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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

MODALIDAD:

TRABAJO DE INTEGRACIÓN CURRICULAR

PROCESO DE APLICACIÓN DE LA ENSEÑANZA DEL IDIOMA INGLÉS COMO IDIOMA EXTRANJERO

TEMA:

Teaching English as a Foreign Language Application Process

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CERTIFICADO DE DERECHO DE AUTOR

PROPIEDAD INTELECTUAL

Título del Trabajo de Investigación: TEFL Application Process

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Descripción del Trabajo:

El presente trabajo de investigación tiene como objetivo **Analizar y aplicar metodologías del enfoque TEFL (Teaching English as a Foreign Language), tales como FMU, ECRIF, PDP y PDREE, con el fin de fortalecer el desarrollo equilibrado de las habilidades lingüísticas en contextos reales de aula.**

Declaración de Autoría:

Yo, **Cinthia Thalía Yupangui Zambrano**, con número de identificación **131318231-1**, declaro que soy el autor original y **Lic. Gonzalo Farfán, Mg.**, con número de identificación **131036038-1**, declaro que soy el coautor, en calidad de tutor del trabajo de investigación titulado **"Teaching English as a Foreign Language Application Process"**. Este trabajo es resultado del esfuerzo intelectual y no ha sido copiado ni plagiado en ninguna de sus partes.

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CERTIFICO

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

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

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

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Manta, Lunes, 04 de agosto de 2025.

Lo certifico,

FARFAN CORRALES ULBIO GONZALO
Docente Tutor

PERIODO 2025.1

Curricular integration model

Tabla de contenidos

RESUMEN

El presente trabajo de titulación ha analizado y aplicado metodologías del enfoque TEFL

(Teaching English as a Foreign Language), enfocadas en el desarrollo equilibrado de las cuatro

habilidades lingüísticas: expresión oral, comprensión auditiva, lectura y expresión escrita. Se han

utilizado tres enfoques metodológicos clave: el modelo ECRIF (Encounter, Clarify, Remember,

Internalize, Fluently Use), que ha promovido una producción oral efectiva; el enfoque PDP (Pre-,

During-, Post-), aplicado al desarrollo de la comprensión auditiva y lectora; y el modelo PDREE

(Pre-writing, Drafting, Revising, Editing, Evaluating), orientado a la mejora de la expresión

escrita. Para su desarrollo, se examinaron las bases teóricas y pedagógicas de dichos modelos y

se implementaron en contextos reales de aula, lo que ha permitido observar su impacto en el

rendimiento lingüístico de los estudiantes. Los resultados han evidenciado que estos enfoques

han favorecido una enseñanza más dinámica, comunicativa y centrada en el estudiante,

facilitando un aprendizaje más significativo del idioma inglés. En conclusión, se ha comprobado

que la integración de estas metodologías ha contribuido al fortalecimiento de las prácticas

pedagógicas y al desarrollo de la competencia comunicativa en la enseñanza del inglés como

lengua extranjera.

Palabras clave: Enseñanza del inglés como lengua extranjera, habilidades lingüísticas,

enfoque TEFL, PDP, ECRIF, PDREE, aprendizaje significativo, enseñanza centrada en el estudian

ABSTRACT

This degree project has analyzed and applied methodologies from the TEFL (Teaching English as a Foreign Language) approach, focused on the balanced development of the four language skills: speaking, listening, reading, and writing. Three key methodological frameworks were used: the ECRIF model (Encounter, Clarify, Remember, Internalize, Fluently Use), which has promoted effective oral production; the PDP approach (Pre-, During-, Post-), applied to the development of listening and reading comprehension; and the PDREE model (Pre-writing, Drafting, Revising, Editing, Evaluating), aimed at improving writing skills.

The theoretical and pedagogical foundations of these models were examined, and they have been implemented in real classroom contexts, which has allowed for the observation of their impact on students' language performance.

The results have shown that these approaches have fostered a more dynamic, communicative, and student-centered teaching environment, facilitating more meaningful English language learning. In conclusion, it has been demonstrated that integrating these methodologies has contributed to strengthening pedagogical practices and enhancing communicative competence in English as a foreign language teaching context.

Keywords: teaching English as a foreign language, language skills, TEFL approach, PDP, ECRIF, PDREE, meaningful learning, student-centered teaching

INTRODUCCTION

The purpose of this thesis is to analyze and apply fundamental methodological frameworks of the TEFL (Teaching English as a Foreign Language) approach in order to comprehensively develop the four language skills: speaking, listening, reading, and writing. To this end, a specific lesson plan was designed and implemented for each skill, using pedagogical models such as FMU (Form, Meaning and Use), ECRIF (Encounter, Clarify, Remember, Internalize, Fluently Use), PDP (Pre-, During-, Post-) and PDREE (Pre-writing, Drafting, Revising, Editing, Evaluating).

Each skill was addressed considering its importance in the communication process. Speaking allows students to express themselves fluently and spontaneously in different contexts. Listening develops the ability to understand spoken messages in real-life situations. Reading encourages the recognition of structures, vocabulary, and meanings through diverse texts. Writing promotes the organization of ideas and the production of coherent texts appropriate for different communicative purposes.

Each lesson was applied in real classroom contexts, allowing us to observe the direct impact of these methodologies on the English language learning process. Through this experience, the aim was not only to reinforce the theoretical foundations that underpin each model, but also to assess their applicability, adaptability, and effectiveness in diverse educational environments. The work combines theory and practice with the aim of strengthening the pedagogical skills of trainee teachers, thus contributing to a more dynamic, meaningful, and student-centered approach to English language teaching.

MODULE 1: FMU LANGUAGE ANALISIS

Form, Meaning, Use
Past Simple

FORM:

Positive

Subject + past simple verb + complement

> ➤ I visited my grandparents last weekend
> ➤ She went to the beach yesterday.

Negative

Subject + did no/didn´t + base form of the verb + complement

> ➤ They didn´t go to the party last night.
> ➤ I didn´t finish my homework.

Question

Did +subject + verb + complement?

> ➤ Did you see that movie last night?
> ➤ Did she call her friend?

Short questions

Did you play soccer yesterday?

> ➤ *Yes, I did. / No, I didn´t.*

Did she go to the cinema last weekend?

> ➤ *Yes, she did / no, she didn´t.*

MEANING:

> ➤ The past simple tense describes actions of events that happened and were completed in the past.

USE:

> ➤ We use past simple to talk about completed actions in the past.
> ➤ We use past simple to past routines and habits.
> ➤ We use past simple to talk about actions that happened one after the other in the past.

ANTICIPATED DIFFICULTIES

- ➢ Usage of the past simple tense verb in negative and interrogative sentences.
- ➢ Lack of knowledge on irregular verbs.

CONCEPT-CHECKING QUESTIONS

- ➢ What did you do in the morning?
- ➢ What games or sports did you play this moth?
- ➢ What was the last present you received?
- ➢ What did you have for breakfast?

TEACHING IDEAS

- ➢ Ask students to complete the text through a gap-filling exercise with regular and irregular verbs in the past tense.
- ➢ Share the link and ask students to complete the activity by choosing the correct past simple to complete the sentences.
- ➢ Writing:

Write about a cultural celebration or tradition you participated in. What did you go? What did you eat? Then share it whit the class (at least 80 words?

Annexes

Annex 1

Complete the text with the correct form of the verbs in parenthesis.

Last weekend, I _____ (go) to the beach with my family. We _____ (take) a bus and _____ (arrive) at 10am. Then, we ___ (set) up our umbrella and _____ (start) to swim. After swimming, we _____ (have) a lunch of sandwiches and fruit. In the afternoon, we _____ (play) volleyball and _____ (laugh) a lot. Later, we ___ (go) for a walk along the shore and ____ (see)some interesting shells. When we ___ (get) tired, we _____ (decide) to go home and _____ (watch) a movie together.

Annex 2

Exercise 1

Choose the correct past simple forms to complete the sentences below.

1 We ⌄ to Vancouver on holiday.

2 ⌄ by plane?

3 Jack ⌄ with us.

4 The car suddenly ⌄ .

5 When she arrived he ⌄ at home.

6 The police ⌄ the robber.

7 I ⌄ a black shirt for the gala.

8 The meeting ⌄ well.

Journal 1: FMU Language Analysis

The teaching of grammar is a fundamental aspect of learning any language. Grammar is the set of rules that govern the formation of words, phrases, and sentences in a language. Understanding these rules helps students develop strong communicative skills. However, grammar is not limited to rules or structures but encompasses the three dimensions of syntax, semantics, and pragmatics (Freeman, 1999). Therefore, FMU is a pedagogical framework that analyzes the important relationship between the meaning of form and the use of grammar. The following paragraphs will discuss the components of the FMU framework, the use of activities, and how to apply FMU in real classrooms.

