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FACULTAD DE EDUCACIÓN, TURISMO, ARTES Y HUMANIDADES
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

PREVIO A LA OBTENCION DEL TITULO
LICENCIADA/O EN PEDAGOGÍA DEL IDIOMA INGLÉS

TRABAJO DE INTEGRACIÓN CURRICULAR
MODALIDAD:
TEFL APPLICATION PROCESS

TEMA:
"Teaching English as a Foreign Language Application Process"

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MANTA - ECUADOR

INTRODUCTION

This document compiles the knowledge and experience I gained during my studies, internships and community teaching practices, which have equipped me with the skills and insights essential for a career as an English educator. These experiences have been incredibly enriching, shaping my vision and allowing me to positively impact others' lives by teaching a language. My involvement in various community initiatives has allowed me to contribute to meaningful causes, connect with a diverse range of individuals, and develop essential skills for both personal and professional growth.

Teaching English is vital, and it is one of the most widely spoken languages globally. As teachers, our role is to facilitate the development of the four core skills necessary to attain English proficiency: speaking, listening, reading and writing.

The ECRIF model is applied to acquire effective communication in the speaking skill. This approach is focused on establishing clear and achievable communication goals for each speaking lesson, which are then connected to real-life scenarios. Educators act as facilitators, guiding students in language acquisition.

Continuing with the listening and reading skills, both of which were developed using the PDP model. This is a highly effective and structured method for teaching these skills in language education. This framework is designed to improve comprehension, critical thinking and language acquisition through a series of activities and strategies that are well-organized. The implementation of the PDP model will allow teachers to create dynamic lessons that cater to the diverse needs of learners, helping them to become proficient listeners and readers in English.

Finally, the PDREE model is applied to writing skills, involving the preparation, writing, editing and revising phases, and then having them present it; therefore, developing their writing abilities based on the type of text required to write.

Module 1: FMU Language Analysis

Journal 1 FMU

The study of grammar is fundamental to the understanding of language. It provides the framework that enables us to communicate effectively and convey our thoughts and ideas. First, we will explore the grammatical form. The term "form" in grammar refers to the structure and arrangement of words, phrases and sentences in a language. It contains various elements, including word order, verb tense, noun case and sentence patterns. Also, the "meaning" refers to the interpretation of words, phrases and sentences in a specific context, grammar facilitates the precise conveyance of meaning, allowing us to express our thoughts. In essence, the "use" of grammar refers to the practical application of its rules and principles in everyday communication. By employing grammar correctly, individuals can enhance their communicative skills.

Upon reflection on my expectations and feelings regarding the FMU of grammatical analysis. I am curious and hopeful about the possibilities that lie ahead. Grammatical analysis provides a systematic approach to understanding the complex structure of language and I believe it can improve my communicative skills. I really have high hopes for the aspect of FMU analysis and to gain a deeper understanding of the mechanics of grammar.

According to Kober (1996), Children are born into a community and acquire the community's language and the community's world- picture. Children do not learn single sentences but a whole world. After a comprehensive examination of the form, meaning and use in grammar, it is evident that the appreciation of the subject has undergone a profound transformation. The acquisition of new knowledge has illuminated the structure of language and the essential role of grammar in effective communication.

Gee (2003, pg 33) said that "People have not had the same opportunity to learn unless they have had equivalent experiences within the relevant semiotic domain in terms of active and critical learning". Furthermore, the new learning underscore the significance of different grammatical structures. Moreover, the practical application in everyday communication can adapt their language and use it in different contexts, like "figuration draw our attention to the connotative as well as denotative elements in language; they indicate aspects of the thing being characterized; but this is necessarily an indirect and inferential process." (Burkes, Petras and Smeyers, 2010, pag 9)

During my internship, I had the opportunity to work closely with a diverse group of people. One common observation that particularly intrigued me was my students' lack of grammar and vocabulary, even the teachers have many failures in their classes. This experience highlights a potential problem that can be resolved by analyzing FMU in grammar. As teachers, first, can explain the form or structure of the topic and provide vocabulary exercises that reinforce the meaning and use of words, this helps to expand vocabulary and improve overall language knowledge.

For educators, a comprehension of grammar and its significance is of a lot importance in their role. Firstly, teachers can identify rules and exceptions, which they can use to their students. Secondly, analyzing the meaning of the grammar provides educator with the opportunity to teach in a best way. Finally, the grammatical analysis allows teachers to identify common errors and difficulties.

