

# UNIVERSIDAD LAICA “ELOY ALFARO” DE MANABÍ

FACULTAD DE EDUCACIÓN, TURISMO, ARTES Y HUMANIDADES

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COMO IDIOMA EXTRANJERO

**TEMA:**

Teaching English as a Foreign Language Application Process

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Haber dirigido, revisado y aprobado preliminarmente el Trabajo de Integración Curricular bajo la autoría de la estudiante AGUDELO VASQUEZ KAIRA CAROLINA, legalmente matriculada en la carrera de PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, período académico 2024- 2025(1), cumpliendo el total de **384 horas** , cuyo tema del proyecto o núcleo problémico es "*TEFL Application Process*"

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Teaching English as a Foreign Language Application Process

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**Fecha de Finalización:** 28/07/2024

### **Descripción del Trabajo:**

El presente trabajo de investigación tiene como objetivo principal realizar planes de clases orientados a cada destreza que se enseña en el idioma inglés basados en la metodología de TEFL (FMU, ECRIF, PDP and The Writing Process); adicionalmente en sus adjuntos tiene una parte descriptiva en la que el estudiante detalla su experiencia académica y preprofesional en cuanto a la metodología aplicada.

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TEFL APPLICATION

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## INTRODUCCIÓN

### CURRICULAR INTEGRATION WORK

#### TEFL APPLICATION PROCESS

English language instruction equips individuals with the skills necessary to thrive in a globalized society, enhancing their academic, professional, and personal lives. It prepares students to communicate across borders, have access to educational and professional development, and appreciate diverse cultures. By fostering language skills, educators empower individuals to connect with the world, sharpen their thinking skills, and gain the confidence to thrive in an interconnected future.

In this portfolio, you will find a collection of lesson plans that illustrate a variety of teaching strategies and approaches adapted to different learning environments and student needs. Each lesson plan has clear objectives, engaging activities, and assessment methods aligning with the best English language teaching practices. In addition, it captures my personal experiences and reflections throughout my journey in my teacher preparation. It details the challenges faced, successes celebrated, and growth achieved as an educator. Through this reflective practice, I will highlight my development as a teacher, the impact of my teaching on students, and my ongoing commitment to professional improvement.

A well-structured reading lesson plan provides a road map for engaging students with the text. It ensures clear learning objectives, incorporates activities that foster comprehension and critical thinking and provides opportunities for student interaction. Activities within a reading lesson plan are not just work; they are the engines that drive student engagement and learning. Structured activities within the lesson plan, such as guided reading and vocabulary exercises,



help improve fluency and expand students' language skills, fostering a deeper understanding of the nuances of language.

Moreover, in a speaking class, incorporating various activities are crucial to fostering learners' speaking and listening skills in an engaging and supportive environment. Activities such as role-plays, debates, and group discussions encourage learners to express their ideas and opinions while reinforcing confidence in their verbal communication skills. Well-structured activities in a speaking class make learning enjoyable and train students to become effective communicators, preparing them for various social and professional situations. Indeed, in a listening comprehension class, various activities are essential to develop students' listening comprehension and critical listening skills. Activities such as taking notes during lectures or summarizing audio clips encourage active listening and reinforce information retention.

Engaging activities spark curiosity and keep students motivated, making language acquisition an enjoyable journey. This positive atmosphere fosters better retention of information and builds confidence in active participation. When students enjoy learning English, they are more inclined to persevere in their studies, resulting in improved language proficiency and a greater appreciation of the language and its cultural contexts.

In short, by combining engaging activities with a solid foundation in best practices, my goal is to create a dynamic learning environment where students develop essential language skills and sharpen their critical thinking and communication skills.



## Language Module

### Journal 1

#### Reflection Wheel Journal 1

### Reflection Wheel Journal 1

In English language teaching, the application of grammar can be complicated, and even understanding it in its entirety can be confusing. One of the tools that helps us know grammar is using Form, Meaning, and Use (FMU). Knowing how it is formed, what it means, and how it can be used daily is a great help when transmitting it to the student.

In my experience, it has been difficult to understand the grammar of a topic and even more difficult to teach it because I believe that to teach something, you must first understand it. Analyzing a topic through FMU will help me understand it and find which part of grammar I should emphasize so that the students can learn better. I can not only apply it but also elaborate on it. It will give me a lot of confidence during my classes.

When referring to FMU, we are referring to syntax (for form), semantics (for meaning), and pragmatics (for use). In the transmission of knowledge, the practice of grammar plays a crucial role. Therefore, it is essential to know the structure of the sentences we are constantly using and will see in class first. The "form" focuses "on the overt lexical and morphological forms that tell us how a particular grammatical structure is constructed and how it is sequenced with other structures in a sentence or text" (Larsen-Freeman, 2001, p. 252). Therefore, knowing this will allow students to internalize the information they receive better.





Once the grammatical structure of a sentence or phrase is clear, the meaning will focus on what the grammatical structure presented above means. Teaching the grammatical meaning is of great help when the student needs help understanding the structure or how this linguistic structure is elaborated since it is common for students to confuse both things. It is necessary to find a way to involve the student in the subject matter, thus calling the teacher to be more creative when teaching the class. N. Ellis (1998) states that when students can associate form and meaning, they help overcome this challenge.

The use focuses on what a speaker implies, and a listener deduces based on a specific context, a state of mind of some individuals, among other elements. Based on the definition suggested by Levinson (1983), usage studies the relationships between language and context encoded in a language's structure. Role-play can be of great help in practicing speech. In these activities, learners assume different roles where they practice the structure and meaning discussed above.

In my internship, I had the opportunity to see how public and private schools work. Although the environment was completely different, I tried to ensure that the way of teaching was similar. The didactic resources complicated the situation a bit. At that time, I did not know FMU analysis, so it was challenging to teach specific grammar classes because I needed clarification on where to start or which points would become a complication for the students. FMU analysis would help us to focus on the weak points of grammar, how to solve them, and be able to apply them correctly, as well as help us to be clear about the process of the class.



The analysis of FMU as teachers helps us improve our knowledge of language by observing different forms of language. We present them in class and make students aware of their existence to increase their ability to communicate. We also develop an idea of how a language works as a system. It also allows us to adapt materials and teaching strategies to address the challenges and interests that may arise in the classroom.

To summarize, as teachers, we cannot limit the teaching of grammar only to understanding its structure because we cannot confuse or bore the student. We must also understand grammar from its meaning to its use in a specific context or a context set by the teacher. By applying this framework, we allow students to develop their grammatical competence, increasing their communication ability.

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## FMU Analysis – Past Continuous

### FMU Analysis

#### Level A2

**Topic:** Past Continuous

#### FORM

##### Affirmative

Subject + was/were + verb-ing + complement + .

I was working yesterday at 5 o'clock.

##### Negative

Subject + was not/were not + verb-ing + complement + .

She wasn't texting at midnight.

##### Question

Was/were + subject + verb-ing + ?

Were you reading in bed at 4:00 p.m.?

Wh word + was/were + subject + verb-ing + ?

Where were you living?

##### Answer

Yes/No + subject + was/were.

Yes, I was. / No, I wasn't.

