# UNIVERSIDAD LAICA "ELOY ALFARO" DE MANABÍ

# FACULTAD DE EDUCACIÓN, TURISMO, ARTES Y HUMANIDADES

# PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

## MODALIDAD:

TRABAJO DE INTEGRACIÓN CURRICULAR

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

## TEMA:

Teaching English as a Foreign Language Application Process

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## MANTA – MANABÍ – ECUADOR

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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 BUSTAMANTE MONCAYO MELANIE FERNANDA, 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 Applicatoin Process"*

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

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

Manta, Martes, 23 de julio de 2024.

Lo certifico,

CARRERA MORENO GERMAN WENCESLAO
**Docente Tutor**

# CERTIFICADO DE PROPIEDAD INTELECTUAL

Título del Trabajo de Integración Curricular:

## Teaching English as a Foreign Language Application Process

**Autor:** Melanie Fernanda Bustamante Moncayo

### Abstract

El portafolio refleja mi aprendizaje y aplicación en la enseñanza del inglés como lengua extranjera, abarcando las cuatro habilidades lingüísticas: hablar, escuchar, leer y escribir. Cada módulo del portafolio incluye planes de lecciones, reflexiones y demostraciones de clases, estructurados según diferentes marcos teóricos y metodológicos, como FMU (Forma, Significado y Uso), ECRIF (Encuentro, Aclaración, Recuerdo, Internalización y Uso Fluido) y PDP (Pre, Durante, Post). El documento concluye con las lecciones aprendidas, sugerencias para mejorar la enseñanza y recomendaciones para futuros estudiantes del programa.

### Declaración de Autoría:

Yo, Bustamante Moncayo Melanie Fernanda, con número de identificación 1315667319, declaro que soy la autora del trabajo de integración curricular titulado "Proceso de aplicación para la enseñanza de inglés como lengua extranjera". Este trabajo es resultado de una investigación bibliográfica y de campo y no ha sido copiado ni plagiado en ninguna de sus partes.

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Firma del Autor

Bustamante Moncayo Melanie Fernanda
1315667319

Manta, 12 de agosto de 2024

Índice

## Introduction

The knowledge gained from the enriching internships and the invaluable guidance provided by a dedicated tutor in both in-person sessions have been pivotal in shaping this written work. The academic assignments completed during the two stages of the Curricular Integrator Work, the design phase and the result phase, are summarized in the following portfolio. This project, for my degree, has allowed me to delve deeper into the four language skills that TEFL comprises, showcasing my significant growth in understanding and application of these skills.

Firstly, at this stage, we were taught how to create a comprehensive Reflection Wheel Journal, which consists of the following sections: expectations, events, feelings, thoughts, learnings, and applications. The main aim of the journals was to demonstrate our understanding of each skill as it was applied to our situation and our ideas about our abilities and how we may relate to each other. Furthermore, a considerable list of experiences is included in the journals.

Secondly, as I was learning the structure of the journals, I also learned to structure lesson plans that were discussed in tutoring sessions. The subsequent phases pertained to the structure of every lesson plan, which in my case, was completed by first doing the grammatical examination produced by the Form Meaning and Use (FMU). It includes analyzing how to use grammar in spoken, written, and read English.

Thirdly, the speaking module, which used the ECRIF (Encounter, Clarify, Remember, Internalize, and Fluently Use) framework, was the second step that came after. Instead of using activities to teach courses like a teacher would typically do, the ECRIF technique concentrates its abilities on how the learners gain language information. This approach aims to focus on the topic's substance.

The next step was the listening module, carried out by the PDP Framework (Pre et al. stage). Reading and listening are two receptive skills taught using this Framework (PDP). It assists educators in creating and implementing successful listening classes by utilizing stimulating, captivating, and interactive activities. The reading module follows the same principles and aids in improving students' comprehension and reading abilities.

The writing process, which involved the steps of planning, drafting, rewriting, editing, and extension, was the final step completed for lesson plans. This process, which I diligently followed, aimed to improve students' writing proficiency and encourage them to write in an academic way.

The journals were included in each phase; they were written according to a specific format to help understand the process of preparing for the demonstrative classes. The tutor and the student suggested and approved that the schedule followed in in-person sessions. The last part of the degree process, the demo classes, was a testament to my commitment, where I displayed what was learned, following the stages of each lesson plan and evaluating the skills: speaking, listening, reading and writing explained earlier.

# Module 1:

# Language Analysis: Form, Meaning, and

# Use

# FMU Analysis of Present Progressive Tense

Melanie Fernanda Bustamante Moncayo

Students: 15 – 20 Ss          Level: A2

## FORM

**Structure of the Present Progressive Tense**

| Subject | + | Verb to be | + | Main Verb | + | Gerund (ING) | + | Complement |
|---------|---|-----------|---|-----------|---|--------------|---|------------|
|         |   | Variable   |   |           |   |              |   |            |
| I       |   | Am         |   | play      |   | ing          |   |            |
| You     |   | Are        |   | play      |   | ing          |   |            |
| She     |   | Is         |   | play      |   | ing          |   |            |

**The position of Frequency Adverbs**

**Affirmative**

**Subject + Verb to be + Frequency Adverb + Main Verb + ING + Complement.**

I am always doing my math homework on Friday.

Mario is usually jogging at 5 A.M.

We are always having lunch at 1 PM.

**Negative**

**Subject + Verb to be + Not + Frequency Adverb + Main Verb + ING + Complement.**

I am not always doing my math homework on Friday.

Mario is not usually jogging at 5 A.M.

We are not always having lunch at 1 PM.

**Affirmative**

**Subject + Verb to be + Main verb + ING + Complement.**

**Examples**

I am doing my math homework.

We are going to the mall.

He is learning English.

**Negative**

**Subject + Verb to be + not + Main verb + ING + Complement.**

**Examples**

I am not doing my math homework.

We are not going to the mall.

He is not learning English.