In conclusion, form, meaning and use in grammar are important aspects of language that contribute to effective communication and understanding. Grammar analysis allow us to delve deeper into the structural elements of language rules and exceptions that show how

students can construct sentences. When analyzing form, teachers and students can understand grammatical mechanisms such as word order, verb conjugation and sentence structure. Also, when analyzing the meaning of different words or topics, this knowledge expands our understanding and allow us to learn in a best way. Finally, the ability to analyze grammar use provides the necessary skills to utilize grammar effectively in real-life communication.

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FMU analysis of Simple future tense/structure

FORM:

(+) Subject +auxiliar verb (will)+ main verb +Complement

- She will travel tomorrow.

(-) Subject +auxiliar verb (will) +not+ main verb +Complement

- They will not come to the party.

(?) Auxiliar verb (will) + subject + main verb+ complement+?

- Will you eat your lunch in the night?

Short answers

- ✓ Yes, I will.
- ✓ No, I won't.

MEANING

The past perfect tense allows you to expresses actions that will happen in the future.

USE

- ➢ It is used in declarative sentences to state that something is scheduled or planned.
- ➢ It is used to express a future action or decision made at the moment of speaking, in other words when you decide to do something while you are speaking.
- ➢ It is used to offer help or make promises, and spontaneous decisions.

USE ANTICIPATED DIFICULTIES

- - Confusion with the negative contracted form of the word "will not".

- Confusion using the verbs in past simple and past participle.

COMPREHENSION CHECKING QUESTIONS

Which sentence is a promise?

a) He will clean the kitchen later.

b) I will never lie to you.

c) She will go to the gym on Monday.

Which of these sentences shows a decision made at the moment?

a) I will visit my grandma next weekend.

b) I will answer the phone.

c) She studies hard every day.

TEACHING IDEAS

Make use of worksheet: The pupils will have 7 minutes to complete seven items of the task.

SOURCED CONSULTED

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Module 2 SPEAKING

Journal 2 ECRIF

Language learning has long been a fascinating field of study, with researchers and educators continually seeking innovative approaches to enhance language learning. One such method that has garnered significant interest is ECRIF (Encounter, Clarity, Remember, Internalize, Fluency). Firstly, we have Encounter, in this part learners are exposed to the target language through various immersive experiences, the goal is to develop familiarity with the language's sounds, structures and cultural aspects. Secondly, Clarity, in this stage learners focus on understanding the rules and patterns of the language, they study grammar, syntax and vocabulary, often with the guidance of teachers, the aim is to gain a deeper comprehension of the language's mechanics. The following stage is Remember, it emphasizes the memorization and retention of language, learners can use techniques like flashcards to remember vocabulary and idiomatic expressions. The next stage is Internalize, it use the language in real-life contexts, this engage students to participate in language exchanges. And finally, Fluency, the ultimate objective of ECRIF is to achieve fluency in the target language.

I have a set of expectations and a range feeling. I anticipate that this analysis will provide me with a comprehensive framework to enhance my language acquisition process. My expectations are characterized by curiosity, nervous, excitement and personal growth. I hope embrace the opportunity to learn and, in the future, teach the ECRIF approach.

After a comprehensive analysis of ECRIF focus on speaking widen the change in the learning, ECRIF consists of five stages Smith (2018) said that the Encounter phase provides

students with an initial introduction of the language, this means that in this part the students are exposure a multitude of immersive experiences. Subsequently, students' progress to the clarity phase, during which they comprehend the linguistic rules. According to Johnson (2019), this entails acquiring knowledge of grammar, syntax and vocabulary. In the memorization stage, Brown (2020) mentioned that students concentrate on memorization language components, this may include repetition exercises to facilitate memory.

According to Davis (2017), the internalization stage is characterized by the active use of the language in real-world contexts. This is achieved through various means, including conversations with native speakers and participation in language exchanges. The primary objective of the ECRIF approach is to facilitate fluency. This encompasses not only the capacity to speak the language with fluidity but also the ability to comprehend, read and write with ease (Johnson, 2019). In others words when students' progress through the ECRIF, they gradually develop the competences essential the learning process from the students' perspective. It encourages teachers to consider how students engage with the language. Also, teachers can assess the student progress.

In conclusion, ECRIF offers a comprehensive and systematic approach to language learning and provides a solid foundation for effective language acquisition. Whether learners are beginners or advanced speakers, this approach can help them develop a deep understanding and proficiency in the target language, while teachers can create meaningful interactions to support this development.

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Speaking Lesson Plan

Name: Adriana Ibeth Fernández Vargas. **Level:** A2

Action Points

1. **Reduce (TTT) Teacher Talking Time**
2. **Engage Students' participation**

What are your Students Learning Objectives for the lesson?