Subject + was/were + verb-ing + C.

I was living in New York.



## MEANING

We use past continuous to refer to actions that happen at a specific time in the past. It shows that the activity was ongoing for a period of time, not just a moment.

## USE

- For an action that was happening at a specific time in the past.
- Describe what was happening somewhere and sometime in the past. (That night in the park a girl was walking her dog, a man was reading a book and a couple were kissing).
- For actions that take place simultaneously in the past. (I was dancing while my sister was singing).

## Anticipated Difficulties

- Confusion with the use of was and were.
- Omission of the -ing ending in some verbs.
- Omission of the verb be.

## Concep Checking Questions

*What were you doing at 8 p.m. last night?*

*I was studying.*

Was she doing Yoga?

Yes, she was.



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### Teaching Ideas


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Establish a mini forum in class to describe a scenario set by the teacher, emphasizing that it happened at a specific time in the past. What was the boy doing while it was raining? What was going on around the park?

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## Speaking Module

Journal 2

Reflection Wheel Journal 2

### Reflection Wheel Journal 2

Specific skills, including speech, must be developed for effective communication. If we know how to speak or communicate correctly, it will be easier for us to understand and make ourselves understood in real-life situations. Developing this skill can be complicated for most people, especially if we are not used to speaking in that language. Many English learners feel anxious and fearful when exposed to a conversation since they do not feel confident and are not surrounded by the language.

One of my expectations is that it will also help me a lot to get out of my comfort zone, have specific clear ideas, and, of course, to allow me to explore my creativity to try not to have a conventional class. All of this excites me and motivates me to continue putting all my effort into this class; besides having confidence in the subject that I will give them, I hope they can feel comfortable conversing with me in the language they are learning.

During the elaboration of the lesson plan for this class, I tried to capture collaborative learning among students by planning an activity in which they can develop their knowledge and trust in their abilities in addition to their peers. The lesson plan is expected to meet the proposed objective while executing each of the activities within the time that has been proposed.

Creating effective Speaking Lesson Plans is crucial for educators to help students develop their speaking skills and become better communicators. According to Brown (2016), these lesson plans should include activities that engage students, promote interaction, and cater to diverse learning styles. By incorporating innovative teaching strategies, instructors can create a dynamic

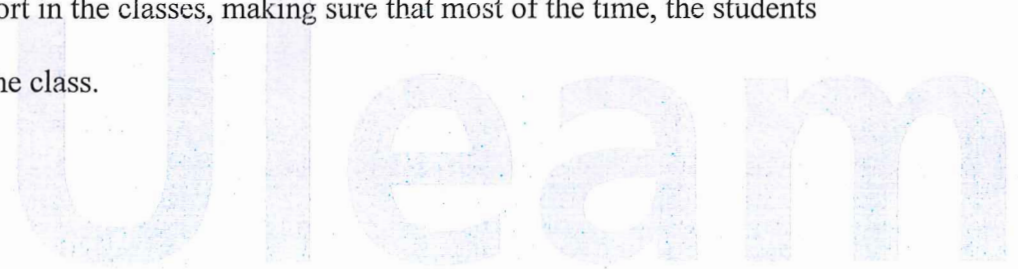


learning environment that fosters meaningful conversations and enhances students' speaking abilities.

As Thornbury (2018) highlights, authentic materials, such as videos, podcasts, and real-life conversations, allow learners to practice speaking in a realistic context. This improves their fluency and pronunciation and exposes them to different accents, registers, and cultural nuances, improving their overall language proficiency.

Additionally, Richards (2015) emphasizes the importance of providing students with feedback and opportunities for self-assessment in Speaking Lesson Plans. By incorporating self-assessment tools such as recording devices or peer evaluations, instructors can empower students to take ownership of their learning and continuously improve their speaking skills.

During my internship, I did not have the opportunity to apply a Speaking lesson in its entirety since the first educational unit I was in did not have a permanent English teacher; the students were not used to the language, so I focused more on teaching basic vocabulary instead of motivating them to speak simple sentences about everyday life. On the other hand, in the second educational unit, I had a little more openness and support from the tutor teacher, whom I was able to support in the classes, making sure that most of the time, the students were the ones who moved the class. During my internship, I did not have the opportunity to apply a Speaking class in its entirety since in the first educational unit I was in, as there was no permanent English teacher, the students were not used to the language, so I focused more on teaching basic vocabulary instead of motivating them to say simple sentences of everyday life. On the other hand, in the second educational unit, I had a little more openness and support from the tutor teacher, whom I could support in the classes, making sure that most of the time, the students were the ones who moved the class.





One of the problems that can be solved with the ECRIF framework is the need for more opportunities for students to apply their speaking skills through structured practice activities such as role-plays, information gaps, and fluency exercises. In addition to assisting teachers during the planning stage by guiding them through encounter, clarification, recall, internalization, and fluency, ensuring that activities are sequenced for student learning.

Today, many activities can be done to practice oral skills, such as picture storytelling, in which students take turns creating a story around pictures, practicing descriptive language, and sequencing. Or information gap activities where students work in pairs or small groups and have to exchange information to complete a task. One of the activities most used for its versatility is role-playing, where students participate in scenarios that simulate real-life situations, such as ordering food in a restaurant, reserving a hotel room, or asking for directions.

Effective lesson plans are critical for educators to help students develop their speaking skills and become better communicators. Implementing support materials such as audio, videos, podcasts, and real-life conversations into these lesson plans will help make the activities outlined easier to complete. In addition, it allows the student to get feedback with information provided in previous classes. It should also be considered that the lesson plans will only sometimes be fulfilled in their entirety since sometimes it is necessary to focus on resolving a doubt essential to clear up the class's progress.





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Speaking Lesson Plan – Past Continuous

**Speaking Lesson Plan (ECRIF)**

**Level A2**

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

1. Establish a specific scenario for fluid use.
2. Provide spaces for teamwork and the opportunity for communication.

**What are your Students' Learning Objectives for the lesson?**

By the end of the lesson, SWBAT:

Use the past continuous tense **to** describe specific situations in the past **in** a discussion format, focusing on memorable moments.

**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?**

In the "Pictionary" or "Remember" activity, I will observe if students can remember the structure using the words presented.

In the student forum activity, I will observe if students can describe a specific situation in the past tense.

At the end, they are expected to be able to share memorable moments from their lives in the past tense.





**Preliminary considerations:**

- a. What vocabulary/grammar/information/skills do your students already know about today's lesson?**

Students are expected to know the correct use of the verb be in the past.

I expect students to have prior knowledge about the basic structure of a sentence.

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

I suppose that students may become confused with using the verbs "was and were" and may also find it challenging to memorize words in the group activity. Also, some may want to refrain from contributing the information from the last activity.

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

I will plan in detail the directions I will give during the group dictation activity because it is new for them.

I will give a short demonstration with an example of the activities they should get to do.