The FMU framework offers a comprehensive approach to teaching grammar, emphasizing the interrelationship between linguistic structure, meaning, and its practical application in real-world contexts (Larsen-Freeman, 2001). Form refers to the structure of a clause; it tends to be precise and describes rules and exceptions. However, knowing the structure or producing clauses with a correct structure is not sufficient for good communication, since the structure may be correct, but the Intended meaning may be different (Crawford, 2012). Therefore, the meaning component is closely related to the form component since once the meaning is known learners can use it correctly by choosing the right words to express the intended meaning and thus avoid misunderstandings.

FMU analysis is an important component of language learning because grammatical analysis helps learners acquire the ability to understand and use grammar accurately, which also involves learning the rules and exceptions to be clear about the meaning and intent of the message to be communicated. The importance of the use of structures is vital since knowing thousands of English words means nothing if a person does not know how to use them (Floris,

2022). Therefore, knowing how and when to use the correct grammar will help speakers avoid errors that obstruct the intended meaning and cause misunderstandings.

When using FMU in the classroom, we must be sure to make a planning focused on the analysis of grammatical structures (rules, syntax, morphology), their contextual meaning and how they are used in real situations. Therefore, exercises such as gap-filling, sentence transformation, and sentence construction are indicated to work on and practice the structures. In terms of semantics, true and false, sentence completion, and read-and-answer exercises are used to convey the correct meaning. In terms of usage, oral activities, and written tasks are ideal for assessing correct grammar usage. Finally, there are also integrated exercises, such as error correction and text editing, and project-based learning, in which grammar is used to complete a project, such as creating a video or presentation. These exercises help learners develop a deep understanding of grammar through individual or group activities.

Exercises should be varied and adapted to the level of the learners, ensuring that learning is meaningful and contextualized; otherwise, if they are too advanced or complex for the level of the learners, they may result in an incomplete understanding of grammatical structure. On the other hand, exercises that are too simple may not foster academic growth.

During the internship it was not possible to apply to FMU because we worked with kindergarten children who were only taught vocabulary. It is hoped that in the next internship, it will be possible to apply FMU in the classes and thus teach grammar as it should be taught.

In conclusion, the FMU (Form-Meaning-Use) framework is a comprehensive approach to teaching grammar, which emphasizes the interconnectedness of structure, meaning, and usage. By adopting this framework, educators can help learners master grammar, avoid

misunderstandings, and become confident communicators. Effective implementation of FMU in the classroom requires careful planning, varied exercises, and consideration of learner levels to ensure a meaningful learning experience that fosters academic growth and promotes proficient language use.

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MODULE 2: ECRIF

Speaking Lesson Plan

Action points

- TTT (Teacher Talking Time)
- Time management

What are your Students Learning Objectives for the lesson?

By the end of the lesson, SWBAT **use** "Past simple" **to** talk about past events **in** an oral presentation.

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 can talk about past events.
- When students are able to give an oral presentation to the class.

Preliminary considerations:

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

- The correct structure of the simple past.
- How to form the past tense with regular verbs by adding -ed.
- Students may be familiar with some irregular verbs.

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

- Students might struggle with irregular verbs and remembering their past forms.
- The pronunciation of some irregular verbs.
- Some students may find it difficult to speak fluently about their past habits.

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

- Provide a list of common irregular verbs.
- Practice the pronunciation of some irregular verbs.
- Encourage students to speak and give an example of how to describe past habits.

Time	Framework stage	Procedure Teacher will…	Students will…	Interaction T-S/S-S VAKT	Materials needed
3 min	Encounter	• Project the activity about the simple past. • Ask volunteers for the activity or choose students randomly. • https://wordwall.net/es/resource/1907659	• Pay attention to the explanation of the activity. • Answer the questions	T-S	Projector
6 min	Clarify	• Show a video about "Mrs. Smith's Daily Routine in Past Tense" https://youtube.com/shorts/YUP8RVsQw-E?si=wmRAWo4T-SkEgnDe then ask the following CCQ: • *Did the action occur in the past or is it happening now?* • *Does "Yesterday" indicate past, present or future?* • *What is the past form of the verb "go"?* • *How do we form a negative sentence in the simple past?* • *What word do we use to ask questions in the past simple?*	• Pay attention to the video. • Answer the teacher questions	T-S	Board Markers Projector
7 min	Remember	• Hand out a worksheet and ask students to complete it. • Show a list of irregular verbs in the past tense. • Request for personal answers.	• Pay attention to teacher explanation.	T-S	Projector Notebook Pencil/pen

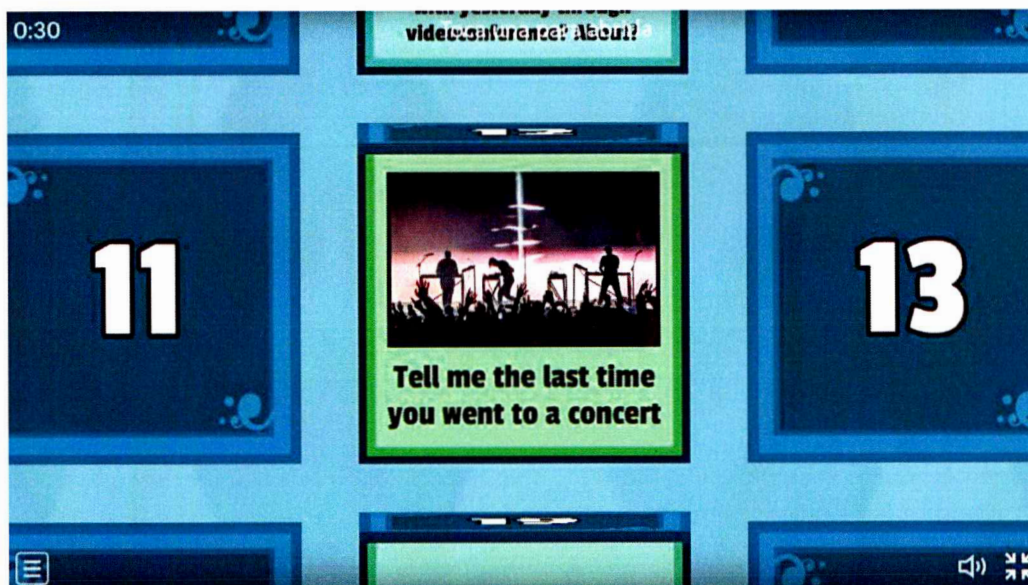|		Teacher activity	Student activity		Materials
		• Show a list of irregular verbs in the past tense if is needed. • Monitoring the class during the activity. • Reviewing answers with students.	• Ask teacher question if is needed. • Complete the worksheet. • Review the questions with the teacher.		Board Markets Worksheet
8 min	Internalize	• Ask students to make a timeline of important moments of their life (at least 5). • Show them an example of the activity. • Answer the students' question if is needed.	• Look at the example of the activity. • Create a timeline with at least 5 important moments of their life.	T-S	Notebook Piece of paper Pencil Pen Color
21 min	Fluency	• Ask them to sit in pairs and exchange their time lines. • Request them to choose 3 events from their partner's timeline and classify them into a personal/family/academic event. • Encourage them to discuss the selected events.	• Sit in pairs and exchange the time lines. • Discuss about the selected events. • Come to the front of the class and give an oral	S-S	Time line activity Pencil notebook

		• Choose a few pairs to come forward and give an oral presentation on the three events of their partner that they chose to place on the chart.	presentation on the three events they chose from their partner's timeline.		

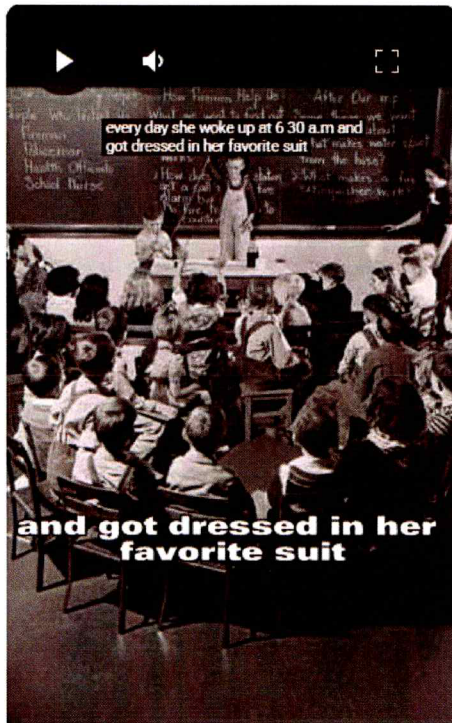**Annexes**

Annex 1

https://wordwall.net/es/resource/1907659

Annex 2

Questions:

Did the action occur in the past or is it happening now?

