UNIVERSIDAD LAICA "ELOY ALFARO" DE MANABI

FACULTAD DE EDUCACIÓN, TURISMO, ARTES Y HUMANIDADES

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

MODALIDAD:

TRABAJO DE INTEGRACIÓN CURRICULAR

TEMA:

TEFL Application Process

AUTORA:

Shirley Gricelda Zambrano Cevallos

TUTOR:

Lic. Gonzalo Farfán, Mg.

MANTA-MANABÍ-ECUADOR

2025- (1)

CERTIFICADO DE DERECHO DE AUTOR

PROPIEDAD INTELECTUAL

Título del Trabajo de Investigación: TEFL Application Process

Autor:

Zambrano Cevallos Shirley Gricelda

Fecha de Finalización:

04 de agosto del 2025

Descripción del Trabajo:

El presente trabajo de investigación tiene como objetivo implementar metodologías de enseñanza del inglés como lengua extranjera (TEFL) que faciliten el fortalecimiento integral de las cuatro habilidades lingüísticas: hablar, escuchar, leer y escribir

Declaración de Autoría:

Yo, **Shirley Gricelda Zambrano Cevallos**, con número de identificación **131661970-7** 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.

Derechos de Propiedad Intelectual:

El presente trabajo de investigación está reconocido y protegido por la normativa vigente, art. 8, 10, de la Ley de Propiedad Intelectual del Ecuador. Todos los derechos sobre este trabajo, incluidos los derechos de reproducción, distribución, comunicación pública y transformación, pertenecen a los autores y a la Institución a la que represento, Universidad Laica Eloy Alfaro de Manabí.

Firma del Autor:

Shirley Gricelda Zambrano Cevallos
1316619707

Firma del coautor:

Lic. Gonzalo Farfán, Mg
1310360381

Manta, lunes, 04 de agosto de 2025

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 ZAMBRANO CEVALLOS SHIRLEY GRICELDA, 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.

Particular que certifico para los fines consiguientes, salvo disposición de Ley en contrario.

Manta, Lunes, 04 de agosto de 2025.

Lo certifico,

FARFAN CORRALES ULBIO GONZALO
Docente Tutor

PERIODO 2025-1

Curricular Integration Model

Resumen

El presente trabajo tiene como propósito profundizar en la aplicación de metodologías TEFL (Teaching English as a Foreign Language) dirigidas al desarrollo equilibrado de las cuatro habilidades lingüísticas: expresión oral, comprensión auditiva, lectura y expresión escrita. Se analizan tres enfoques metodológicos claves: el marco ECRIF (Encounter, Clarify, Remember, Internalize, Fluently Use) para guiar a los estudiantes hacia una producción oral más fluida; el enfoque PDP (Pre-, During-, Post-) utilizada tanto en la comprensión auditiva como en la lectura; y el modelo PDREE (Pre-writing, Drafting, Revising, Editing, Evaluating), diseñado para acompañar el proceso de escritura. A través de una revisión práctica de cada enfoque, este trabajo destaca cómo estos formatos favorecen un aprendizaje activo, adaptado a las necesidades de diferentes contextos de enseñanza del inglés como lengua extranjera. Finalmente, se reflexiona la integración de estos modelos en el aula de clases para promover un enfoque comunicativo completo y eficaz en la enseñanza del inglés como lengua extranjera.

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

Abstract

This work aims to deepen the application of TEFL (Teaching English as a Foreign Language) methodologies focused on the balanced development of the four main language skills: speaking, listening, reading, and writing. Three key methodological approaches are analyzed: the ECRIF framework (Encounter, Clarify, Remember, Internalize, Fluently Use), which guides students toward more fluent oral production; the PDP approach (Pre-, During-, Post-) used for both listening and reading comprehension; and the PDREE model (Pre-writing, Drafting, Revising, Editing, Evaluating), designed to support the writing process. Through a practical review of each approach, this work highlights how these frameworks foster active learning, adaptable to the needs of various English as a Foreign Language teaching context. Finally, the integration of these models into the classroom is considered to promote a comprehensive and effective communicative approach to English teaching.

Keywords: TEFL, ECRIF, PDP, PDREE, language skills, English teaching, speaking, listening comprehension, reading comprehension, writing, communicative methodology.

Introduction

This work is based on the knowledge and practical experiences acquired during my pre-teaching experience, a crucial stage in my professional development as a future educator. These initial teaching experiences have allowed me to apply pedagogical theories in real-life classroom settings, hone my teaching skills, and reaffirm my commitment to education. Furthermore, they have strengthened my motivation and confidence, encouraging me to pursue a career where I can significantly contribute to students' language learning and personal growth.

Teaching English is a fundamental task in today's globalized world, as it is one of the most widely spoken languages. For this reason, it is essential to guide learners in the development of the four main language skills: speaking, listening, reading, and writing. To promote the development of speaking skills, this work applies the ECRIF framework which fosters student-centered learning through specific communicative objectives linked to real-life situations. Teachers act as facilitators, guiding students to gradually develop fluency and confidence in their spoken English.

Meanwhile, listening and reading comprehension are developed using the PDP model. This structure improves students' comprehension of oral and written texts by organizing learning into sequential stages that promote critical thinking.
Regarding writing skills, the PDREE model is implemented. This process guides students through the writing process, helping them develop their ideas and refine their work, while minimizing the challenges commonly associated with written production.

The following sections of this work will provide a detailed analysis of these methodologies, demonstrating how they contribute to the development of communicative competence and foster meaningful learning experiences in English language education.

MODULE 1: FMU LANGUAGE ANALYSIS

FMU analysis of: The Verb "to be" Singular and Plural statement

Level: A1   **Class:** 5th

FORM

Singular/Plural

Affirmative

Pronoun + verb to be + complement.

> ➢ I am Portuguese. / She is in the living room.

> ➢ You are small. / We are at the carousel.

Negative

Pronoun + verb to be + not + complement.

> ➢ I am not a nurse. / The monkey is not on the tree.

> ➢ You are not sad. / They are not six years.

Question

Verb to be + pronoun + complement +?

> ➢ Is she tall? / Is he in London with his mom?

> ➢ Are you superwoman? / Are you in Paris?

Affirmative short answer	Negative short answer
Yes, I am.	No, I am not.
Yes, they are.	No, we are not.

MEANING

> ➢ The verb "to be" changes form depending on whether the pronoun is singular
>
>   or plural.

USE

- We use the verb "to be" to talk about someone or something. (You are happy) (The school is big).

- We use the verb "to be" to ask and answer information about different states of a situation. (Are you in London? / Yes, I am) (Is she tall? / Yes, she is).

ANTICIPATED DIFFICULTIES

- Confusion using "Is" with plural pronouns and "Are" with singular pronouns.

CONCEPT-CHECKINGNG QUESTIONS

- Is he in New York with his girlfriend? Use Yes/No in singular to answer.

- Are the flowers on the bookshelf? Use Yes/No in plural to answer.

- Are you a fireman?

- Is she happy with her new dress?

TEACHING IDEAS

- In the following test use the verb "to be" according to the statement in singular or plural. (ANNEX 1)

- Plus, test. (ANNEX 2)

SOURCES CONSULTED:

- The Verb "to be" for kids (s. f.). https://www.vedantu.com/english/verb-to-be

- The Verb "To Be" Explained, With Examples (2022, 14 diciembre). https://www.grammarly.com/blog/to-be/.