I will clarify any doubts the students may have at the end of each prompt and during class.

| Time       | Framework Stage       | Procedure   |  | Interaction T-S/S-S VAKT | Material Needed           |
|------------|-----------------------|---|--|--------------------------|---------------------------|
|            |                       | Teacher will...   | Students will...   |                          |                           |
| 5 minutes  | Warm-up / Name Game   | <ul style="list-style-type: none"> <li>- Introduce, and perform a stretch with the students.</li> </ul>   | <ul style="list-style-type: none"> <li>- Stand up and follow the exercises dictated by the teacher.</li> </ul>   | T-S                      |                           |
| 10 minutes | Encounter and Clarify | <ul style="list-style-type: none"> <li>- Ask students what they did over the weekend to get their attention on the topic.</li> <li>- Introduce the topic to students by presenting the structure and uses of "Past Continuous".</li> <li>- Present a story in the past continuous tense. (Photo on the following page)</li> <li>- Ask concept checking questions related to the story.<br/><i>Why was it a terrible day for Nick? What was Nick's dad doing? How did Nick injure his knee?</i></li> </ul> | <ul style="list-style-type: none"> <li>- Answer the question about what they did over the weekend.</li> <li>- They read the story presented in the past continuous.</li> <li>- They answer comprehension questions related to the story.</li> </ul>  | T-S                      | Projector                 |
| 10 minutes | Remember              | <ul style="list-style-type: none"> <li>- (Form groups) Describe the activity. Elaborate sentences and write them down in disorder on a sheet of paper that he will place in front of the students without them being able to see it and to explain the activity:<br/>-Form groups of students, each group will designate a runner and a secretary, who will oversee going to the front, memorizing a word and going to dictate it. The runner will be</li> </ul>  | <ul style="list-style-type: none"> <li>- Choose a runner and a secretary. The runner will see the worksheet and memorize a word, return to his/her group and dictate it to the secretary. Once all the words are obtained the group must form the sentence correctly.</li> <li>- Read the sentences in order using past continuous.</li> </ul> | T-S<br>S-S               | Paper<br>Pens<br>Notebook |

|                 |             |   |   |              |                 |
|-----------------|-------------|---|---|--------------|-----------------|
|                 |             | in charge of going to the front with the teacher's direction, memorizing a word, and dictating it to the secretary who will write it down (the runner will not be able to write it down). Once they have all the words the group must order the sentence correctly.               |   |              |                 |
| 5 minutes       | Internalize | <ul style="list-style-type: none"> <li>- Set up in class to describe a scenario, emphasizing that they describe what was happening in the past continuous tense.</li> <li>- Bringing the scenarios ask the students to work in pairs and ask questions about pictures.</li> </ul> | <ul style="list-style-type: none"> <li>- Describe the scenario posed by the teacher in the past continuous tense.</li> <li>- Work in pairs.</li> <li>- Keep talking using follow-up questions (Using Wh Words)</li> <li>- What were people doing?</li> </ul>  | T-S<br>S-S   | Pictures        |
| 10 – 15 minutes | Fluently    | <ul style="list-style-type: none"> <li>- Give the instructions of the activity “Draw what your partner describes”</li> <li>- Listen to the students' drawing presentations</li> </ul>   | <ul style="list-style-type: none"> <li>- They will form groups and each one will tell an anecdote, while the rest of the members will draw what the partner is explaining, and so on with each member.</li> <li>- They will choose a member who will choose a drawing and tell the story according to what he/she has drawn.</li> </ul> | T-S<br>S-S 2 | Paper<br>Pencil |

# THE PAST PROGRESSIVE STORY



HI, MY NAME IS NICK. YESTERDAY WAS TERRIBLE FOR ME BECAUSE I STAYED AT HOME ALL DAY. I WANTED TO GO OUT BUT IT WAS RAINING OUTSIDE. I WAS FEELING TIRED OF BEING TRAPPED INSIDE THE HOUSE.



I TRIED TO PLAY WITH MY SISTER BUT SHE WAS DOING HER HOMEWORK. MY FATHER WAS READING HIS BOOK AND MY MOTHER WAS WATCHING TV.



AFTER LUNCH, I DECIDED TO SIT BY THE WINDOW AND WATCH THE STREET. SOME PEOPLE WERE WAITING AT THE BUS STOP. WHILE I WAS WATCHING THE STREET I WITNESSED AN ACCIDENT. A CAR COULDN'T STOP AT THE TRAFFIC LIGHTS AND HIT ANOTHER CAR. LUCKILY NOBODY INJURED.

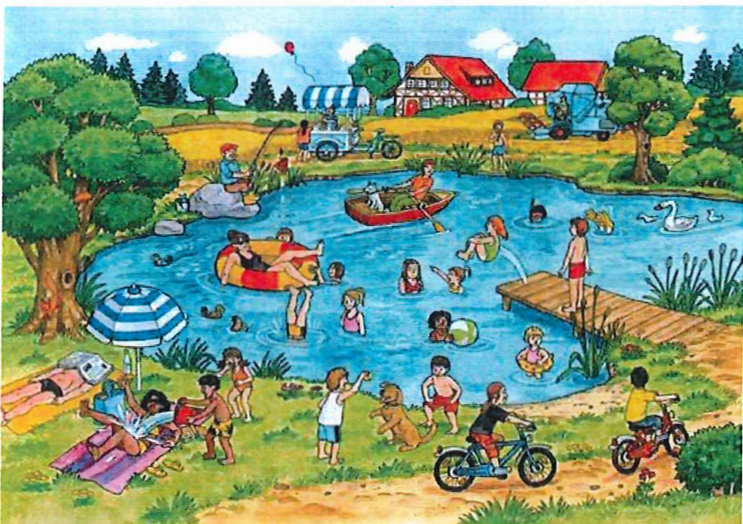
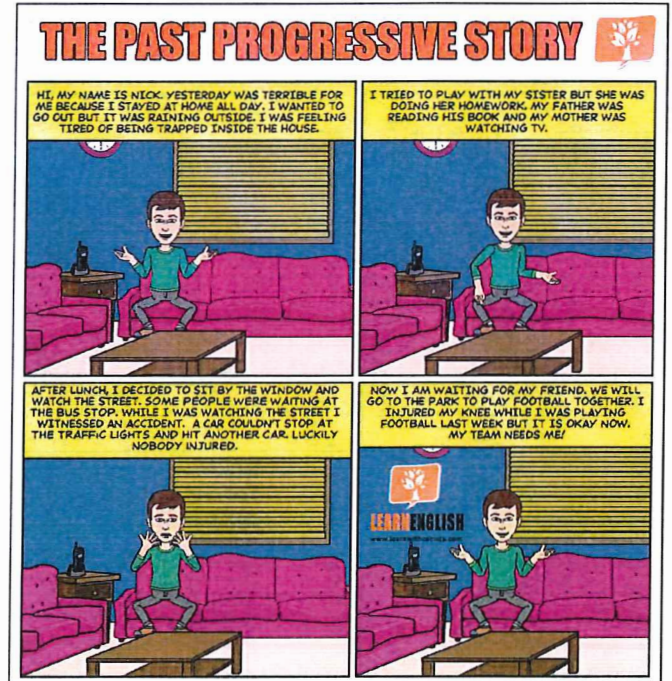


NOW I AM WAITING FOR MY FRIEND. WE WILL GO TO THE PARK TO PLAY FOOTBALL TOGETHER. I INJURED MY KNEE WHILE I WAS PLAYING FOOTBALL LAST WEEK BUT IT IS OKAY NOW. MY TEAM NEEDS ME!





