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UNIVERSIDAD LAICA
ELOY ALFARO DE MANABÍ

Facultad de Educación, Turismo,
Artes y Humanidades

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

UNIVERSIDAD LAICA “ELOY ALFARO” DE MANABÍ

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Teaching English as a Foreign Language Application Process

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CERTIFICO

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

Haber dirigido, revisado y aprobado preliminarmente el Trabajo de Integración Curricular bajo la autoría de la estudiante AVILA CAMACHO MISHELL ANAHI, 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*"

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

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Teaching English as a Foreign Language Application Process

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Descripción del Trabajo:

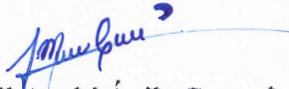
El presente trabajo de investigación tiene como objetivo principal realizar planes de clases orientados a cada destreza que se enseña en el idioma inglés basados en la metodología de TEFL (FMU, ECRIF, PDP and The Writing Process); adicionalmente en sus adjuntos tiene una parte descriptiva en la que el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

Declaración de Autoría:

Yo, Mishell Anahí Ávila Camacho, con número de identificación 1317015624, declaro que soy la autora original del trabajo de integración curricular titulado Teaching English as a Foreign Language Application Process. Este trabajo es el resultado del esfuerzo intelectual y no ha sido copiado ni plagiado en ninguna de sus partes.

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CURRICULAR INTEGRATION WORK CONTENT

INTRODUCTION

Language is a powerful tool for the 21st century and the accelerated and globalized pace of life. Therefore, the teaching of a language as international as English takes on a great value in the lives of students. This tool contributes to the professional and personal development of the pupils.

This project seeks to make the teaching of English fun but also effective through a structure designed to achieve the development of the four key skills for communication in the language. All this through playful and dynamic activities that motivate the students.

A no-activity speaking lesson in some way must engage the students actively, improve their communication skills, and enhance fluency. These activities schematically expose students to practice real-life conversations through which they can express their opinions, engage in substantive discussions, enhance active listening, foster critical thinking, and language production. In the light of this, the employment of activities aids the teacher in setting up an interactive environment that will boost confidence and develop effective speaking among learners.

A full speaking and listening lesson plan should be underpinned by several activities that involve the student while at the same time facilitating effective language learning. Various activities should be made available to facilitate speaking, listening, and communication skills in general.

It also enhances students' confidence in expressing themselves in English since they learn English as an enjoyable activity with support from their peers. They feel free expressing their ideas, opinions, etc. which helps in the building of communication skills.

Activities are included within a reading lesson plan because they keep children active, enhance comprehension of the text, and increase critical thinking. Activities help in vocabulary learning, increasing fluency, and going beyond facts to understanding the text better. Activities create a lively, engaging atmosphere that helps motivate students and allows them to develop an interest in a variety of readings. Different activities allow teachers to encompass different learning styles and strengthen concepts while promoting independent reading abilities.

There should be many interactive and lively activities in the class, so students would not feel bored or tired. Participatory activities have the benefits of not only sustaining attention but also of making the process of learning a joyful procedure, which itself is an instrument of sustainability in motivation and participation. Only a fun and healthy competition during English language learning lessons could invoke students' interests, encourage active participation, and lead to greater language proficiency.

In other words, incorporation of fun activities within the teaching of English is very necessary for effective and captivating learning. This interactive process stirs up interest, ensures active participation, and more proficient English, maintaining attention and energy throughout the lesson.

Language Module

Journal 1

Reflection Wheel Journal 1

The study of grammar is often viewed as a tedious and uninteresting task, but it can be a manageable and rewarding endeavor. One of the most challenging aspects of analyzing a grammar topic is selecting a specific area of focus. Analyzing a topic can help identify areas of language learning that have been previously ignored and imagine where to put the form, meaning, and use in each stage of a class. In this essay, I will explore the benefits of conducting a form-meaning-use (FMU) analysis of grammar topics, including how it can contribute to our class and improve our teaching strategies. I will also examine some of the challenges that teachers and learners face when teaching and learning grammar as beginners.

Writing a deep analysis of a grammar topic may not seem appealing at first glance, but it is a manageable task. The most challenging aspect is selecting a topic due to the vast array of options available, each of which can be divided into numerous parts, making it difficult to establish a clear division line. Despite feelings of frustration or stress, delimiting the main point can make the analysis interesting. Analyzing a topic provides an opportunity to recall grammar and its functions. For instance, when investigating the "past simple" tense, one should examine its purposes, structural differences from other past tenses, and its usefulness in real-life scenarios. By analyzing a grammar topic, one can gain a deeper understanding of its functions and improve their writing skills. This process can also help identify areas of language learning that have been previously ignored and imagine where to put the form, meaning, and use in each stage of a class. But what other things can FMU analysis contribute to our knowledge?



One of the things that caught my attention is that as a teacher, it may not be possible or necessary to teach all three features (form, meaning, and use) in one lesson. Students can infer some characteristics of the lesson by themselves. "Distributing the features of the target grammatical structure among the three wedges of the pie can give teachers an understanding of the scope and multidimensionality of the structure" (Larsen-Freeman, D. 2001) This point of view motivates us to see grammar as a skill to be developed, not just a series of rules to memorize. It prioritizes how students apply language settings rather than how much English grammar rules they know.

The next important clue, according to Larsen-Freeman, D (2001) , is how learners who have mastered a structure may present regressive behavior when new forms are introduced. For instance, when a student master's the "verb to be" in the present simple, they may get confused when other verbs are introduced and will try to use the "verb to be" and add verbs in the same sentence (e.g., "she is sings"). Another challenging aspect could be defining the difference between meaning and use. Even when it sounds ambiguous, it is common to see students reject grammar lessons because of the complexity it means to them. "In grammar teaching, the form-meaning-use triangulation is often neglected because of the disproportionate prominence given to each of these dimensions" (Yilmaz, A. 2018)

For this reason, it is a priority to know the limit of each aspect in order to identify where there is a gap and apply the appropriate teaching strategies, such as role plays for use or total physical response for meaning. Another interesting idea about grammar teaching is the existence of people who only acquire but do not learn the language. This could happen, but it is not true for all learners, especially older ones. "Research finds that subjects who received grammar instruction progressed to the next stage after a two-week period, a passage normally taking several months in untutored development" (Zhang, J. 2009). The

results showed not only that student learned grammar faster with instruction but also that their accuracy with the language was greater.