- Verb to be (s. f.). https://lingokids.com/english-for-kids/verb-to-be

- Games4esl (s. f.). https://games4esl.com/esl-worksheets/verb-to-be-worksheets/

ANNEXES

Annex 1

The Verb "to be"

Name: Date:

- **Read the questions and choose the best option. Look at the first example.**

    1. **My brother knows to fly an airplane. He......... a pilot.**
        a)   Is
        b)   Are
        c)   Am
    2. **Are you hungry? Yes, I...**
        a)   Are
        b)   Is
        c)   Am
    3. **My friend and I... both students at school.**
        a)   Am
        b)   Is
        c)   Are
    4. **Hello. It... nice to meet you.   Hello.**
        a)   Are
        b)   Is
        c)   Am
    5. **Cathy and Kim... very good friends.**
        a)   Am
        b)   Is
        c)   Are
    6. **..... she with her grandparents in the house?**
        a)   Am
        b)   Are
        c)   is

- **Look at the first example and then, re-arrange the sentence in the correct word order.**
    a)   I / not / a teacher / am   I am not a teacher.
    b)   She / my mother / is   _____
    c)   The boys / are / playful   _____
    d)   The girl / in the room / is /_____
    e)   We / not / are / at home   _____
    f)   He / not / my brother / is   _____

- **Look at the picture and respond the questions using "affirmative or negative short answers".**

    1)   Is he a teacher? ....
    2)   Is it an elephant? ....
    3)   Is it a pencil? ....
    4)   Are they twins? ....
    5)   Is he in the park? ....
    6)   Is he a painter? ....
    7)   Is Ricky in the living room? ....
    8)   Is mom in the kitchen? ....
    9)   Is your dad a postman? ....
    10) Are the books on desk? ....
    11) Are you Mrs. Perkins? ....
    12) Is the broom behind the door? ....

- According to the picture make sentences using the correct "verb be" in each one. Look at the first example

	They are in the food store.

Verb "to be": Matching

Match the questions to the correct answers.

Are you happy?	Yes, it is.
Is it a pencil?	Yes, she's a great singer.
Is she a teacher?	No it's not. It's a lion.
Are you a	No, I am not. I am sad.
Am I slow?	No you're not. You are fast.
Is Chris good at soccer?	Yes, they are.
Is Sally a good singer?	No, she isn't. She's a doctor.
Are you thirsty?	Yes, he is.
Is it a tiger?	Yes, I am.
Are they in the game store?	No, I'm not.

Journal 1: FMU Language Analysis

The FMU analysis is a framework used to analyze and understand language structure and their functions in communication. It breaks down language elements into three components. First, form refers to the grammatical structure and morphology of words, phrases and sentences. Second, meaning focuses on the semantic content, it explores the meaning of words, phrases and sentences including literal and figurative interpretations. Third, use considers the pragmatic aspects of language, including how language is used in different contexts to achieve specific communicative goals, this includes factors such as social conventions and cultural rules. Furthermore, The FMU as a tool helps teachers create a plan and continue with a sequence within the classes.

Crawford, W. J. (2012) said "FMU perspective allows teachers to see how meaning and context relate to grammar form. Such a perspective on grammar is useful for students to know, and contributes to a teacher's understanding of grammar, an important component in successful grammar teaching." (p,36). So, this perspective on grammar is useful for students to know and contributes to the teacher's understanding of grammar, an important component of successful grammar teaching.

Ellis, R. (2008) highlights in his book "Understanding Second Language" that the FMU contributions to language teaching through form, meaning and usage in grammar teaching to facilitate better understanding and practical application of grammatical rules, leading to a more effective and meaningful language learning experience for the student.

Knowing about the FMU analysis made me have great expectations about that, I believe that the FMU will allow me to learn and know even more about how I can lead a class an apply it in planning and how teachers also have the ease of accessing these grammars to teach of clear and simpler way.

Through this process of learning the FMU, Garcia (2020) emphasizing that the way grammar is taught influences the student's linguistic development, since it makes use of technological tools to motivate the learning of grammar by making them more dynamic and creative. These thoughts showed me that teaching something new goes beyond "just teaching" and requires various factors such as having a plan and within that plan having a clear idea of the grammar to be taught, also making use of technological resources to monitor student learning.

The success of FMU analysis in our classes is to contribute to a greater understanding and retention of grammar through communicative contexts. One of the ways it can be applied according to Castrillo, M.D. (2008) is "the use of the technology as a source of material resources for teaching, is a motivating element for students".

Therefore, if the topic is verb be in singular and plural statement, the teacher will project cards with the structure of a sentence in disorder, for example "Is" "am" "she" "with my dad" "in the park" "yesterday" the student will have to rule out words that are not part of the tense and reorder the sentence according to the grammatical structure. For this reason, Sales, C. (2008) says that it is important to plan and consider what type of activities will be implemented according to what is going to be taught and the level of the students.

Lastly, The FMU (Form, Meaning, and Use) analysis is crucial in language teaching and learning because it provides a comprehensive approach to understanding and applying language structures. This helps students grasp how language functions in real-life scenarios, making their learning more relevant and practical.

In conclusion, form, meaning, and use (FMU) offers teachers a solid way to teach language by combining correct grammar with practical communication skills, while it can be challenging, its benefits in improving language skills are meaningful. By using this approach, teachers can help students gain confidence and motivation during English classes

REFERENCES

Castrillo, M.D. (2008). Introducción a la Enseñanza de Lenguas Asistida por Ordenador.

U.N.E.D.

Crawford, W. J. (2012). *English Language Teacher Development Series.* Series Editors.

Obtenido de

https://www.edwardtesol.com/uploads/2/6/5/8/26581579/teaching_v_g_02_teaching_

grammar.pdf

Ellis, R. (2008). *Understanding second language acquisition.* Oxford University Press.

Garcia, J. (2020). Advancements in FMU technology: A Comprehensive Sorvey. IEEE

Access, 8

MODULE 2: ECRIF

Speaking Lesson Plan

Level: A2   **Class:** 7th

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** Personal information **to** ask and answer descriptions about themselves for example (What is your name? - My name is Sarah.) **in** a role-play.

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

- **When the students ask and answer descriptions about themselves correctly.**

- **When the students provide accurate responses during a role-play.**

Preliminary considerations:

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

   - The correct structure for asking questions about personal information.

   - Present simple tense to talk about own descriptions.

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

- Some students may find it difficult to speak fluently.

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

- Encourage students to drill back and forth in the activities.

Time 45 minutes	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will…	Students will…		
2min	Encounter	✓ Brainstorming: -Ask the question: What do you ask when you meet someone new?	✓ Pay attention and give some examples.	T-S	Projector Board marker

6min	clarify	✓ Show the video "Personal information - Face2Face Elementary"
		
		✓ Pause the video to practice the pronunciation of the model presented.
		
		✓ CCQ
		  - Is your phone number a personal information?
		  - What is the difference between your name and surname?
		  - How do you say when ask about your email-address?
			✓ Pay attention to the video.
			✓ Repeat the conversation.
			
			✓ Answer the questions.
				T - S
				S-S
					Video Projector

6min	Remember			T-S	Worksheet

		✓ Give a worksheet to make and solve the task related to personal information. ✓ Play the video again if needed. ✓ Ask someone for answers randomly.	✓ Solve the worksheet. ✓ Pay attention to the video and take notes. ✓ Give the answers.		Pencil Eraser
9min	Internalize	✓ Provide a substitution drill and complete their own information orally.	✓ Complete the activity.	T-S	Worksheet
22min	Fluency	✓ Explain the role-play activity by providing different scenarios in which some of the information from the video should be applied in pairs. ✓ Ask some pairs to come to the front and share orally.	✓ Ss must choose one scenario and classmate. ✓ Share with their class orally.	S-S	Sheet of paper

ENCOUNTER

Ask the question:

CLARIFY

Show the video "Personal information - Face2Face

https://www.youtube.com/watch?v=n6uZnb3rsYU&ab_channel=myJournalFeeds

REMEMBER

Worksheet

PERSONAL INFORMATION

1. **Match the items in Column A with the correct answers in Column B.**

Column A	Column B
A. First name	a. 29 Elmore Road, Bristol
B. Nationality	b. Paul99@webmail.com
C. Surname	c. Watling
D. Address	d. British
E. Mobile number	e. Paul
F. Home number	f. 0117 480 6544
G. Email address	g. 07969 831016
H. Postcode	h. BS13 6QT

2. **According to the answers, complete the correct questions for each one.**

1.

Answer: My surname is Watling.

2.

Answer: My first name is Paul.

3.

Answer: I'm British.

4.

Answer: I live at 29 Elmore Road, Bristol.

5.

Answer: It's spelled E-L-M-O-R-E.

6.

Answer: My postcode is BS13 6QT.