**Encounter:** What did you do over the weekend?





### **Conclusions and recommendations:**

In conclusion, effective communication, mainly speaking, is a vital skill for English language learners that significantly influences their ability to function in real-life situations. Teachers can help students overcome these obstacles by implementing well-structured speaking lesson plans that incorporate collaborative activities, authentic materials, and opportunities for self-assessment. By focusing on fostering a comfortable environment in which students feel encouraged to practice speaking, educators can help students gain the confidence and skills necessary to communicate effectively in English.

Incorporating engaging and playful activities such as role-playing, storytelling or picture description caters to different learning styles and promotes active participation. This -creates an environment that encourages risk-taking and reduces anxiety by emphasizing collaboration and peer support, allowing students to practice speaking without fear of judgment. Educators can significantly improve their students' speaking ability, equipping them with the confidence and skills necessary to communicate effectively in English in a variety of contexts.



## Listening Module

Journal 3

Reflection Wheel Journal 3

### Reflection Wheel Journal 3

Listening and understanding what someone else is saying is crucial for success in academic and professional environments. In developing a lesson plan for a listening comprehension class, we aim to improve students' language skills and promote critical thinking, comprehension, and language acquisition by creating a complete and engaging learning experience.

As a teacher during the lesson plan development, I hope that students will be motivated to listen by selecting an exciting text related to the topic presented above. In addition, they will be motivated to apply the content to real-life situations by participating in the different activities presented by the teacher. Clearly, there are feelings of doubt and uncertainty about the effectiveness of the lesson plan or whether the activities were chosen appropriately.

The study by Smith and Jones (2018) focuses on the importance of empathy in active listening. According to the authors, educators should teach students to put themselves in the interlocutor's shoes to understand their points of view and emotions better. This skill not only improves the quality of communication but also promotes empathy and intercultural understanding.

On the other hand, the work of García et al. (2019) highlights the need to use various teaching strategies to improve listening comprehension. The authors propose incorporating practical activities, such as group discussions or role-playing games, to reinforce students'



listening skills. In addition, they suggest the use of multimedia and technological material to enrich the learning experience.

Finally, Lee's (2020) study focuses on continuous assessment of listening competence.

The author proposes implementing regular formative tests to measure students' progress in listening comprehension. This constant feedback allows educators to adapt their teaching strategies and provide additional support to those who need it.

During my first internship in a public school, I did not have the opportunity to execute a listening lesson plan for several reasons; first, the conditions of the facilities did not help at the time of a class since there was only an audiovisual room that covered all the subjects taught, in addition, students were not accustomed to this type of classes. On the other hand, in my second experience, the class flowed very naturally due to the fact that this educational unit, being a private one, had spaces that facilitated the class process, and the students were accustomed to the different types of activities that were carried out in class.

For active listening, true/false statements, multiple-choice questions, or out-of-order sequencing activities help stimulate critical thinking. Maintain learner interest by incorporating short video clips, excerpts from songs or podcasts, or even role plays and simulations. These resources expose students to different accents, speech patterns, and cultural contexts, improving their listening comprehension and fluency. After listening activities, we can facilitate discussions or story creation in which students can reflect on their listening experiences.

Although both listening and speaking classes aim to develop language skills, their approaches differ. Listening classes focus primarily on developing students' ability to comprehend spoken language, emphasizing active listening, note-taking, and understanding various accents and speech patterns. On the other hand, speaking lessons are designed to improve students' verbal communication skills, encouraging them to express their thoughts and ideas clearly and confidently. Listening lessons prioritize understanding and interpreting spoken language while speaking lessons emphasize language production and expression.

Developing a comprehensive listening comprehension lesson plan is essential to foster students' language and critical thinking abilities in academic and professional settings. With the right material selection, the teacher creates an environment of active participation and skill development that can be applied in real-life contexts. My experiences during the internship further reinforced the importance of tailoring lesson plans to the specific needs of the learning environment and students' familiarity with interactive activities. Ultimately, by prioritizing listening comprehension, students begin to communicate effectively by both understanding and expressing ideas in English.



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Listening Lesson Plan – Past Continuous

**Listening Lesson Plan (PDP)**

Level A2

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

- 1.- Teacher talking time.
- 2.- Improve interaction with the student during the class.

**What are your Student Learning Objectives for the lesson?**

By the end of the lesson, SWBAT:

**Show understanding of** the past continuous tense **by** identifying and explaining the actions happening in a given conversation, and **then** create a short story about their last night using the past continuous tense.

**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?**

I will check students' progress in the free activity, seeing if students can apply the concept of past continuous tense presented in the audio in their dialogues.

**Preliminary considerations:**

- a. What vocabulary/grammar/information/skills do your students already know about today's lesson?**

I think the students will already have prior knowledge about the structure of the past continuous and the correct use of the verb be in the past.



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

I suppose that when listening to the audio some people may have difficulty identifying certain words and may confuse them with others. Besides not being clear about the structure of the topic presented.

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

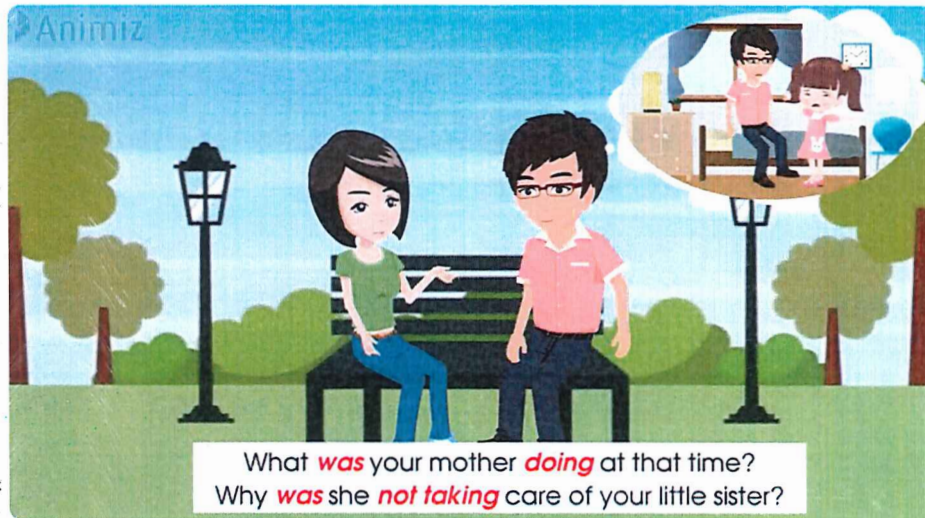
Be patient when answering every doubt and problem presented during the class. In addition, formulating questions based on the material presented to help students not to deviate from the topic and relate the other comments to improve their understanding of the subject.