After reviewing the literature, it is clear that teaching grammar only from its form can be challenging, especially when teaching very young children between 7 and 8 years old. Young learners have a limited attention span, and teaching grammar only from its form can quickly become boring and cause them to lose interest. Therefore, in this case as an example, it is best to start teaching grammar from its meaning, using appropriate tools for their age and literacy ability. This approach does not ignore the form, but it does not claim it as the center of the class. Another challenge that I faced as a beginner teacher is contextualizing a topic. Analyzing the topic in its use can make it easier to create a class plan, keeping in mind that explaining a topic once or twice doesn't mean that students understand it totally, so grammar teaching is a progressive process where students need to practice and review the knowledge. As a teacher it is really important to develop an FMU analysis in order to anticipate common difficulties and be able to identify in which of the three components the student needs reinforcement. The main aim of a teacher is for students to reach communicative skills successfully, using the language with the correct structure (or as accurate as possible) in real life scenarios.

In conclusion, conducting a form-meaning-use (FMU) analysis is a crucial part of class planning, not only for one lesson but also for maintaining a constant process of teaching grammar correctly. As beginner teachers, it is essential to be mindful of the dimension and age of the students, providing the necessary tools to reach fluency in the language. Students may experience regression in their grammatical knowledge while learning, or they may be more skilled in one of the three dimensions of the language.

However, these issues can be managed if teachers anticipate and provide effective



solutions. Ultimately, the goal of teaching grammar is to help students reach communicative skills successfully, using the language with the correct structure in real-life scenarios.

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FMU Analysis of Past Simple: regular verbs.

Level A2

Nº students: 36

FORM

Affirmative

I delivered a letter this morning.

Subject + verb - ed + ...

She worked yesterday.

I enjoyed the movie.

Negative

Mauro didn't accept the agreement.

S + did not/didn't + verb (in base form) + ...

Luis didn't work last weekend.

Paula didn't call her mom in the morning.

Interrogative

Did Michael cheat?

Did + S + verb (in base form)?

Did Haku explain the topic?

Did Cloe jump to the pool?

Interrogative with Wh- questions

When did you buy that sweater?

Wh-word + did + verb (in base form) + ...

Why did the computer break down?

How long did the train journey take?

Why didn't you tell me about the accident?

Time Expressions with Past Simple Tense

Yesterday

Ago

Last month

Last week

Last year

In 2003

Pronunciation of regular verbs in past

The pronunciation depends on the final *consonant sound*, but words that end in a *vowel sound* use the pronunciation /d/.

/id/		/t/		/d/	
T	want <u>ed</u>	P	help <u>ed</u>	L	call <u>ed</u>
D	need <u>ed</u>	K	look <u>ed</u>	N	clean <u>ed</u>
		F	sniff <u>ed</u>	R	offer <u>ed</u>
		GH	laugh <u>ed</u>	G	damag <u>ed</u>
		SH	wash <u>ed</u>	V	lo <u>ved</u>
		CH	watch <u>ed</u>	S	us <u>ed</u>
		SS	kiss <u>ed</u>	Z	amaz <u>ed</u>
		C	danc <u>ed</u>	B	rub <u>bed</u>
		X	fix <u>ed</u>	M	claim <u>ed</u>

For writing verbs that end in y, there are simple rules for changing these words to past tense:

- If the y follows a consonant, then change the y to i and add -ed.



- If the **y** follows a **vowel**, add **-ed**.

MEANING

Past simple tense expresses an action that started and finished in the past. It can be the recent past or the distant past where the duration of the action is not important.

USE

- To express completed actions in the past.
- To describe a group or series of actions in the past.
- To describe habits in the past.
- To talk about historical events, anecdotes, and stories in the past.

ANTICIPATED DIFFICULTIES

- Confusion about time expressions.
- Confusion about pronunciation of regular verbs.
- Problems to determine whether to add **-ed** or **-ied** in verbs.

CONCEP CHECKING QUESTIONS

What did he do in this picture?

He lied to his mom.

Did he open the jar?

No, he didn't.

TEACHING IDEAS

Students work in groups of four. One student is turned with his back to the others. One of the three turns one of the cards and acts out the given situation. Then all three students repeatedly deny and accuse the others of doing the activity. The guesser tries to guess who did the action. The dialogues should last about one minute and then the guesser must guess.

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Speaking module

Journal 2 (ECRIF) Speaking.

Reflection Wheel Journal 2

The process of developing a speaking lesson plan can be both challenging and rewarding. Determining the right balance between written, grammar, and speaking activities, especially for early levels, requires careful consideration and creativity. The ECRIF framework offers valuable guidance for structuring speaking classes, ensuring that the difficulty level increases progressively throughout the lesson. However, assessing productive skills in a group setting remains a complex task, highlighting the need for controlled activities and individualized feedback.

One key aspect of the ECRIF framework is its classification of learning objectives according to the complexity of each stage. This taxonomy helps teachers design lessons that cater to students' cognitive processes, including the crucial but often overlooked "remember" stage. Understanding how the brain retains information is fundamental for effective teaching and learning.

Developing the speaking lesson plan proved to be very frustrating because it is complicated to determine when to use a written or a grammar activity or only activities in which the student produces and practices speaking. At the same time, it is hard to create productive activities for the early levels due to the difficulty level of the activities. ECRIF proposes several very useful activities for the development of the speaking class, but even so it can be said that it depends a lot on the creativity of the teacher and above all on knowing the group of students. Using this framework guides the class in its three phases in such a way that the difficulty increases as the lesson progresses, so that the final product is the objective set at the beginning. Productive skills are often more complicated to assess in several students at the same time and finding controlled activities in which each student receives the necessary feedback seems impossible.

One of the most important points in the articles found was the fact that ECRIF was determined as a taxonomy. Caiza, (2021) analyzes a series of experiments, as a conclusion he mentions that the learning objectives in each stage are classified and change according to the complexity of the moment of the lesson. The remember stage is very important although it is often neglected in the current field of education, although it is true that memorizing something is not necessarily learning it, it is a fundamental part of this process "the capacity of the brain to retain information is relevant when students need specific knowledge to apply"



(Amaya, 2021) for this, the first 30 seconds in which information is integrated is very relevant in how the memory processes it in the long term. Another interesting fact about the ECRIF framework is that it is not a lesson plan per se, but a tool for teachers to observe how students receive and process information. This process helps to acquire skills, so it is not a surprise that it is also used in other subjects, although its original purpose was teaching English "it has also been with content teachers teaching other subjects such as history and math" (AlSaleem, 2018).

