collaboration and independent practices rather than teacher guided lesson". (Ahmad, 2018 page 72).

My expectations learning this new type of methodology is to change the traditional educational system in which the teacher teach the grammar deductively with some examples (it bring demotivation and boring) to a didactic educational system in where students will be able to think about one real problem and then look for a possible solutions using the grammar inductively.

ECRIF stands for 5 different stages used in a class using the lesson plan. Firstly, the "Encounter" stage refers to the initial phase where students are introduced to the topic or concept they will be learning about. During this stage, teachers typically aim to engage students' interest, provide context for the lesson, and activate any prior knowledge they may have related to the subject matter.

Secondly, the "Clarify" stage is where the teacher provides further explanation and elaboration on the topic introduced during the Encounter stage. This phase is crucial for ensuring that students understand the key concepts, ideas, or skills being taught.

Thirdly, the "Remember" stage focuses on helping students consolidate and retain the information they have learned during the Encounter and Clarify stages. This phase emphasizes memory recall and reinforces key concepts through various review activities.

Fourthly, the "Internalize" stage focuses on enabling students to deeply comprehend and integrate the knowledge or skills they have acquired into their existing understanding and experiences; when a learner internalizes a material, it is transferred to long-term memory. This phase goes beyond mere memorization and encourages students to make personal connections.

Finally, the "Fluency" stage is where students practice applying the knowledge or skills they have learned with increasing speed, accuracy, and proficiency. This phase focuses on developing automaticity and mastery through repeated practice and reinforcement; in this stage students have the freedom to achieve activities.

I had the opportunity to use the ECRIF lesson plan during my internships. I noticed that students wanted to participate several times in the class, they were so motivated practicing in a role play in which students had to talk about their hobbies and routines using the present perfect simple inductively.

One importance of the ECRIF lesson plan is the active engagement, the ECRIF framework emphasizes active engagement throughout the lesson. From the initial Encounter stage, where students' interest is piqued, to the Fluency stage, where they practice applying knowledge, students are actively involved in the learning process, leading to deeper understanding and retention. Moreover, another importance is mastery and fluency, it incorporates stages dedicated to review, consolidation, and practice (Remember and Fluency), the ECRIF lesson plan helps students develop mastery and fluency

in the subject matter. Regular opportunities for review and practice enable students to reinforce their learning and build confidence in their abilities.

The ECRIF lesson plan is an instructional framework designed to guide teachers through the process of planning and delivering effective lessons. It is structured around five key stages: Encounter, Clarify, Remember, Internalize, and Fluency (ECRIF). Each stage serves a specific purpose in the learning process, from introducing new concepts to ensuring mastery and fluency. By following the ECRIF framework, teachers can create well-structured lessons that promote active engagement, deep understanding, and skill development among students. This comprehensive approach ensures that learning is scaffolded effectively, leading to meaningful and lasting outcomes.

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ECRIF Class

Rodolfo Valencia
Ninth Semester

Brainstorming

Answer this question:

What **will** you buy **if** you **have** this bunch of money?

Questions

Answer this question:

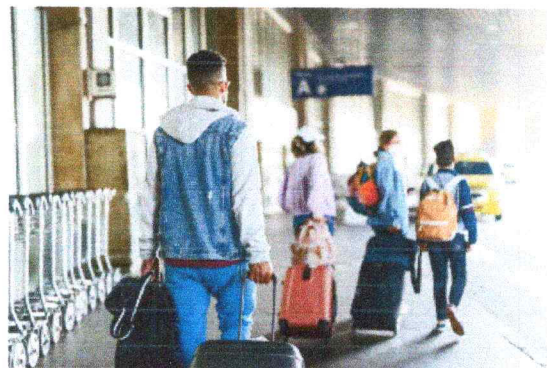-What **will** you do **if** it **rains** tomorrow?

Answer this question:

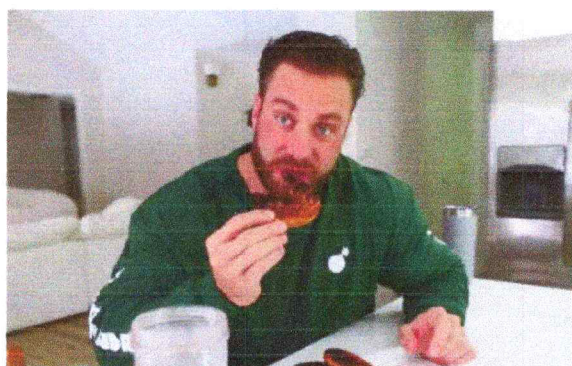-What **will** happen **if** you **study** for the exam?

Answer this question:

-Where **will** you go **if** you **get** a day off?

Answer this question:

-What **will** you eat **if** you **decide** to follow a healthy diet?

Activity #1

Group work!

-Link the pieces of paper using the first conditional correctly.

Note:
They must have sense!

Activity #2

Time to work!

-Complete the sentences using the "First Conditional"

1.- I will watch TV — if I finish my homework.

if I finish my work.

if I have time.

Remember:
Use your
imagination!

Activity #3

Time to speak!

- You will be divided in group to create a script for a conversation using "Fist Conditional" (5 min) and then performance it in front of the class (20 min).

Situations:

Job   Vacation   Party   Trip   Holiday

Thank You!

Module #3 - PDP Listening
Lesson Plan

Level: B1.
Action points

- Time management.
- TTT (Teacher Talking Time)

What are your Students Learning Objectives for the lesson?

By the end of the lesson, **SWBAT** show understanding of the audio "3 Am Visitor" by answering personal decision questions based on the horror story and then writing a paragraph to conclude the horror story.

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

- When students answer the personal decision questions based on the horror story.

- Students will show that they have mastered the material by writing a concluding paragraph.