✓ By the end of the lesson, SWBAT **USE** "Simple future tense" **TO** talk about future plans and predictions **IN** Future predictions discussion**.**

When/how will check students´ progress toward the above learning objective in the lesson? What behavior/activities will show me whether they have mastered the material?

✓ The student will understand when they are able to make their own sentences using the simple future tense.

✓ Students' ability to confidently present their future plans and predictions, in pairs will demonstrate their understanding and implementation of the simple future tense.

Preliminary considerations

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

   • Students have a basic understanding of the use of future tense.

   • Students identify the correct structure for future simple test.

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

   • Students may find it difficult to spontaneously generate ideas about future plans during future prediction discussion.

   • Students may find it challenging to use appropriate time expressions when talking about future plans. (in a month, instead of next month, before instead of later)

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

   • Promote a positive environment for students to feel more confident in discussion their future plans and predictions during group discussion.

- Introduce and practice appropriate time expressions and examples with the grammatical tense when discussing future plans and predictions.
- Provide a brief list of the most common time expressions for the future.

Time 45 minutes	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will…	**Students will…**		
10 min	Encounter and clarify	-present the video of the game "Fortune teller" https://youtu.be/PB8tcXcIDho?si=2PMDNqsQG4EFv1pu -show students how to play "Fortune teller will future" -give the first example for the students to understand. -Spin the roulette wheel with the students' names and then ask them about their predictions for the future. CCQs: What will be your predictions for the coming year? • I will travel to Italy. • I will visit to my Grandparents. What will be you in the future? • I will be a successful singer. • I will become a teacher.	-pay attention and make questions if it is necessary. -talk about predictions or future plans they have about themselves in the future.	T-S	Projector Video Paper
7min	Remember	-make a recall of the simple future tense by sharing some examples of things we can predict will happen. -encourage students to remain and give more examples. -provide a brief list of the most common time expressions for students to have prior knowledge.	-respond and make their own sentences.	S-T	Notebook Board
7min	Internalize	-provide a brief list of questions related to future aspirations and accomplishments. (Where will you live in ten years?) (What job will you have the next year?)	-must respond and make their own sentences.	T-S	Projector

21min	Fluency	-explain to students that they will conduct an interview with a partner, asking about their future plans related to life in Ecuador.
		-provide students with a list of example questions.
		-encourage them to come up with their own questions.
		EXAMPLE QUESTIONS:
		  • Will you visit the Galapagos Islands next year?
		  • Will you attend any festivals in Ecuador this summer?
		  • Will you have participated in any traditional Ecuadorian celebration?
		  • Will you try new Ecuadorian dishes in the coming months?
		-divide the class in pairs.
			-practice using the simple future tense by interviewing a partner about their future plans, focusing on different aspects of life in Ecuador.
			-use the simple future tense for the questions and answers.
			-take turns being the interview and the interviewer
				S-S	Board Makers

Resources:

Materials:

QUESTION: What will be your prediction for the coming year?

QUESTIONS 1

✓ Where will you live in ten years?
✓ What job will you have the next year?

LIST OF QUESTIONS 2

- Will you visit the Galapagos Islands next year?
- Will you attend any festivals in Ecuador this summer?
- Will you have participated in any traditional Ecuadorian celebration?
- Will you try new Ecuadorian dishes in the coming months?

FUTURE TIME EXPRESSIONS

A. this evening
B. tomorrow afternoon
C. next month
D. this weekend
E. tomorrow
F. next week
G. this afternoon
H. next weekend
I. tomorrow morning
J. next Monday

Module 3: LISTENING

Journal 3 PDP

This framework (PDP) is a widely recognized teaching and learning approach that has been utilized in various educational contexts. The pre-stage, during stage, post-stage emphasizes the importance of the preparation during the learning, by incorporating these three stages, educators aim to enhance students' learning experience and promote deeper understanding and application of knowledge and skills. The pre-stage is the initial phase of the PDP framework, focusing on preparing learners for the upcoming learning experience, during this stage educators promotes deep understanding and application of knowledge and skills. The during stage is the core instructional phase of the PDP framework, where learners actively engage with the content or task. this may include reading or listening comprehension task, involves delivering the lesson, providing guidance and facilitating various learning activities. And finally, we have the post-stage is the concluding phase of the PDP framework, focusing on reflection, assessment, and consolidation of learning outcomes. During this stage, educators encourage learners to reflect on their learning experiences, evaluate their progress, and solidify their understanding.