Does "Yesterday" indicate past, present or future?

What is the past form of the verb "go"?

How do we form a negative sentence in the simple past?

What word do we use to ask questions in the past simple?

SIMPLE PAST

GRAMMAR PRACTICE

① Change the statements into negative sentences.

a. I ate a sandwich for breakfast. _____

b. Jonas lost his backpack. _____

c. My mother prepared dinner. _____

d. Simon went to University. _____

e. The teacher gave us a test. _____

② Read the answers and write a question for each answer

a. _____ Yes, I bought the present for dad.

b. _____ Yes, she passed the math exam.

c. _____ No, he didn't go to Spain in June.

d. _____ Yes, my grandma made the cake.

e. _____ No, I didn't find your wallet.

③ Complete the sentences with the correct form of the verbs in brackets
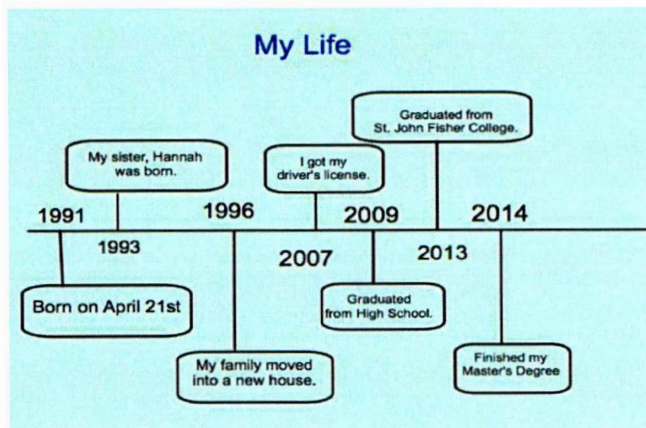
Ana's Life

When I was a teenager, my life was very different. I (1) _____ (live) in a small town, and I (2) _____ (go) to a local school. Every day, I (3) _____ (walk) to school with my friends. We (4) _____ (not have) smartphones, so we (5) _____ (spend) most of our time outside. After school, I usually (6) _____ (play) basketball with my classmates, and in the evenings, I (7) _____ (watch) TV with my family.

BARE FORM	PAST SIMPLE	PARTICIPLE	BARE FORM	PAST SIMPLE	PARTICIPLE
awake	awoke	awoken	hold	held	held
be	was, were	been	keep	kept	kept
beat	beat	beaten	know	knew	known
become	became	become	lay	laid	laid
begin	began	begun	lead	led	led
bend	bent	bent	leave	left	left
bet	bet	bet	lend	lent	lent
bid	bid	bid	let	let	let
bite	bit	bitten	lie	lay	lain
blow	blew	blown	lose	lost	lost
break	broke	broken	make	made	made
bring	brought	brought	mean	meant	meant
broadcast	broadcast	broadcast	meet	met	met
build	built	built	pay	paid	paid
buy	bought	bought	put	put	put
catch	caught	caught	read	read	read
choose	chose	chosen	ride	rode	ridden
come	came	come	ring	rang	rung
cost	cost	cost	rise	rose	risen
cut	cut	cut	run	ran	run
dig	dug	dug	say	said	said
do	did	done	see	saw	seen
draw	drew	drawn	sell	sold	sold
drive	drove	driven	send	sent	sent
drink	drank	drunk	sing	sang	sung
eat	ate	eaten	sit	sat	sat
fall	fell	fallen	sleep	slept	slept
feel	felt	felt	speak	spoke	spoken
fight	fought	fought	spend	spent	spent
find	found	found	stand	stood	stood
fly	flew	flown	swim	swam	swum
forget	forgot	forgotten	take	took	taken
forgive	forgave	forgiven	teach	taught	taught
get	got	got (gotten)	tear	tore	torn
give	gave	given	tell	told	told
go	went	gone	think	thought	thought
grow	grew	grown	throw	threw	thrown
hang	hung	hung	understand	understood	understood
have	had	had	wake	woke	woken
hear	heard	heard	win	won	won
hit	hit	hit	write	wrote	written

Annex 5

My Life

- My sister, Hannah was born.
- I got my driver's license.
- Graduated from St. John Fisher College.
- 1991
- 1993
- 1996
- 2007
- 2009
- 2013
- 2014
- Born on April 21st
- My family moved into a new house.
- Graduated from High School.
- Finished my Master's Degree

Annex 6

Academic	Personal	Familiar
Graduated from school	He got his driver's license	Her sister, Hanna was born

Prompts to ask questions about the timeline:

 ➢ When did this happen?
 ➢ How old were you when it happened?
 ➢ What was it like?

Journal 2: ECRIF

ECRIF it's a planning model used by English language teachers for teaching English. This model helps teachers to structure lessons focus activities on the content to be learned (Tosuncouglu, 2017). It is characterized by being learner-center, which implies that students are active participants in the learning process. Moreover, it is a flexible model that adapts to the needs of learners, facilitating meaningful learning through well-defined stages.

ECRIF was introduced by Kurzweil and Mary Scholl (2007) as a new Paradigm in language teaching. This framework helps teachers guide their students in the process of developing oral expression, define by Burns & Joyce (1997) as an interactive process of meaning construction that involves producing, receiving and processing information. It enables teachers design and structure practice activities consisting of controlled to less controlled exercises and, ultimately, to open and free use (Richards, 2006). This approach gradually guides learners towards fluency in the language enabling them to engage in authentic communication. The ECRIF lesson plan allow teachers to follow the learning process of the students and provide feedback through various stages of the model.

Each of the ECRIF stages (Encounter, Clarify, Remember, Internalize and Fluency) is carried out in different ways. The encounter stage refers to the initial moment when a learner is introduced to new material or information, this phase is preceded by the use of the learner's prior knowledge or the evaluation of what he/she already knows, it takes at least 3 minutes. Some of the exercises used are matching exercises, pictures, recordings, categorizing, sorting, predicting, etc. Clarifying stage is something that occurs inside the learner to identify the correct meaning or pronunciation of a word to determine the proper use of a grammatical structure. Teachers play a key role in helping learners clarify and in checking their understanding of the material. One

common method for assessing comprehension is through concept checking questions (CCQs) of which there are 4 types: Non-verbal affirmation this type of CCQ requires the student to demonstrate understanding through actions rather than words. Positive/negative these CCQs involve yes/no questions to confirm whether the student understands a concept. Discrimination this type of CCQ tests the student's ability to differentiate between two or more options. Finally, short answer these CCQs require students to give a brief response. In the remember stage, learners begin to assimilate new material into memory. This stage involves a lot of repetition and controlled practice with the goal of helping learners retain the information through structured activities that allow them to practice in a guided manner. Drilling, information gap, matching, etc are used in this stage. The internalization stage of the ECRIF framework is where learners begin to assimilate and personalize the language or skill, moving from controlled practice to more independent use. In this phase, learners begin to use the language in a more natural way so that they can apply it in different contexts. Activities such as information gaps, role-plays and short answers are used and usually have a maximum time of 10 min. The fluency stage is the final phase in which learners use the language or skill naturally in real-life contexts. In this phase, learners are expected to use the language with a minimum of hesitation and errors, focusing more on conveying meaning than on perfect form. The teacher's role is minimal and allows learners to communicate freely, providing feedback at the end of the activity. This phase usually lasts a maximum of 25 minutes and usually involves activities such as interviews, role-plays and presentations.

Takaaki Hiratsuka (2013) highlights the importance of ECRIF as an approach that facilitates learner-centered language teaching, encouraging teachers to focus on process-based learning rather than just outcomes, ensuring that learners gradually develop both comprehension

and fluency. In addition, ECRIF helps teachers scaffold learning activities more effectively, making the learning experience more structured and supportive.

My expectations when using ECRIF in the classroom are to help students deepen their understanding of information and long-term retention through active participation, providing meaningful activities for students to practice with productive skills, writing and speaking. Make appropriate adaptations based on learners' needs and always provide feedback at the end of the lesson.

To involve students, it is important to use new ideas in the classroom. Interviews and presentations are the most common and are very suitable for assessing oral production, but it would be advisable to customize these activities by providing new contexts. Implement new activities such as audio blogs and podcasts.