**Interrogative**

**Verb to be + Subject + Main verb + ING + Complement + Question mark (?)**

**Examples**

| Yes/ No question | Short answer |
|---|---|
| Are you doing the math homework? | Yes, I am. / No, I am not. |
| Are we going to the mall? | Yes, we are / No, we are not. |
| Is he learning English? | Yes, he is. / No, he is not |

**Exceptions**

## Silent "e"

When the *verb* ends with a silent **e**, drop the **e** and add **-ing**:

make becomes making

take becomes taking

## One-syllable verbs

For short, one-syllable *verbs*, that end with *consonant + vowel + consonant* (**CVC**), we must double the last *consonant* and then add **-ing**:

swim becomes swimming

run becomes running

## W, x and y

For words that end **w**, **x** and **y**, do not double the last *consonant*; just add **-ing**:

enjoy becomes enjoying

study becomes studying

## Two-syllable words

When words have two or more *syllables* ending in **CVC**, you must double the last *consonant* if the last *syllable* is stressed. When the last *syllable* is not stressed, just add **-ing**.

The last *syllable* is stressed:

**commit becomes committing**

The last *syllable* is not stressed:

**whisper becomes whispering**

**-ie verbs**

For *verbs* that end in **-ie**, change the **ie** to **y** before adding **-ing**:

**die becomes dying**

## MEANING

We use PRESENT PROGRESSIVE or PRESENT CONTINUOUS to speak about actions which are currently happening (Cambridge Dictionary, 2023).

## USE

- We use present continuous when an action is happening right now.

  She is playing soccer.

- Present progressive is used when an action happens repeatedly.

  Hanna's cat is always running at 3 after lunch.

- Normally, present continuous can be used when an action happens before or after.

  At 7 P.M my dad and I are usually having dinner.

## ANTICIPATED DIFFICULTIES

- Difficulties may be encountered when changing the position of the verb to be and the subject when we are asking a question in the present progressive tense.

  You are learning English? (Surprised way)

  Are you learning English? (Asking for information)

- Students will get confused about when or how to use frequency adverbs in present continuous, as well as their position.

  Hanna's cat always *is* running at 3 after lunch. (Incorrect)

  Hanna's cat *is* always running at 3 after lunch. (Correct)

## COMPREHENSION CHECKING QUESTIONS

- **What do you think your sister is doing now?**

  She is studying.

- **Do you think your dad is working?**

  Yes, he is. / Yes, he is working.

  No, he is not / No, he is not working.

## TEACHING IDEAS

- Ask students to make pairs to speak about two images given by the teacher and ask them to describe what activities the people are doing in the picture. Student A will ask Student

B "What activity are they doing?" and Student will answer that question. Then students will switch their roles. Student B will ask the same question and Student A will answer it.

- Ask students to make pairs. Students will do an activity named "Look Up and Say" and "Onion Ring" in which they will practice a conversation with their classmates. When teacher says "change" students will exchange their classmates.

## Reflection Wheel: Journal 1

### Form, Meaning and Use

Grammar, often considered the backbone of effective communication, is a multifaceted tool. As language teachers, it is our duty to dissect and understand every aspect of language before imparting it to our students. The understanding of grammar not only provides us with the ability to comprehend the meaning of words but also equips us with the knowledge of how to use phrases and words effectively. In this journal, I aim to delve into the fundamental aspects of language analysis, including my expectations, new learnings, experiences, and the crucial role of FMU in language teaching.

When the module 1 FMU began, my expectations were a little bit complex because I thought that this module was going to be hard to understand and it was something new for me. After that, I received explanations from my tutor about what the FMU is, and how and when is used in TEFL. Once I attended the first tutor session, I could comprehend all about the FMU thanks to the insight that my tutor gave to me. FMU means "form, meaning and use" in which explains the different applications in a grammar. On the other hand, I felt overwhelming due to it was a new experience and learning, FMU taught me how the grammar is used, as the same way, guided me in the process of how teachers should teach grammar throughout a speaking lesson.

Once I learned about FMU and I could comprehend how people learn language rules; furthermore, I read about activities that could apply in classroom. Some studies have shown that Form focuses on lexical and morphological form that determine how grammar structure is organized even the sequence in sentences or texts (Larsen-Freeman, 2001 in Yılmaz A, 2018). Additionally, they have discovered strategies to catch student's attention regarding to English language forms such as games and writing activities, like complete sentences or dialogues (Fausiani, 2018).

Meaning concentrates on the structure means and what is conveyed by a word or phrase (Larsen-Freeman, 2001 in Yılmaz A., 2018). In accord with (N. Ellis, 1998 in Yılmaz A, 2018)

If students have any problem to understand the meaning, then, teacher has to do activities to practice what students learned.

Finally, use consists of pragmatics, studies the language as well as the real context (Larsen-Freeman, 2001 in Yılmaz A, 2018). In this step allow the children community to use the language in an easier way, understanding better and apply it in the real world (Pinter, 2006 in Fausiani, 2018).

During my experience in pre-service teaching was rewarding because I could learn from my students, and they could learn from me. There were difficulties to encounter activities that could catch their attention, that is why I was always searching for videos or doing Wordwall activities. My institution tutor made use of FMU since she focused on the form or grammar structure, then explained about the meaning, and finally, she presented the uses of the grammar. It was a great example how to teach and achieve the main objective that we have as teachers which is prepare students communication skills in the target language. FMU solves the grammatical part, helping to better develop speaking skills.

In teachers' community is important to know how we can employ the content of the FMU and then apply it in an English-Speaking lesson plan (ECRIF). FMU and English-Speaking lesson plan help each other carry out a lesson make it a harmonious class. It is fundamental to have a grammar class with FMU since in the next lesson, teachers would make a Speaking Lesson Plan by ECRIF.

In conclusion, I read and learned what steps I need to follow to plan a FMU lesson. As teachers, we must find a good way to catch students' attention, that is why educators need to create dynamic activities and make the lesson fun and interesting. Through dynamic activities we increase students' motivation, and they would develop their skills.