My expectations and feelings about PDP are improve listening skill this includes enhanced comprehension, increase vocabulary acquisition and improved ability to extract key information from spoken language. I think that PDP framework emphasizes active participation during the stages, which can contribute to a more dynamic and immersive learning experience. I am very enthusiasm towards improving listening skills, the structured approach and variety of activities provided in each stage can lead to a sense of

purpose and direction in the learning process. As I prepared to embark on my personal Development planning PDP journey, I understand the importance of this framework.

According to Field (2008) educators can activate prior knowledge by introducing the topic, pre-teaching vocabulary, and providing background information related to the listening task. Additionally, pre-listening activities such as brainstorming, predicting or discussing related topics can generate interest and motivation among learners (Rost, 2011). Vandergrift & Goh (2012) said that the during stage focuses on developing listening material and listening abilities. Post stages activities, such as discussion, reflection journals, or self-assessments provide opportunities for learners to analyze their listening strengths and weaknesses (Field, 2008).

In the pre-stage, students can take a self-assessment test to identify their current listening skills, this could include questions about their habits, behaviors, and attitudes toward listening. In the during stage, students can participate in role-plays where they practice active listening techniques such as paraphrasing, asking open-ended questions, and providing feedback. In the post stage, students can maintain challenges faced and strategies used, they can also write or speak about personal and professional life. Listening and speaking are both crucial components of language learning, but they focus on different skills and are taught in distinct ways. Listening focus on comprehension, the objective is to understand the speaker's message, including the main ideas and specific details, and in speaking lessons focus on production, the goal is to express ideas clearly and effectively, also help students develop skills such as pronunciation, fluency using appropriate vocabulary, include presentation, role plays and conversation.

To conclude, the pre-stage, during stage, post stage (PDP) is a powerful tool for improving listening skills. It encourages self-awareness, active learning, and continuous improvement, leading to enhanced personal and professional effectiveness. This journal will further explore specific strategies and practices within each stage of the PDP.

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Listening Lesson Plan

Name: Adriana Ibeth Fernández Vargas.

Level: A2.

Action points (these are two things you are working on in your teaching):
1. Be aware of teacher talking time (TTT).
2. Time management.

What are your Student Learning Objectives for the lesson?

By the end of the lesson**, SWBAT** demonstrate their comprehension of the audio file camping by the completation of a worksheet that requires matching the correct information, AND **THEN** they will engage in a conversation **IN** pairs regarding the activities they would undertake and the tools that they will use on a camping day.

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

The students will:
- Understand and use the vocabulary so far about the topic.
- Demonstrate their comprehension during the activities of *listening*.

Preliminary considerations:
a. **What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?**
- Few students will know some basic vocabulary about tools related to camping.
- Few students will be able to identify the activities to do in camping.

b. **What aspects of the lesson do you anticipate your students might find challenging/difficult?**
- Mispronouncing some news words about vocabulary or when they are in the *listening* part.
- Few students may find challenging at the moment of *speaking* in the final activity.

c. **How will you avoid and/or address these problem areas in your lesson?**
- Giving pre-information.
- Working on pronunciation of vocabulary.
- Play the audio as many times as necessary.

Time	Framework Stage	PROCEDURE		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will…	Students will…		
5 mins.	Pre-Stage	-show a figure on the vocabulary of camping. -ask: • *What tools would you use for camping?* • *What tools do you think are the most important for camping? Why?*	-see the pictures and discuss about it. -see the new pictures and answer the questions.	T-S T-S	Pictures A Computer
10 mins.	During stage (early)	-play the audio recording camping and ask students to answer some questions. QUESTIONS: 1. *What are they planning to do in the morning?* 2. *According to the weather report, when is it going to start raining?* 3. *What did Paul forget to bring?* 4. *What do they finally decide to do?*	-listen to the audio recording. -on their notebooks, add general details about the *listening*.	T-S	Notebooks Pencils or Pen A Computer An Audio recording https://www.esl-lab.com/easy/camping-gear-script/

10 mins.	During stage (later)	-present the audio camping again, where students will have to do a worksheet about fill in the blanks based on the information given. -ask volunteers to share their answers	-listen and fill in the GAPS. -share answers.	T-S S-T	A Computer An audio recording Worksheet1
10 mins.	During stage (final)	-give them a worksheet about matching the correctly information according to the previous audio.	-pay attention to the indications. -make a worksheet using the previous information about camping.	T-S T-S	A Computer An audio recording Worksheet 2
10 mins.	Post stage	-show images related to camping and then assign the students in pairs to talk about activities to do and tools that can be employed during a camping day.	-listen to the teacher about instructions. -express themselves and even practice the activity in pairs.	T-S	Vocabulary Images

Resources:

PRE- STAGE

What tools would you use for camping?