During the pre-professional internship, there were several classroom lessons focused on speaking. All of them were aimed at the basic levels of the foreign language. The lessons started from the simplest, such as forming a simple sentence, to forming compound sentences and finally developing a short story. I saw many people (mostly adults) who improved a lot in their speaking skills using this structure. However, with primary school children it is a bit more difficult to encourage them to speak without fear and to develop their full potential in only 40 minutes, so the development of these activities used to be a bit more indirect and simpler, especially getting them to respond to certain questions or commands. A very present factor in adult lessons is pronunciation, as they are less receptive to understanding it well at the first time and it is something that takes a little more time to practice. It is important to add the role of the teacher when motivating students, as he/she can do it from very short and small sentences. Using "drill" is very useful although it may seem repetitive, the same question can be asked to several students, in order to make it easier for the rest of the group to assimilate the information, even if they are not participating directly. In speaking class, it is important to keep this tuning in the planned activities, where it is better that the answer is spoken than written.

A very common problem during the development of a speaking-focused class is to reach fluency in the students. Even in the formation of short sentences, teachers are often frustrated when the student fails to create a correct sentence in all its grammatical parts. The ECRIF framework focuses on the learner as the leader of his or her knowledge, so the teacher has tools to function as a guide and allow the learner to develop and reach valid conclusions on his or her own. In a classroom using this framework, every moment of learning is achieved in a meaningful way. Starting from the encounter in which prior knowledge is explored, we can relate events that have occurred or dust off old memories regarding the topic at hand. It is natural that at this moment doubts arise, the important thing is that the student knows and feels able to seek answers either in their teacher or classmates, so they not only have autonomy but also understand how teamwork helps them to act in real life. This process can be moved to long term memory through exploration and creation, they can create short stories, analyze sentences, converse in pairs, among other activities and finally integrate the practice until they are able to do it almost automatically.

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Speaking lesson plan - Simple Past Tense (ECRIF)

Level A2

N° students: 36

Action points

- To use enough CCQs.
- Vary strategies for class control.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

Use the past simple to narrate an embarrassing/romantic or funny anecdote in students' life in a random speech.

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?

During the time we work on the worksheet I will answer any questions and see if they understand the structure of the past simple. During the word wall activity, I will identify how well they have understood the pronunciation of regular verbs in the past tense. In the group activity, their ability to identify in which situations to use the simple past and the response action and use of this verb tense will be demonstrated. Finally, in the onion ring activity they will have achieved the ability to express themselves with short stories about themselves.

Preliminary considerations:

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

I expect some or most students will know all the aspects about present simple and present continuous in order to compare tenses and establish the differences.

I expect students will recognize some verbs in the past tense.

I expect most students will know how to pronounce some regular verbs in the past, how to write it in negative and know how to create basic sentences.

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

I think that the group work part can be complicated because they must agree on what they are going to say quickly, they must also designate the roles and practice their dialogues.

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

Explaining from the beginning the time they must agree on the type of story they will tell, giving different options for stories they can tell. Helping them discuss and define in each group who will oversee drawing, painting and organizing ideas according to their individual abilities.



Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
3 min	Warm up	Say "one mosquito" waiting for the student to clap once. "Two mosquitoes" waiting for the students clap twice and so on.	Listen carefully and clap correctly. If the teacher says "One" they must not clap.	T-S S-S	Inkblots printed. Abstract pictures. Research or facts about the most common answers.
14 min	Encounter and clarify.	<p>Show a video and then make questions to all the group: What activities are they mentioning? Are they happening now or in the past? What was Bob doing all day? What did the people in the interview do yesterday?</p> <p>Show how to ask questions, make positive and negative statements using the examples shown in the video.</p> <p>Ask students: In what type of situations do they use past simple tense?</p> <p>Hand out a worksheet and explain how to pronounce the regular verbs in the past and their exceptions. Students</p>	<p>Watch the video and answer the teacher's questions.</p> <p>Complete the activities and say out loud their answers when the teacher asks to.</p>	T-S	<p>https://youtu.be/xyvNu254A-Y</p> <p>Slides Worksheet Markers</p> <p>http://centros4.pntic.mec.es/~deprac15/iglessandra/SEXTO2/Simple%20past%20regular%20verbs.pdf</p>



		complete the first, second and third activity with the teacher's help to check and practice the ending sound of verbs.			
6 min	Remember and Internalize	Choose different students to answer the activity on Wordwall. Practice the pronunciation of verbs. Ask them to create a sentence and transform it in negative, question or positive form.	Answer and practice how to pronounce regular verbs in the past. Create a sentence and transform it to negative, positive and question form.		Regular verbs - Concurso de preguntas (wordwall.net)
10 min min	Remember and Internalize	Organize groups of three. Explain to each group that they will create a short story in the past with three drawings that explains the sequence. When the group is explaining their work, ask questions about the story to the whole group of students.	Draw three or more pictures telling a short story and explain it in front of their classmates. Answer teacher's questions about their classmates' stories.	S-S T-S	notebook pens pencil colors
10 min	Fluently use	Encourage students to think of three stories from their lives, it could be something funny, romantic, or embarrassing. Show students some types of questions they could ask their partner. Ask	They organize their ideas about the short stories they want to tell. Tell their stories out loud.	S-S	



		some students to tell their stories out loud.			
--	--	---	--	--	--

24
SBS TV

• "Aches and Pains"
• Past Tense: Regular and Irregular Verbs

Past tense

Demonstrative Lesson

Wordwall Creo mejores lecciones de forma más rápida Inicio Funciones Planes de precios Iniciar sesión Registrarse Español

Concurso de preguntas Regular verbs

INICIAR

Un cuestionario de opción múltiple con límite de tiempo, comodines y una ronda de bonificación.

Regular verbs

Compartir

Cambiar plantilla

INTERACTIVOS

- Concurso de preguntas
- Cuestionario
- Abrecajas
- Rueda aleatoria
- Anagrama

Mostrar todo



We use the past tense to talk about:

- Something that happened once in the past:

1. I met my wife in 1983.
2. We went to Spain for our holidays.
3. They got home very late last night.



- Something that happened several times in the past:

1. When I was a boy, I walked a mile to school every day.
2. We swam a lot while we were on holiday.
3. They always enjoyed visiting their friends.