    Preliminary considerations:

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

    - Students know the past simple tense.
    - Students know adjectives such as: empty, tired, terrify, etc.
    - Students know the first conditional.

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

    - A few students could not understand some specific vocabulary from the audio.

    - A few students could misunderstand the order of the most relevant events about the horror story.

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

    - Teaching the meaning of those specific vocabulary.

    - Repeating the audio as many times as necessary.

Time 45 minutes	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		The teacher will…	Students will…		
5 min	Pre-Stage	✓ Brainstorm about different genres of stories such as: fantasy, fiction, horror, romance, historical, comedy, biography through a question "What types of genre do you know?" and images (Annex 1).	✓ Mention different genres of stories.	T-S V	Images Computer Projector
5 min	Early During	✓ Play the audio "3 Am Visitor" https://www.youtube.com/shorts/QZjl8bGCons ✓ Ask students to identify the genre of the story and main objects. ✓ Play the audio once again to identify the genre of the story and main objects.	✓ Listen to the audio "3 Am Visitor". ✓ Identify the genre of the story and main objects. ✓ Listen to the audio once again to identify the genre of the story and main objects.	T – S A	Computer Internet Speaker
10 min	Later During	✓ Play the audio again. ✓ Give out a worksheet with information of the story in disorder (Annex 2). ✓ Ask to number them in the correct order as it is said in the audio. ✓ Play the audio once again if it is needed.	✓ Listen to the audio. ✓ Receive the worksheet. ✓ Number the information in the correct order. ✓ Listen to the audio once again if it is needed.	T-S A	Worksheet Pencil Eraser Speaker

15 min	Final During	✓ Give out personal questions in a worksheet based on the story (Annex 3). ✓ Play the audio "3 Am Visitor". ✓ Ask them to answer personal questions in the worksheet. ✓ Select students randomly to share their answers orally. ✓ Collect the worksheet done by students.	✓ Receive the worksheet. ✓ Listen to the audio. ✓ Answer personal questions. ✓ Say their personal answers. ✓ Deliver the worksheet.	T-S A	Computer Speaker Paper Pen Pencil Worksheet
10 min	Post Stage	✓ Ask them to create a concluding paragraph following the sequence of the story done in the previous activity.	✓ Create a concluding paragraph on their own.	S-S	Pencils Markers Pencil Paper

-Annexes:

-Annex #1 - Pre Stage:
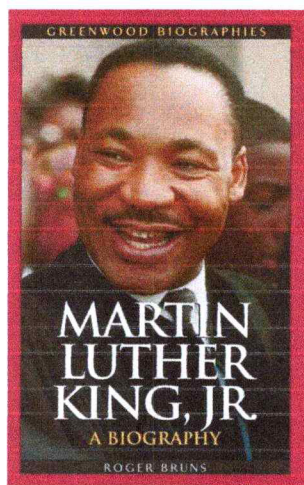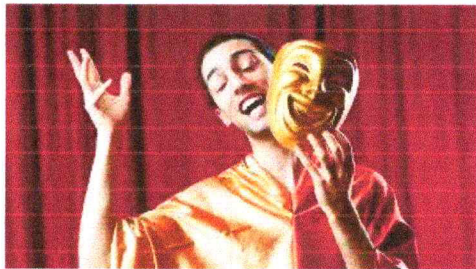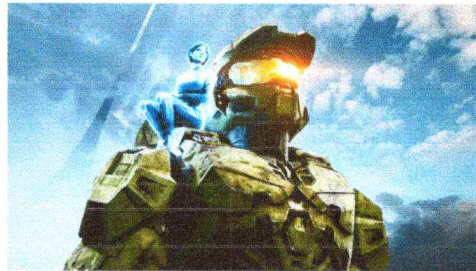
-Annex #2 - Later During Stage:

Number The Situations In Order According To The Story

	I turned around but the bathroom was empty.
	My blood ran cold as I opened it, the photo was of me standing in the bathroom just moments ago with a shadowy figure right behind me.
	I was pulling an all-nighter in my college dorm studying for finals around 3:00 am.
	The wall was eerily silent and fluorescent lights flicker ominously as I washed my face. I heard someone whisper my name.
	I looked up and saw my closet door ...
	Terrified, I bolted into my room and locked the door. I sat on my bed heart pounding when my phone buzzed again, another message "I am closer than you think"
	I decided to take a break and headed to the bathroom.
	I shrugged it off thinking I was just tired and I headed back to my room just as I was about to open my door. My phone buzzed with a notification it was a picture message from an unknown number.

-Annex #3 - Final During Stage:

1.- What would you do if someone whispered your name in an empty place?

2.- What would you do if there is no electricity at home but you want to go to the bathroom?

3.- What would you do if there is a figure behind you in the bathroom?

4..- What would you do if someone you do not know sends you a photo of yourself on WhatsApp?

5.- What would you do if this story happened to you?

Journal

In the realm of language learning, the ability to comprehend spoken language is a fundamental skill. Listening comprehension serves as the gateway to understanding, allowing learners to engage with a wide array of audio materials ranging from everyday conversations. To effectively develop this skill, educators employ a methodology known as PDP (Pre-During-Post).

PDP in a listening lesson plan serve as pillars that support the scaffolding of effective language learning experiences "Listening skill is very important in foreign language learning because the key to learn a language is to receive language input" (Gilakjani, 2016). Before delving into a listening activity, educators meticulously prepare students by setting the stage, activating prior knowledge, and fostering a sense of curiosity; during the listening task itself, students are guided through the material, employing strategies to enhance comprehension and engagement. Upon completion of the listening activity, the writing or speaking activity continues into the post-stage where reflection and consolidation take center stage; students reflect on their listening experience, identifying challenges, successes, and areas for improvement.