What tools do you think are the most important for camping? Why?

DURING STAGE
(early)

AUDIO: https://www.esl-lab.com/easy/camping-gear/

QUESTIONS:

1. *What are they planning to do in the morning?*

2. *According to the weather report, when is it going to start raining?*

3. *What did Paul forget to bring?*

4. *What do they finally decide to do?*

WORKSHEET 1 (*later*)

Fill in the gaps according to what you hear from the listening:

-make the best   -going

-looking -sleep   -campout -great -going
worry -worried   -remember -picnic   -left

PAUL: Sara, I've been _____ forward to our yearly _____ for three weeks. It's going to be a wonderful day for hiking tomorrow. The _____ outdoors. Camping under the stars. This is the life.

SARA: Yeah, but Paul, I'm a little bit _____ about the weather though. The weatherman said it was _____ to rain later tonight.

PAUL: Ah, nonsense. Nothing can spoil our adventure. Those weather reports are never right.

SARA: And it said there was a chance of high winds.

PAUL: Ah. Don't _____.

. . .

SARA: So, Paul, what are we _____ to do now?

PAUL: Uh, how about_____ a card game?

SARA: Uhh. I left them next to the _____ table. Hey, you don't want me to go out in the rain and get them, do you?

PAUL: Nah. That's okay. So _____ now?

WORKSHEET 2 *(final)*
AUDIO: https://www.esl-lab.com/easy/camping-gear/

1. **Match the items with the correct dialogue according to the previous audio:**

PAUL

—Well, we could head down the mountain and stay at that hotel we passed on the way up or go home.

ANNA

—Ah, nonsense. Nothing can spoil our adventure. Those weather reports are never right.

—Uh, I left them next to the picnic table.

SARAH

—Now, we shall burn the logs to make the fire and heat ourselves.

—It's gonna be a wonderful day for hiking tomorrow. The great outdoors. Camping under the stars. This is the life.

POST STAGE

In pairs discuss about activities to do and the tools use during a camping day:

Module 4: READING

Journal 4 PDP

The PDP Reading Lesson Plan stages are also explained by author Edward Povey: The Pre-Stage activates students' prior knowledge and prepares them for the reading passage, which includes activities such as predicting and brainstorming. The During Stage (Early, Later, and Final) is the moment when students engage with the text itself. The Post Stage focuses on comprehension and applying what students learn through productive tasks.

Continuing with the experiences during my Pre-service teaching and the matter of the application of reading tasks, they were a bit questionable though. The reason why relies on how basic and typical the reading activities were. After reading a paragraph, a story, or any type of text, the activities consisted of filling, matching, and similar, but the critical reading of students was not monitored. There were no sections where students provided their points of view based on the perceptions they had. As educators, we must support students to share their opinions and thoughts; therefore, they won't struggle with the lack of critical thinking skills during the reading lesson.

Some ideas to be used in real reading lessons include predicting, guessing from clues, brainstorming, rearranging sections of the text, identifying sections such as the title or introduction, creating alternative endings, describing points of view orally, and so on. On the other hand, the main difference between PDP listening and PDP reading lesson plans relies on the use of resources. While audio material is used to assess listening, the visual material is used to provide paragraphs, stories, fables, and any type of text that requires the usage of reading skills.

In conclusion, the PDP Reading Lesson Plan format is strongly relevant to enhance the students' abilities to read, interpret, and comprehend a text, as well as boosting their reflection capacity to share their points of view at the end of the lesson; consequently, they will show a clear understanding of the text.

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Reading Lesson Plan

Name: Adriana Ibeth Fernández Vargas.
Level: A2

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

1. Time Management.

2. Increase the number of tasks for pair or group work.

What are your Student Learning Objectives for the lesson?
By the end of the lesson, **SWBAT** show understanding of the Text "What teenagers used to be like?" **BY** reorganizing the text's sentences **AND THEN** discuss in pairs whether they think teenagers enjoyed life way more in the past or in the present.

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

- When students reorganize the text's sentences.
- When students discuss in pairs whether they think teenagers enjoyed life way more in the past or in the present.

Preliminary Considerations:

a. **What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?**
   ▪ Vocabulary about actions and habits.
   ▪ Present Simple verbs.

b. **What aspects of the lesson do you anticipate your students might find challenging/difficult?**
   ▪ Struggle to share their critical thinking choices.

c. **How will you avoid and/or address these problem areas in your lesson?**
   Encourage students to discuss and let them know that their choice or points of view are valid.