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# Module 2:

# Speaking module

# Speaking Lesson Plan

**Name:** *Melanie Fernanda Bustamante Moncayo*     **Topic**: *What are you doing now?*

**Teaching time:** *45 minutes*     **Students:** *15-20 ss*     **Level:** *Elemental A2*

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

*1. Avoid mumbling when speaking*

*2. Time management*

## What are your Students Learning Objectives for the lesson?

*By the end of the lesson, Students will be able to USE the Present Continuous TO talk about what they are doing IN a conversation between two friends at school.*

## 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 when doing these activities:*
- *In the worksheet, I will check the previous knowledge they must have about the present simple.*
- *In the Look Up and Say activity, I will be monitoring how students are speaking and how they are completing the previous dialogue.*

## Preliminary considerations:

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

*Students already know the correct use of the verb BE.*

*Students already know frequency adverbs.*

*Students already know WH- questions.*

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

- *Difficulties may be encountered when changing the position of the verb be and the subject when we are asking a question in the present progressive tense.*

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*You are learning English? (Surprised way)*

*Are you learning English?  (Asking for information)*

- *Students will get confused about when or how to use frequency adverbs in present continuous, as well as their position.*

*Hanna's cat always is running at 3 after lunch. (Incorrect)*

*Hanna's cat is always running at 3 after lunch. (Correct)*

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

*I will provide them with worksheets to put into practice what they learned.*

*After the presentation, I will show students some expressions to use in a conversation for future lessons.*

| Time 45 minutes | Framework Stage | Procedure | | Interaction T-S/S-S VAKT | Materials Needed |
|---|---|---|---|---|---|
| | | Teacher will… | Students will… | | |
| 5 min | Encounter | - Introduce the main topic by showing two pictures and then ask them to describe each picture in pairs.<br>- What activity are they doing?<br>- They cook dinner. (They are cooking dinner *right now*.)<br>- They _____ (not cook) dinner right now. | - Describe the pictures in pairs.<br>- They cook dinner.<br>- They play chess.<br>- They play chess. (They are playing chess right now.)<br>- They _____ (not cook) dinner right now. (They are not cooking dinner right now) | T-Ss<br><br>Visual<br><br><br>T-Ss<br><br>Kinesthetic | Pictures<br>Board<br>Marker |
| 5 min | Clarify | Clarify certain rules:<br>- Ex. You write sentences every day. (You are writing sentences right now.)<br>- She swims on Mondays. (She is swimming just now.)<br>- **CCQs:**<br>What do you think your sister is doing right now?<br>Is your dad working? | - Ex. You write sentences every day. (You are writing sentences right now.)<br>- She swims on Mondays. (She is swimming just now.)<br>- Answer some questions. | T-Ss<br><br>Visual | Board<br>Marker |
| 5 min | Remember | - Provide students a worksheet and explain that they have to change from present simple to present continuous. | **Fill the blanks activity.**<br>- Change sentences from present simple to present continuous by a worksheet. | Ss<br><br>Kinesthetic | Pencil or Pen<br>Worksheet |

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| 10 min | Internalize | - Give the students a worksheet about a conversation between friends, in which they have to fill in the blanks.<br>- Make students to form an Onion Ring.<br>- Ask students to practice the conversation in pairs using "Look Up and Say" technique. When teacher says "change" ss will switch their classmates.<br>Model the task Look Up and Say. | **Fill the blanks activity.**<br><br>- Fill in the blanks by a worksheet in a conversation between friends.<br>- Students share their answers and correct mistakes.<br>- Practice the conversation using the techniques "Look Up and Say" and Onion Ring. | Ss<br><br>Kinesthetic | Pencil or Pen<br><br>Worksheet<br><br>https://www.live worksheets.com/ w/en/english-second-language-esl/844659<br><br>https://www.live worksheets.com/ w/en/english-language/163926 9 |
|--------|-------------|------|------|------|------|
| 20 min | Fluently Use | - Ask students to work in groups of 4 and create a role play using the Present Continuous.<br>- The conversation has to be about what they are doing at school in the recess time.<br>- Tell students that they will present their conversation in front of the class. | **Presentation/ Conversation in pairs**<br><br>- Create their own conversation with a classmate about what they are doing at school in the recess time.<br>- Practice the conversation.<br>- Present their created conversation in front of the class. | Ss - T<br><br>Kinesthetic<br><br>Auditory | -Student's material |

**Encounter:** Describe these pictures.





# Present Continuous

| Go | Don't |
|----|-------|
| works | Is dancing |
| are you doing | |

Hi, Mark. This is Stella.
B. Hi, Stella. How are you?
A. Fine. What [＿＿＿＿＿＿] ?
B. I am having a party with my friends.
A. Really? Is Charles there?
B. Yes, he is. He [＿＿＿＿＿＿] with Annie, his girlfriend.
A. Girlfriend? What does she do?
B. She [＿＿＿＿＿＿] at a software company. Do you want to
come to the party?
A. No, I [＿＿＿＿＿＿] . I always [＿＿＿＿＿＿] running at 7
AM on Sundays.
B. Ok. Enjoy running tomorrow, bye.
A. Bye.

**LIVEWORKSHEETS**

## Create sentences in present continuous:

We / go / to school

I / play / football

It / rain / today

She / study / now

He / wear / a jacket

**LIVEWORKSHEETS**

**Reflection Wheel: Journal 2**

**Speaking Lesson Plan: ECRIF**

The success of education depends on the application of the proper methods and techniques in the classroom. These methods use frameworks to guide the learning process. One of those frameworks is ECRIF (Encounter, Clarify, Remember, Internalize, and Fluently Use). The teacher must create activities with the primary goal of students' learning. In this journal, I will present some important aspects I considered during my experience in this module.

First, my expectations and feelings in this module were surprising. I felt slightly anxious despite knowing some aspects of ECRIF and how to use it in a Speaking Lesson Plan. Nevertheless, I needed to learn the time for each stage, which was very helpful when preparing my Speaking Lesson Plan. I expected to understand the topic and do it quickly without mistakes. However, I got some parts of ECRIF wrong and corrected them. For that reason, I could do a better job that makes me happy and smart.