7.

Answer: My mobile number is 07969 831016.

8.

Answer: My home number is 0117 480 6544.

9.

Answer: It's paul99@webmail.com.

3. **Complete the conversation by filling in the blanks with the correct words from the word bank.**

WORD BANK

surname

first name

nationality

postcode

mobile number

address

spell

email address

Conversation:

Receptionist: You've got a car for me, right? First I need some personal details. What's your _____ please?

Paul: It's Watling.

Receptionist: And how do you _____ that?

Paul: W-H-A-T-L-I-N-G.

Receptionist: Okay, thanks. What's your _____ name?

Paul: Paul.

Receptionist: And what's your _____?

Paul: I'm British.

Receptionist: Okay. What's your _____?

Paul: It's 29 Elmore Road, Bristol.

Receptionist: How do you spell Elmore?

Paul: E-L-M-O-R-E.

Receptionist: And what's your _____?

Paul: BS13 6QT.

Receptionist: I'm sorry?

Paul: BS13 6QT.

Receptionist: Great. Thanks a lot. What's your _____ number?

Paul: 07969 831016.

Receptionist: And what's your _____ number?

Paul: 0117 480 6544.

Receptionist: Could you say that again, please?

Paul: 0117 480 6544.

Receptionist: Right. And the last question: what's your _____ address?

Paul: Paul99@webmail.com.

Receptionist: Could you repeat that, please?

Paul: Yes. Paul99@webmail.com.

INTERNALIZE

Questions	
What is your surname?	
What is your first name?	
How do you spell that?	
What is your nationality?	
What is your postcode?	
What is your mobile number?	
What is your address?	
What is your email address?	

FLUENCY

Activity in Pairs

Choose one of the proposed scenarios. Then, create a short role-play where you apply some of the information from the video.

Present their role-play to the class.
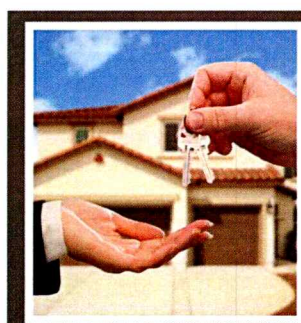
Journal 2: ECRIF

ECRIF aims to guide teachers who teach English as a second or foreign language to organize and follow a series of steps essential to successful language learning. Eker (2020) described it as a way of organizing a class following a sequence and order, since he emphasizes that the way in which it is taught is the way in which students learn, for that reason Khalaf (2016) affirmed that ECRIF allowed learners to experiment with the content by themselves becoming autonomous and independent.

ECRIF stands for five phases according to Jihad (2015). First, encounter allows you to gain prior knowledge related to topic or language point and finds out what the students already know related to the lesson. Second, clarify is something that happens inside the learner: when the learner can determine for example that the meaning of a vocabulary word or pronunciation is that it is this not that or that a certain grammar construction is used here not there. Third, remembering is the first step in committing new material to memory. Fourth, internalization is committed to long term memory, after material or information has been internalized learners no longer have to refer to support materials in order. And finally, fluent users are using new material and information fluidly, in accordance with their current understanding and internalized grasp of the material.

Furthermore, it encouraged teachers to actively participate in discussion forums and share experiences where they collaborate to address specific challenges encountered in the classroom and the study supports the adoption of a lesson planning approach that enhances the reflective practice approach.

Baque and Paredes (2020) stated that ECRIF was an innovative framework that developed the English-speaking skill, which emphasized on the process speaking and where students were the center of this lesson.

Knowing about ECRIF made me have great expectations about that, as I believe it will greatly enhance my ability to teach and plan lessons effectively. By understanding the stages of Exposure, Clarification, Remembering, Internalizing, and Fluency, I expect to gain deeper insights into how students learn, and process language and I hope this framework will help me design more structured and engaging lessons, allowing me to guide learners through each stage of language acquisition in a way that builds their confidence and fluency.

Through this process of learning the ECRIF Schon (2001) highlights that continuous learning and adjustment in teaching practices is essential and aligns with the idea that teachers reflect on how students process new language and transmit it to their students.

The importance of ECRIF for me as a teacher lies in its ability to provide me with information when creating a speaking lesson plan to guide and support the future students' language learning process. ECRIF provides me with structured steps and strategies to effectively engage students by clarifying linguistic Concepts and encouraging deeper understanding.

It allows me to create dynamic learning experiences and comfortable environment that promotes autonomy and independence inside the class. By integrating ECRIF my teaching practices, I can facilitate meaningful language acquisition because I can implement various activities such as (matching, guessing the word, dialogues, etc.) and it will help my next students to achieve fluency more effectively.

In summary, ECRIF simplifies the process of language by leading learners step-by-step through Encounter, clarify, Remember, Internalize and fluency stages. This active involvement fosters deeper comprehension. and nurtures independence in language learning, where its techniques and reflective learning aids. and enriches the learning hands-on techniques and reflective learning aids ongoing process and enriches the learning journey.

REFERENCES

Baque, T A, & Paredes, N. V. (2020) Applying ECRIF Method to Develop the speaking skill
in the English language. Red Investigación Santo Doming.
https://isuu.com/puced/docs/12419-2020-Italiana alejandra bague_iza

Eker, C. C 2020). A New taxonomy in foreign language teaching: ECRIF. International
Online Journal of Educational Sciences, 12 (5)

Jihad, M (2015). *ECRIF FRAMEWORK.* Obtenido de
https://www.slideshare.net/slideshow/ecrif-framework-44961795/44961795

Khalaf, R. (2016). The effect of leaning centered training enhanang student-teachers' practice
teaching skill at AUG. Dissertation Abstracts International, 6, 5623A https:// scholar
alaqsa.edu.

Schön, D. A. (2001). *The Reflective Practitioner: How Professionals Think in Action.* Basic
Books.

ECRIF

NAME:
SHIRLEY ZAMBRANO

LEVEL:
A2

CLASS:
7TH

Brainstorming

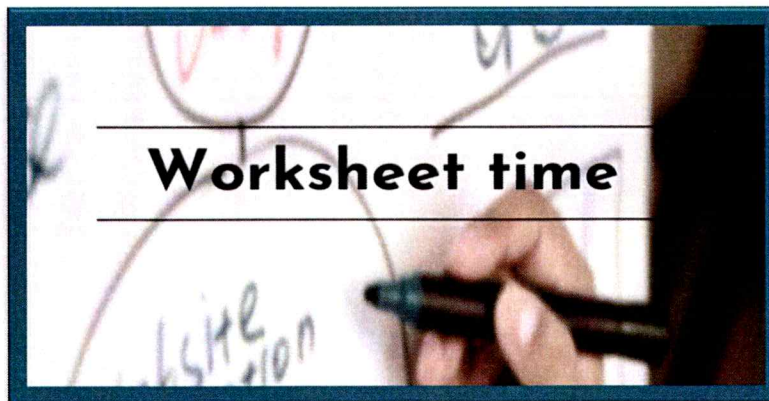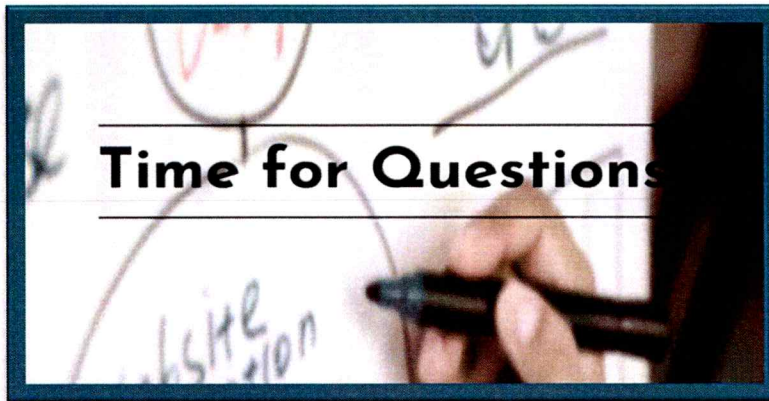WHAT DO YOU ASK WHEN YOU MEET SOMEONE NEW?