In conclusion, the ECRIF framework is an effective, learner-centered model for teaching English that guides learners through clearly defined stages from encountering the new language to fluent use. It emphasizes active participation, adaptability to learners' needs, and the use of meaningful, structured activities that help learners gradually develop comprehension and fluency, making it a valuable tool for language teachers.

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ECRIF LESSON PLAN

English Class
B1
Past simple

Cinthia Yupangui

Choose a number and answer the question

https://wordwall.net/es/resource/1907659/past-simple-questions
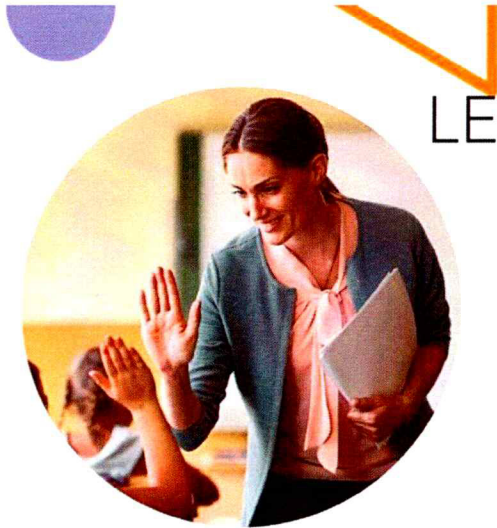
LET'S WATCH A VIDEO

Mrs. Smith's Daily Routine in Past Tense

https://youtube.com/shorts/YUP8RVs
Qw-E?si=x_xr3v5YGsn__HeT

Questions!

- Did the action occur in the past or is it happening now?
- Does "Yesterday" indicate past, present or future?
- What is the past form of the verb "go"?
- How do we form a negative sentence in the simple past?
- What word do we use to ask questions in the past simple?

WORKSHEET TIME!

SIMPLE PAST
GRAMMAR PRACTICE

1 Change the statements into negative sentences.

a. I ate a sandwich for breakfast. _____

b. Jonas lost his backpack. _____

c. My mother prepared dinner. _____

d. Simon went to University. _____

e. The teacher gave us a test. _____

② Read the answers and write a question for each answer

a. _____ Yes, I bought the present for dad.

b. _____ Yes, she passed the math exam.

c. _____ No, he didn't go to Spain in June.

d. _____ Yes, my grandma made the cake.
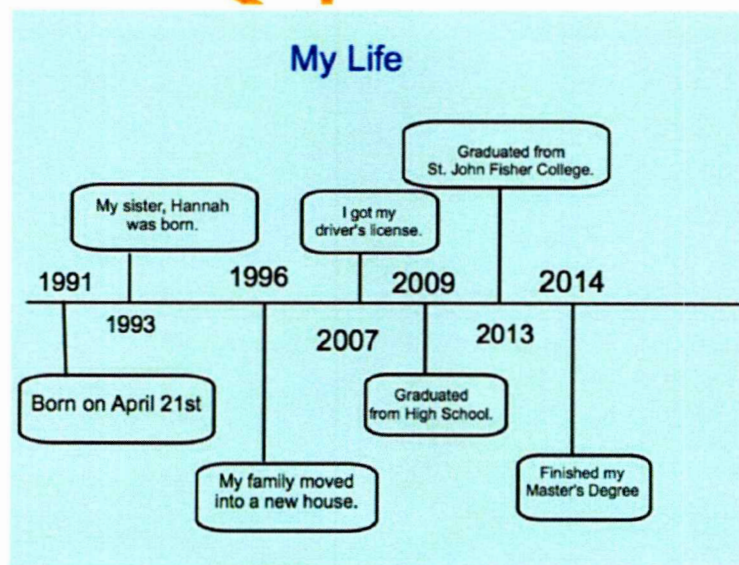
e. _____ No, I didn't find your wallet.

❸ Complete the sentences with the correct form of the verbs in brackets

Ana's Life

When I was a teenager, my life was very different. I (1) _____ (live) in a small town, and I (2) _____ (go) to a local school. Every day, I (3) _____ (walk) to school with my friends. We (4) _____ (not have) smartphones, so we (5) _____ (spend) most of our time outside. After school, I usually (6) _____ (play) basketball with my classmates, and in the evenings, I (7) _____ (watch) TV with my family.

Let's create a time line!

My Life

	Graduated from St. John Fisher College.		
My sister, Hannah was born.	I got my driver's license.		
1991	**1996**	**2009**	**2014**
1993		**2007**	**2013**
Born on April 21st		Graduated from High School.	
	My family moved into a new house.		Finished my Master's Degree

Speaking time!

Academic	Personal	Familiar
He graduated from high school	He got his driver's license	Her sister, Hannah was born.

Prompts to ask questions about the timeline:

- When did this happen?
- How old were you when it happened?
- What was it like?
- Why was this moment important to you?
- Did you enjoy it?
- Was it a good or bad experience?
- How did you feel at the time?
- Who was with you?

Share the information

- **I think this event is academic** because it happened at school.
- **This is a personal event** because it was just about him/her.
- **This one is familiar** because it involves the family.

THANK YOU

MODULE 3: LISTENING

Listening lesson plan

Action points

> ➢ Improve the design of activities
> ➢ Time management

What are your Students Learning Objectives for the lesson?

By the end of the lesson, SWBAT **show understanding** of the audio file "overthinking" by making inferences or interpreting what´s been said, and then write in a paragraph a reflection on the impacto f overthinking on mental health.

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 make inferences or interpreting what´s been said in the audio.
- When students write in a paragraph a reflection on the impacto f overthinking on mental health

Preliminary considerations:

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

- Vocabulary related to emotions and mental states, such as stress, worry, problem, decision, nervous, happy/sad and focus.
- Present continuous
- Past tenses

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

- New vocabulary, such as overthinking, stream of thoughts and get stuck.
- The speed of the audio.

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

- Explaining the meaning of unknow words.
- Repeat the audio as many times as necessary.

Time	Framework stage	Procedure Teacher will…	Students will…	Interaction T-S/S-S VAKT	Materials needed
5 min	Pre	Show images relate to overthinking, asking the following questions: • What do you think is happening in these pictures? • What words come to your mind when you hear the Word "overthinking"? • Why do people overthink?	• Look at the images. • Participate by answering the teacher´s questions, and share their thoughts.	T-S V	Projector
6 min	Early during	Play the audio file, asking the following questions related to the audio: • What is overthink? • What are some signs of overthinking mentioned in the audio? • What symptoms can our body experience when we overthink?	• Listen the audio file. • Answer the teachers´ questions.	T-S VA	Audio file Board Markers Projector
9 min	Later during	• Hand out a multiple-choice worksheet to answer questions 1-6 correctly. • Play the audio file to do the activity. • Play the audio file again if is needed. • Check the answers.	• Get the worksheet. • Listen the audio to do the multiple-choice worksheet. • Share their answers.	T-S VA	Audio file Projector Pencil/pen Worksheet

15 min	Final during	- Play the audio file once again. - Request to answer the questions on the back of the worksheet by making inferences or interpreting what Leo and Gwen have said in the audio conversation. - Review some answers.	- Listen to the audio once again. - Make the worksheet questions by making inferences. - Share the answers.	T-S	Audio file Pencil Worksheet
10 min	Post	- Ask students to write a one-paragraph reflection in a sheet of paper about the impacto f overthinking on mental health. - Gather their Works to check later.	- Write a reflection on the impacto f overthinking. - Hand in their work to the teacher.	S-S	Notebook Pencil/pen eraser

Annexes

Annex 1

Annex 2
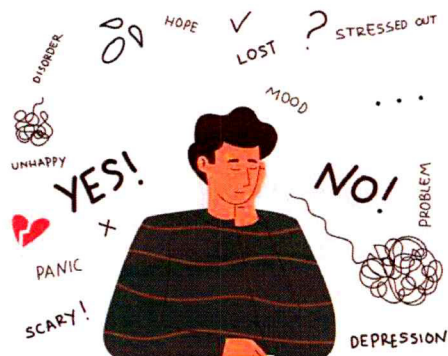
Full name:_____

Date:_____

LISTENING PRACTICE

Listening Comprehension – Multiple Choice (Overthinking)
1. Listen to the audio and choose the correct answer (A, B, or C) for each question.

1. What is overthinking?
A) Thinking quickly about a situation
B) Thinking deeply for a short time
C) Thinking too much about a problem or decision

2. According to the speakers, what can overthinking cause?
A) Excitement and focus
B) Stress, worry, and sadness
C) Happiness and motivation

3. What does Gwen say about her own experience?
A) She often ignores problems.
B) She never overthinks things.
C) She worries about small problems for a long time.