This module taught me new things that helped me understand the ECRIF framework and what activities to use. Once I did the Language Analysis: FMU, I applied the same topic in ECRIF, which made it easier to comprehend what I would do in my Lesson Plan. ECRIF helps teachers do an interactive class where the students are the center of the classroom, and their learning is the main objective. An investigation has demonstrated activities teachers can apply in their lessons, such as storytelling, role-plays, recordings, realia, and more (Tosuncuoglu, 2017). ECRIF is suitable if the teacher wants to involve the classes more. The activities mentioned are used depending on the stage.

The most famous activity in ECRIF is role-play. Therefore, instructors usually use a procedure to put it into practice:

- The engage stage, during which the teacher gives instructions

- The study stage, during which students read a dialogue

- The active stage, during which students role-played a discussion

The study concluded that because students found role-playing engaging, it helped them strengthen their speaking abilities (Kusnierek, 2015 in Caiza A, 2021). In my opinion, the investigator tries to say that role-play activities develop students' speaking skills since they like to work in pairs or groups. Furthermore, ECRIF helps understand students since teachers can adjust the lesson plan (AlSaleem et al., 2018).

During pre-service teaching, there were great experiences to expand my knowledge. I used ECRIF for students to speak and put into practice their skills because the goal is to make students less shy. From my experience, when students were at the center and we allowed them to participate, they paid more attention. My main point is to try to teach with different activities so students can feel distressed and learn better. As I mentioned, ECRIF is an excellent method for speaking. However, when we apply the ECRIF Lesson Plan, we solve communication issues since students usually prefer to avoid speaking.

Nevertheless, now that I am working at a school, I have more experiences that I would like to share. I had to improve some things in following the lesson plan. First, there were fewer children than I thought they would be. I kept the activities the same, but I had to adapt to only that quantity of students, so that was challenging. Furthermore, as teachers, we have to be more dynamic with little kids; most of the time, I can control the class. In the last part, it was different to work in groups because they, as children, got distracted easily, but as I said, I controlled it.

Just as there are problems, there is a possible solution that could help in the future. Working in groups or pairs could be a great solution because students are in a zone of comfort and confidence where they can give feedback to each other. It is an excellent way to practice or do homework, and as a teacher, I applied them during my internships.

In conclusion, the ECRIF framework is founded on the process of learning in the target language. The teacher must design exercises with the main objective of getting the pupils focused on the subject matter. In my opinion, a teacher must inspire other people, and for that reason, it is important to be a creative person to incorporate dynamics for students.

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# Demonstrative Lesson

## Speaking Demo Class

# Module 3:

# Listening Module

## Listening Lesson Plan: PDP

**Teaching Time:** *45 minutes*     **Name:** *Melanie Fernanda Bustamante Moncayo*

**Students:** *15- 20 Ss.*

**Level:** *B1*

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

- *Teacher Talking Time*
- *Give clear instructions*

**Objective:** *At the end of the class students will be able to show understanding of the video "How to Take Care of the Environment - 10 Ways to Take Care of the Environment" by completing a worksheet, and then make a presentation about new ways to protect the environment.*

**When/How in the lesson will I check Ss progress toward the above learning objectives? What behaviors/activities will show me whether they have mastered the material?**

*I will check students' progress through the worksheet where students have to fill in the blanks.*

*I will check students' progress and comprehension through multiple choice activity.*

**Preliminary considerations:**

a. **What do my students already know in relation to today´s lesson?**
- *Know certain vocabulary related to the topic.*

b. **What aspects of the lesson do I anticipate my students might find challenging/difficult?**
- *Some word pronunciations might be new and difficult to produce.*
- *Certain phrasal verbs are unknown to the students.*

c. **How will you avoid and/or address these problem areas in your lesson?**
- *Changing the speed of the video.*
- *Providing meanings of the unknown words using pictures.*

| Time 45 minutes | Framework Stages | Procedure | | Interaction T-S/S-S VAKT | Materials Needed |
|---|---|---|---|---|---|
| | | Teacher will… | Students will… | | |
| 10 min | Pre | - Make students work in groups of 5 and ask them to brainstorm the word Pollution.<br>• What is "pollution"?<br>• Clarify the meaning of the following words and phrases:<br>○ Look after<br>○ Don't waste water<br>○ Save energy<br>○ Litter<br>○ Reuse<br>○ Turn off the lights<br>○ Replace plastic bags | **Group Work Activity**<br><br>- Make a brainstorm about pollution<br>- Match pictures with the corresponding words or phrases<br>- Listen and repeat activity | T – Ss<br><br>Visual | Board<br><br>Markers |
| 25 min | During | **Early during stage 5'**<br><br>- Play the video<br>- Stop the video and ask students to analyze the meaning of that image.<br>- Show sort of pictures related to the topic and some that are not, then students will choose which pictures the video refers to.<br>- Clarify doubts if needed and then<br><br>**Later during stage 8'**<br><br>- Give the instructions for the activity 2<br>- Provide a worksheet in which students will fill in the blanks. | **Activity 1**<br><br>- Discuss in groups about the meaning of the images.<br>- Look at the pictures and choose which pictures the video refers to.<br>- Watch and listen to the video carefully.<br><br><br><br>**Activity 2**<br><br>- Watch the video and fill in the blanks of the missing words. | T – Ss<br><br>Auditory<br>Visual<br><br><br><br><br><br>Ss-T<br><br>Auditory | Pictures<br><br>Video<br><br>Speakers<br><br>https://youtu.be/X2YgM1Zw4_E<br><br>Worksheet<br><br>Speaker<br><br>Pen<br><br>Computer |