Time	Framework Stage	PROCEDURE		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will…	Students will…		
5 mins.	Pre-Stage	-show pictures of teenagers' habits in the past in contrast with habits of teenagers in the present . -ask students to predict possible vocabulary.	-see the pictures and discuss about it. -predict possible vocabulary.	T-S V	Pictures PPT Laptop Pencils or pens
10 mins.	During stage (early)	-introduce the topic: Habits of Teenagers in the past vs. Habits of Teenagers in the present. -present the introduction of the Text "What teenagers used to be like?" -ask students to predict: What would the text be about? Based only in the introduction read.	-pay attention. -read the introduction of the Text "What teenagers used to be like?" -predict what would the text be about.	T-S V	Introduction of the text

10 mins.	During stage (later)	- ask the students to read the full text "What teenagers used to be like?" -give sheets with 4 multiple option questions related to the passage. -ask students to fill in the worksheets. -check responses.	-read the Text "What teenagers used to be like?" -solve the multiple-choice worksheets.	T-S V	Full Text Laptop Projector Pencils or pens Worksheets
10 mins.	During stage (final)	-ask students to read the text again. -ask students to rearrange the text's sentences in the correct order. -ask students to exchange their answers and check possible mistakes.	-read the Text again. -rearrange the paragraphs in the correct order. -exchange answers. -check possible mistakes.	S-S V	Full Text Laptop Projector Pencil or pens Whiteboard Markers
10 mins.	Post stage	-set the students in pairs.		S-S	

		-ask students to discuss whether they think teenagers enjoyed life way more in the past or in the present.	-discuss whether they think teenagers enjoyed life way more in the past or in the present.		
		-ask couples to share their choice with the couple next to them.	-share their choice with the couple next to them.		

Resources:

Teenagers' habits in the past

Teenagers' habits in the present

Early-During Stage

WHAT TEENAGERS USED TO BE LIKE?

Things sure used to be different when my mother was younger. When she was teenager, women used to wear long dresses, all the way to the ground! And they used to wear tight corsets. They could hardly move. They never used to wear pants. They used to be very conservative.

Later & Final During Stages

WHAT TEENAGERS USED TO BE LIKE?

Things sure used to be different when my mother was younger. When she was teenager, women used to wear long dresses, all the way to the ground! And they used to wear tight corsets. They could hardly move. They never used to wear pants. They used to be very conservative.

Teenagers didn't use to travel much because they used to ride horses. It used to take days and days to go to Mexico City. There didn't use to be nice hotels to stay in. Everyone used to ride bicycles because they didn't use to have cars. Also they didn't use to have all the modern conveniences we do today. We can buy frozen food, canned food and even completely prepared food. My grandmother used to prepare everything from scratch when she was a teen. It used to take a long time to cook meals because she used to grind her sauces in a molcajete. Now we use a blender.

For entertainment teenagers used to sit and talk or play the guitar. They didn't use to have electricity or TV. Today we have a great variety of things to do. Life used to be lower-paced quieter and simpler. Some people say life used to be boring.

Later During-Stage:

Multiple Choice questions

What did teenage women use to wear?

- o Short dresses
- o Pants with t-shirts
- o Long dresses with tight corsets

What did teenagers use to do for entertainment?

- o Play videogames
- o Sit and talk or play the guitar
- o Partying and having fun

How did housewives use to prepare their sauces?

- o They used to cook everything from scratch, grind their sauces in a molcajete.
- o Put everything in a blender.
- o They used to buy the sauce already prepared.

How did teenagers use to travel?

- o They used to travel a lot with their horses.
- o They used to travel by car.
- o They used to ride horses that's why they didn't use to travel so much.

Final During-Stage:

They could hardly move. They never used to wear pants. They used to be very conservative.

Today we have a great variety of things to do. Life used to be lower-paced quieter and simpler. Some people say life used to be boring.

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There didn't use to be nice hotels to stay in. Everyone used to ride bicycles because they didn't use to have cars. Also they didn't use to have all the modern conveniences we do today.

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Module 5: WRITING

JOURNAL 5 PDDRE

The preparation, drafting, revising, editing, and extension stages framework represents the last phase, but not least, of the TEFL planning meant for the writing skill. Being a productive skill makes it strongly important to be taught and assessed as well. According to the NFC Academy, students who develop their writing skills will better execute flawless essays, complete homework faster and better, and boost their grade point average with minimal effort. The path to reach this goal will be reviewed in the expectations, new learnings, experiences, and ideas sections below.

Starting with the expectations about planning a writing lesson plan were simple, to put into practice the knowledge previously acquired as well as the opportunity to be creative; therefore, I could include those activities to make this lesson plan meaningful for my students.