| Time       | Framework Stage    | Procedure   |   | Interaction T-S/S-S VAKT | Material Needed       |
|------------|--------------------|---|---|--------------------------|-----------------------|
|            |                    | Teacher will...   | Students will...  |                          |                       |
| 5 minutes  | Pre-Stage          | <ul style="list-style-type: none"> <li>Show students a short video or audio clip featuring a conversation in the Past Continuous tense.</li> <li>Ask them to identify the actions happening in the conversation.</li> </ul> | <ul style="list-style-type: none"> <li>Watch a short video or audio clip featuring a conversation in the Past Continuous.</li> <li>Identify The actions happening in the conversation</li> </ul>  | T-S                      | Projector<br>Speakers |
| 10 minutes | Early During Stage | <ul style="list-style-type: none"> <li>Give students a worksheet N° 1 to solve.</li> <li>Guide students to exchange their work.</li> </ul>  | <ul style="list-style-type: none"> <li>Solve the worksheet presented in which you will complete the sentences with the missing verbs in the correct tense.</li> </ul>   | T-S<br>S-S               | Worksheet<br>Pens     |
| 10 minutes | Later During Stage | <ul style="list-style-type: none"> <li>Guide students to exchange their work.</li> <li>Give students a worksheet to solve.</li> </ul>   | <ul style="list-style-type: none"> <li>Exchange their worksheets and correct their classmates' mistakes.</li> <li>Resolve the worksheet in which you will listen to the audio presented at the beginning and complete the dialogue with the missing phrases.</li> </ul> | T-S<br>S-S               | Worksheet<br>Pens     |
| 5 minutes  | Final During Stage | <ul style="list-style-type: none"> <li>Guide students to exchange their work.</li> </ul>  | <ul style="list-style-type: none"> <li>Exchange their worksheets and correct their classmates' mistakes.</li> </ul>   | T-S<br>S-S               | Pencil<br>Notebook    |
| 15 minutes | Post During Stage  | <ul style="list-style-type: none"> <li>You will say an opening sentence, giving the beginning of the story to be created.</li> <li>Guide and pay attention to the sentences presented by the students.</li> </ul>           | <ul style="list-style-type: none"> <li>Saying a sentence one by one, creating a story based on the prayer given by the teacher. Each sentence should be coherent with the previous one.</li> </ul>  | S-S                      |                       |

Demonstrative Lesson

**Video:**

<https://www.youtube.com/watch?v=fthb7gC5-ul&list=LL&index=6&pp=gAQBiAQB>



PAST CONTINUOUS TENSE - Daily conversation - Role Play





Worksheet N°1:

The Past Continuous Tense

Write the continuous past form of the verb in parentheses. If there is a “not” before the verb in parentheses, write the negative form of the continuous past. If the sentence ends with a question mark, use the subject in parentheses to write the interrogative form of the continuous past.

*Example of continuous past: At 6am this morning, I was exercising.*

- 1.- Last year, I \_\_\_\_\_ (teach) at the high school.
- 2.- She \_\_\_\_\_ (make) her grocery list.
- 3.- \_\_\_\_\_ (you/work) yesterday?
- 4.- Last week, Anthony \_\_\_\_\_ (take) some time off.
- 5.- We \_\_\_\_\_ (not/enjoy) the movie.
- 6.- \_\_\_\_\_ (they/visit) their grandmother last summer)
- 7.- My daughter \_\_\_\_\_ (do) her homework last night.
- 8.- They \_\_\_\_\_ (use) their cellphones during class.
- 9.- \_\_\_\_\_ (it/snow) yesterday?
- 10.- The trucks \_\_\_\_\_ (plow) the streets this morning.



**Worksheet N°2:**

**Complete the following dialogue based on the audio presented, with the times in which the action is being performed.**

**A:** Good morning. How are you?

**B:** Oh, I'm not feeling well. I couldn't sleep \_\_\_\_\_.

**A:** Why?

**B:** At \_\_\_\_\_, while I was trying to sleep, my little sister was crying so hard.

**A:** What was your mother doing at \_\_\_\_\_? Why was she not taking care of your little sister?

**B:** Well, my mother was washing the dishes.

**A:** How about your father?

**B:** He wasn't sleeping. At \_\_\_\_\_, he was watching a football match. Besides, my neighbors were dancing and singing.

**A:** Oh my God. Were they still dancing and singing at \_\_\_\_\_?

**B:** Yeah. They were making a lot of noise.

**A:** Poor you. What a noisy night!

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## Conclusions and recommendations

Adequate listening comprehension is a fundamental skill that contributes significantly to students' success in both academic and professional settings. While initial uncertainties about the effectiveness of the activities are valid, the internship experiences highlight the importance of adaptability and catering to students' needs and classroom environments. My internships underscored the need to adapt lesson plans to students' context and specific needs, reinforcing the idea that an engaging and interactive approach can improve listening skills and increase confidence in communication.

Incorporating various engaging activities that encourage active participation, such as role-plays, group discussions, and multimedia resources such as podcasts and videos, helps improve the effectiveness of a listening class. These strategies can help expose students to different accents and cultural contexts, enriching their listening experience. We should help students reflect on their listening experiences, discuss challenges and successes, and relate learned skills to real-life situations.



## Reading Module

### Journal 4

#### Reflection Wheel Journal 4

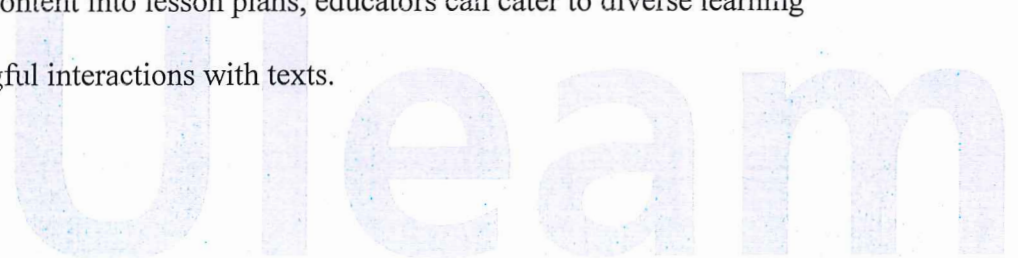
#### **Reflection Wheel Journal 4**

Educators must develop effective reading lesson plans to help students improve their reading comprehension and thinking skills. Whether students like to read or not, the topic of reading usually gets them talking and expressing their opinions. In designing lesson plans, we promote interaction and cater to diverse learning styles by incorporating engaging activities.

When developing a lesson plan, one is always looking for a guide to guide the course of the class to accommodate the ideas the teacher has in mind. During the elaboration of this lesson plan, I expected that the students, besides knowing the topic, would feel comfortable and free to express their ideas according to their tastes. I am feeling uncertain because not everyone likes the subject to be covered, or they do not agree with the tastes of their classmates, or some of the activities are tedious for students. This is a feeling that I believe will always be present.

One key aspect highlighted in the study by Smith et al. (2019) is the importance of incorporating diverse texts into reading lesson plans. Educators can create a more engaging and inclusive learning environment by including multicultural literature, informational texts, and other forms of diverse reading materials. The researchers found that exposing students to various genres and perspectives can significantly impact their reading comprehension and critical thinking skills.

Furthermore, the study by Jones and Wang (2020) highlights the importance of incorporating technology into reading lesson plans. By integrating e-books, online reading platforms, and multimedia content into lesson plans, educators can cater to diverse learning styles and facilitate meaningful interactions with texts.