We use the past tense to talk about:

- Something that was true for some time in the past:

1. I lived abroad for ten years.
2. He enjoyed being a student.
3. She played a lot of tennis when she was younger.





Pronunciation of ED

/ɪd/	/t/	/d/
T wanted D needed	P helped K looked F sniffed GH laughed SH washed CH watched SS kissed C danced X fixed	L called N cleaned R offered G damaged V loved S used Z amazed B rubbed M claimed

* Voiced Sound = uses the vocal cords and they produce a vibration or humming sound in the throat.
(Touch your throat to feel it)

VOICELESS VOICED *

Words that end in a vowel sound use the /ɪd/ pronunciation for ED.
e.g. – followed – enjoyed – played – tried – continued

The pronunciation of words ending in ED depends on the final consonant sound. There are three ways to pronounce ED at the end of a word in English:
/ɪd/ /t/ /d/

Woodward ENGLISH

In groups of three:

Create a short story with three drawings that explains the sequence. Explain your work in front of your class.

Past simple questions and negatives

We use did to make questions with the past simple:

- Did she play tennis when she was younger?
- Did you live abroad?



We use didn't (did not) to make negatives with the past

simple:

- They didn't go to Spain this year.
- We didn't get home until very late last night.
- I didn't see you yesterday.



But questions with who often don't use did:

- Who discovered penicillin?
- Who wrote Don Quixote?



THANK YOU



See you next time!





Listening module.

Journal 3 listening

Reflection Wheel Journal 3

The PDP (Pre, During, Post) model offers a structured approach to lesson planning that aligns with the natural way our brains process information. This model emphasizes the importance of connecting new information to students' prior experiences, ensuring a deeper understanding of the material. By focusing on skill development rather than just meeting objectives, lessons are designed to engage students in meaningful practice, leading to more effective learning outcomes. Additionally, the collaborative nature of the PDP framework fosters teamwork and discussion, enhancing students' comprehension and retention of the subject matter. This piece of writing sets the stage for exploring the benefits and strategies of using the PDP model in lesson planning, particularly for developing listening skills.

Making a lesson plan with the PDP model seems easier because the way it is organized is clear and makes sense with respect to the way our brain receives information. The material is not presented until the student creates a solid relationship with his own experience and can then obtain new information about the topic. In this case, it seems that the student will not only meet a class objective, but also develop a skill, so the core activities of the lesson should take longer because of the practice involved. In addition, as seen before in ECRIF, this framework is also suited to teamwork as it focuses on the needs of the student, therefore the understanding of a topic could be more successful by having the opportunity to discuss and build their knowledge by sharing with others in the class.



A study conducted by Davalos (2023) at the University of Cotopaxi showed that many students improve their listening skills by implementing the PDP framework during classes. The key point of this was teamwork, since the format in which the classes were elaborated, focused on interaction and peer teaching. The teacher only functioned as a guide while the students were responsible for their knowledge. This allowed students to feel less fearful of asking questions and interacting during class.

According to Bounab (2016), there are many ways to develop stages in the PDP framework. One of the most interesting is to allow students to listen to the first part of the audio, tell them what the topic is, and ask them to write down the words they think they will hear. Then, they must select how many of them they got right. She also mentions the importance of contextualizing and engaging them in activities that simulate real-life scenarios. In addition, there is a difference between Lead-in and Warmer, because in Lead-in we set the objective of the class and in Warmer we do activities that do not need to be done in the classroom.

For Povey (n.d.) it is very important to be creative when creating activities for the PDP listening framework. Instead of just joining with lines or filling in the gaps, you can also include drawings, team games, puppets, and more. Also, a very good activity is to use other audios and relate them to the main audio, for example, if you are talking about health and daily life, you could listen to other audios about the lifestyle of different people around the world. You can then be guided to a discussion that relates the two situations. In this way, the processes in the PDP framework remain dynamic. Listening has been one of the most difficult skills to develop. Students are frightened the first time they listen to an audio file, especially those inexperienced in the language.

This stops them from trying to understand a little more, as they get discouraged very



quickly. With the PDP framework you can go from the more general to the more specific, and end with a productive activity that demonstrates how much the student has really understood in the audio.

Although both are necessary for the development of the totality of communicative skills in the language, they are very different in their development in stages, as each one focuses on specific skills. The Speaking framework has more stages, because being a productive skill, it requires consecutive practice, from the easiest to the most complicated but in contact with others, in conversations, debates or presentations. On the other hand, in listening, the ability to internalize information and reason it out is the central point. The student must identify and recognize the tone in which someone expresses themselves, identify the main ideas, and look for specific information. Development in stages is simpler (there are only three) because most of the process is internal and the time to develop it is longer.

Listening can be one of the trickiest skills for students. Finding activities to motivate them is a key point to develop their full potential. One way to help them feel more prepared to listen attentively and comprehensively, is to give them the script of the audio, so that they can read it, understand it and then listen to it and relate the pronunciation to what they already know. This can help beginning students feel more confident. In During's section, the teacher might stop the audio and ask the student to predict what will happen next. They can also correct errors in a written version of the audio. These types of activities reduce stress levels in students, by having visual support. Another important fact to mention about internships is the importance of using CCQs as teachers do not always recognize if all the students understood the instructions.



By focusing on pre-, during-, and post-activities, educators can create engaging lessons that cater to diverse learning styles and abilities. The framework not only enhances students' language skills but also encourages teamwork, discussion, and critical thinking. Additionally, incorporating creative and interactive activities can further enrich the learning experience and motivate students to actively engage with the material. Overall, the PDP model proves to be a valuable tool in language education, empowering students to become more confident and proficient communicators.

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Listening lesson plan

Level A2 N° students: 36

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

1. Stop controlling all the points and stages.
2. Create more autonomous activities for students.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

Show understanding of the video “How was your vacation?” **by** changing the end of the story **and then** (if time) read their endings in front of 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?

The key point is the activity in which they must listen and rewrite or summarize the story in their own words. The fill-in-the-blanks activity will help them reinforce the correct verb forms for the past tense, which will help them complete the summary activity.

Preliminary considerations:

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

For this lesson, students should already have knowledge of certain vocabulary used on vacations, new places, directions and related vocabulary, as well as the use of "was and were".



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

- Identify the places mentioned in the audio the first time they hear it and relate it to their own experiences.
- Differentiate the final sound of regular verbs.