4. What is one sign that you might be overthinking?
A) Solving problems quickly
B) A constant stream of thoughts
C) Being able to sleep easily

5. What physical symptoms can overthinking cause?
A) Headaches and muscle tension
B) Hunger and thirst
C) Fever and cough

6. What happens when people try to think about every possible outcome or scenario?
A) They often make decisions faster
B) They feel more confident and relaxed
C) They can feel stuck and unable to decide

2. Listen to the conversation again and answer the questions below. Use what you heard and what you understand to give your opinion, even if the answer is not directly said.

What do Leo and Gwen say is important to understand about overthinking?

_____

_____

What does Gwen say or suggest about why perspective is important when people overthink?

_____

_____

What advice would you give Gwen to help her stop overthinking? Use ideas from the conversation.

_____

_____

Journal 3: PDP (Listening)

Listening is a critical skill in language acquisition, playing a foundational role in the development of speaking, reading, and writing. In language pedagogy, the PDP (listening) framework has emerged as an effective approach to teaching and developing listening skills. Divided into three stages: pre-stage, during-stage, and post-stage each stage has its purpose and importance within the listening process to improve the listening skills of the individuals.

My expectation is to improve the listening skills of my students through active and reflective participation so that they can identify keywords, answer questions, make predictions, and adapt to different types of texts such as dialogues, monologues, and informal or formal speeches, with varying levels of difficulty and language types. Through various activities, progressing from the most general to the most specific, I aim for my students to understand real-world contexts and, consequently, maintain effective communication.

According to Povey (2019), PDP is a framework that helps second language teachers teach two receptive skills: listening and writing. Povey also notes that this framework is divided into three stages: Pre, During, and Post. According to Nik Peachey (2023), in the initial phase of the PDP framework, there are three essential goals: motivation, contextualization, and preparation. It is important to motivate learners before listening by selecting an activity or topic that will spark their interest. Additionally, contextualizing the audio helps learners connect with their prior knowledge. Finally, preparing the vocabulary or key expressions ensures that the task focuses on listening comprehension rather than activity instructions. This stage typically lasts between 4-6 minutes. The during stage is the longest part of the framework, where students interact for the first time with the text or audio through different activities aimed at understanding the main ideas. Some activities include gathering key information, answering true

or false questions, or completing scripts (Flores Soto & Guido García, 2021). Lastly, in the post-stage, learners demonstrate their understanding of the text or audio through activities that allow them to reflect on the content and connect it with other language aspects. This helps them apply what they have learned in real-world contexts through productive activities such as debates, summaries, essays, or dramatizations.

I have applied listening using the PDP framework during my internship. I implemented it with second graders, and it was one of the best classes I have ever taught. I knew the group well, so I tailored the activities to capture their attention, allowing me to manage the class effectively. The best part was that my students demonstrated an understanding of the audio. Although they encountered some difficulties during the activities, most of the challenges were related to writing rather than understanding the audio content. As a teacher, I emphasize the importance of getting to know our students, what captures their attention, their weaknesses, and their strengths. These factors are often overlooked, but paying attention to them can significantly change classroom dynamics.

In conclusion, the PDP framework, like other instructional models, is an essential tool because it provides a structured approach to guiding learning. It helps students develop their listening and reading skills in an effective and meaningful way, ensuring that they can comprehend and apply what they have learned in practical, real-life contexts.

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Demonstrative Lesson

PDP

ENGLISH CLASS: B1

CINTHIA THALÍA YUPANGUI
ZAMBRANO

BRAINSTORMING
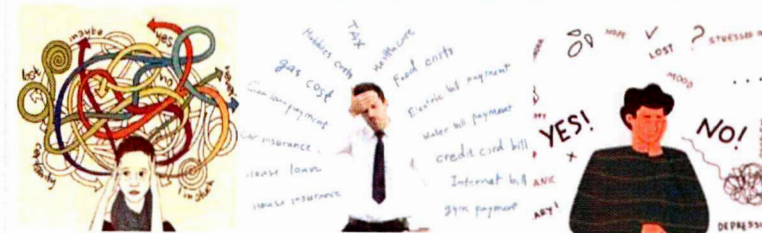
Answer the following questions:

What do you think is happening in these pictures?

What words come to your mind when you hear the word *overthinking*?

Why do people overthink?

TIME TO LISTEN

- What is overthinking?

- What are some signs of overthinking mentioned in the audio?

- What symptoms can our body experience when we overthink?

TIME TO WORK

Listening Comprehension – Multiple Choice (Overthinking)
1. Listen to the audio and choose the correct answer (A, B, or C) for each question.

1. What is overthinking?
A) Thinking quickly about a situation
B) Thinking deeply for a short time
C) Thinking too much about a problem or decision

2. According to the speakers, what can overthinking cause?
A) Excitement and focus
B) Stress, worry, and sadness
C) Happiness and motivation

3. What does Gwen say about her own experience?
A) She often ignores problems.
B) She never overthinks things.
C) She worries about small problems for a long time.

Look at your worksheet to complete Exercises 1-6

1. What is overthinking?
A) Thinking quickly about a situation
B) Thinking deeply for a short time
C) Thinking too much about a problem or decision

2. According to the speakers, what can overthinking cause?
A) Excitement and focus
B) Stress, worry, and sadness
C) Happiness and motivation

3. What does Gwen say about her own experience?
A) She often ignores problems.
B) She never overthinks things.
C) She worries about small problems for a long time.

4. What is one sign that you might be overthinking?
A) Solving problems quickly
B) A constant stream of thoughts
C) Being able to sleep easily

5. What physical symptoms can overthinking cause?
A) Headaches and muscle tension
B) Hunger and thirst
C) Fever and cough

6. What happens when people try to think about every possible outcome or scenario?
A) They often make decisions faster
B) They feel more confident and relaxed
C) They can feel stuck and unable to decide

2. Listen to the conversation again and answer the questions below. Use what you heard and what you understand to give your opinion, even if the answer is not directly said.

What do Leo and Gwen say is important to understand about overthinking?

_____

_____

What does Gwen say or suggest about why perspective is important when people overthink?

_____

_____

What advice would you give Gwen to help her stop overthinking? Use ideas from the conversation.

_____

_____

POST-STAGE

What's next...?

In one paragraph write a reflection on: How does overthinking affect our mental health?

MODULE 4: READING

Reading lesson plan

Action points

➢ Class management
➢ Time management

What are your Students Learning Objectives for the lesson?

By the end of the lesson, SWBAT show understanding of the story "The Land of Eternal Rain" by summarizing the story in their own words AND THEN writing an alternative ending to the 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 summarize the story in their own words.
- When students write an alternative ending to the story.

Preliminary considerations:

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

- Regular/irregular verbs
- Past simple
- Write simple sentences

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

- Unknown words related to vocabulary of enchanted tales.

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

- Encourage students to use the dictionary to find the meaning of unknown words.

Time	Framework stage	Procedure Teacher will…	Students will…	Interaction T-S/S-S VAKT	Materials needed
5 min	Pre stage	Show some pictures of the story, and ask some questions to introduce the main topic: • How do you feel when is raining? • Do you believe in enchanted towns? • Do you believe that witches exist? • What do you think the reading will be about?	• Look at the pictures • Answer the teacher questions.	T-S VA	Projector
5 min	Early during	Hand out sheets with the story "The Land of Eternal Rain" and request to skim the text to get the general idea if the story. • Ask to recognize what type of genre it is. • Request a few answer from the students.	• Get the sheets to skim the text. • Recognize what genre of text it is. • Answer the question.	T-S VA	Projector Printed text Pen/pencil
10 min	Later during	Provide a worksheet with true/false statements and comprehension questions about the story. • Ask to read the text for specific information to complete the worksheet. • Check the answers with the students.	• Get the worksheet • Read the story for specific information • Solve the questions of the worksheet • Give the answers	T-S VA	Printed text Worksheet Pen/pencil

| 15 min | Final during | Write some questions related to the story on the board.

Ask to discuss in pairs the following questions about the reading:

• *Why do you think Beatrice wanted to help the people stop the rain?*
• *Do you think the witch was a good or bad character? Why?*
• *How do you think Beatriz felt when she heard the witch's story about   the town and the other witches?*
• *If you were Beatriz, would you want the witch to stop the rain? Why yes or why not?*

Ask to read the text once again if is needed.

Ask to write their partner answer on their notebook or piece of paper.

Monitoring students during the discussion.

Instruct students to list themselves between number one and two.

Divide the class into two groups: students numbered one and students numbered two.