Graves's (2009) research emphasizes the importance of teaching vocabulary in context rather than in isolation. Connecting new words to prior knowledge and real-world experiences promotes deeper understanding and retention, allowing the learner to acquire a vocabulary that is much more meaningful and useful for everyday life.

My experience with Reading lesson plans during my first internship was unsatisfactory. Not all students had a good reading level in Spanish, so doing them in English was more complicated. We had to start working from the alphabet so that they would have some knowledge about the origin of the words. Unfortunately, the time was not enough to achieve the objective. In the next school, the work was more accessible and the class went very smoothly. The students had already read books established by the school, so they were already familiar with the material. The planning was based on the previously established material, and the class could be carried out naturally; the activities that had been previously presented to the teacher were completed within the established time frame.

One problem that we can help improve through this PDP framework is the superficial memorization of a taught vocabulary. Traditional vocabulary teaching often focuses on memorization rather than comprehension. The PDP framework can emphasize the importance of teaching vocabulary in context by encouraging teachers to connect new words to prior knowledge and real-world experiences. In addition, limited comprehension would be enhanced, as this PDP framework incorporates comprehension checks throughout the lesson, ensuring that students actively monitor their understanding and can adjust their approach accordingly.



Finding activities that encourage reading can be tricky since you must come up with ideas that will keep the student engaged with the topic of the class. One of the activities that can be implemented in class is a creative project that will allow students to show their understanding through innovative projects such as writing fan fiction, designing book covers, or creating presentations about specific characters or historical periods. Another activity that could even be done at length is to create a text bank in which students are encouraged to bring in exciting texts they have found, creating a class text bank. Students can select a text to discuss with the student who submitted it, mimicking real-life reading interactions.

There is clearly a difference between PDP listening and Reading lesson plans. While both types of lesson plans follow the PDP framework, they are designed to focus specifically on listening or reading skills. A PDP listening lesson plan emphasizes developing listening skills, such as understanding spoken language, identifying key information, and improving listening comprehension. On the other hand, in a PDP reading lesson plan, the primary focus is on developing reading skills, such as decoding written text, understanding vocabulary in context, and improving reading comprehension. The activities established within each plan are geared toward developing skills. Activities in a listening lesson plan will include listening to audio files, watching videos, and participating in listening comprehension tasks. In contrast, activities in a reading lesson plan will involve reading passages, analyzing texts, and designing effective lesson plans to improve reading comprehension and thinking skills requires a comprehensive approach that considers student diversity, the integration of technology, and the implementation of creative and contextualized activities. By addressing these elements, educators can create a more inclusive and stimulating learning environment for their students.



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Reading Lesson Plan – Celebrity Profile

**Reading Lesson Plan (PDP)**

**Level A2**

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

- 1.- Developing speed reading and discussion skills.
- 2.- Increase the practice of reading skills.

**What are your Student Learning Objectives for the lesson?**

By the end of the lesson, SWBAT **show understanding of** the reading “Celebrity Profile” by identifying specific details about the reading **and then in a discussion** talk about their favorite film star.

**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?**

I will check students' progress and understanding through activities presented in the During stage.

**Preliminary considerations:**

- a. What vocabulary/grammar/information/skills do your students already know concerning today’s lesson?**

I expect they will know the main character of the reading.

I expect them to recognize words related to films and entertainment.





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

Students are likely to be unfamiliar with some of the terms presented in the reading, making comprehension difficult.

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

I will present an activity with words that could be presented.

| Time       | Framework Stage    | Procedure   |   | Interaction<br>T-S/S-S<br>VAKT | Material Needed                  |
|------------|--------------------|---|---|--------------------------------|----------------------------------|
|            |                    | Teacher will...   | Students will...  |                                |                                  |
| 5 minutes  | Pre-Stage          | <ul style="list-style-type: none"> <li>- Introduce the Wordwall activity to students.<br/><a href="https://wordwall.net/resource/65564580">https://wordwall.net/resource/65564580</a></li> </ul>          | <ul style="list-style-type: none"> <li>- Solve the activity based on their knowledge of the topic.</li> </ul>                       | T-S                            | Projector                        |
| 5 minutes  | Early During Stage | <ul style="list-style-type: none"> <li>- Present the reading "Celebrity Profile about Jennifer Lawrence".</li> </ul>  | <ul style="list-style-type: none"> <li>- Read the presented reading and recognize parts that you consider important.</li> </ul>     | T-S                            | Projector                        |
| 10 minutes | Later During Stage | <ul style="list-style-type: none"> <li>- Show sentences based on the reading that may be true or false.</li> </ul>  | <ul style="list-style-type: none"> <li>- Verify whether the information presented based on the reading is True or False.</li> </ul> | T-S<br>S-S                     | Projector<br>Worksheet<br>Pencil |
| 10 minutes | Final During Stage | <ul style="list-style-type: none"> <li>- Show sentences about the reading out of order.</li> </ul>  | <ul style="list-style-type: none"> <li>- Order sentences based on the character information presented in the reading.</li> </ul>    | T-S<br>S-S                     | Projector<br>Worksheet<br>Pencil |
| 10 minutes | Post During Stage  | <ul style="list-style-type: none"> <li>- Present the following questions and open a discussion space:<br/><i>Who is your favorite film star?</i><br/><i>Are you a fan of The Hunger Games?</i></li> </ul> | <ul style="list-style-type: none"> <li>- Answer the established questions based on their own opinion.</li> </ul>                    | T-S<br>S-S                     |                                  |



Demonstrative Lesson

Reading:

**CELEBRITY PROFILE**

We all know Katniss Everdeen in *The Hunger Games*, but who is the actress who plays her, Jennifer Lawrence?



### Fast Facts

Name: Jennifer Shrader Lawrence  
Place of birth: Kentucky, USA  
Date of birth: August 15, 1990  
Profession: TV and film actress

#### Jen's family

Mother: Karen Lawrence  
Father: Gary Lawrence  
Brothers: Ben and Blaine Lawrence

#### Did you know?

Jennifer has never had acting classes.

When she was a child Jennifer liked sports and she played hockey and basketball for an all-boys team. She also worked as a model. At the age of 14 she knew she wanted to be an actress, so she went to New York City to look for work. She appeared in advertisements for MTV and the fashion company H&M and got work as an actress on TV. Her family moved to Los Angeles so that Jennifer could work on TV and in films. In 2010 she acted in the film *Winter's Bone* and she was nominated for many awards including an Oscar. In 2012 she starred in the film *The Hunger Games* as Katniss Everdeen. When she isn't working, Jen likes painting, surfing and playing the guitar.




Wordwall Activity:



<https://wordwall.net/resource/65564580>

Match up


# Films and entertainment



Drag and drop each keyword next to its definition.