| | | | | | |
|---|---|---|---|---|---|
| | | ❖ Look after<br>❖ Task<br>❖ Closely linked<br>❖ Irreversible<br>❖ Thrown<br>❖ Luckily<br>❖ Look after<br>❖ Look after<br>❖ Let's take a look<br>❖ Turn off<br>❖ Replace<br>❖ Reusable<br>❖ Decompose<br>❖ Wasting water<br>❖ Rubbish bin<br>❖ Reuse<br>❖ Litter<br>❖ Saving energy<br>❖ Sustainable<br>- Play the video again<br><br><br>**Final during stage 12'**<br><br>- Ask students to answer four questions about the video.<br>- Play the video again.<br><br>- Ask students to make a draw about ways to protect the environment | - Watch the video to check their answers.<br>- Share answers with other groups.<br><br><br><br><br><br><br><br><br>**Activity 3**<br><br>- Make a multiple-choice activity according to the video.<br>- Make a draw about ways to protect the environment. | Visual<br><br><br><br><br>Ss<br>Auditory<br>Visual | Whiteboard<br><br>Markers<br><br><br><br>Pencil<br>Notebook<br>Computer |

| 10 min | Post | - Ask students to present a proposal about how to look after our environment and share it with classmates. | - Group with their classmates to do an activity.<br>- Prepare the proposal and present it in front of the class. | Ss- Ss<br><br>Visual<br><br>Auditory | |
|--------|------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--|

**Pre activity**

**Match pictures with the corresponding words or phrases.**

Look after

Don't waste water

Save energy

Litter

Reuse

Turn off the lights
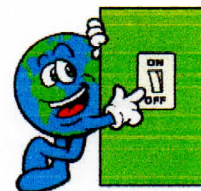
Replace plastic bags

## Activity 2

Watch and listen to the video "How to Take Care of the Environment - 10 Ways to Take Care of the Environment" and fill in the blanks according to the words in the box below.

| task | irreversible | reuse | thrown | look after x3 | luckily | replace | decompose | rubbish bin |
|------|--------------|-------|--------|---------------|---------|---------|-----------|-------------|
| litter | closely linked | damaging | wasting water | let's take a look | turn off | reusable | saving energy | sustainable |

Hey! there friends, I have a very important mission to look after the environment and help so that kids like you join us in this task, which is vital for our planet, as you may already know human beings and the environment are closely linked together every time people harm nature. They cause environmental problems; these problems involve damaging changes in the environment many of which will be irreversible and will affect the health of all human beings. Look at this river people have thrown waste in it. The water has been contaminated and now nobody can drink it oh no there are also many animals and living beings that will die because of contamination. Luckily, it's in our hands to protect nature and look after the environment, that's why I want to share with you these 10 easy ways to look after the environment. Let's take a look!

1. Turn off the lights and the electronic devices you're not using to save energy.
2. Replace plastic bags with reusable cloth bags, it takes plastic bags years to decompose, and making them is a very contaminating process.
3. Separate and recycle the different types of wastes organic, inorganic containers, glass, or paper, and cardboard.
4. To avoid wasting water make sure taps are completely turned off.
5. The toilet is not a rubbish bin. Did you know that we waste 10 liters of water every time we flush the toilet?
6. Have a shower instead of a bath a five-minute shower uses about 100 liters of water while a full bath would use up to 250 liters.
7. Turn off the water tap while brushing your teeth, if you didn't shut off the faucet you would waste an average of 20 liters every time you brushed your teeth.
8. Reuse paper for example remember that you can write on both sides of the sheet to maximize its use.
9. Pick up your litter every time you go to the beach or the mountains.
10. Respect and look after the animals, flowers, and trees around you.

Easy ways to look after the environment, right? I'm sure you already know about them and do most of them with simple actions like recycling, saving energy, and water and looking after all living beings we contribute to a more sustainable planet. Do you know this word? A sustainable planet or city are those that provide people with a good quality of life without risking natural resources. This way, future generations will enjoy a wonderful plane, where economic growth, environmental care, and social well-being are in Balance.

Remember it's in your hands.

Do you want to join us in our mission?
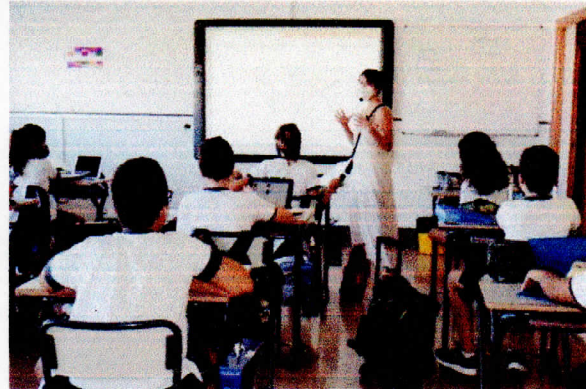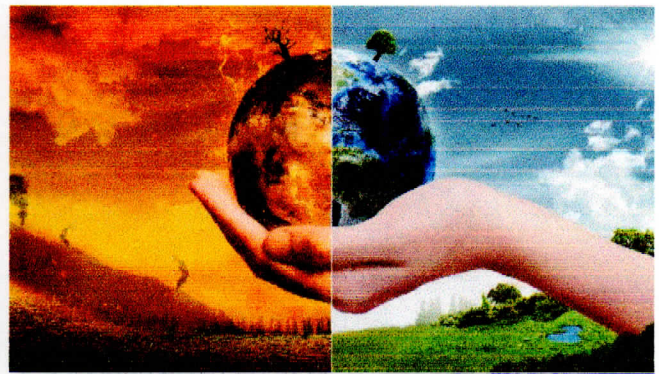
## Activity 3

**Watch and listen to the video carefully to choose the best answer.**

1. **Why do we have to turn off the lights and the electronic devices?**

   a. To save water
   b. To save money
   c. To save energy

2. **Which products take years to decompose, making them a contaminating process?**

   a. Food
   b. Plastic bags
   c. Technological devices

3. **What are the types of wastes?**

   a. Organic, inorganic containers, glass, or paper, and cardboard.
   b. Organic, inorganic containers or glass.
   c. Food, organic or inorganic containers.