My expectation is that I have learned that the PDP lesson plan allows students to improve their listening through some activities presented during the classroom; moreover, we can verify the result of students with some activities. It seems to be practical to create some interesting activities that the teacher can use in their class; those activities must be joined at every stage.

PDP lesson plan is a useful framework which contains three important stages. First of all, the pre-stage is used to present the new and necessary vocabulary that will be used during the class. According to (Laurina Resource, 2017 cited in Singlehurst, S.F) mentioned that "Activate the schema, evaluate the students' prior knowledge, and provide the students with introducing pupils to new language that they will need to comprehend the book in order to spark their interest in the subject".

Second of all, in during-stage the students will interact with the audio files and learners are provided with several activities that allow them to have multiple exposures to the text. "It is known that listening skills is the process in which students need to try to grab the real meaning of the context that the listeners hear. (Underwood, 1989 cited in Vani, et al 2023).

Finally, the post stage is one of the most important parts because this stage comes after students have listened to the material and demonstrated their understanding of it, creating some activities in which teachers are not involved in. According to Tzenios (2022) mentioned that "the benefits of learner-centered teaching include increased student engagement, improved learning outcomes, and the development of lifelong learning skills. To sum up, this methodology is very useful to improve the listening skills of students following all of those stages.

During my internships I have not applied this methodology yet, but I would like to implement this methodology in my future class just because one of the most difficult skills to work on is the listening part of the students. When I was a kid, I really wanted to be part of one of these methodologies to improve my listening skills. It is considered the most difficult skill to develop.

PDP is considered as an important methodology to improve listening for many reasons. Firstly, the PDP creates a positive and engaging learning environment. For instance: preparing students mentally and emotionally for the upcoming lesson through anticipatory activities. Secondly, during the stage allows them active learning, besides encouraging active participation and engagement during the lesson keeps students focused and promotes deeper understanding. For example: hands-on activities, group discussions, and interactive exercises foster collaboration and critical thinking. Finally, the post is about assessment; assessing student learning is vital for evaluating progress and understanding. Formative assessments during the post-stage provide feedback on student understanding and help teachers adjust instruction as needed, such as creating a story, do a role-play, and speak about their opinions.

To conclude, the Pre-During-Post stages in a listening lesson plan guide educators in preparing students for listening tasks, facilitating active engagement during listening activities, and promoting reflection and consolidation of learning afterward. This structured approach enhances comprehension, retention, and application of auditory content in the learning process.

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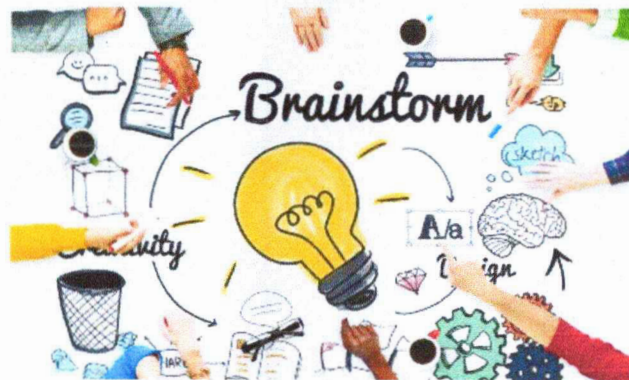
ncing_the_Communication_Skills

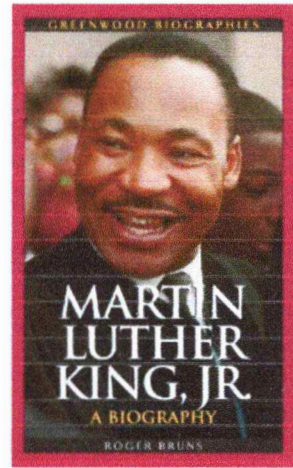# Listening Class

Rodolfo Valencia
Ninth Semester
B1

Brainstorming

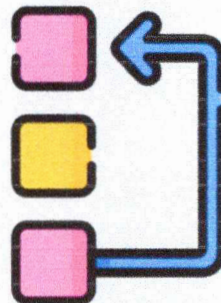## What types of genre do you know?

What types of genre do you know?

Early During

-Listen: Identify the genre of the story and main objects

Later During

-Listen: Re-order the story's sequences in order.

Final During

-Worksheet:

Listen the story to complete the information according to the audio correctly!

Post Stage

-Final Work!:

Create a concluding paragraph of the story, you have **10 minutes**.

Post Stage

-Example:

I tried to stay composed because I am a brave person; however, I was nervous because I felt somebody watching me through my bedroom's door. I decided to call 911 but they did not believe me; besides, they called me "crazy". Finally, I woke up and I realized that it was just a nightmare.

Thank You!

Module #4 - PDP Reading
Lesson Plan

Level: B1.

Action points
- Time management.
- TTT (Teacher Talking Time).

What are your Students Learning Objectives for the lesson?

By the end of the lesson, **SWBAT** show understanding of the fable "The Three Brothers" by classifying some facts orally through "My ship is full of" game based on the fable and then create the morale of the fable through a poster in groups.

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

- When students classify some facts orally through "My ship is full of." game.
- Students will show that they have mastered the material creating the morale based on the fable in posters.

Preliminary considerations:

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

   - Students know some adjectives such as: combative, arrogant, etc.
   - Students know some adverbs such as: meanwhile, then, etc.
   - Students know the "Past Simple" tense.

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

   - Some students could find challenging the storyline of the fable.
   - A few students can get confused with some advanced words.

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

   - Making students read again the fable "The Three Brothers".
   - Explaining some advanced words giving context or synonyms.