ENCOUNTER

WATCH THE VIDEO AND PAY ATTENTION TO ANSWER SOME QUESTIONS THEN.

CLARIFY

Time for Questions

Worksheet time

Personal Information

1. Match the items in Column A with the correct answers in Column B.

Column A	Column B
A. First name	a. 29 Elmore Road, Bristol
B. Nationality	b. Paul99@webmail.com
C. Surname	c. Watling
D. Address	d. British
E. Mobile number	e. Paul
F. Home number	f. 0117 480 6544
G. Email address	g. 07969 831016
H. Postcode	h. BS13 6QT

2. According to the answers, complete the correct questions for each one.

1.
Answer: My surname is Watling.
2.
Answer: My first name is Paul.
3.
Answer: I'm British.
4.
Answer: I live at 29 Elmore Road, Bristol.
5.
Answer: It's spelled E-L-M-O-R-E.
6.
Answer: My postcode is BS13 6QT.
7.
Answer: My mobile number is 07969 831016.
8.
Answer: My home number is 0117 480 6544.
9.
Answer: It's paul99@webmail.com.

REMEMBER

Personal Information

3. Complete the conversation by filling in the blanks with the correct words from the word bank.

WORD BANK
surname
first name
nationality
postcode
mobile number
address
spell
email address

Conversation:

Receptionist: You've got a car for me, right? First I need some personal details. What's your _____ please?

Paul: It's Watling.

Receptionist: And how do you _____ that?

Paul: W-H-A-T-L-I-N-G

Receptionist: Okay, thanks. What's your _____ name?

Paul: Paul.

Receptionist: And what's your _____ ?

Paul: I'm British.

Receptionist: Okay. What's your _____ ?

Paul: It's 29 Elmore Road, Bristol.

Receptionist: How do you spell Elmore?

Paul: E-L-M-O-R-E

Receptionist: And what's your _____ ?

REMEMBER

Substitution drill
4. Complete it with your own information.

Questions	
What is your surname?	
What is your first name?	
How do you spell that?	
What is your nationality?	
What is your postcode?	
What is your mobile number?	
What is your address	
What is your email address?	

INTERNALIZE

In Pairs

1. Choose one of the proposed scenarios. Then, create a short role-play where you apply some of the information from the video.
2. Present their role-play to the class.

FLUENCY

MODULE 3: LISTENING

Listening Lesson Plan

Level: B1   **Class:** 9th

Action points – (These are two things you are working on in your teaching)

1. Time Management.

2. Class Management.

What are your Student Learning Objectives for the lesson?

- *By the end of the lesson, SWBAT show understanding of* the video "History of Halloween" by making inferences about beliefs or activities that are still used today AND THEN write another short paragraph.

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?

- Students make inferences about beliefs or activities that are still used today.

- Students can write another short paragraph.

Preliminary considerations:

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

- Vocabulary about vacation.

- Irregular and regular verbs in the past.

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

- Students might find it difficult to identify specific details in the video.

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

- Show the video as many times as necessary

Time	Framework Stage	Procedure Teacher will…	Students will…	InteractionT-S/S-S VAKT	Materials Needed
6 minutes	Pre-Stage	➢ Start the activity called "the broken phone" dividing the class in 2 groups and choosing the first participant, to familiarize the class with the topic.	➢ Be divided into 2 groups, paying attention to the instructions.	**T-S**	Audio file
7 minutes	Early-During stage	➢ Play the video about the "History of Halloween" to asking some questions related to the video: - What is Halloween? - Why do you think Halloween has evolved across so many cultures? - What aspects characterize	➢ Watch the video, attending to possible answers.	**T-S**	Video Projector

		Halloween? ➢ Play the video again if needed.	➢ Answer the questions.		
9 minutes	Later-During stage	➢ Play the video to complete the activity of the worksheet. ➢ Deliver a worksheet, asking to complete the paragraph with the missing words. ➢ Repeat the video once again if needed.	➢ Watch the video, attending to possible answers on the worksheet. ➢ Complete the paragraph with the missing words. ➢ Watch the video again to complete all the words.	**T-S**	Video Projector Worksheet Pencil eraser
13 minutes	Final-During stage	➢ Play the video once again, attending to what's been said in the video. ➢ Ask to make two inferences about beliefs and activities that are still practiced today during Halloween in pairs.	➢ Pay attention to take notes. ➢ Make inference about beliefs or activities that are still used today.	**T-S**	Pencil Eraser

10 minutes	Post stage	➢ Ask to write a short paragraph of their favorite traditions mentioned in the video. ➢ Post the paragraphs on the wall to choose the best one	➢ Write a short paragraph. ➢ Choose the best paragraph.	**S-S** **KT**	Pencils A sheet of paper

ANNEXES

EARLY DURING STAGE

Play the video about the "History of Halloween" to asking some questions related to the video:

- What is Halloween?

- Why do you think Halloween has evolved across so many cultures?

- What aspects characterize Halloween?

https://www.youtube.com/watch?v=RVRAemIvbI&t=127s&ab_channel=NationalGeographic

LATER DURING STAGE

<div style="border:1px solid black; padding:10px;">

WORKSHEET

1. **Watch the video carefully and complete the paragraph with the missing words.**

Halloween is a holiday with rich and complex historical roots. Its origins can be traced back over 2,000 years to the _____, a group of ancient people who lived in what is now Ireland and parts of Europe. They celebrated the end of the harvest season on October 31st with a festival known as _____. This day was considered a special time when the boundary between the living and the _____ was very thin.

On this night, it was believed that the _____ of the dead could return to Earth. To protect themselves from these wandering spirits, villagers would light huge _____ and wear costumes made from animal skins. These costumes were meant to disguise them from any ghostly visitors.

As Christianity spread across Europe, the Catholic Church sought to replace pagan traditions with its own. In the 7th century, the church established _____ to honor saints and martyrs, and the evening before became known as _____, eventually evolving into modern Halloween.

In the 19th century, Irish immigrants brought their Halloween customs to America, including games like _____ for apples and playful _____. However, these innocent traditions sometimes turned into more serious forms of _____. As a result, the concept of _____ emerged, where children would go door-to-door asking for treats to prevent trouble.

Today, Halloween is celebrated with various customs, including costume parties, haunted houses, and the famous phrase "_____!" This festive night has transformed into a fun celebration for people of all ages, highlighting the blend of cultural and historical influences that define Halloween.

In many places, children look forward to _____, where they dress up in costumes and knock on neighbors' doors. Common costumes include _____, witches, ghosts, and superheroes. Many families decorate their homes with _____, pumpkins, and skeletons to create a spooky atmosphere.

The tradition of carving pumpkins into _____ also dates to ancient practices. Originally, they used turnips, but pumpkins became popular in America because they are larger and easier to carve. People often light candles inside the carved pumpkins to create glowing _____ during the night.

</div>

Activity

People carve pumpkins into jack-o'-lanterns.

Belief

It is believed that jack-o'-lanterns scare away evil spirits.

POST STAGE

TOPIC SENTENCE

🎃 **The Tradition of Jack-o'-Lanterns on Halloween** 🎃

DETAILS

One of the most popular Halloween traditions is carving pumpkins into jack-o'-lanterns. Families cut faces into the pumpkins and place a candle inside to light them up at night. This activity is based on an old belief that jack-o'-lanterns can scare away evil spirits and protect homes. **Even today, many people still enjoy this tradition as part of their Halloween celebration.**

CONCLUDING SENTENCE

Journal 3: PDP (Listening)

The PDP framework is a pedagogical tool designed for teaching receptive skills such as reading and listening. This structured approach facilitates the development of listening comprehension skills in students through three stages pre, during and post. Edward Povey (2019) explains to us what each of these consists of:

First, "Pre stage" focuses on preparing students before interacting with the text, here prior knowledge is activated the new vocabulary is introduced and interest in the topic is generated. Second, "During stage" the most extensive and important, since it is when students immerse themselves in the text, they are offered multiple activities that promote various reading or listening techniques, designed to improve their skills and understanding of the text through repeated exposure and tasks graded from general to specific. Finally, "Post stage" implemented once students have demonstrated understanding of the text. It is a diamond that is used as a figure in which the pre stage time is between 5-10 minutes, the during stage time is 20-25 minutes and the post stage time is 5-10 minutes.