4. **How many liters of water you would waste if you do not turn off the faucet when you brush your teeth?**

   a. 2 liters of water
   b. 15 liters of water
   c. 20 liters of water

## Reflection Wheel: Journal 3

### Listening Lesson Plan: PDP

Listening is a fundamental skill for approaching successful communication. There are many aspects that a person must be aware of in listening, such as intonation, pronunciation, and context, which is why it is essential to teach vocabulary before a listening lesson. Listening can become a frustrating skill for learners, as you must understand most of the words that audio has; an excellent tip for students' comprehension is to play the audio as many times as students need.

Students learn the talent of listening through their sense of hearing. Students interacting with this setting are more inclined to speak and generate that language since they discover how a native speaker pronounces those words and the correct intonation for each expression. Because learners today listen to much foreign music, they also gain practice with listening skills. This activity helps them identify particular sounds. When listening to music, especially in English, we automatically train our auditive skills in that content. In this journal, I will review key points I considered while working on this module.

My feelings and emotions were calm, surprisingly, as I am comfortable with this skill because I usually practice my listening comprehension by watching movies or shows and listening to English music. I learned a lot about the PDP framework, then, I also understood everything and got some ideas to include in my listening lesson plan. I was mistaken in some parts of my Lesson Plan, but fortunately, it was a relief. My tutor was an excellent guide to tell me where I was wrong or how I could implement my ideas.

In this listening module, there is new learning. Once I read about the listening lesson plan and understood why listening and other skills are essential (Duffy, 1977 in McErlain, 1999), I believed that understanding oral language is an essential prerequisite for reading comprehension. This author says that attending lectures requires listening skills for academic work. Nevertheless, there are problems that students need clarification on in this skill, such as speed speaking, limited vocabulary, interpretation, established language habits, and accent. Two features of speed

speaking discussed are speaking fluency and speed. Undeniably, native English speakers speak more quickly than non-native speakers, which explains why the native speaker listening exam was significantly more difficult. Limited vocabulary and interpretation are the two listening-related issues that students encounter, which are related. Learners with a small quantity of vocabulary have a high chance of misinterpreting what they hear (Amir et al., 2019). Fundamentally, all branch instructors receive essential in-service training and understanding (Coşkun & Uzunyol Köprü, 2021).

In my pre-service teaching, I had beautiful experiences and gained much knowledge. PDP is a framework for teaching reading and listening, two receptive abilities used during my internship. In order to help learners not get frustrated and enjoy this learning process, the instructor encourages them to practice listening and gaining more vocabulary. Children paid better attention when they were at the center of the activity and were allowed to participate. The most important thing is to attempt teaching with different methods so students can feel comfortable and learn more effectively. Now, working in an institution, there is a different lesson plan format for listening sections, and it is essential to follow the stages in the class. Students loved the video activities; the most important thing was the class. Learners understood the material totally, and there was not any difficulty.

In this sense, I have more experiences to share now that I work at a school. I found some challenges to add to the lesson plan. First, there were fewer kids than I had anticipated. It was difficult since I had to modify the exercises for just that number of learners, even though I still needed to change the activities. In addition, we teachers need to be more engaging with younger students; for the most part, I could maintain control over the class. In the last section, working in groups was unusual since, as kids, they were easily distracted, but as I mentioned, I managed it. Even though there were other challenges, such as the vocabulary they had to learn before the listening, since they already knew some words, we reviewed some of those words to complete the lesson plan.

Some activities used in Listening lesson plans depend on the stage; for instance, in the Pre-stage, which is a short stage that lasts 5-10 minutes, there are activities focused on

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establishing the background, engaging the learners' interest, and providing any necessary vocabulary or knowledge in advance. The during stage is the longest one; it lasts 25-30 minutes and has three substages (early during the stage, later during the stage, and final during the stage. The early-during stage involves identifying main ideas, general content, purpose, and keywords. Some possible activities in a later stage include obtaining details, reasons, examples, or specific information. The last substage is the final-during stage, which involves activities, for example, interpreting, inferring, identifying, and locating further information and details. Finally, the Post-stage lasts 5-10 minutes; activities include discussion, correcting mistakes, and others.

The listening and Speaking Lesson Plans differ in several ways. First, the framework for Listening Lesson Plans is the PDP (Pre, During, and Post) framework, which is used with receptive skills. In contrast, the Speaking Lesson Plan uses the ECRIF framework (encounter, clarify, remember, internalize, and fluency), which is used with output skills. Second, the activities are different in each Lesson Plan. Those differences were noticed during the research.

In conclusion, this PDP framework is useful for teaching reading and listening lessons, both of which are receptive skills. In this journal, I learned many topics, such as tips, stages, and possible activities for each one and the differences between Listening and Speaking Lesson Plans. In my opinion, a teacher should inspire others and be creative in order to create dynamism for students.

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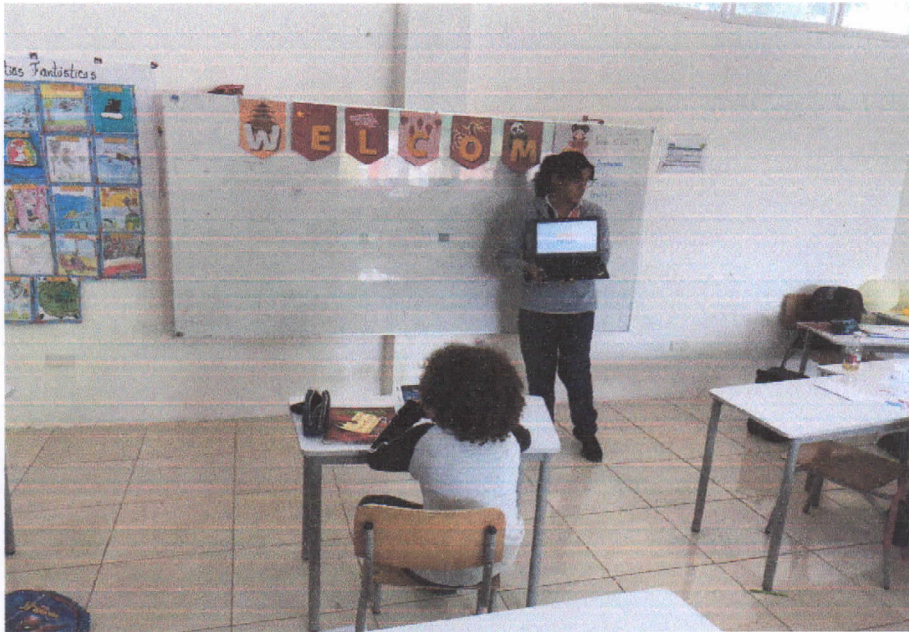
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# Demonstrative Lesson