Time 45 minutes	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will…	Students will…		

5 min	Pre-Stage	✓ Show some pictures related to the text.
		✓ Brainstorm about those pictures asking: **(Annex 1)**
		  - What can you see in these pictures?
		  - What do you think the text is going to be about?
			✓ Analyze pictures.
			✓ Answer questions.
				T-S
				
				V
					Board
					Pictures
					Projector
					Computer

5 min	Early During	✓ Give out the text "The Three Brothers" with a worksheet included. **(Annex 2)** ✓ Ask them to skim the text to figure out the genre of it. ✓ Ask for the genre of it. ✓ Show the type of text.	✓ Receive the text with a worksheet included. ✓ Skim the text. ✓ Say the type of the text. ✓ Know the type.	T – S A	Fable Projector Computer
10 min	Later During	✓ Ask students to read again to scan details for the game. ✓ Explain the game's rule: "My ship is full of …". ✓ Play the game asking some questions. **(Annex 3)** ✓ Show every answer per question.	✓ Read the fable. ✓ Learn the game's rule. ✓ Answer questions. ✓ Know the answers.	T-S	Fable
15 min	Final During	✓ Ask students to read the fable again to do a worksheet. ✓ Ask them to complete the worksheet. ✓ Require them to interchange their worksheet with their classmates. ✓ Ask them to do a peer assessment with a ✓ (correct) and X (incorrect). ✓ Show the correct answers. ✓ Collect the worksheets.	Read the fable again. ✓ Do the worksheet. ✓ Interchange their worksheet. Do peer assessment. ✓ Know the answers. ✓ Deliver the worksheets.	T-S A	Fable Pencil Eraser. Worksheet.
10 min	Post Stage	✓ Divide the class into 6 groups of 3 students to create a poster.	✓ Join in groups. ✓ Create a poster. ✓ Paste posters on the wall.	S-S	Piece of paper. Pencil. Markets.

		✓ Ask students to create a poster representing the value of the fable. ✓ Ask them to paste all posters on the wall. ✓ Ask students to vote for the best poster.	✓ Vote for the best poster done.		

-Annexes:

-Annex #1 - Pre Stage:

-Annex #2 - Early During Stage:

The Three Brothers

"There were once three brothers who were travelling along a lonely, reaching a treacherous river. They made a magical bridge over the river. Halfway across the bridge, they met the personification of Death who was angry for losing three potential victims. He pretended to be impressed by them and granted each a wish as a reward. The eldest brother asked for a powerful wand, so Death gave him the Elder Wand. The middle brother asked for the ability to resurrect the dead, so Death gave him a stone with the power to recall the dead. The youngest brother did not trust Death and asked for a way to stop Death from following him, so Death reluctantly gave him his Cloak of Invisibility. Afterwards, the brothers went their separate ways.

The eldest brother boasted about his powerful wand, it was robbed of it and murdered while he was sleeping. The middle brother used his ability to brought back the woman he loved, who died before he could marry her. However, she was not fully alive and was full of sorrow. He killed himself to join her. As for the youngest brother, Death never managed to find him, as he stayed hidden under his Cloak. Many years later, the brother removed his cloak and gave it to his son, so He died of old age peacefully. Pleased with his achievements, he greeted Death as an old friend and chose to leave with him as equals.

Name _____

Questions:

1. What did the three brothers create to cross the treacherous river?

2. Why was Death angry when the brothers crossed the river?

3. What were the three gifts that Death gave to the brothers?

4. What happened to the eldest brother after he received the Elder Wand?

5. Why did the middle brother end his own life after using the resurrection stone?

6. How did the youngest brother manage to avoid Death for many years?

7. How did the youngest brother's story end, and what does it reveal about his character?

-Annex #3 - Later During Stage:

1. My ship is full of... symbols of power
   - Elder Wand
   - Resurrection Stone
   - Cloak of Invisibility

2. My ship is full of... character traits
   - Arrogance – (Eldest brother)
   - Grief (Middle brother)
   - Wisdom (Youngest brother)

3. My ship is full of... choices and consequences
   - Asking for the most powerful wand → Death
   - Trying to resurrect the dead → Despair
   - Hiding from Death → Peaceful life

4. My ship is full of... lessons learned
   - Don't seek power for pride
   - Accept death as a part of life
   - Wisdom is better than strength

5. My ship is full of... things Death did
   - Pretended to congratulate them
   - Gave each a gift
   - Took two of the brothers
   - Was defeated by the youngest

Journal

Reading lesson plans developed with a PDP (Pre-During-Post) framework are structured to engage students comprehensively; this lesson plan ensuring they actively participate in every stage of the learning process; moreover, reading skills encompass a range of abilities essential for effective comprehension and interpretation of written texts such as: fluency, comprehension, and critical analysis.

Firstly, fluency reflects the speed and accuracy of reading. For example, when a student effortlessly reads a passage with minimal stumbling over words and pauses. Secondly, comprehension entails making sense of the overall message and extracting key information. "Reading is reacting to a written text as a piece of communication, in this sense, the term reading can then be replaced by interpreting" Wallace (1992) cited in Punkasirikul (2020); finally, critical analysis enables readers to evaluate the text's content, identify its main ideas, analyze its structure and purpose; critical thinking involves analyzing information with judgments, including evidence. For example, students recognize the problems, solutions, and situations beyond the text.

My expectation is that I have learned that the PDP lesson plan allows students to improve their comprehension through written activities; moreover, we can verify the result of students with some productive skills like speaking and writing. It seems to be practical to create some interesting activities that the teacher can use in their class; those activities must be joined at every stage.

The "Reading" lesson plan is a well-known framework to improve the comprehension of a text; we find three important stages such as: Pre-During-Post. In the pre stage, educators introduce the topic or text, activating prior knowledge and building anticipation through activities such as brainstorming, discussions, or activating relevant vocabulary to let students know what they are about to read. For instance, teachers might use graphic organizers or anticipation guides to stimulate interest and prepare students for the text's content.