My feelings are mixed too. Although I like and enjoy the process of planning, I consider that the writing skill itself could be tiring for those students who do not find joy in the English language as others and that is a crucial aspect. The reason why is that at the moment of planning, I should select the appropriate tasks to encourage students to create drafts, and revise and edit their pieces of writing.

Continuing with the new learnings that I did not have before the writing process of this journal; they include the importance of drafting when creating a text. According to Ruchi Das (2020), Drafts help you to organize your ideas into words. Before the final ideas are read by the target audience, it is a must to put them into initial thoughts as they evolve with the revising and editing procedures. Determining the exact audience that your text is meant to catch is also a first. According to the University System of Maryland, knowing your audience guides you on how to structure your text, what kind of language and tone to use, what sort of information to use, and how to progress into topics.

My experiences during Pre-service teaching in the matter of the student's writing skills were quite interesting. While some students demonstrated that they had the background of writing to create coherent and well-structured texts, some others showed their struggle to even form simple sentences before the final text. The issue with this scenario goes back, as it was brought to my attention that specific students did not even know how to properly write in Spanish; consequently, it would be a reason why they also struggled to write in English. I consider that this issue is most likely to be solved with personalized tutorship to locate the root of the writing issue and make use of the knowledge we must improve our students' skills and writing abilities.

Some ideas to be used in real writing lessons include going by stages, to make the writing process more meaningful and enjoyable for the student including Preparation, drafting, revising, editing, and extension.

The importance of the writing process is its relevance for communication purposes in general. Not every single piece of information we receive comes from

reading, listening, or speaking to someone, as there is data determined to be on a piece of paper and doing it correctly. Each step must be done correctly; hence, this will be a way to inspire others to write and share their passion for writing.

To conclude, it is crucial to keep in mind that every person writes in a different way and it is okay to make mistakes. That is the reason why going by stages and knowing the audience is vital, as well as keeping average expectations and documenting results.

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- NFC Academy (n/d). The importance of writing skills for students. https://nfcacademy.com/blog/the-importance-of-writing-skills-for-students/

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Writing Lesson Plan

Name: Adriana Ibeth Fernández Vargas.

Level: A2

ACTION POINTS:

1. Time Management
2. TTT

What are your Student Learning Objectives for the lesson?

- By the end of the lesson, **SWBAT** write a Christmas letter *to use* specific vocabulary (descriptive adjectives) related with their wishes, *then* read it out loud to the class.

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 will write a Christmas letter;
- Students will use descriptive adjectives in their writing in a correct way.

PRELIMINARY CONSIDERATIONS:

a. **What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?**
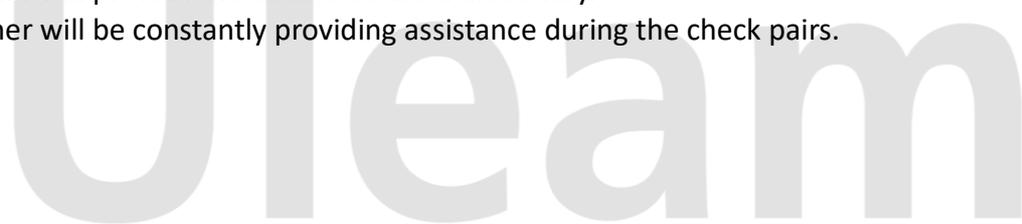   - Students already know Christmas vocabulary.
   - Students already know how to use the simple future tense.

b. **What aspects of the lesson do you anticipate your students might find challenging/difficult?**
   - Students might find difficulties to write paragraphs.
   - Students might find difficulties to find adjectives to express their wishes in the letter.

c. **How will you avoid and/or address these problem areas in your lesson?**
   - The teacher will provide the chance to use a dictionary.
   - The teacher will be constantly providing assistance during the check pairs.

Time	Framework Stage	Procedure		Interaction T-S/S-S	Materials Needed
		Teacher will…	**Students will…**		
7 min	**PREPARATION**	-show the word **Christmas** on the board and ask students: *What do you think when you read this word?* -write vocabulary ideas based on the student's responses on the board. -ask as a final question: *What was your favorite Christmas experience?*	-pay attention and answer the questions. -raise your hand to participate	T – Ss	Computer Board Markers
13 min	**DRAFTING**	-provide an example of a Christmas letter that includes many adjectives. -ask them to write their own "letter to Santa Claus", doing at least 2 short paragraphs describing the toys or things they want, without worrying about mistakes.	-observe the example. -write the letter.	T – Ss	Board Markers Projector
7min	**REVISING**	-project the image **PEER EDITING SYMBOLS** and ask them to read the meanings.	-read the meanings,	T – Ss Ss – Ss	Projector Computer Pencil Paper