## Listening Demo Class

# Module 4:

# Reading Module

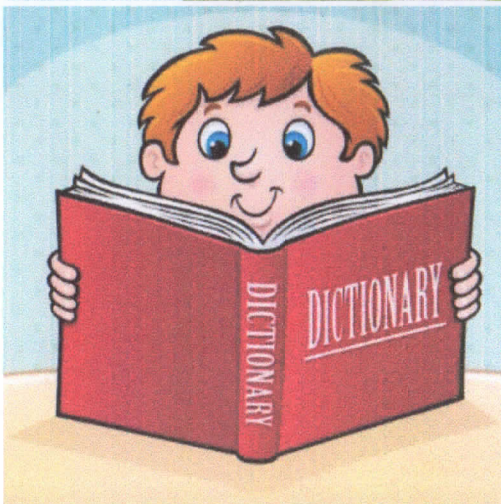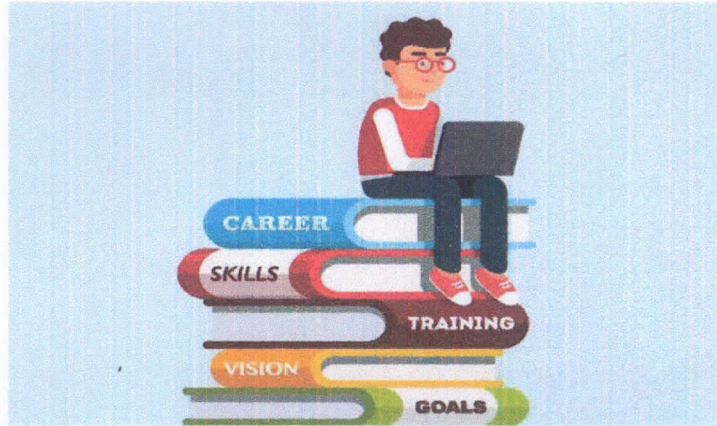| Time | Framework Stage | Procedure Teacher will… | Procedure Students will… | Interaction T-S/S-S VAKT | Materials Needed |
|---|---|---|---|---|---|
| 10 min | Pre | - Make groups of five students and show them some pictures related to the text and ask them what they see in the pictures.<br>- Ask students "what is the best way to study according to the pictures?"<br>- Provide a worksheet in which students will match the word with a picture. | - Look at the pictures provided by the teacher and describe what they see in the pictures making a brainstorming.<br>- Answer teacher's question and discuss what way is the best to study.<br>- Match the pictures with corresponding words. | T – Ss<br><br>Visual<br><br>Kinesthetic | Pictures<br><br>Computer<br><br>Projector<br><br>Worksheet<br><br>Pencil |
| 5 min | Early During | **First Reading Task 5 min**<br>- Give instructions for the activity 1.<br>- Read aloud.<br>- Provide a worksheet in which ss will choose the best title for the reading. | **Activity 1**<br>- Follow the reading.<br>- Choose the best title for the reading.<br>- Share their answers with the other groups. | T – Ss<br><br>Kinesthetic<br><br>Auditory | Worksheet<br><br>Pencil<br><br>Eraser<br><br>Reading |
| 8 min | Later During | **Second Reading Task**<br>- Provide a worksheet and ask the students to read the text again in groups of five and decide whether the statements are true or false. | **Activity 2**<br>- Answer according to the text, choose whether the statements are true or false. | Ss – T<br><br>Visual | Worksheet<br><br>Whiteboard<br><br>Marker<br><br>Pencil<br><br>Erase |

| 12 min | **Final During** | **Third Reading Task**<br><br>- Ask students to make groups of five members to discuss what the best study skill tip is and justify their answers.<br><br>- **Q: What is the best study skill tip?** | - Discuss what the best study skull tip is and justify their answers. | Ss – Ss<br><br>Visual | |
|---|---|---|---|---|---|
| 10 min | **Post** | - Ask students to present a proposal about a new Study Skill Tip to apply it in an English Class. | - Group with their classmates to do an activity.<br>- Prepare the proposal and present it in front of the class. | Ss- Ss<br><br>Visual<br><br>Auditory | |

**Sources:** https://learnenglish.britishcouncil.org/skills/reading/a2-reading/study-skills-tips

**Pre
stage**

**Pre-stage Worksheet**

**Match pictures with the corresponding words or phrases.**

Afraid

Wrong

Learners

Pronunciation

Improve
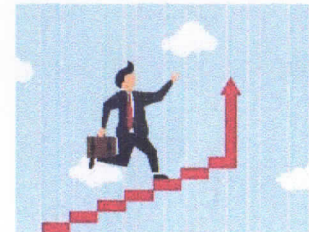
**Text:**

**Study skills tips**

Many studies about language learning ask the question: What makes a good language learner? There are some things that good language learners do and some things they don't do. Here are some of the most useful suggestions from studies.