During this stage, students actively engage with the text; moreover, this phase emphasizes active reading, where students annotate, ask questions, and make predictions to enhance their comprehension and critical thinking skills. "The main goal of each reader is to understand all the information contained in the reading text so that it can become a provision for knowledge" Rintaningrum (2021)

Finally, in the post stage, students reflect on and extend their understanding of the text developing producing skills (speaking or writing) in one activity. This phase encourages students to synthesize what they have learned. "Speaking and writing skills are called productive skills; these two skills can be used as a 'barometer' to check how much the learners have learned" Hossain (2015)

During my internships I applied this methodology, this methodology must be implemented in future class just because it is a useful framework to improve the reading part (comprehension) of students. Students showed interest because I prepared different activities using skimming and scanning for them to understand the text; besides, the teacher can choose an interesting topic for students and engage students to read.

The importance of reading comprehension is paramount for academic success and lifelong learning. It serves as the foundation for acquiring knowledge across all subject areas and is essential for effective communication, critical thinking, and problem-solving skills. Proficient reading comprehension enables individuals to extract meaning from written texts, understand complex ideas, and evaluate information critically.

In conclusion, reading comprehension stands as a cornerstone of academic achievement, lifelong learning, and informed citizenship. It means to develop critical thinking, effective communication, and cultural understanding. Proficient reading comprehension empowers individuals to navigate a diverse array of texts, from literature to digital media, fostering deeper understanding and higher academic achievement.

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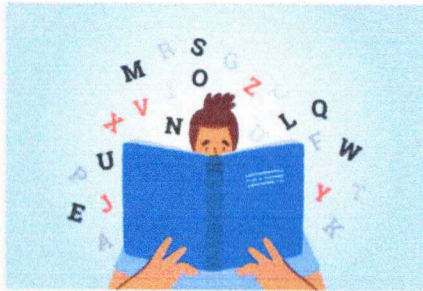
PDP "Reading" Class

Rodolfo Valencia
Ninth Semester
B1

Brainstorming

Pre-Stage: 5 Minutes.

What can you see in these pictures?

What do you think the **text** is going to be **about**?

Early During (5 Minutes)

Are you ready to **skim** the text?

The Three Brothers

What **genre** is it?

Early During (5 Minutes)

It is a **fable**!

The Three Brothers

Later During (10 Minutes)

Read the story again to **play a game**!

The Three
Brothers

Later During (10 Minutes)

My ship is full of ...

Rule:
You **will listen to some questions** and you should **answer them according to the story.**

Later During (10 Minutes)

Are you ready to **play**?

Later During (10 Minutes)

1.- My ship is full of... **symbols of power.**

- Elder Wand.
- Resurrection Stone.
- Cloak of Invisibility.

Later During (10 Minutes)

2.- My ship is full of... **character traits.**

- Arrogance (Eldest brother)
- Grief (Middle brother)
- Wisdom (Youngest brother)

Later During (10 Minutes)

3. My ship is full of... **choices and consequences.**

- Asking for the most powerful wand → Death.
- Trying to resurrect the dead → Suicide.
- Hiding from Death → Peaceful life.

Later During (10 Minutes)

4. My ship is full of... **lessons learned.**

- Don't seek power for pride.
- Accept death as a part of life.
- Wisdom is better than strength.
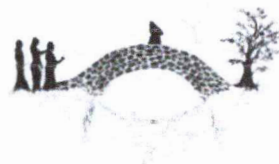
Later During (10 Minutes)

5. My ship is full of... **things Death did.**

- Pretended to congratulate them.
- Gave each a gift.
- Took two of the brothers.
- Was defeated by the youngest.

Final During (15 Minutes)

Read the story again to **do a worksheet.**

The Three
Brothers

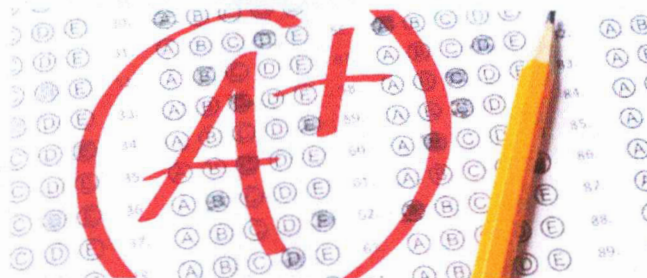# Final During (15 Minutes)

Are you ready to do the worksheet?

Name _____

Questions:

1. What did the three brothers create to cross the treacherous river?

2. Why was Death so furious that the brothers crossed the river?

3. What were the three gifts that Death gave to the brothers?

4. What happened to the eldest brother after he received the Elder Wand?

5. What did the youngest brother wish for after using the resurrection stone?

Final During (15 Minutes)

## Please, grade your classmate work with a ✓ (correct) or X (incorrect).

Final During (15 Minutes)

Let's compare your answers:

1.- A magical bridge.

2.- Because he felt cheated out of three potential victims.

3.- The Elder Wand (for the eldest brother)
A resurrection stone (for the middle brother)
A Cloak of Invisibility (for the youngest brother)

4.- He boasted about the wand, was robbed of it, and murdered while he was sleeping.

Post Stage (10 Minutes)

Create a poster representing the **value of the fable.**
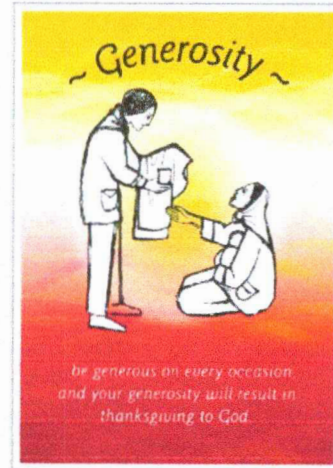
Thank You!