		-have students use the PEER EDITING SYMBOLS to exchange their drafts their drafts with a classmate for peer revision.	-read the draft in pairs and provide feedback using symbols to revise the draft.		
8min	**EDITING**	-provide help with corrections and questions such as "Do the adjectives used make the letter more descriptive and vivid?" and "Are there any other adjective to improve the description?" -ask them to write down the final letter with the corrections made.	-ask for help if it is needed. -correct errors in the letter.	T – Ss T – Ss	Paper Pencil
10 min	**EXTENSION**	-ask some students to participate reading their final letter to the class.	-read the letter out loud in front of the class.	Ss – Ss	Paper

RESOURCES:

Dear Santa Claus:

Dear Santa Claus,

How are you? I hope you are happy and well. My name is Sophia and I am 8 years old. This year I have tried to be a good and kind child. I help my nice family at home and I am a friendly student at school.

For Christmas, I would like some wonderful presents, please, like a big red ball, an interesting new book and a soft warm sweater. If you cannot bring all of them, one special gift will make me very happy.

I also hope you and your strong reindeer have a safe and magical journey. Thank you for bringing joy and beautiful surprises to children.

Merry Christmas, Santa!

With love,

Sophia.

Dear Santa Claus:

Peer Editing Symbols

- **Adj (Adjective)**
- **Sp (Spelling**

- **Wc (Word choice)**

- **√ (Correct)**

- **~ (Delete)**

- **~ (Delete)**

- **Sp (Spelling)**: Used to indicate that a word is misspelled. Place "Sp" in the margin next to the line where the incorrect word is and underline the misspelled word.

- **Wc (Word choice)**: Indicates that the use of a word is not the most appropriate in the context. Write "Wc" in the margin and underline the word to consider a better option.

- **Adj (Adjective)**: Use this symbol when an adjective is not used correctly or when an adjective is needed. Place "Adj" in the margin and underline the word or space where the adjective should go.

- **√ (Correct)**: Mark the words or phrases that are well used to give positive feedback.

- **~ (Delete)**: If a word or phrase is unnecessary or incorrect, use a wavy line (~) under it to suggest deletion.

- **RO (Run-On Sentence)**: Indicates that a sentence is too long or poorly structured. Use "RO" in the margin for the writer to divide or restructure the sentence.

- **Frag (Fragment)**: Indicates that the sentence is a fragment and not complete. Write "Frag" in the margin.

- **^ (Insert)**: Use this symbol to indicate that a word is missing. Place the symbol where the word should go and write the missing word above or in the margin.

- **? (Clarity)**: Indicates that something is unclear. Write a question mark in the margin and underline the confusing part.

Recommendations and Conclusions:

In order to enhance our lesson plans and their delivery, it is necessary to take several aspects into consideration. When creating speaking lesson plans, it is essential to incorporate visual, auditory or audiovisual resources that can effectively capture students' attention and establish context. Additionally, the use of open-ended questions can facilitate student reflection on existing knowledge and encourage prediction of the topic.

It is also vital to define clear and achievable learning objectives for each lesson. This includes identifying the specific content to be taught and the necessary materials. It is important to adapt lessons to suit students' language proficiency levels and individual needs.

My experience of teaching English has been both enriching and effective, thanks to the application of the TEFL models for each skill. These frameworks emphasise the learning process, ensuring that students are actively engaged and acquire lasting language knowledge.

The ECRIF model, which focuses on "Encounter, Clarify, Remember, Internalize, and Fluency," has proven to be particularly valuable in the context of teaching a new language. It ensures that students encounter relevant and meaningful content for communicative contexts, which is fundamental for deep learning.

Similarly, the PDP model, with its pre-during-post stages, is a critical model for establishing well-defined learning objectives and employing effective teaching strategies

throughout the lesson. The implementation of interactive and varied techniques during the lesson itself fosters a stimulating and dynamic learning environment.

Furthermore, the PDREE model offers a well-organised framework and a student-centred approach. This allows students to develop their writing skills while making mistakes and checking them. As a result, they can identify areas for improvement and apply these new abilities to future writing tasks

In summary, the combined use of the ECRIF, PDP and PDREE models in my English pre-teaching has been highly beneficial. This approach has encouraged active learning, a comprehensive understanding of the material, and the development of meaningful language skills. These models have had a beneficial effect on the students' learning journey and have contributed to my professional development as an English language educator.

References