Furthermore, Gass (2008) contribute that learner applying prior linguistic rules when processing and producing a text in a new language. This theory highlights the importance of understanding how students integrate their prior linguistic knowledge into the learning process. And the perspective that the teacher has when teaching a listening or reading class. Larsen (2015) for her parts, approaches language learning which suggests this process is dynamic and interactive.

Knowing about the PDP framework made me have great expectations about that, I believe that the PDP will allow me to learn and know even more about how I can lead a class and apply it in planning and how teachers also have the ease of accessing this skill to teach of clear and simpler way.

It is interesting to know how this lesson plan allows me as a teacher to organize each moment of my class, following an order and listening to each activity, although the minutes of class are even more important. One of the ways it can be applied according to Krashen (2000) is "language is acquired when learners are exposed to comprehensible input in the target language in the context of the PDP lesson" this theory explains the need to provide students with listening activities that are adapted to their level of understanding for example "Monitoring tasks to identify the linguistic sign a speaker uses to signpost a summary of key points" "Matching tasks to match a short audio description to a picture" "Multiple-choice tests to listen for detail, infer likely meaning of lexemes and understand tense relationships and so on" "Labelling tasks are given diagram of something complicated and asked to match the description of various labels A,B and C"

In conclusion, The PDP (Pre-During-Post) provides a structured and efficient method for language instruction, particularly focused on enhancing listening skills. Additionally, PDP offers a systematic approach to organizing classroom activities with designated time for each stage, enabling teachers to maintain control over lesson plan and ensuring that activities are covered within the allotted timeframe.

REFERENCES

Gass, M. (2008). *Second language Acquisition:* An Introduction Course. Oxford University Press

Krashen, S. (2000). *The Input Hypothesis:* issues and implications in lesson plans. Oxford University Press

Larsen, F. (2015). Complex System and Applied linguistic learning in PDP /PRE-DURING-POST/. Oxford University Press

Povey, E. (2019). IPA: A Framework for Language Teaching Based on Bloom's Taxonomy. *International Journal of Education Research, 2 (12), 1-13.* https://www.edwardtesol.com/uploads/2/6/5/8/26581579/264-article_soft_copy.pdf

Demonstrative Lesson

PDP

NAME:
SHIRLEY ZAMBRANO

LEVEL:
B1

CLASS:
9TH

LET'S PLAY A BROKEN PHONE

- Make two groups and form a line. The first student in each group will listen to an audio with headphones.
- Then, whisper the message to the next person - **Only once!** The last person says it out loud.
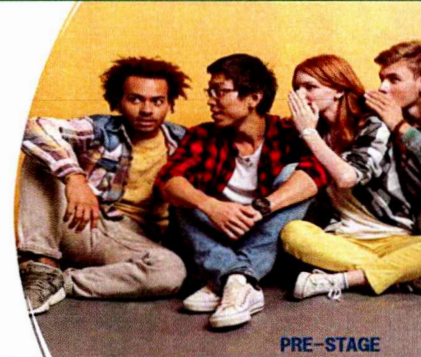
PRE-STAGE

- Watch the video and pay close attention — you will have to answer some questions after watching it.

EARLY-DURING STAGE

---

1. What is Halloween?

2. Why do you think Halloween has evolved across so many cultures?

3. What aspects characterize Halloween?

Slide 1

1. **Watch the video carefully and complete the paragraph with the missing words.**

Halloween is a holiday with rich and complex historical roots. Its origins can be traced back over 2,000 years to the _____, a group of ancient people who lived in what is now Ireland and parts of Europe. They celebrated the end of the harvest season on October 31st with a festival known as _____. This day was considered a special time when the boundary between the living and the _____ was very thin.

On this night, it was believed that the _____ of the dead could return to Earth. To protect themselves from these wandering spirits, villagers would light huge _____ and wear costumes made from animal skins. These costumes were meant to disguise them from any ghostly visitors.

As Christianity spread across Europe, the Catholic Church sought to replace pagan traditions with its own. In the 7th century, the church established _____ to honor saints and martyrs, and the evening before became known as _____, eventually evolving into modern Halloween.

In the 19th century, Irish immigrants brought their Halloween customs to America, including games like _____ for apples and playful _____. However, these innocent traditions sometimes turned into more serious forms of _____. As a result, the concept of _____ emerged, where children would go door-to-door asking for treats to prevent trouble.

Today, Halloween is celebrated with various customs, including costume parties, haunted houses, and the famous phrase "_____!" This festive night has transformed into a fun celebration for people of all ages, highlighting the blend of cultural and historical influences that define Halloween.

In many places, children look forward to _____, where they dress up in costumes and knock on neighbors' doors. Common costumes include _____, witches, ghosts, and superheroes. Many families decorate their homes with _____, pumpkins, and skeletons to create a spooky atmosphere.

The tradition of carving pumpkins into _____ also dates to ancient practices. Originally, they used turnips, but pumpkins became popular in America because they are larger and easier to carve. People often light candles inside the carved pumpkins to create glowing _____ during the night.

Slide 2

Speak Your Mind

FINAL–DURING STAGE

Slide 3

IN PAIRS

Look at the following example and make two inferences about activities and beliefs that are still used today on Halloween.

Activity

People carve pumpkins into jack-o'-lanterns.

Belief

It is believed that jack-o'-lanterns scare away evil spirits.

Slide 4

POST STAGE

• Look at the example. Then write a short paragraph of their **favorite traditions** mentioned in the video.

TOPIC SENTENCE

🎃 The Tradition of Jack-o'-Lanterns on Halloween 🎃

DETAILS

One of the most popular Halloween traditions is carving pumpkins into jack-o'-lanterns. Families cut faces into the pumpkins and place a candle inside to light them up at night. This activity is based on an old belief that jack-o'-lanterns can scare away evil spirits and protect homes. **Even today, many people still enjoy this tradition as part of their Halloween celebration.**

CONCLUDING SENTENCE

MODULE 4: READING

Reading Lesson Plan

Level: B1   **Class:** 7th

Action points

Time management

Interrupt when students speak

What are your Student Learning Objectives for the lesson? By the end of the lesson, SWBAT show understanding of the text "The Man with the Most World Records" by inferring in a short paragraph how Ashrita felt when she thought her dreams would not come true. and then write an informal letter to their future self about the goals they aspire to achieve.

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 interpret in a short paragraph how Ashrita felt when she thought her dreams would not come true.

• When students write an informal letter to their future self.

Preliminary considerations:

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

• Present simple and Past simple

- Comparatives and superlatives

- Write informal/formal letters

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

- Unfamiliar terms related to sports.

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

- Teaching unfamiliar words through contexts.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will…	Students will…		
5 minutes	Pre	Show images of different record-breaking activities, asking the following questions: • *What kinds of world records do you see in this image?* • *What kind of preparation do you think people need to break records like the ones in the image?* • *Would you like to hold a world record? If yes, in what?* • *What do you think the reading will be about?*	- Look at the images. - Participate by answering the teacher's questions.	T-S V	Projector
5 minutes	Early during	- Give out sheets with the reading passage. - Ask to skim the text to identify the main idea. - Request to select the most suitable title.	- Get the sheets. - Skimming the text. - Choose the best title for the passage.	T-S VA	Projector Printed text Pen/pencil
10 minutes	Later during	- Provide a worksheet with true/false statements and multiple-choice questions about Ashrita's achievements and challenges. - Ask to read the text for specific information to complete the worksheet	- Get the worksheet - Read the text once again to answer the questions of the worksheet.	T-S VA	Printed text Worksheet Pen/pencil

15 minutes	Final during	- Write the following question on the board: *What do you think went through Ashrita's mind when she thought her dreams would not come true after failing several times?* - Ask to read the text once again. - Ask to individually answer the question in their notebooks in a short paragraph. - Pair students up to discuss their answers. - Choose some students randomly to read their answer to the question.	- Write the question in their notebooks. - Read the text once again. - Answer the question in the notebook. - Pair up and discuss the answer. - Read their answer if is needed.	T-S S-S	Board Markers Notebook Pencil
10 minutes	Post	- Ask them to write an informal letter to their future self about the goals they aspire to achieve. - Ask students to stick their letter on the board one by one to choose the best letter of all.	- Write an informal letter. - Paste their letters on the board to choose the letter they liked the most.	S-S V	Notebook Pencil/pen eraser

ANNEXES

PRE-STAGE

Show images of different record-breaking activities, asking the following questions:

- *What kinds of world records do you see in this image?*

- *What kind of preparation do you think people need to break records like the ones in the image?*

- *Would you like to hold a world record? If yes, in What?*

- *What do you think the reading will be about?*

EARLY DURING

Give out sheets with the reading passage. Then, ask to skim the text to identify the main idea

- Request to select the most suitable title.