Module #5 - PDREE Writing
Lesson Plan

Level: B1.

Action points:
1. Time Management
2. TTT (Teacher Talking Time)

What are your Student Learning Objectives for the lesson?

- By the end of the lesson, **SWBAT** write a formal letter to request a scholarship at any prestigious university, then discuss among students to choose the best scholarship which follows the structure correctly using a rubric.

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

- When students create a formal letter following the correct structure.
- Students have mastered the material when they make corrections of possible mistakes in their letter.

Preliminary considerations:

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

   -Students already know how to create an introduction.
   -Students already know the "present simple, modal verbs and future simple" tenses.

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

   -A few students can get confused between informal and formal letters.
   -A few students will not have enough vocabulary to express their ideas.

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

   -The teacher will show the differences between informal and formal letters.
   -The teacher will help with some vocabulary needed by students.

Time	Framework Stage	Procedure		Interaction T-S/S-S	Materials Needed
		Teacher will...	Students will...		
5 min	Preparation	-Show 3 pictures of three different universities (Oxford-Harvard-Cambridge) **Annex #1**. -Ask: In which of those universities would you like to study? -Show the payment of those universities per month. **Annex #2.** -Give them a solution to avoid those payments: "Formal Letter Asking for a Scholarship".	-Brainstorm the pictures of three different universities. -Answer the teacher's question. -Realize the payment of each university. -Know the solution to avoid the payments.	T Ss	Projector Computer
15 min	DRAFTING	-Present the correct structure of a formal letter and the differences between formal and informal letters to create a formal letter.. **Annex #3.** -Ask students to write a formal letter following the structure requesting a scholarship at any university they want. -Monitor students' progress.	-Learn the structure of a formal letter and the differences between informal and formal letters. -Create a formal letter (draft) following the instructions given. -Be monitored by the teacher for any help.	T Ss	Projector Computer Board Markers Pencil Paper
7 min	REVISION	-Show the peer editing symbols guide to do a peer revision. **Annex #4.** -Ask students to switch their formal letters (drafts) with a classmate to do the peer revision. -Help students to make corrections if it is needed. -Ask them to give the letters back to the original owner.	-See the peer editing symbols. -Interchange their formal letters (drafts) to do the peer revision. . -Receive help if it is needed -Receive their letters	T Ss	Computer Projector Pencil Pen Paper

8 min	**EDITING**	-Ask them to write down the formal letter correctly using the corrections given by their classmate.	-Correct their letters.	Ss	Pencil Pen Paper
10 min	**EXTENSION**	-Ask students to paste their formal letters on the board to choose the best scholarship which follows the structure correctly. **Annex #5.**	-Paste their formal letters on the board to choose the best scholarship request which follows the structure correctly.	Ss	Tape Formal letters

-Annexes:
-Annex #1 - Preparation:

-Annex #2 - Preparation:

Annex #3 - Drafting:

-Annex #4 - Revision:

SYMBOLS GUIDE EDITIONG

△	Error in verbs	She play soccer / She plays soccer
○	Word Missing	The was empty / The **glass** was empty
☆	Punctuation	cars, bikes, etc / Each are cars, bikes, etc.
[ ]	Capital Letter	maria was eating / Maria was eating
✕	Delete Unnecessary Word	the students / Students

-Annex #5 - Extension:

FORMAL LETTER RUBRIC

Criteria	Excellent (4 pts)	Good (3 pts)	Satisfactory (2 pts)	Needs Improvement (1 pt)
Letterhead	Includes full name, address, date, and recipient's information; all well formatted.	Includes most required elements; minor formatting issues.	Missing 1–2 required elements or has noticeable formatting issues.	Missing several elements or incorrectly formatted.
Salutation	Correct formal greeting (e.g., "Dear Mr./Ms. [Last Name]"); punctuation is correct.	Appropriate salutation but with minor punctuation or formality issues.	Informal or unclear salutation; shows limited understanding of formal tone.	No salutation or very inappropriate format.
Content	Clear, polite, and persuasive request for a scholarship; well-organized and relevant.	Message is clear and polite; some minor issues with organization or relevance.	Basic content is present, but may lack clarity, detail, or organization.	Content is unclear, off-topic, or lacks a persuasive message.
Closing	Proper formal closing phrase (e.g., "Sincerely,"); followed by name.	Appropriate closing; minor errors in tone or punctuation.	Closing is somewhat informal or slightly misplaced.	No closing or very inappropriate ending.
Sign-off	Full name and optional contact information provided correctly.	Name included, but with some formatting issues.	Name is unclear or contact info is missing.	No name provided or completely missing sign-off.

Journal

Writing is a fundamental communication tool that transcends time and technology; it allows individuals to share their thoughts, knowledge, and emotions through words; moreover, writing is not just about forming words on papers or screens because writers use this type of language to create meaning and impact; it involves the art of weaving together words, sentences, and paragraphs in a way that captivates readers and communicates ideas effectively. Mastering writing requires more than just grammatical accuracy because it demands clarity of thought and the ability to structure information cohesively.

My expectation is that students will learn how to create a letter, email, essay, and more following the correct structure; besides, students will be able to express their thinking or feeling writing in a piece of paper, for example: when teachers ask students to create a story, students will have the freedom to choose one topic they like and write about that, and at the same time students will improve their writing skill in class.

Writing skills is one of the most important skills in professional and educational areas; people can share their creativity, expression, critical analysis, and grammar language proficiency. First of all, the creativity expression allows writers to use the language imaginatively to provoke emotions, paint vivid pictures, or craft compelling stories; moreover, creativity allows writers to connect with their readers on a deeper level, leaving a lasting impression through originality and innovation. According to Pink (2012) cited in Forster (2015) mention that "we need to motivate our students, to "sell" them the challenge of conveying their ideas and persuading others".