**Films and entertainment**

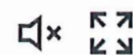
 Share

0:03


|                  |  |   |
|------------------|--|---|
| a model          |  | a woman who plays the part of a character in a film or play   |
| an Oscar         |  | a person whose job is to wear clothes, shoes, hairstyles, etc. for fashions shows and photographs         |
| an award         |  | a poster, picture, short film or song, etc. that helps to sell a product                                  |
| an actress       |  | to suggest someone for an award   |
| to star          |  | one of the awards given every year for the best film, best actress, best actor, etc. in the film industry |
| an advertisement |  | a famous person   |
| a celebrity      |  | a prize given to someone for something they have done   |
| to nominate      |  | to be the most important actor in a film, play, etc.  |




Submit Answers



**Films and entertainment**

 Share

by Yebi1986

 Edit Content  More



**True or false Activity:**

**2. Check your understanding: true or false**

Circle *True* or *False* for these sentences.

- |    |  |             |              |
|----|--|-------------|--------------|
| 1. | Jennifer is American.                                    | <i>True</i> | <i>False</i> |
| 2. | Jennifer was born in July.                               | <i>True</i> | <i>False</i> |
| 3. | She has two brothers.                                    | <i>True</i> | <i>False</i> |
| 4. | Jennifer took acting classes at school.                  | <i>True</i> | <i>False</i> |
| 5. | Jennifer has done some modelling.                        | <i>True</i> | <i>False</i> |
| 6. | Jennifer was nominated for an Oscar in 2010.             | <i>True</i> | <i>False</i> |
| 7. | She likes playing the piano.                             | <i>True</i> | <i>False</i> |
| 8. | Jennifer's family supported her dreams to be an actress. | <i>True</i> | <i>False</i> |

**Ordering Activity:**

**1. Check your understanding: ordering**

Write a number (1–7) to put these sentences about Jennifer Lawrence's life in the correct order.

- |       |  |
|-------|--|
| ..... | She moved to Los Angeles.                                |
| ..... | She moved to New York.                                   |
| ..... | She appeared on TV for the first time.                   |
| ..... | At school she played basketball for a boys' team.        |
| ..... | She was nominated for an Oscar.                          |
| ..... | Jennifer was born in Kentucky.                           |
| ..... | She played Katniss Everdeen in <i>The Hunger Games</i> . |



## Writing Module

### Journal 5

#### Reflection Wheel Journal 5

#### **Reflection Wheel Journal 5**

Writing is a fundamental skill that enables people to express their thoughts, ideas, and emotions effectively. As educators, it is essential to equip students with the skills necessary to write clearly, concisely, and creatively. Writing lesson plans are designed to provide students with the opportunity to draft, revise, and edit their own work; in this way, we help individuals improve their writing skills. Mastering this process is crucial for developing as an effective communicator.

One of the expectations during the development of this lesson plan was to create a lesson with a logical flow, from induction to the topic to a full total production of the skill, so that the students are entirely focused on the task. Being one of the skills mostly seen as the most complicated, most of the students have not had good experiences; it caused me some uncertainty and a little frustration to feel that I could not find activities that could encourage them to write and explore a little more, plus I needed to be prepared to be able to guide their emotions throughout the hour.

According to Jones (2015), effective lesson plans for improving writing skills should include various activities and exercises that allow students to practice and develop their writing skills in different genres and styles. Jones argues that well-designed lesson plans should be flexible and adaptable to students' individual needs and abilities and should include clear and measurable objectives to assess students' progress in developing their writing skills.

On the other hand, Smith (2017) highlights the importance of effective feedback in teaching writing skills. Smith argues that lesson plans should include times for students to receive constructive feedback on their writing to help them identify areas for improvement and develop strategies to refine their writing skills. Timely and specific feedback is critical for students to improve their writing skills progressively and meaningfully.

In addition, Brown (2019) emphasizes the importance of creativity and innovation in creating lesson plans to improve writing skills. Brown argues that educators should look for creative ways to teach and assess students' writing skills, using digital tools and resources, interactive exercises, and hands-on activities that stimulate students' interest and motivation to improve their writing skills.

During my first two semesters of work experience, I did not have a direct opportunity to apply a writing lesson plan; since in the first two semesters, I did not have a teacher's guide or a text guide, it was challenging to address this skill. However, in the second school, during the observation process, I was able to pay attention to the different methods used by the teacher, covering not only the level of her students but also their needs. In my demonstration classes, I had the opportunity to apply this lesson plan, first approaching the topic about which we were going to write and trying to get the students' attention in this class. I had some difficulties explaining the different stages through which a piece of writing should go since I had decided to work in groups, and attention is easily diverted. On the other hand, having clear what they had to do, they could develop the rest of the stages normally, being a work in which they could express their tastes and ideas and at the end they were totally involved in what they had done. Through this methodology, we can not only help develop skills and creativity but also familiarize students



with writing-related tests and reduce test anxiety with creative activities related to their day-to-day likes and dislikes.

A real writing class can incorporate a variety of engaging activities to spark creativity and hone writing skills. Start with simple, quick essays or drawing assignments where students can let their creativity flow. Encourage collaboration through peer review and explore different genres for variety. The key is to provide students with engaging, non-oppressive stimuli that spark their creativity and imagination through collaborative, hands-on, multimodal writing activities.

The writing process is essential because it divides the writing into steps that allow you to have a clear idea of what you are going to write, making it a manageable moment, from brainstorming to publication. Each phase of this process allows you to improve your work step by step. Writing will enable you to capture your ideas; while revising helps you strengthen your arguments and improve clarity. Editing polishes grammar, style, and flow to achieve a professional finish. The process can also save you time in the long run. By planning and organizing your ideas, you avoid dealing with revisions later.

In conclusion, while developing this writing lesson plan presented challenges, it ultimately highlights the importance of a structured approach to improving students' writing. Educators can empower students to become confident and effective communicators by employing various engaging activities and a structured writing process. This not only contributes to academic success but also prepares students for the demands of the modern world, where clear and effective written communication is increasingly essential.





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Writing Lesson Plan – Destination of your dreams

### Writing Lesson Plan Form

#### Level A2

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

- 1.- Provide sufficient time for students to organize their ideas.
- 2.- Make the established situation usable in an authentic context.

**What are your Student Learning Objectives for the lesson?**

By the end of the lesson, SWBAT: **Write a** travel information brochure, **then** share it with the class in a role play.

**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?**

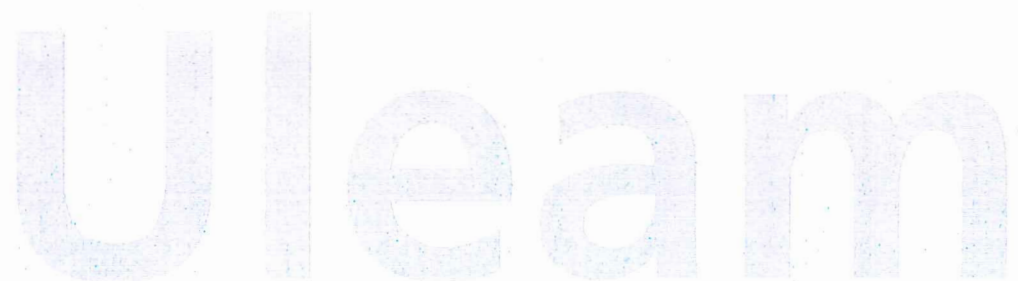
I will check the progress and understanding of the students in the revising part.