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

Use the board to connect ideas, ask questions about experiences they have had in places like the ones mentioned in the audio or places they would like to visit. Play the audio three or four times until they understand most of it.

Before the activity practice the pronunciation of each type of verb with examples.



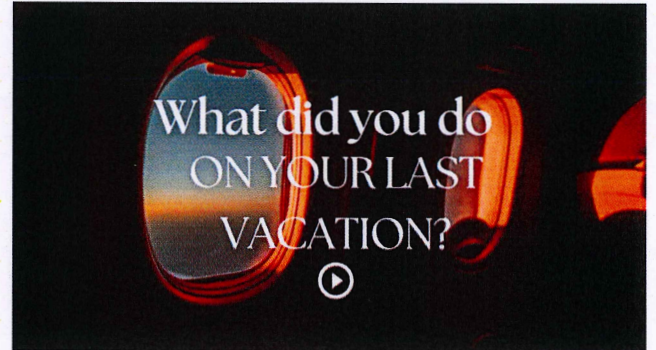
Time	Framework Stage	Teacher will... will...	Procedure	Students	Interaction T-S/S-S VAKT	Materials Needed
5 min	Pre	Ask students to stretch before the class. Ask students what they did on their last vacation. Ask students to write their ideas on the board.	Stretch Answer the teacher's question.		T-S	Board Markers Eraser
5 min	Early During	Play an audio and establish the background knowledge Ask "what place is it? What places are mentioned in the story?"	Listen to the audio. Answer the teacher's questions. Compare the background noises with the places they've visited.		T-S	Speakers Computer Audios
10 min	Later During	Play an audio and give a worksheet fill-gap activity in the correct form of the past simple.	Fill the gap activity in the correct form of the past simple through an audio.		T-S	Worksheet Speakers Pen Pencil Audio https://www.liveworksheets.com/es/w/en/english-second-language-esl/1070912
10 min	Final During	Play a video. Ask students to take notes about the main ideas to retell the story.	Take notes about the main ideas to retell the story.		T-S S-S	How was your vacation Unit 8 Scene 1 Top Notch 1 Computer Speakers Video Notebook



					Pen Pencil Eraser
15 min	Post	Play a video about last vacation. Ask students to write an alternate ending to the story. Ask to some students to read their endings in front of the class.	Write alternate endings to the video. Read their endings in front of the class.	T-S S-S	How was your vacation Unit 8 Scene 1 Top Notch 1 Speakers Computer Notebook Pen Pencil Eraser



Demonstrative lesson



PAST SIMPLE - LISTENING



Listen to three people talking about their holiday and answer the questions.

NANCY

- When did she go on holiday?
- Where did she stay?
- Who did she stay with?
- When did she go sightseeing?
- How long did she stay in Turkey for?

JEEF

- When did he travel around Colombia?
- Where did he stay?

ooo

WHAT PLACES DID THEY MENTION ?

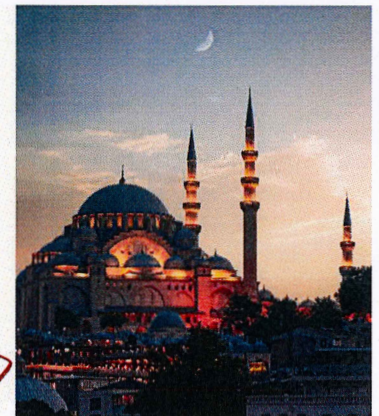


WHERE DID NANCY STAY?

- SHE STAYED IN ISTANBUL

WHEN DID SHE GO SIGHTSEEING?

- SHE WENT SIGHTSEEING IN THE AFTERNOONS.



• TAKE NOTES ABOUT THE MAIN IDEAS



• WRITE AN ALTERNATE ENDING TO THE STORY.





Reading Module

Journal 4 reading PDP

Reflection Wheel Journal 4

Reading can be simpler in terms of student development, since students have the individuality to understand the text by their own means, even so, it is necessary to apply activities in which they can demonstrate their reading comprehension in the language. For that reason, it could be expected that the student only has a predetermined time to read a text on their own, but although the process they go through when reading cannot be seen or evaluated at the exact moment it occurs, it can be evaluated and thus provide strategies or strengthen this skill using different activities.

The PDP framework, which stands for Pre, During, and Post, is a valuable approach for teaching reading. In the pre-reading stage, learners' background knowledge is assessed, necessary vocabulary is introduced, and their interest in the topic is generated. During the reading stage, learners interact with the text through various activities to enhance their comprehension and engagement. Finally, the post-reading stage involves activities that reinforce the understanding of the text and encourage reflection. This framework is supported by various authors, such as those who have integrated it into language teaching practices.

Some of the new learnings about the listening PDP framework, has to do with Smith in 2019 who explained how teachers could apply diversified objectives for listening lessons through PDP. Teachers may set different objectives or an objective that does not include "the students' ", instead, it could be said "a group of students will be able to". This differentiation helps to include all types of students in listening lessons. It is also mentioned the importance of promoting the background knowledge through questions, pictures, predicting, mind mapping or brainstorming. A very interesting point



of view according to Impedovo and Cheneval-Armand (2016) is how the Post stage is not a necessary stage in a receptive skill, as the main goal is reached at the end of During stage, still, this part of the lesson motivates the student to apply his knowledge. On the other hand, in addition to the authors, according to Shaaban (2022) it is very common for teacher practitioners who use the PDP framework to make mistakes in the activities proposed for each stage and sub-stage. In his article, the author proposes the recording of classes and the revision of classmates' classes. A very interesting way to improve and nurture reading activities. The most important thing, according to the same author, is the choice of the right material, which develops reading skills efficiently.

During the pre-professional practices, it was very common to try to implement lessons focused on reading, but the most complicated thing was to find appropriate readings for the level and age of the students. There was also a lack of knowledge about the type of questions that would be used to assess the knowledge gained from a reading, or for what purpose (extensive or intensive) the reading is being done. On the other hand, specifically in reading, it is very good to promote healthy competition. Students feel more engaged to participate when they feel they are competing to say the correct answer. Even so, it is very important to know how to guide them and set limits on the form of competition they engage in, which should be healthy and fun.

It is useful, simultaneously with the classes, to read extensively. You could take one or two books per period and do different recreational activities related to the book, like a reading circle. Another way to promote reading is to encourage the realization of fairs with different didactic activities in addition to creating a habit of reading in students, could be allocated a space of class time to a free reading. A PDP Listening Lesson Plan, according to the SlideShare document, concentrates on the enhancement of



listening skills through the PDP framework. This framework consists of pre-listening, during-listening, and post-listening activities aimed at improving students' listening abilities. The lesson plan includes examples of activities for each stage and guidance on assessing listening skills.