Second of all, critical analysis is one of the most important things to be considered in writing because writing often requires the ability to analyze information critically and synthesize complex ideas; writers must evaluate sources and present evidence to support their claims. "The literature will increase

all language skills, for literature enhances linguistic knowledge by giving evidence of widespread and rich vocabulary usage and complex and exact syntax" (McKay, 1980) cited in (Ahmed, 2015).

Finally, the grammar language proficiency has references to a strong grasp of grammar, punctuation, and vocabulary is crucial for conveying meaning accurately; besides, writers need to adhere to language conventions to ensure their writing is not only comprehensible but also professional and credible, "the higher the pupils' linguistic proficiency level, the better their academic success in another subjects" (Suarez, et al., 2016) cited in (Iana, 2022)

During my second internship, teachers asked students to practice a lot of writing skill because that school prepare students to get B2 certification in English at the end of the period; student had to create different types of writing such as: paragraph, stories, emails, letters, etc. in class; moreover, students were divided according to their English level.

Writing is one of the most important skills because it is the primary means of communication, it allows to express ideas, share information, and convey thoughts across distances and time; furthermore, it enables clear and precise communication, facilitating effective interaction with others in both personal and professional settings. According to Chappell (2011) cited in Blanka (2012) mention that "writing helps you to express one's personality, foster communication, develop thinking skills, and prepare for school and employment".

In conclusion, writing stands as a fundamental skill with profound implications across personal, academic, and professional domains; it serves as a timeless tool for communication enabling individuals to articulate thoughts, share knowledge, and convey emotions effectively through words; moreover, it goes beyond mere composition, mastering writing demands clarity of thought and the artful arrangement of language to captivate readers and communicate ideas with impact.

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Demonstrative lesson

Writing "PDREE" Lesson Plan

Rodolfo Valencia.
9th Semester.

Class Level
B1

Preparation (5 Minutes)

UNIVERSITY OF CAMBRIDGE

Welcome to Cambridge
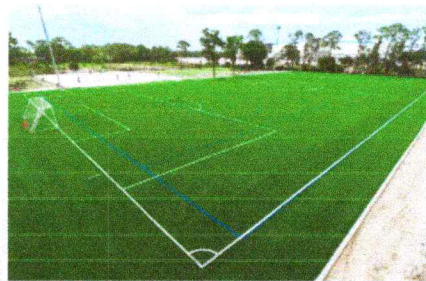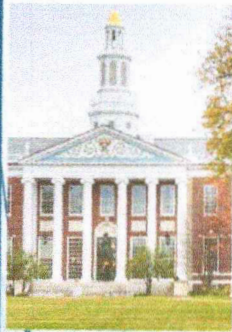
$19.002 Per Semester

HARVARD
UNIVERSITY

$56,550 Per Semester

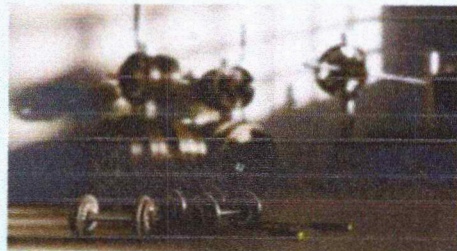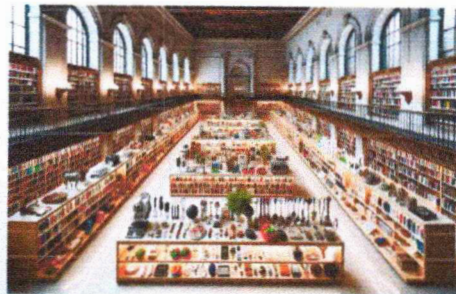$34,400 Per Semester

MOVE FORWARD
BE GREAT

In which of those universities would you like to study?

Formal Letter Asking For Scholarship

O$

The Solution!

Write A Formal Letter

Drafting (15 Minutes)
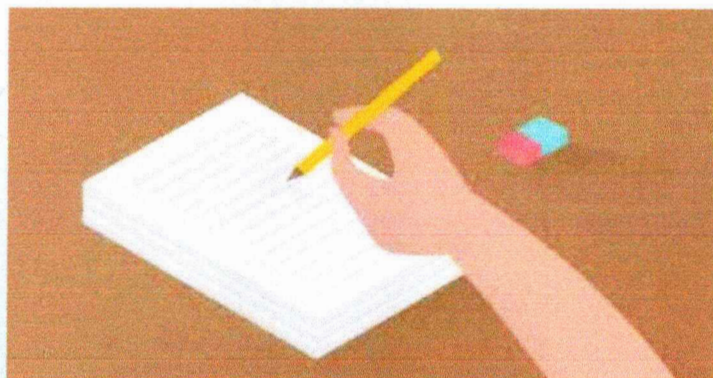
Formal Letter Structure

Formal	Informal
No contractions e.g. I would... ✓	Contractions e.g. I'd... ✓
No idioms ✓	Idioms e.g. On point (good) ✓
No phrasal verbs e.g. To investigate ✓	Phrasal verbs e.g. Look into ✓
No exclamation marks ✓	Exclamation marks ✓

Structure

Letterhead
[Your Name]
[Your mailing address]
[Your email address]
[Your phone number]

[Date]

[Scholarship organization name]
[Organization address]
[Organization phone number]

Salutation
Dear [Mr./Ms. Recipient's name],

Content
My name is [your name] and I am currently a [educational background/major] student pursuing my [degree] degree at [school/institution]. I will be starting my [the academic program you are applying for] at [school name]. I came across this scholarship program through [the platform's/website's name where you found the scholarship] and I believe that I am a great fit for the program.