Request some students to tell what their partner responded and vice versa | • Read the questions on the board.
• In pairs discuss the questions on the board.
• Read the text of is needed.
• Write their partner answers on their notebook.
• Number themself from one to two.
• Divide into two groups: numbers one and numbers two.
• Provide the answers to the questions. | T-S

S-S | Notebook

Pencil |
| 10 min | Post | Ask to write an alternative ending from the story in a single paragraph. | • Write an alternative ending to the story | S-S | Notebook

Pencil/pen |

		Gather their works to check later for formative assessment.	• Hand in their work to the teacher.		eraser

Annexes

Annex 1

Annex 2

Story

The Land of Eternal Rain

Years ago, in a small town, there was a witch. The witch made it rain every day. In spring, summer, autumn and winter: rain, rain, rain, snow.

One day, an orphan called Beatrice went to the Town Hall. It was a large, beautiful building. It was built when Beatrice was a baby.

Beatrice said: "I want to find the witch. She has to stop the rain."

There were seven men in front of her. They were the leaders of the town.

"Go and play outside," said the oldest man.

"It's too wet," said Beatrice.

"Then stay inside," said the old man.

"I want to help the town."

The old man laughed. "You can't help. It rains because of an evil witch. We tried to kill her. We failed – and we are men. You are a little girl."

The rocks were wet. It was difficult to climb up the mountain. Beatrice climbed for hours. At the top, it wasn't raining. It was dark now, but she saw the witch's castle.

She knocked on the door. The witch opened the door.

"Come in, it's cold outside!" said the witch.

Beatrice went inside. There was a fire. The castle was warm and cozy. The witch gave her a cup of tea and some hot cakes. Beatrice said thank you.

When Beatrice was dry, she said, "Please stop the rain."

"Do you know why I made it rain?" asked the witch.

"They said you are evil."

The witch laughed.

"Years ago, witches lived in the town with the people, did you know that?"

"No."

"Everyone liked us. We used our magic to help the town. But one day, people started to say that magic was evil. Suddenly, no one liked us.

"They told us to go to the Town Hall. I didn't go. But the other witches went there. They went inside. The Town Hall was empty. The people shut the doors, and set fire to the building.

"I used magic to make it rain. But it was too slow. The fire burned the Town Hall. There was nothing left."

The witch looked at Beatrice.

"I'm sorry, dear. You are upset."

"I'm fine," said Beatrice. She was crying.

"Please don't cry, my dear. I want to help you. I'll do anything you ask."

"Can I stay with you?" Beatrice asked. "And, please, don't stop the rain."

Annex 3

Name: _____   Grade: _____   Date: _____

READING COMPREHENSION

1 True or False Statements: Read each statement about the story. If the statement is true, write "True." If it is false, write "False."

- The story takes place in a small town where it rains every day (_____)
- Beatrice is a little girl who lives with her parents. (_____)
- The town leaders want Beatrice to help stop the rain. (_____)
- Beatrice climbs a mountain to find the witch's castle. (_____)
- The witch is kind to Beatrice and gives her something warm to drink. (_____)
- The people of the town have always liked the witches. (_____)
- The witch stopped the rain as soon as Beatrice asked her. (_____)
- In the end, Beatrice asks to stay with the witch and wants the rain to continue. (_____)

2 Comprehension Questions: Answer the questions about the story.

1. What was the weather like when Beatrice reached the top of the mountain?

_____

2. How did the witch treat Beatrice when she arrived at the castle?

_____

3. Why did the witch make it rain?

_____

4. How did Beatrice feel after hearing the witch's story?

_____

5. What did Beatrice ask the witch at the end of the story?

_____

Journal 4: PDP READING

Reading comprehension is an essential receptive skill for understanding spoken language (listening) and written texts (reading), critical components for effective communication in a second language. It enables learners to comprehend spoken and written language, facilitating interaction and conversation.

My expectations PDP framework for reading all as with the other skills I expect to gain a structured approach to guide students through reading comprehension. I anticipate that the framework will help me plan engaging and effective lessons as a result making the reading process manageable and not tedious. In addition, I expect to learn about different activities and dynamics that can be employed in each phase. Finally, to develop my ability to adapt activities that encourage active participation and deeper understanding.

Reading skills are crucial for acquiring knowledge, understanding information, and relating to the world effectively. It involves a set of cognitive processes that enable an individual to decode written text, understand its meaning, and integrate this understanding with existing knowledge. According to Nunan 1999, comprehension is not simply recognizing single words or decoding grammatical structures; it involves constructing meaning from the text or discourse as a whole and thus supports the development of productive skills such as oral and written expression. Reading skills involve techniques such as scanning and skimming, which are essential reading strategies for language learners; they help students handle large amounts of text more effectively and can improve their ability to find specific information and grasp main ideas quickly (Harmer, 2007).

According to Pikulski 2002 a structure approach such as the PDP framework, is critical for developing students' comprehension skills. He highlights that dividing the reading process

into pre-reading, during reading and post-reading stages helps students activate prior knowledge, engage actively with the text, and reflect on their understanding. The PDP framework for reading stands for pre-reading, during-reading and post-reading. It is a structure approach designed to improve comprehension and engagement with a text. The purpose of the pre-reading stage is to activate students' prior knowledge, and it usually last only 5 to 10 minutes of a 45-minute class. On the other hand, the during stage students use and develop listening and reading skills by interacting with the text, usually consisting of 3-4 lesson activities, is the longest stage could take 25 minutes. Finally, the post-stage, where students make connections to other skills and their personal opinions, is the final stage of the lesson and usually takes 5-10 minutes.

I have not applied the PDP framework for reading because I have worked with young children and I focus on vocabulary. But this framework would certainly help students build vocabulary, improve their fluency, foster their critical thinking and thus real comprehension of texts.

We can use this framework to teach all kinds of information through different types of readings such as short stories, essays, reports, articles, even horror stories, fiction, romance, etc. through new and different activities such as reading workshops with selected texts, literature circles for discussion and audio support for struggling readers.

Although the PDP framework structures listening and reading classes with similar stages, listening classes emphasize listening comprehension and may require repeated exposure to audio which can work with any type of information as long as it is at the correct level for the students, while reading classes allow students to work at their own pace and often perform a deeper analysis of what the text means, different literary genres can be worked with according to the level of the students, and the use of critical thinking is fundamental. Each approach is adapted to

the corresponding skill in order to ensure comprehension and to work on a skill in a comprehensive way.

In conclusion, reading comprehension is a fundamental receptive skill for understanding both spoken and written language, which are key to effective communication, especially in second language acquisition. It enables learners to interpret and integrate information, facilitating meaningful interaction. The PDP framework provides a structured approach to improve comprehension and engagement with texts. This structure method is effective for teaching a variety of text types such as articles, essays and even fiction, thus broadening the scope of learners' receptive skill and their overall language proficiency.

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PDP Reading

English class: A2
Cinthia Thalía Yupangui Zambrano
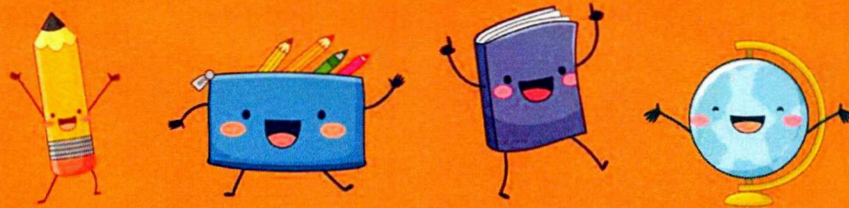
Pre-stage

Look at the pictures

Answer the questions:

- How do you feel when is raining?
- Do you believe in enchanted towns?
- Do you believe that witches exist?
- What do you think the reading will be about?

Let's skim the text

The land of eternal rain

## The land of eternal rain

Years ago, in a small town, there was a witch. The witch made it rain every day. In spring, summer, autumn and winter: rain, rain, rain, snow.

One day, an orphan called Beatrice went to the Town Hall. It was a large, beautiful building. It was built when Beatrice was a baby.

Beatrice said: "I want to find the witch. She has to stop the rain."

There were seven men in front of her. They were the leaders of the town.

"Go and play outside," said the oldest man.

"It's too wet," said Beatrice.

"Then stay inside," said the old man.

"I want to help the town."

The old man laughed. "You can't help. It rains because of an evil witch. We tried to kill her. We failed – and we are men. You are a little girl."

Note: Read the rest of the text on the sheet.