On the other hand, a Reading Lesson Plan, as stated in the SlideShare document, is composed of multiple steps, including pre-reading, during-reading, and post-reading activities. These activities are designed to aid students in developing their reading skills, such as comprehending written language, identifying primary concepts, and recognizing vocabulary and grammar structures. The primary difference between PDP Listening and Reading Lesson Plans lies in their focus on particular language skills, listening and reading. Although both skills are essential for developing overall communication abilities, they necessitate different approaches and activities for effective student development.

In conclusion, the process of teaching and developing reading skills is multifaceted and requires careful planning and implementation. While reading may seem like an individual activity, it is crucial to provide students with opportunities to demonstrate their comprehension through various activities. The PDP framework, with its Pre, During, and Post stages, offers a structured approach to teaching reading, focusing on assessing background knowledge, engaging with the text, and reinforcing understanding. However, it is important to note that the application of this framework can vary, and teachers must adapt it to suit the needs of their students.

Furthermore, integrating diverse reading materials and activities can enhance students' reading skills and foster a love for reading. Teachers should strive to find appropriate readings that match students' levels and interests, as well as provide



meaningful activities that promote comprehension and critical thinking. Additionally, incorporating extensive reading into the curriculum and creating a reading-friendly environment can further encourage students to develop their reading skills.

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Reading Lesson Plan

Level A2 N° students: 36

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

1. Monitor individual activities for all or most students.
2. Use of CCQs after giving instructions.

What are your Student Learning Objectives for the lesson?

At the end of the lesson, SWBAT:

Demonstrate an understanding of essential facts from the reading, “Celebrity profile” by answering questions in pairs, and then create an advertisement poster.

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

When students can complete the activities on the worksheet on their own and many each student's random responses are correct. In addition, I believe that they should have improved their reading retention and comprehension by the time they make the poster and be able to synthesize the relevant information.

Preliminary considerations:

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

Show understanding of short texts and pointing out the main idea.

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



They should find it difficult in paired conversation to express their ideas clearly or even feel shy.

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

Monitoring the pairs, encouraging them to participate and guiding them in the ideas they need to explain.

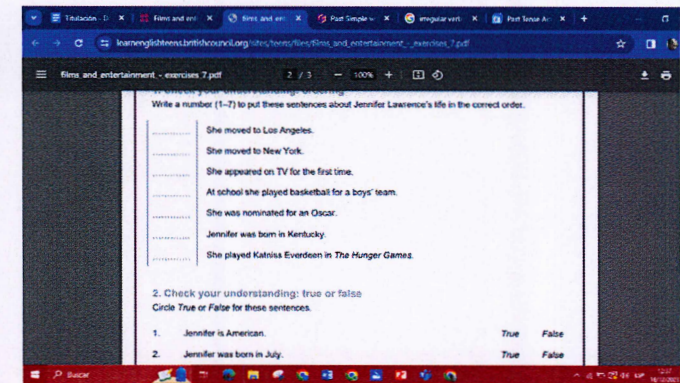
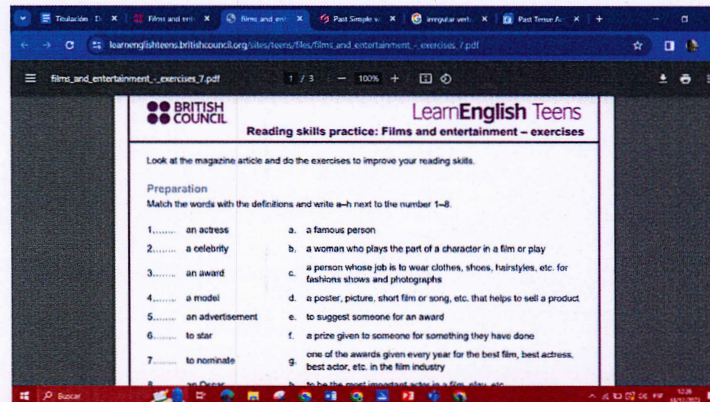


Time	Framework Stage	Teacher will... will...	Procedure	Students	Interaction T-S/S-S VAKT	Materials Needed
10 min	Pre Stage	<p>Ask students to complete the first activity on their own. (3 minutes)</p> <p>Use flip tiles on Wordwall to introduce new vocabulary. (an award; an actress; to nominate; to star; an Oscar; an advertisement; a model; a celebrity)</p> <p>Then, ask them to make a sentence with one of the words to share with the rest of the class.</p>	<p>Complete the first activity on their own.</p> <p>Match the words with the images that appear on the screen. They will play against another partner to compete.</p> <p>Write a sentence with one of the words of your choice on the board.</p>		T-S VA	<p>Wordwall: Markers https://learnenglish teens.britishcouncil.org/skills/reading/a2-reading/films-entertainment Slides</p>
5 min	EARLY During Stage	<p>Ask students the function of a text. Is the text a newspaper article? A bus time-table? An advertisement?</p>	<p>Analyze the general structure of the text and try to identify the type of text it is.</p>		S-T V	Slides
12 min	LATER During Stage	<p>Ask students to read the text on their own.</p> <p>Ask the central theme of the reading.</p> <p>Ask students to complete the second activity on the worksheet. Then check them together.</p>	<p>Read the text on their own.</p> <p>Complete the second activity. Then discuss your answers with your classmates.</p>		T-S S-S VK	Worksheet



8 min	FINAL During Stage	<p>Ask students to complete the third activity. Then, in pairs discuss the following questions: <i>Who is your favorite film star? Are you a fan of The Hunger Games movies? What do you think is this movie about?</i></p> <p>Observe and listen to the students discuss the questions.</p>	<p>Complete the third activity. Then, in pairs discuss the following questions: Who is your favorite film star? Are you a fan of The Hunger Games?</p>	S-S AKT	Slides
10 min	Post Stage	<p>Ask learners to create a poster in groups using material provided by the teacher.</p> <p>They need to create an advertisement poster about a new movie where the actress of the reading will act. They need to include at least three facts about the actress.</p> <p>Ask them to paste their posters on the wall and look around their classmates' posters.</p>	<p>Make groups. Create an advertisement poster about a new movie where the actress of the reading will act. They need to include at least three facts about the actress.</p> <p>Paste their posters. Check and grade their classmates' posters.</p>	S-S VAKT	Pictures, glue, scissors, markers, pencil, cardboard.