**Preliminary considerations:**

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

I expect they will have a basic understanding of the structure of how to write a brochure.

I expect they will have some basic information about places to travel.





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

Probably, some are not clear about the structure of the brochure they should write. Besides not knowing about the vocabulary.

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

Promoting a pre-class guide, and in turn a joint work with the students.

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| Time       | Framework Stage | Procedure  |   | Interaction<br>T-S/S-S<br>VAKT | Material Needed           |
|------------|-----------------|--|---|--------------------------------|---------------------------|
|            |                 | Teacher will...  | Students will...  |                                |                           |
| 10 minutes | Preparation     | <ul style="list-style-type: none"> <li>- Ask about the vacation destination:</li> <li>- <i>Where would you like to go on vacation?</i></li> <li>- <i>Is there a place you would love to visit?</i></li> <li>- <i>What activities would you do there?</i></li> <li>- <i>Have you traveled before? Where to?</i></li> <li>- <i>Do you like to travel alone or accompanied?</i></li> <li>- <i>Are you looking for pet friendly or not pet-friendly options?</i></li> <li>- Introduce the topic to students by presenting an example of a travel information brochure.</li> <li>- Explain content</li> </ul> | <ul style="list-style-type: none"> <li>- They observe and understand the structure presented by the teacher</li> <li>- Answer questions presented.</li> </ul> | T-S                            | Projector<br>Paper        |
| 10 minutes | Drafting        | <ul style="list-style-type: none"> <li>- Provide students with a piece of paper (or poster board).</li> <li>- Explain the activity: Prepare an information brochure on a destination of your choice.</li> </ul>  | <ul style="list-style-type: none"> <li>- Prepare a travel information brochure on a destination of your choice.</li> </ul>                                    | T-S<br>S-S                     | Paper<br>Pens<br>Pictures |
| 5 minutes  | Revising        | <ul style="list-style-type: none"> <li>- Ask students to exchange their work for review.</li> </ul>  | <ul style="list-style-type: none"> <li>- Exchange their work with each other.</li> <li>- Review and correct errors in their</li> </ul>                        | S-S                            | Paper<br>Pens             |

|            |           |  |   |     |                           |
|------------|-----------|--|---|-----|---------------------------|
|            |           |  | classmates' work with the following symbols:<br>- Spelling error ☆<br>- Grammar error △<br>- Punctuation error ○<br>- Content error ☀ |     |                           |
| 10 minutes | Editing   | <ul style="list-style-type: none"> <li>- Ask for a second draft.</li> <li>- Exchange their work for review.</li> </ul> | <ul style="list-style-type: none"> <li>- Explain their corrected work to the rest of the class.</li> </ul>                            | T-S | Pictures<br>Paper<br>Pens |
| 5 minutes  | Extension | <ul style="list-style-type: none"> <li>- Listen to student presentations.</li> <li>- Role Play.</li> </ul>             | <ul style="list-style-type: none"> <li>- Make a role play about a travel agency.</li> </ul>   | S-S |                           |




Demonstrative Lesson

Questions:

## VACATION

- **WHERE WOULD YOU LIKE TO GO ON VACATION?**
- **IS THERE A PLACE YOU WOULD LOVE TO VISIT?**
- **WHAT ACTIVITIES WOULD YOU DO THERE?**
- **HAVE YOU TRAVELED BEFORE? WHERE TO?**
- **DO YOU LIKE TO TRAVEL ALONE OR ACCOMPANIED?**
- **ARE YOU LOOKING FOR PET FRIENDLY OR NOT PET-FRIENDLY OPTIONS?**



Example of brochure:

### CREATE YOUR OWN ADVENTURE

Ready for a trip but your friends don't have time? Don't wait! Make it your own and save big with Our Cruising Solo program. Cabins are designed for double occupancy and typically solo cruisers must pay nearly the full cabin rate.

We offers a fully immersive international experience which means you'll meet great people from around the world. On board you'll find fantastic dining, world-class entertainment, pools, a water park, a relaxing spa, a fitness center, and a court to play sports.



#### WHAT YOU GET

- Pool, water park, spa, gym
- Longer excursions for more exploring
- Themed parties at night
- Specialty restaurants serving up flavor

CRUISE

### DESTINATION OF YOUR DREAMS



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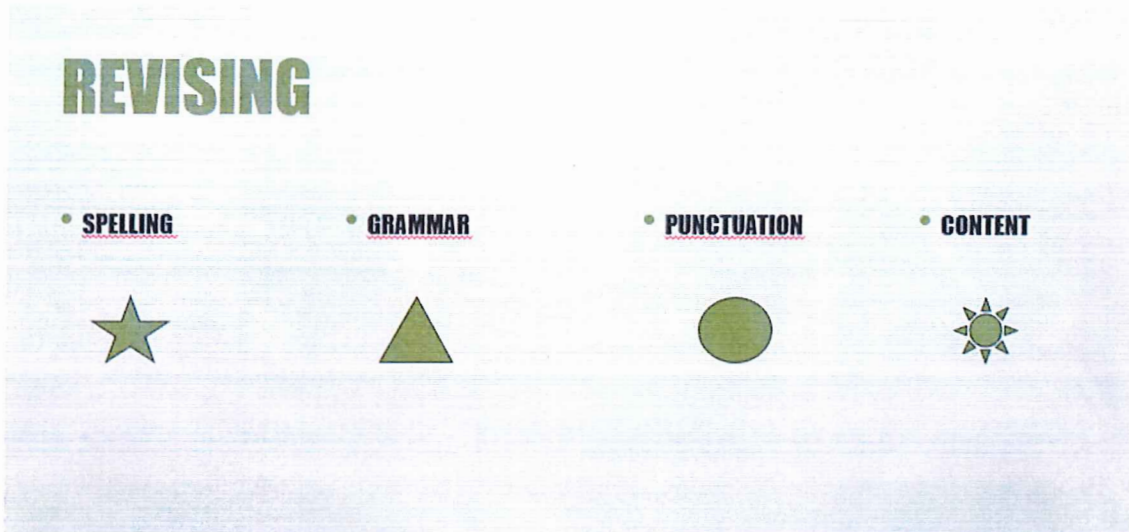
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**Revising:**



**Role play:**





## Conclusions and recommendations

### Conclusions and recommendations

Developing effective writing lesson plans is essential to equip students with the skills to express their thoughts, ideas, and emotions clearly and creatively. Difficulties can arise in the classroom when trying to foster experiences that enhance students' writing skills. By incorporating variety, clear objectives, and practical and creative feedback, you can create a stimulating environment that encourages students to explore their writing potential. My internship experience further highlights the importance of tailoring plans to students' needs and using collaborative group activities to explore their writing potential.

I recommend that educators incorporate a range of engaging and interactive activities into their lesson plans, such as collaborative writing projects, peer review sessions, and multimodal assignments that allow for creativity and self-expression that encourage students to step out of their comfort zone. Finally, fostering a supportive classroom environment in which students feel comfortable sharing their ideas and experiences can significantly reduce the anxiety associated with writing assignments by boosting each student's self-esteem. All of this created a dynamic lesson plan between teacher and student and between the students.



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