What genre is the text?
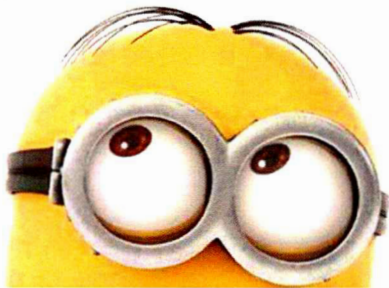
Fantasy genre

Later during

TIME TO WORK ON THE
WORKSHEET

Name: _____ Grade: _____ Date: _____

READING COMPREHENSION

1 **True or False Statements:** Read each statement about the story. If the statement is true, write "True." If it is false, write "False."

- The story takes place in a small town where it rains every day (_____)
- Beatrice is a little girl who lives with her parents. (_____)
- The town leaders want Beatrice to help stop the rain. (_____)
- Beatrice climbs a mountain to find the witch's castle. (_____)
- The witch is kind to Beatrice and gives her something warm to drink. (_____)
- The people of the town have always liked the witches. (_____)
- The witch stopped the rain as soon as Beatrice asked her. (_____)
- In the end, Beatrice asks to stay with the witch and wants the rain to continue. (_____)

2 **Comprehension Questions:** Answer the questions about the story.

1. What was the weather like when Beatrice reached the top of the mountain?

_____

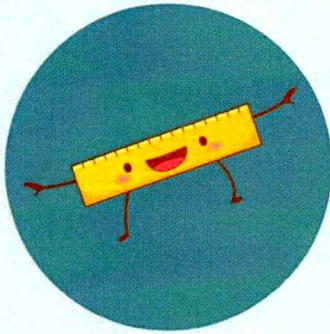2. How did the witch treat Beatrice when she arrived at the castle?

_____

3. Why did the witch make it rain?

_____

4. How did Beatrice feel after hearing the witch's story?

_____

5. What did Beatrice ask the witch at the end of the story?

_____

## In pairs you will discuss the following questions:

•Why do you think Beatrice wanted to help the people stop the rain?

• Do you think the witch was a good or bad character? Why?

• How do you think Beatriz felt when she heard the witch's story about the town and the other witches?

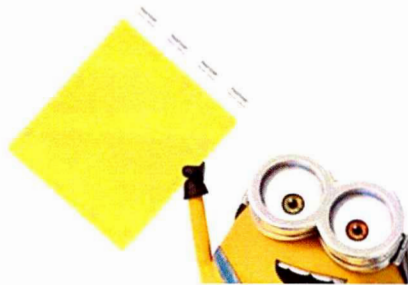• If you were Beatriz, would you want the witch to stop the rain? Why yes or why no?

Let's share ideas

Eye.

Eye, Eye.
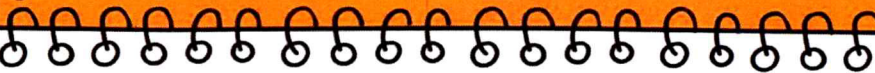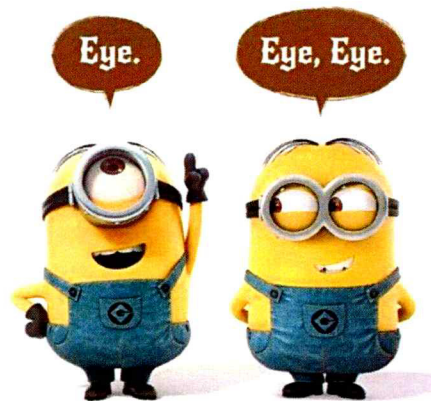
Write an alternate ending to the story in a single paragraph.

MODULE 5: WRITING

Writing Lesson Plan

Action points

➢ Organizing activities
➢ Time management

What are your Students Learning Objectives for the lesson?

By the end of the lesson, SWBAT write a formal letter to express their thoughts and demands for school improvements to the school´s principal using the correct structure and then choose some students to read it out loud to the class.

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 write their thoughts and demand in the drafts.
• When students applied the correct structure for writing a formal letter

Preliminary considerations:

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

• Vocabulary related to school infrastructure.
• How to write compound sentences.

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

Using the correct formal tone required in a letter to an authority figure.

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

Provide a model formal letter and highlight its structure (greeting, body, closing, tone)

Time	Framework stage	Procedure Teacher will…	Students will…	Interaction T-S/S-S VAKT	Materials needed

5 min	Preparation	Show the image of a modern school to ask the following questions.
		
		   • *Does this school look like our school?*
		   • *What is the difference?*
		   • *are these infrastructures important?*
			• Look at the images.
			• Answer the questions
				T-S
				
				V
					Projector
					Computer
					PPT

17 min	Drafting	Explain the structure of a formal letter. Present a formal letter writing model and structure. Ask students to write a formal letter to the school principal expressing their thoughts and demands for school improvement. Monitoring while ss do the draft.	• Pay attention to the explanation • Create the draft following the instructions given.	T-S VA	PPT Sheets Pen/pencil Board Markers
7 min	Revising	Provide the "peer editing symbols guide" and ask to use it. Ask to exchange their drafts with a classmate for peer revision. Provide help with corrections if needed. Solicitate to return the draft to write the final formal letter with corrections made.	• Analyze the peer editing symbols guide. • Exchange the draft with a partner. • Ask for corrections if needed. • Return drafts.	T-S S-S VA	Peer editing symbols guide Pencil Draft

7 min	editing	Ask to write down their final email with the corrections made	• Finish the formal letter with the corrections made.	T-S	Sheet of paper Pen Draft
9 min	Extension	Ask some students to read their final letter to the class	• Read the letter out loud in front of the class.	S-S	Final letter

Annexes

Annex 1

Annex 2

Formal Letter

Question 1: Write a letter to Mr Adam, the manager of Xendra Toys, complaining about a car you have bought.

Sender's Address →	Philip Roy, 17 Pearl Street, 43000 Kajang, Selangor.
Date →	18 August 2017
Recipient's Address →	Mr Adam, Xendra Toys, IOI Mall, 43600 Puchong, Selangor.
Greeting →	Dear Mr Adam,
Subject →	Defective Radio-controlled Racing Car
Content	I am writing to complain about the Radio-controlled Racing Car that I bought last week. 2. The radio-controlled was functioning great on the first day that I had it. However, it stopped working the next day. In order to get it to work properly, I have read the manual to make sure I am following all the instructions correctly, and yet I can't get it to work out. I have also tried to replace the batteries, but it still didn't work properly afterward. I really don't know what is causing the problem. 3. I would appreciate if you could contact me and let me know why my car doesn't work, and how I can get it repaired or replaced.
Sign-off →	Yours sincerely,
Signature →	*Philip Roy*
Sender's name →	Philip Roy

Annex 3

Journal 5: Writing

Writing is a productive language skill that involves the ability to convey thoughts, ideas, and information through text. It requires a combination of skills including grammar, vocabulary, and coherence, along with an understanding of different writing styles and genres. Effective writing is not only about accuracy but also about being able to communicate clearly and engagingly to the intended audience. It often involves planning, drafting, revising, and editing to ensure the message is conveyed appropriately.

The importance of written expression is crucial in the international workplace for effective communication and collaboration, as writing supports a variety of work practices and helps individuals and organizations function in international business environments. (Lee et al. 2020). Learning a second language writing allows learners to process and internalize the language more deeply, providing opportunities for reflection and revision that enhance language competence.

Writing activities can promote conscious attention to language form and structure, thereby facilitating language acquisition (Krashen, 1984). Moreover, when we talk about reading it is inevitable not to think about reading, because people tend to read something to write about something, so Smith 2003 discussed the close relationship between reading. He argues that these skills are interdependent and mutually reinforcing. Reading provides models of written language that writers can emulate, and writing helps readers understand the structure and mechanics of texts. Therefore, this synergy between reading and writing supports overall language and literacy development.

In stages of this format, in the preparation stage, we can use brainstorming and ask a general question where students can give their opinions. In the drafting stage, students work on

the draft of their paper as directed by the teacher. In the revising stage, the peer check is the main author, students exchange their writing with their peers to correct it and give suggestions. In the editing stage, students correct their writing with specific marks or symbols provided by the teacher, and finally, in the extension stage, staff share their final writing with the rest of the class reading aloud or so, it may be added a voting activity where students choose the best-written work.

It is considered that the writing lesson plan helps students express themselves differently, organize their ideas, learn paragraph structures, emails, academic writing, synonyms, linking words, etc. It also helps students in grammar, error identification, and, of course, language acquisition.

The writing process is crucial because it helps improve language skills, such as grammar and vocabulary. It also facilitates learning and comprehension. Writing invoices is a series of processes that aim to help us organize our ideas, be corrected, and thus communicate effectively.