Demonstrative lesson



WHAT TITLE OF TEXT IS IT?

- A newspaper article
- A bus time-table
- An advertisement
- A magazine article



In pairs

DISCUSS

- Who is your favorite film star?
- Are you a fan of The Hunger Games movies?
- What do you think the movie is about?



In groups

MAKING A POSTER

- Make a poster advertising the new movie featuring the actress you just read about.
- Make up the name of the movie.
- The poster should have at least two facts about the actress.
- Stick your poster on the wall. Then, visit the other groups' posters. Rate each poster (between 1 and 10) as a group.



Writing module

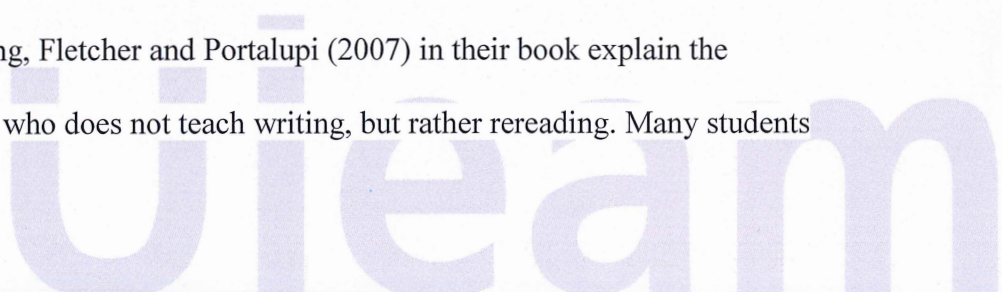
Journal 5 writing PDP

Reflection Wheel Journal 5

The process of creating a writing lesson plan requires a keen focus on objectivity, especially considering that the skills to be developed are primarily for formal purposes. Writing effectively involves a significant amount of theoretical study, as it is crucial to maintain grammatical accuracy, fluency, and coherence to effectively convey ideas, present data, and include examples. However, achieving this can be challenging, particularly for students who may find it difficult to strike a balance between creativity and adherence to prescribed standards. This aspect of writing is often a point of frustration for students and a critical consideration in lesson plan development.

To create a writing lesson plan, you must be very objective, because most of the skills to be developed are for formal purposes. This skill is the one that involves the most theoretical study, because it is very important to take care of the grammatical sense as well as the fluency and coherence to express ideas, demonstrate data, include examples among other things. It can change depending on the level at which it is directed, but in any of them, it is difficult to provide total freedom to the student, so this can be one of the skills in which the student is most likely to get frustrated, and it is a very important point to consider in the development of the lesson plan. For this reason, the main goal of this process is to let the student be creative but motivate them to use the necessary resources so that their writing is in accordance with the proposed standards.

Regarding writing, Fletcher and Portalupi (2007) in their book explain the importance of a teacher who does not teach writing, but rather rereading. Many students





skip the editing phases and immediately jump to publication because they are not used to reading your writing. Graham, Harris and Chambers (2016) also explain the different cognitive processes that can occur in the same task for different students. Proofreading a text can occur at the beginning and end of the writing process. When a student takes time to carry out the review at the beginning, they probably have problems defining their objectives and end up creating different options, on the other hand when they do it at the end, the problem is usually in aligning the product to the proposed objective, this cognitive process is very common at different ages, so it is a key point to identify in which the student has some difficulty. A study conducted by Alisha, Safitri, Santoso, and Siliwangi (2019) showed how most of their participants (75.68%) feel a lack of grammar skills, which prevents them from creating a good sentence. In addition, the complications they have in using the simple past tense are mentioned.

During pre-professional internships, it is very normal to make the mistake of expecting the student to respond appropriately to a stimulus. To develop a good level of writing in the most basic levels, it is important to start from the simplest. The student cannot write a paragraph even if it seems simple, it is better to start with exercises in which they complete sentences, that is, that they have different stimuli as a guide. The way to organize a proposed lesson plan helps to organize the topic from the most general and create drafts that allow you to identify the most specific to be improved. In addition, it is crucial in the organization of time and in the training of the student to take international exams.

The process of writing in class while maintaining the format in which a draft is created, edited, and published is very useful for encouraging collaborative work and self-criticism. For this reason, different creative work can be done in class, but aimed at



grammatical reinforcement and the elaboration of solid grammatical structures. One resource can be the creation of galleries. These can be done physically with infographics or posters, where students leave comments that contribute to the growth of their classmates' texts. Virtual murals can also be made using tools such as Padlet. In addition, the teacher can give general recommendations and implement short exercises and activities focused on the most common mistakes in the class. Another way to motivate students to write is to post their work in places outside the classroom. Inspiring them to give recognition to your work with other people will keep them refining and re-reading your writing.

The writing process is not only about the production of texts. It is very common to leave reading aside when we refer to writing, when in truth, reading is the crucial point for writing. Gathering information before writing contributes to goal setting. Also, it helps to create the draft. You can't write something from scratch, first you need to describe in simple strokes the paragraphs, their main ideas and the elements or examples that accompany and demonstrate what you write. Here you can already add the missing grammatical fixes, for this it is necessary to read in a self-critical way. It is crucial to mention that writing is not only important for the writing of academic texts, even a text message needs to be understood effectively, comprehensively, and objectively.

In conclusion, writing is not just about producing texts; it is about effectively conveying ideas in a clear, comprehensible, and objective manner. A well-designed writing lesson plan can greatly contribute to students' development of strong writing skills.

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Writing lesson plan

Level: A2

N° students: 36

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

1. Establish clear qualification parameters.
2. Insist on the use of connectors and fluency in writing.

What are your Student Learning Objectives for the lesson?

At the end of the lesson, the SWBAT:

Write a short story from a picture to apply the use of simple past, connectors and time expressions, then post it on a Padlet wall.

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?

In the first draft, the student will be able to include certain connectors that increase the flow of their story, as well as identify what is the clear idea of what they want to tell. The second draft will help them understand the rubric in its entirety and help them know what they need to improve in their writing.

Preliminary considerations:

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

By this time, they should have strengthened their knowledge in the use of past simple, the structures and form of regular verbs and some irregular verbs.

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



Incorporate the elements that are required in addition to understanding the purpose of the writing, in addition to being responsible for grading their partner's work.