The man with the most world records

Ashrita Furman is a record-breaking record-breaker: He has set more records than anyone else in the world! In the last 40 years, he has established more than 600 records!

As a child, Ashrita loved reading the Guinness Book of World Records. He wanted to be in it too. But he thought people had to be good at sports to be in the book. He wasn't a good athlete. He felt his dream would never come true.

But later in life, Ashrita learned meditation, and with this, he learned that nothing is impossible. He tested this idea in 1978 by entering a 24-hour bike race in New York. Without any training, Ashrita came third! After that, he started thinking about breaking records again.

First, he tried to break the record for the most jumping jacks. He failed at first, but, remembering that 'anything is possible', he trained, meditated and tried again. This time, he did 27,000 jumping jacks in 6 hours 45 minutes and became the new record holder. His achievement appeared in the 1980 Guinness Book of Records.

Today, Ashrita has a long list of records, including walking the furthest distance with a bike on his chin, cycling the longest distance with a bottle on his head and lighting the most candles on a birthday cake. He says: "I choose ideas which are challenging, fun and childish! I enjoy practicing and seeing my progress."

He says his favorite record was "the longest distance on a pogo stick". While he was on holiday in Japan, he saw Mount Fuji and thought it was beautiful, so he decided to try to break a record there. He did 11.5 miles. The most difficult record was "the most forward rolls". In 10 hours, 30 minutes, he did 8,341 of them, travelling 12 miles!

If you want to break a world record too, Ashrita gives this advice. "Choose something you enjoy because you will need to practice. And don't give up. Your mind will tell you that something is impossible, but it isn't. If someone else has done something, and you work hard, you can do it too!!

a)   Never Give Up: The Story of a World Record Dream.
b)   Ashrita Furman: The Man with the Most World Records.
c)   From Japan to Mount Fuji: A Travel Adventure.
d)   The Boy Who Wanted to Be an Athlete.

1.   **Read each question carefully and choose the best answer based on the text.**
How many records has Ashrita Furman set?
A) More than 100
B) More than 200
C) More than 500
D) More than 600
What inspired Ashrita Furman to want to break records?
A) His love for sports
B) Reading the Guinness Book of World Records
C) Watching other athletes
D) His talent in meditation
What was Ashrita's first record-breaking attempt?
A) The most jumping jacks
B) The longest bike race
C) The most candles on a birthday cake
D) Walking with a bike on his chin
Why does Ashrita enjoy breaking records?
A) He likes winning prizes
B) He thinks records are easy to break
C) He enjoys fun and challenging activities
D) He likes being famous
2. Read each statement carefully. Write True if the statement is correct and False if it is incorrect based on the text.
• Ashrita Furman has broken over 600 world records. (_____)
• Ashrita thought he could only appear in the Guinness Book of World Records if he was good at sports. (_____)
• Ashrita's first attempt to break a record was in swimming. (_____)
• Ashrita only chooses record-breaking ideas that are very serious. (_____)
• Ashrita believes that meditation has helped him in achieving his records. (_____)
3. Answer the following questions related to the text:
- What made "the most forward rolls" record particularly difficult for Ashrita?

-What advice does Ashrita give to people who want to break a world record?

-    **How does Ashrita's story show that persistence is important?**

FINAL DURING

"What do you think went through Ashrita's mind when she thought her dreams would not come true after failing several times?"

POST STAGE

Write an informal letter to their future self about the goals they aspire to achieve. Look at this example:

Dear Future Me,

Hi! I hope you're doing great. Right now, I have many goals. I want to finish school with good grades and improve my English. I also hope to travel to new countries and meet new people. Please don't forget to follow your dreams and never give up. I believe in you!

Take care,
Your past self

Journal 4: PDP (Reading)

The PDP (Pre-During-Post) reading lesson plan is a widely recognized framework in language teaching, designed to guide students in developing effective reading comprehension skills. Its structure supports teachers in scaffolding the reading process, enabling students to engage with texts more deeply and efficiently.

As William Grabe states, "Reading is a strategic process in which a number of skills work in coordination to construct meaning" (Grabe, 2009). This framework aligns with this approach by breaking down reading into manageable parts, supporting skill-building in each stage. Each stage has specific objectives and activities to prepare students, guide their interaction with the text, and allow them to consolidate what they have learned.

First, "Pre-Stage" introduces key vocabulary, and provides context to the reading material. This stage is essential because it sets the stage for comprehension by bridging students' existing knowledge with the new content. Second, "During-Stage" students read the text, often with specific tasks or questions guiding their attention to important details. Teachers may encourage them to identify main ideas, scan specific information, or make inferences. Finally, "During-Stage" students engage in activities to reinforce their comprehension and reflect on the content. This stage includes discussions, summaries, and analyses that help them apply their new knowledge and practice language skills.

The PDP reading lesson plan is intended to help students approach texts during a process. As Jeremy (2007) explains, "Reading needs to be seen as an active process, a process of collaboration between the reader and the text", which is precisely what the PDP lesson plan fosters.

Thus, in the pre-stage students can recall and relate to prior experiences, enabling them to connect new information with what they already know. Then, in the during-stage students practice specific strategies, like skimming, scanning, or close reading, according to

the purpose set by the teacher. Finally, in the post-stage students to reflect, discuss, and apply what they have read, strengthening their comprehension and retention.

The PDP lesson is essential for both sides as Hirsch (2006) explains: "For teachers, it offers a structured approach to lesson planning, which reduces the possibility of class overload. For students, it encourages strategic reading, a skill necessary not only for academic success but also for lifelong learning." This author highlights how this format could be within a class, not only for the teacher who is using it, but also for the student through a series of activities that have been used in each part.

In conclusion, The PDP reading lesson plan is a foundational tool in language education, especially valuable for English language learners. By breaking the reading process into three stages (Pre, During and Post). It helps students navigate and engage with texts systematically, fostering improved comprehension and building critical reading skills. For teachers, the structure of the PDP plan ensures that lessons are organized, goal-oriented, and adaptable to diverse reading materials and proficiency levels.

REFERENCES

Grabe, William. Reading in a Second Language: Moving from Theory to Practice. Cambridge University Press, 2009.

Harmer, Jeremy. The Practice of English Language Teaching. Pearson Education, 2007.

Hirsch, E.D. The Knowledge Deficit: Closing the Shocking Education Gap for American Children. Houghton Mifflin Harcourt, 2006.

Demonstrative Lesson

PDP-READING

NAME:

SHIRLEY ZAMBRANO

LEVEL:

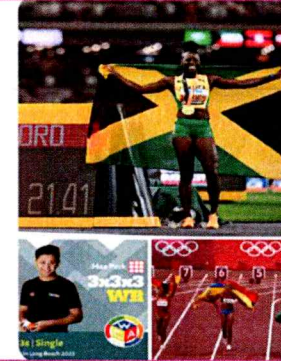B1

CLASS:

7th

LET YOUR IDEAS FLOW!

- What kinds of world records do you see in this image?
- What kind of preparation do you think people need to break records like the ones in the image?
- Would you like to hold a world record? If yes, in what?
- What do you think the reading will be about?

PRE-STAGE

SKIM THE TEXT TO IDENTIFY THE MAIN IDEA.