In conclusion, writing is a critical skill that combines grammar, vocabulary, coherence, and understanding of various writing styles to convey ideas and information effectively. The writing process encompasses planning, drafting, revision, and editing. It is vital to develop organized and clear communication. It enhances critical thinking creativity and language skills and fosters self-discipline and time management. The use of structure phases, such as brainstorming, and preferred review facilitates learning, improves the quality of writing, and fosters collaboration and constructive feedback among students.

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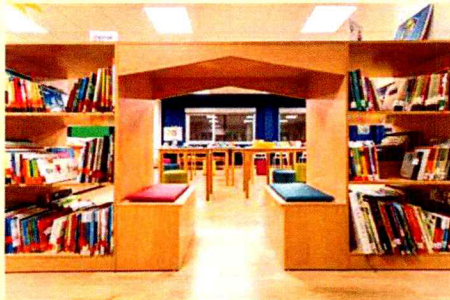Smith, F (2003). Reading without nonsense (3ed). New York. Teachers' colleague press.

PDREE
ENGLISH CLASS: B1
CINTHIA YUPANGUI

Preparation

LOOK AT THE PICTURES

DOES THIS SCHOOL LOOK LIKE OUR SCHOOL?

WHAT IS THE DIFFERENCE?

2

ARE THESE INFRASTRUCTURES IMPORTANT?

3

FORMAL LETTER STRUCTURE

Sender's Address →	Philip Roy, 17 Pearl Street, 43000 Kajang, Selangor.
Date →	18 August 2017
Recipient's Address →	Mr Adam, Xendra Toys, IOI Mall, 43600 Puchong, Selangor.
Greeting →	Dear Mr Adam,
Subject →	Defective Radio-controlled Racing Car
Content	I am writing to complain about the Radio-controlled Racing Car that I bought last week. 2. The radio-controlled was functioning great on the first day that I had it. However, it stopped working the next day. In order to get it to work properly, I have read the manual to make sure I am following all the instructions correctly, and yet I can't get it to work out. I have also tried to replace the batteries, but it still didn't work properly afterward. I really don't know what is causing the problem. 3. I would appreciate if you could contact me and let me know why my car doesn't work, and how I can get it repaired or replaced.
Sign-off →	Yours sincerely,
Signature →	Philip Roy
Sender's name →	Philip Roy

4

1. SENDER'S ADDRESS

Your full address (street, city, postal code).
➤**Purpose:** To let the recipient know where to reply to.

Philip Roy,
17 Pearl Street,
43000 Kajang,
Selangor.

2. DATE

The full date when the letter is written.
➤**Purpose:** Shows when the letter was written for record-keeping.

18 August 2017

3. RECIPIENT'S ADDRESS

The name, position (if known), and full address of the person or company receiving the letter.
➤ **Purpose:** Identifies who the letter is for.

Mr Adam,
Xendra Toys, IOI Mall,
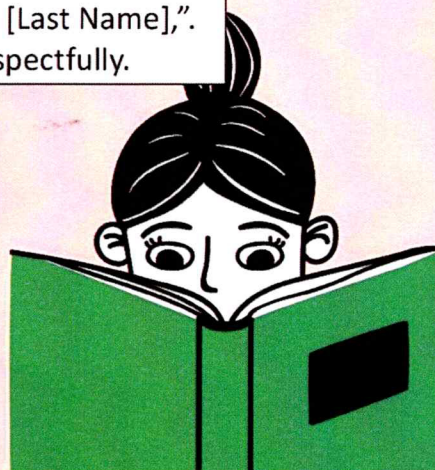43600 Puchong,
Selangor.

4. GREETING / SALUTATION

A polite opening, usually "Dear Mr/Ms [Last Name],".
➤ **Purpose:** To address the recipient respectfully.

Dear Mr Adam,
Mrs Adam

8

5. SUBJECT

A brief statement of the topic (e.g., "Defective Radio-controlled Racing Car").
 ➢ **Purpose:** Tells the reader what the letter is about immediately.

Defective Radio-controlled Racing Car

6. CONTENT / BODY

Paragraph 1: State the reason for writing.
I am writing to complain about the Radio-controlled Racing Car that I bought last week.

Paragraph 2: Give details about the issue or situation.
The radio-controlled was functioning great on the first day that I had it. However, it stopped working the next day. In order to get it to work properly, I have read the manual to make sure I am following all the instructions correctly, and yet I can't get it to work. I have also tried to replace the batteries, but it still didn't work properly afterward. I really don't know what is causing the problem.

Paragraph 3: Request what you want to happen next.
I would appreciate if you could contact me and let me know why my car doesn't work, and how I can get it repaired or replaced.

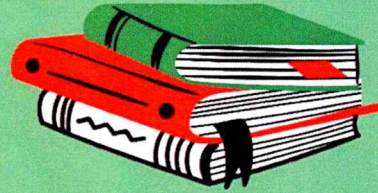➢**Purpose:** To communicate the problem clearly and professionally.

7. SIGN-OFF

A polite closing phrase.
➤**Purpose:** To end the letter formally.

- Kind regards
- Best regards
- With regards
- Respectfully

8. SIGNATURE AND NAME

Sign your name, then write your full name clearly below.
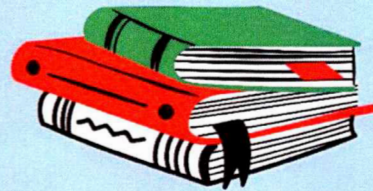**Purpose:** Confirms who sent the letter.

Philip Roy
Philip Roy

TIME TO WORK

WRITE A FORMAL LETTER TO THE SCHOOL PRINCIPAL ABOUT THE IMPROVEMENTS AND DEMANDS THAT THE SCHOOL NEEDS TO MAKE THE TEACHING AND LEARNING PROCESS MORE EFFECTIVE AND OF QUALITY.

NOTE: STATE YOUR IDEAS RESPECTFULLY, JUSTIFY YOUR PROPOSALS AND SUGGEST POSSIBLE SOLUTIONS.

EXCHANGE YOUR DRAFT FOR PEER REVISION

USE THE EDITING SYMBOLS GUIDE TO MAKE THE CORRECTIONS

SPELLING MISTAKES (SP)

Use this when a word is misspelled

I recieved → (Sp) received

GRAMMAR ERRORS (GR)

Use this for incorrect grammatical structures, such as verb forms or articles.

She don't like apples → (Gr) She doesn't like apples.

PUNCTUATION ERRORS (P)

Use this when punctuation is missing or incorrect.
Where are you going → (P) Where are you going?

CAPITALIZATION ERRORS (CAP)

Use this when a word should be capitalized but isn't (or vice versa).
I live in paris → (Cap) I live in Paris.

INSERT SPACE ([ ])

When a word is linked to another word

The movie was boring until the end. The movie was boring until [theend].

RETURN THE DRAFT AND REWRITE THE FINAL LETTER WITH THE CORRECTIONS MADE

READ ALOLUD YOUR FINAL LETTER

THANK YOU

CONCLUSION

In conclusion, the application of the FMU, ECRIF, PDP, and PDREE methodological models in teaching English as a foreign language proves to be an effective and enriching pedagogical strategy. Each approach, from its specificity, allows for a strategic approach to different language skills, promoting the balanced development of students' communicative competence.

Practical experience in the classroom showed that these methodological frameworks not only improve student performance but also strengthen teaching practice by providing clear structures for planning, executing, and evaluating the teaching-learning process. Likewise, their implementation fosters a student-centered approach, where active participation, critical thinking, reflection, and contextual application of the language are prioritized.

Integrating these approaches into teacher training contributes to the creation of more dynamic, reflective classes oriented toward meaningful learning, thus consolidating the future teacher's commitment to quality education focused on the comprehensive development of learners.

RECOMMENDATIONS

Future teachers of English as a foreign language are encouraged to continue deepening their study and application of methodological frameworks such as FMU, ECRIF, PDP, and PDREE. These approaches not only offer clear structures for planning effective lessons, but also promote active, meaningful learning tailored to students' needs. It is essential to understand that each group of students is different; therefore, each methodology must be adapted according to the level, pace, interests, and characteristics of the educational context.

In addition, it is suggested to promote creativity and innovation when designing activities, integrating current resources such as podcasts, videos, role-playing games, interactive digital tools, and youth literature. The use of these resources can enhance student motivation and better contextualize learning. Finally, it is recommended to continuously reflect on teaching practice, collect evidence of learning, and be open to feedback, as these elements are key to professional growth and to offering more meaningful and transformative learning experiences.

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