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

I will socialize the rubric with them before starting the first draft.



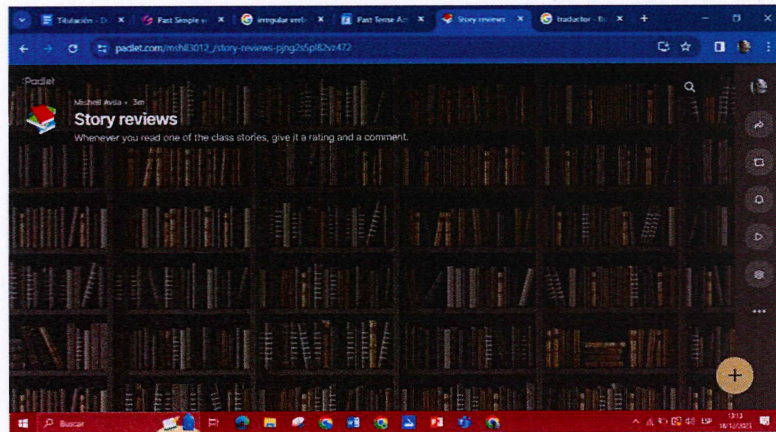
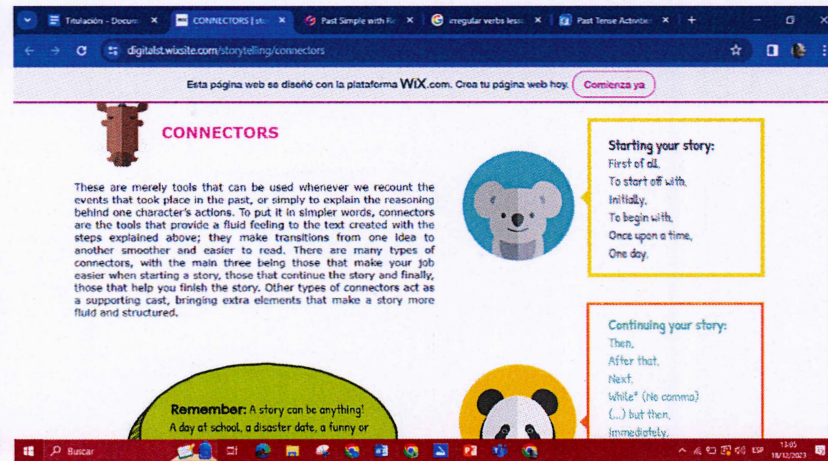
Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will....	Students will...		
10 min	STAGE 1: Preparation	<p>Show students different images from the "images to inspire" page. Then, ask each student to choose one of the images so they can write a short story that they think happens behind it. They must use the past simple, time expressions and connectors.</p> <p>Show students an example of how they should write their story</p>	<p>Choose an image and think about the story they may want to describe with it. Make sure to use the past simple, time expressions and connectors.</p>	T-S V	<p>https://www.onceuponapicture.co.uk/ https://digitalstorytelling/connectors.wixsite.com/storytelling/connectors</p>
25	STAGE 2: Drafting/Revising/Editing	<p>Give each student a sheet of paper to write their story on which the student will also find a chart with the connectors needed to tell the story. Instruct students to write their first draft. Then, they should exchange it with a partner who will read and write recommendations about the writing or coherence of the story. They must use symbols to show the type of mistakes in writing.</p> <p>Ask students to discuss the most common errors aloud and compare them to the example.</p> <p>Ask students to edit their draft with the recommendations made.</p>	<p>Write their first draft and exchange their writing with a partner.</p> <p>Write recommendations for improving their partner's story and then share the most common mistakes with everyone. They must use symbols to show the type of mistakes in writing.</p> <p>Take the recommendations into account and edit their draft.</p>	S-S VKT	<ul style="list-style-type: none"> • Paper • Pen or pencil



10 min	STAGE 3: Extension	<p>Share the Padlet link where students will post their final papers.</p> <p>Encourage students to use the rubric to grade their partner's story on Padlet.</p>	<p>Use the rubric and grade their classmate's work. Use the Padlet link to leave a comment with their grade and recommendations.</p>	S-S T-S VKT	<p>Padlet link https://padlet.com/mshl13012/story-reviews-ping2s5pl82vz472</p>
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Demonstrative lesson





Conclusions and recommendations

In conclusion, although the world is experiencing an accelerated globalization, there are many who wish to learn English differently from the traditional methods, and although education has apparently managed the same system for hundreds of years, the reality is that education changes and evolves even within each classroom.

Teachers must improve their tools to make the knowledge flourish as students are different than even just ten years ago. It is a fact that children cannot maintain the attention as they used to. For this reason, lessons must contain a varied number of activities, which should be interesting, useful and motivating for them.

In this context, as teachers we use structured class with a main objective for the four different skills. It does not mean that if they are practicing listening, they just will be listening during all the lesson, but they will be doing other productive activities, like a piece of writing or a speaking production. The same thing happens with writing, the final activity may will be a productive activity and so on.

In my experience, one of the most powerful tools to make the class lively is to keep competition but a healthy competition. For this reason, technology is certainly an ally for teachers. Using interactive platforms during lessons, is incredibly impact in the knowledge acquisition, as it makes students participate and maintain their attention effortlessly. This does not mean that using other type of activities which do not involve technology would not be effective. Merge both makes students feel part of the learning process, as they are using their own bodies and knowledge to create something related to



the content they are learning. It was fascinating realizing how important is to encourage students to try to do something different in class.

In addition, in my experience, I consider that the structure of these lessons is very useful to achieve the objectives, since the difficulty of the activities progresses, and the class is not static but reaches different levels of knowledge. The experience of working with students from lower levels is valuable as both, create real teaching experiences. I think this is beneficial not only for us in our degree section, but also for students in lower semesters, who can learn and apply these activities in their professional life.

This project, in addition to applying methodologies for each type of skill, motivates trainee teachers to closely observe and analyze their application. As an observed teacher, I can say that it has been very useful to question and refine my weaknesses when teaching a lesson. and has helped me to understand the importance of taking care of every step and recommendation to be and effective guide and transmission,

To sum up, the use of different and innovative methodologies in each class becomes necessary to meet the objectives of the teaching-learning process in this century. The use of these activities keeps students motivated and interested, which generates active participation, inviting students to enjoy the process and get to use language as an effective communication tool.