During my high school academic years, I maintained excellent academic performance with a GPA of [your GPA] while taking on various internship positions and voluntary time job at [company/institution]. These experiences opened my eyes to the world of [field/industry of interest] and has made me grow a dream to pursue this as a career in the future.

[Talk about your upbringing and values, and how it aligns with the program's/institution's values].
[Talk about your goals for the future and what changes/impact you want to make].
[Talk about how the program's objectives can help you achieve this goal].

Closing
I would be honored to be considered for the [scholarship organization name]. Thank you for your time and consideration.

Sign-off
[Best Regards/Regards/Sincerely],
[Your signature]

Revision (7 Minutes)

SYMBOLS GUIDE EDITIONG

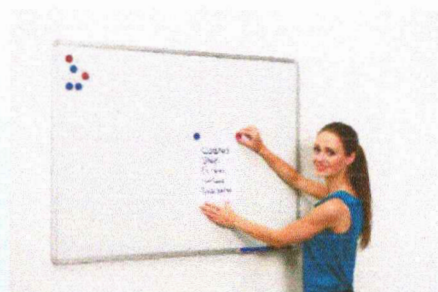| Symbol	Meaning	Example
△	Error in verbs	She/play soccer / She plays soccer
○	Word Missing	The was empty / The **glass** was empty
☆	Punctuation	Such as cars, bikes, etc / Such as: cars, bikes, etc.
[ ]	Capital Letter	[m]aria was eating / Maria was eating
✗	Delete Unnecessary Word	The students / Students

Editing (8 Minutes)

Write Your Formal Letter Correctly

Extension (10 Minutes)

Paste your formal letters on the board to choose the best scholarship which follows the structure correctly.

Criteria	Excellent (4 pts)	Good (3 pts)	Satisfactory (2 pts)	Needs Improvement (1 pt)
Letterhead	Includes full name, address, date, and recipient's information, all well formatted	Includes most required elements, minor formatting issues	Missing 1–2 required elements or has noticeable formatting issues	Missing several elements or incorrectly formatted
Salutation	Correct formal greeting (e.g., "Dear Mr./Ms. [Last Name]"), punctuation is correct	Appropriate salutation but with minor punctuation or formality issues	Informal or unclear salutation, shows limited understanding of formal tone	No salutation or very inappropriate format
Content	Clear, polite, and persuasive request for a scholarship, well-organized and relevant.	Message is clear and polite, some minor issues with organization or relevance	Basic content is present, but may lack clarity, detail, or organization.	Content is unclear, off-topic, or lacks a persuasive message.
Closing	Proper formal closing phrase (e.g., "Sincerely,"), followed by name	Appropriate closing, minor errors in tone or punctuation	Closing is somewhat informal or slightly misplaced.	No closing or very inappropriate ending
Sign-off	Full name and optional contact information provided correctly	Name included, but with some formatting issues	Name is unclear or contact info is missing	No name provided or completely missing sign-off

Conclusion

Throughout my community teaching experience, the use of both the ECRIF, PDP and PDREE models has contributed to a well-organized and effective approach to English language instruction. These frameworks have guided my lesson planning and classroom delivery, helping ensure that learning was purposeful, student-centered, and focused on long-term language development.

The ECRIF model, in particular, has been instrumental in structuring lessons that present meaningful content from the start. Its emphasis on clarity, guided exploration, and student inquiry has supported deeper understanding and active engagement with the language.

Meanwhile, the PDP model has offered a structured pathway for teaching receptive skills, with each stage—Pre, During, and Post—helping to set clear objectives, maintain focus during instruction, and reinforce comprehension afterward. The integration of varied strategies during these stages has made lessons more interactive and effective.

The development of the writing skill PDREE was essential in this project, as it allowed students to express their ideas clearly and coherently in English. Through various writing activities, they strengthened their use of grammar structures and vocabulary. Additionally, they learned to organize their texts according to communicative purposes. Students also improved their ability to write with greater fluency and accuracy. Overall, this skill played a key role in enhancing their overall language proficiency.

In conclusion, combining both models has enhanced not only students' learning experiences but also my growth as a future English teacher. This experience has strengthened my confidence in using evidence-based methodologies to promote communicative competence and has equipped me with tools to foster a more dynamic and inclusive classroom environment.

Recommendations

Designing effective lesson plans requires thoughtful consideration of several key elements that enhance both the planning and implementation stages. To begin with, when developing speaking lessons using the ECRIF model, it's essential to capture students' interest during the Encounter stage. This can be achieved by presenting the topic in an engaging and relatable way, using visual, auditory, or multimedia resources to set the context. Additionally, asking open-ended questions at this stage can activate prior knowledge and encourage prediction and participation. In the following stage, it is crucial to explain vocabulary and grammar points clearly and concisely. Using relevant examples, interactive exercises, and checking for understanding through questioning helps solidify comprehension and keeps students engaged. In the final phase of speaking lessons, students should be encouraged to practice language in realistic and meaningful situations. Activities such as role-plays, simulations, and debates foster communication and provide opportunities to use the target language authentically.

Regarding the PDP model for teaching reading and listening, it is important to define clear learning objectives and choose materials that align with students' proficiency levels and learning needs. Lessons should be adapted to ensure accessibility and relevance for all learners.

PDREE or writing skill played an important role in the project by encouraging students to communicate their thoughts effectively in written form. Through guided practice and feedback, they were able to improve sentence structure, punctuation, and overall coherence. Writing tasks also fostered creativity and critical thinking as students composed different types of texts. As a result, their confidence in writing in English increased noticeably. This progress contributed to a more complete development of their English language skills.

Finally, assessment plays a vital role in the teaching process. Monitoring student progress, giving constructive feedback, and providing space to clarify doubts are all fundamental to improving outcomes. As educators, we must remain flexible and responsive, adjusting our lessons as needed to create dynamic and effective learning experiences.

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