Ashrita Furman is a record-breaking record-breaker: He has set more records than anyone else in the world! In the last 40 years, he has established more than 600 records!

As a child, Ashrita loved reading the Guinness Book of World Records. He wanted to be in it too. But he thought people had to be good at sports to be in the book. He wasn't a good athlete. He felt his dream would never come true.

But later in life, Ashrita learned meditation, and with this, he learned that nothing is impossible. He tested this idea in 1978 by entering a 24-hour bike race in New York. Without any training, Ashrita came third! After that, he started thinking about breaking records again.

EARLY DURING STAGE

SELECT THE MOST SUITABLE TITLE

- **NEVER GIVE UP: THE STORY OF A WORLD RECORD DREAM**

- **ASHRITA FURMAN: THE MAN WITH THE MOST WORLD RECORDS**

- **FROM JAPAN TO MOUNT FUJI: A TRAVEL ADVENTURE**

- **THE BOY WHO WANTED TO BE AN ATHLETE**

EARLY DURING STAGE

WORKSHEET TIME

FIRST PART

READ EACH QUESTION CAREFULLY AND CHOOSE THE BEST ANSWER BASED ON THE TEXT.

How many records has Ashrita Furman set?
A) More than 100
B) More than 200
C) More than 500
D) More than 600

SECOND PART

READ EACH STATEMENT CAREFULLY. WRITE TRUE IF THE STATEMENT IS CORRECT AND FALSE IF IT IS INCORRECT BASED ON THE TEXT.

• Ashrita Furman has broken over 600 world records. (_____)

IN A SHORT PARAGRAPH:
1.- ANSWER THE QUESTION IN THEIR NOTEBOOKS.
2.- PAIR STUDENTS UP TO DISCUSS THEIR ANSWERS.
3.- SOME STUDENTS WILL READ THE QUESTION RANDONDLY

"What do you think went through Ashrita's mind when she thought her dreams would not come true after failing several times?"

**Write an informal letter to their future self about the goals they aspire to achieve.
Look at this example:**

Dear Future Me,

Hi! I hope you're doing great. Right now, I have many goals. I want to finish school with good grades and improve my English. I also hope to travel to new countries and meet new people. Please don't forget to follow your dreams and never give up. I believe in you!

Take care,
Your past self

MODULE 5: WRITING

Writing Lesson Plan

Level: B1   **Class:** High school

Action points:

1. Give clear instructions
2. TTT (Teacher Talking Time)

What are your Student Learning Objectives for the lesson?

- By the end of the lesson, students will be able write an argumentative essay to express their thoughts about "the advantages of online shopping" using the correct structure provided by the teacher and then a few ss read it aloud randomly.

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?

- Students write their thoughts about the advantages of online shopping.
- Students write an argumentative essay with the correct structure.

Preliminary considerations:

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

-Shopping vocabulary

-Present simple and opinion expressions

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

-Students may struggle to express their ideas clearly in an argumentative essay.

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

-Provide a model argumentative essay to work on.

Time	Framework Stage	Procedure		Interaction T-S/S-S	Materials Needed
		Teacher will...	**Students will...**		
5 min	**Preparation**	-Show two images about buying in physical store and shopping online. -Ask the following questions: *What do you see in these images?* *Which shopping method do you prefer and why?* Which payment method offers you more convenience cash or card?	-Look at the images -Pay attention and answer the questions	T – Ss	Projector Computer Board Markers
18 min	**DRAFTIN G**	-Present and explain the structure of the argumentative essay. -Ask students to write an argumentative essay ahout the advantages of online shopping using the correct structure.	-Pay attention to the essay structure explanation. - Create the draft following the instructions given.	T – Ss	Board Markers Pencil Paper

13 min	**REVISION and EDITING**	-Provide a peer editing symbols guide. -Ask students to exchange their drafts with a classmate for peer revision. -Provide help with corrections and notes if need it. - Ask to return the drafts to write the final argumentative essay with the corrections made.	- Exchange their drafts with a partner - Review peer draft using the peer editing symbols guide. - Return the partner's draft -Finish their essay with the corrections made.	T – Ss Ss – Ss	Projector Computer Pencil Paper Symbols guide
9 min	**EXTENSION**	- Ask a few students to read their argumentative essay aloud to the class.	-Read the essay out loud in front of the class.	Ss – Ss	Paper

ANNEXES

PREPARATION

Show images about buying in physical stores and shopping online.

Argumentative essay outline

Introduction
- Hook
- Background information
- Thesis statement

Paragraph 1
- Topic sentence about 1st argument
- Explanation and evidence to support argument 1
- Transition sentence to next paragraph

Paragraph 2
- Topic sentence about 2nd argument
- Explanation and evidence to support argument 2
- Transition sentence to next paragraph

Paragraph 3
- Topic sentence about a counterargument
- Explanation and evidence to support admit it's partly true
- Refuting that counterargument + transition to concluson

Conclusion
- Summary of main points
- Restate the position
- Closing sentence

DRAFTING

Introduction

Shopping online is becoming more popular every day. It is fast, easy, and can be done from anywhere. This essay explains why online shopping is better than going to a physical store.

Paragraph 1

The biggest advantage is convenience. People can shop at any time without leaving home. This saves time and effort, especially for busy people.

Paragraph 2

Online shopping also offers better prices. Websites give discounts and let you compare prices easily. This helps save money.

Paragraph 3

Some say online shopping is risky. That's partly true, but most sites have reviews and return options. So, it is still a safe and smart choice.

Conclusion

In summary, online shopping is easy, cheap, and flexible. Even with some risks, it's the best way to shop today.

REVISION AND EDITING

Spelling mistakes (SP): Drik (drink)

<p style="text-align:center"><strong style="color:red">SP</p>

Grammar errors (GR): We is friends (we are friends)

<p style="text-align:center"><strong style="color:red">GR</p>

Period (P): I'm not going to the party (I'm not going to the party.)

<p style="text-align:center"><strong style="color:red">P</p>

Incorrect tense usage (Δ): Yesterday, I go to the school. (went)

<p style="text-align:center"><strong style="color:red">Δ</p>

Capital letter (CAP): i like strawberrys (I like…)

<p style="text-align:center"><strong style="color:red">CAP</p>

Lowercase letter (Lc): My Dog is brown. (My dog…)

<p style="text-align:center"><strong style="color:red">Lc</p>

Insert space (_): Shedoes exercises on the beach. (She does…)

Journal 5: Writing

The Preparation-Drafting-Revision and Editing-Extension (PDREE) writing lesson plan is a comprehensive framework for teaching writing that helps students engage deeply with each stage of the writing process. By breaking writing into four stages, this method enables learners to build strong foundational skills, refine their drafts effectively, and extend their work into meaningful applications. The PDREE approach not only promotes effective writing but also fosters creativity, critical thinking, and audience awareness.

As Zinsser (2006) states, "Good writing doesn't come naturally. It is an act of craftsmanship requiring time, effort, and revision." The PDREE framework embraces this idea that helping students see it as a process of planning, creating, refining, and applying ideas. Each stage "Preparation, Drafting, Revision and Editing, and Extension" has clear objectives and activities tailored to develop specific writing skills.

Jeremy Harmer (2007) explains each stage with some examples of activities that can be used in this lesson plan. The Preparation Stage focuses on activating prior knowledge, generating ideas, and organizing thoughts. This stage is critical because it sets the foundation for the entire writing process, helping students approach tasks with confidence and clarity. Next, the Drafting Stage emphasizes creating a first version of the text, encouraging students to focus on fluency and content without worrying about perfection. The Revision and Editing Stage guides students in polishing their drafts by improving structure, grammar, vocabulary, and coherence. Finally, the Extension Stage broadens the writing's scope by encouraging students to adapt their work to different contexts, audiences, or formats.

The PDREE framework is advantageous, as Hirsch (2006) highlights: "Frameworks give students the tools to succeed by providing clarity, structure, and a sense of progress." It offers students a roadmap to navigate the complexities of writing effectively, which builds confidence and fosters a deeper understanding of writing. By addressing each stage explicitly,

students can develop a sense of mastery and see progress in their skills. For teachers, the PDRE plan offers a clear roadmap to design writing lessons, reduce cognitive load during instruction, and allow for personalized support at each stage.

In conclusion, the Prepare-Draft-Revise-Edit-Extend (PDREE) writing lesson plan is a framework that provides students with the skills and strategies necessary to write effectively and meaningfully. By breaking the process down into manageable stages, it fosters creativity, critical thinking, and audience awareness while promoting mastery of fundamental writing skills. Furthermore, it not only helps students navigate this process, but also provides teachers with a structured and adaptable approach to lesson planning.

REFERENCES

Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Education.

Hirsch, E. D. (2006). *The knowledge deficit: Closing the shocking education gap for American children.* Houghton Mifflin Harcourt.

Zinsser, W. (2006). *On writing well: The classic guide to writing nonfiction* (30th anniversary ed.). Harper Perennial.

Demonstrative Lesson

PDREE – WRITING

Name:

Shirley Zambrano

Class:

high school

level:

B1

LET YOUR IDEAS FLOW

What do you see in these images?

Preparation

LET YOUR IDEAS FLOW

Which shopping method do you prefer? Why?

Preparation

LET YOUR IDEAS FLOW

Which payment method offers you more convenience cash or card?

Preparation

Slide 1

Argumentative essay outline

Introduction
- Hook
- Background information
- Thesis statement

Paragraph 1
- Topic sentence about 1st argument
- Explanation and evidence to support argument 1
- Transition sentence to next paragraph

Paragraph 2
- Topic sentence about 2nd argument
- Explanation and evidence to support argument 2
- Transition sentence to next paragraph

Drafting

Slide 2

Paragraph 3
- Topic sentence about a counterargument
- Explanation and evidence to support admit it's partly true
- Refuting that counterargument + transition to concluson

Conclusion
- Summary of main points
- Restate the position
- Closing sentence

Drafting

Slide 3

Activity

According to this structure, write an argumentative essay about the advantages of online shopping.

You have 12 minutes.

Drafting

Slide 4

Drafting

EXAMPLE

Introduction

Shopping online is becoming more popular every day. It is fast, easy, and can be done from anywhere. This essay explains why online shopping is better than going to a physical store.

Paragraph 1

The biggest advantage is convenience. People can shop at any time without leaving home. This saves time and effort, especially for busy people.

EXAMPLE

Paragraph 2

Online shopping also offers better prices. Websites give discounts and let you compare prices easily. This helps save money.

Paragraph 3

Some say online shopping is risky. That's partly true, but most sites have reviews and return options. So, it is still a safe and smart choice.

Conclusion

In summary, online shopping is easy, cheap, and flexible. Even with some risks, it's the best way to shop today.

PEER REVISION

Spelling mistakes (SP): Drik (drink)
SP

Grammar errors (GR): We is friends (we are friends)
GR

Period (P): I'm not going to the party (I'm not going to the party.)
P

Incorrect tense usage (Δ): Yesterday, I go to the school. (went)
Δ

Capital letter (CAP): i like strawberrys (I like...)
CAP

Lowercase letter (Lc): My Dog is brown. (My dog...)
Lc

Insert space ( ): Shedoes exercises on the beach. (She does...)

Revision and editing

PEER REVISION

Exchange your draft with a classmate for peer revision. Use the **peer edition symbols guide** to check it.
You have 5 minutes for this task.

When time's up, return the draft and write your final argumentative essay with the corrections made.

Revision and editing

EXTENSION

Share your argumentative essay with all class.

Conclusions

The experiences and knowledge gained during my pre-teaching practice have been instrumental in shaping my understanding of effective English language instruction, providing a robust approach that ensures students engage meaningfully and acquire lasting language skills.

Teaching English as a foreign language remains essential in today's globalized society, and it is crucial to support learners in acquiring the four core language skills: speaking, listening, reading, and writing. This holistic approach ensures that students become confident and competent communicators.

The use of the ECRIF framework has facilitated the development of oral skills by emphasizing real-life communication and student engagement. Meanwhile, the PDP model has provided a clear pathway for improving comprehension skills through structured stages that encourage active participation and reflection. For writing, the PDREE has been a key tool for guiding students through the writing process. By dividing the task into clear phases, this approach helps reduce the anxiety common in writing, facilitating the organization of ideas and the continuous improvement of texts.

In summary, each one promotes meaningful language acquisition and communicative competence. Their thoughtful integration into English teaching practices can greatly enhance the learning experience and better prepare students for practical use of the language.

Recommendations

It is important for teachers to consider some key points to improve the effectiveness of English classes, teachers should focus on creating engaging and relevant learning experiences that capture students' interest from the outset. Introducing the lesson topic through relatable real-world situations, or thought-provoking questions can motivate learners and set a meaningful context.

When introducing new language content, it's important to use hands-on activities such as matching games, sentence-building exercises, or interactive worksheets to help reinforce comprehension and keep students actively engaged. Encouraging students to ask questions and express their ideas during this phase promotes deeper understanding and engagement.

Teachers should set clear goals and select materials that are appropriate for the students' level. Lessons should be designed to help students understand, reflect, and apply what they have learned. Providing students with opportunities to practice English in realistic and purposeful contexts is crucial for developing communicative competence. At the end of the lesson, students should have time to practice what they have learned through different ways whether spoken, written or read, which enables learners to apply their skills practically and confidently.

Finally, it is necessary to review students' performance, provide feedback, and offer support when needed. Teachers should always be ready to adjust their lesson plans depending on how the class develops, keeping in mind that flexibility is key to good teaching.

Reference List

Baque, T A, & Paredes, N. V. (2020) Applying ECRIF Method to Develop the speaking skill in the English language. Red Investigación Santo Doming. https://isuu.com/puced/docs/12419-2020-Italiana alejandra bague_iza

Castrillo, M.D. (2008). Introducción a la Enseñanza de Lenguas Asistida por Ordenador. U.N.E.D.

Crawford, W. J. (2012). *English Language Teacher Development Series.* Series Editors. Obtenido de https://www.edwardtesol.com/uploads/2/6/5/8/26581579/teaching_v_g_02_teaching_grammar.pdf

Eker, C. C 2020). A New taxonomy in foreign language teaching: ECRIF. International Online Journal of Educational Sciences, 12 (5)

Ellis, R. (2008). *Understanding second language acquisition.* Oxford University Press.

Garcia, J. (2020). Advancements in FMU technology: A Comprehensive Survey. IEEE Access, 8

Grabe, William. Reading in a Second Language: Moving from Theory to Practice. Cambridge University Press, 2009.

Gass, M. (2008). *Second language Acquisition:* An Introduction Course. Oxford University Press

Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Education.

Hirsch, E. D. (2006). *The knowledge deficit: Closing the shocking education gap for American children.* Houghton Mifflin Harcourt.

Jihad, M (2015). *ECRIF FRAMEWORK.* Obtenido de *https://www.slideshare.net/slideshow/ecrif-framework-44961795/44961795*

Khalaf, R. (2016). The effect of leaning centered training enhanang student-teachers' practice teaching skill at AUG. Dissertation Abstracts International, 6, 5623A https:// scholar alaqsa.edu.

Krashen, S. (2000). *The Input Hypothesis:* issues and implications in lesson plans. Oxford University Press

Larsen, F. (2015). Complex System and Applied linguistic learning in PDP /PRE-DURING-POST/. Oxford University Press

Sales, C. (2008). Tecnologías informáticas y cambios organizativos en centros de Primaria. http://www.quadernsdigitals.net/index.php?accionMenu=hemeroteca.VisualizaArticul oI U. visualiza&articulo_id=1044

Schön, D. A. (2001). *The Reflective Practitioner: How Professionals Think in Action.* Basic Books

Povey, E. (2019). IPA: A Framework for Language Teaching Based on Bloom's Taxonomy. *International Journal of Education Research, 2 (12), 1-13.* https://www.edwardtesol.com/uploads/2/6/5/8/26581579/264-article_soft_copy.pdf

Zinsser, W. (2006). *On writing well: The classic guide to writing nonfiction* (30th anniversary ed.). Harper Perennial.