- Don't be afraid of making mistakes. People often get things wrong. Good language learners notice their mistakes and learn from them.
- Do group activities. People use language to communicate with other people. A good language learner always looks for opportunities to talk with other students.
- Make notes during every class. Notes help you to remember new language. Look at your notes when you do your homework.
- Use a dictionary. Good language learners often use dictionaries to check the meaning of words they don't know. They also make their own vocabulary lists.
- Think in the language you're learning outside the classroom. When you're shopping or walking down the street, remember useful words and phrases. Sometimes, when you're at home, say new words to practise your pronunciation.
- Do extra practice. Test and improve your language, reading and listening skills with self-study material. You can find a lot of this online.
- Imagine yourself speaking in the language. Many good language learners can see and hear themselves speaking in the language. This helps their motivation.
- Enjoy the process. Good language learners have fun with the language. Watch a TV series or film, listen to songs, play video games or read a book. It's never too late to become a good language learner.

**First Reading Task**

- **Which title matches better with the text?**

Study skills tips.

Skills.

Practice your pronunciation.

Enjoy the studying process.

**Second Reading Task**

**According to the text, are the sentences true or false?**

1. Good language learners don't make mistakes.
True                          False

2. It's a good idea to talk with other students.
True                          False

3. Take notes only before an exam.
True                          False

4. Good language learners write down the words and expressions they learn.
True                          False

5. Think of language you know when you are outside the classroom.
True                          False

6. Don't take tests outside of class – it's very stressful.
True                          False

## Reflection Wheel: Journal 4

### Reading Lesson Plan: PDP

Reading can improve other aspects of your life, like communication; this is one of the most potent receptive skills in English since you increase vocabulary or learn new expressions that native English speakers usually use. There are reasons for people to read, for enjoyment, for particular or informational purposes. Furthermore, readers can convey ideas and reduce stress through reading; additionally, it fortifies your brain, making it resistant to situations when you need to think fast and strategically.

There are strategies for reading and understanding fast. The first strategy is skimming, which is used when someone reads quickly to discover general information. On the other hand, scanning is an additional reading strategy that readers use to find specific information.

Surprisingly, my feelings and emotions were peaceful since I was comfortable using this skill, and there were a lot of exciting books I wanted to read. I was previously familiar with the PDP structure for the Listening lesson plan, and once I could remember every detail of it, I became inspired to create a Reading Lesson Plan. I made mistakes in a few areas of my lesson plan, but luckily, my tutor was an excellent guide to point out my mistakes and offer advice on how to put my ideas into practice.

In this module, there were new learnings that are fundamental to mention. First, carefully designed lesson planning facilitates curriculum policy implementation and good instruction (Huang & Yang, 2015 in Hastuti & Setyaningsih 2022). Since lesson preparation gives teachers a road map to follow in the classroom, it is an essential teaching component. The teaching philosophy and learning objectives are part of a lesson plan, which are indispensable tools. (Nesari & Heidari, 2014 in Hastuti & Setyaningsih 2022). The authors want to convey how important for a teacher is to create a Lesson Plan since it is the most essential tool and helps teachers follow the instructions and activities for a class. Furthermore, the lesson plan is the first step for successful learning.

Second, the interest stems partly from the growing realization that reading comprehension is essential for academic learning and that we all live in a multilingual and multicultural society (Carrell & Grabe, 2002, p.233 in Korkut, I., 2010). One of the most critical issues facing Educators today is reading insufficiency. In current culture, and especially in academic contexts, reading is one of the fundamental methods of knowledge acquisition. A person with poor reading comprehension is severely disadvantaged regarding educational and employment opportunities (Adams, 1980, p.11 in KorkutI., 2010).

Third, reading is a difficult task in and of itself, including nearly every kind of linguistic activity, such as vocabulary instruction, pronunciation drills, comprehension exercises, and more. When students complete most linguistic activities, the reading class is worth it. For this reason, it is crucial to give instructions before each activity. It is undeniable that, for several reasons, bilingual readers encounter more challenges than monolingual readers (Intakhab Alam Khan, 2012). In this article, the author wants to transmit the disadvantages or difficulties of reading tasks and how it could be a frustrating skill for students.

Pre-service teaching was full of incredible experiences and wisdom. I learned how to teach reading and listening using the PDP structure during my internship. The instructor encouraged students to practice reading and expand their vocabulary by using a book full of stories to help them enjoy the learning process and avoid dissatisfaction. Children listened more intently when they were involved in the reading and had the opportunity to offer feedback. The most crucial thing is to try teaching using a new strategy so kids may feel secure and learn efficiently. Working at school, I realize there are different aspects as the format differs. The classroom activities were the same as the lesson plan because students liked the flashcards and the reading. They participated in each activity; as a result, the class was successful.

There are some activities for each stage, and the Listening Lesson Plan and the Reading Lesson Plan use the PDP framework since they are receptive skills. In the Pre-stage, which is a short stage that lasts 5-10 minutes, there are activities focused on discussion, predicting the content of a text, etc. There are three substages inside During stage, which lasts 25 to 30 minutes: early-during stage, later-during stage, and final-during stage. The early stage involves

skimming, scanning, inferring the writer's tone or attitude, and identifying sections for topics or headings. The later-during stage has possible activities such as underlining topic sentences, summarizing, following discourse cohesion, etcetera. The last substage is final during the stage, and the activities are similar to the Early Stage. Post-stage, which lasts 5-10 minutes, involves the possible activities of rewriting the text, applying quotations, and others.

There are differences between the Listening and Reading Lesson Plans. First, the objective is not the same; the teacher focuses on other aspects depending on the skill. The activities teachers provide to students are different because the approach differs. These are some things that it is fundamental for a teacher to be aware of and able to notice.

In conclusion, receptive skills, reading, and listening use this framework, known as PDP, which stands for Pre, During, and Post. Many topics, including strategies, phases, how our internship experiences have affected us and helped us recognize the extent to which these experiences have benefited us, and possible activities for each one, as well as the distinctions between Reading and Listening Lesson Plans, were covered in this journal. Teachers should inspire others, and they must be innovative in order to instill dynamism in their students.

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# Demonstrative Lesson

## Reading Demo Class

# Module 5:

# Writing Module

# Writing Lesson Plan

**Teaching time:** *45 minutes*     **Students:** *15-20 ss*   **Level:** *B1*

**Name:** *Melanie Fernanda Bustamante Moncayo*

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

1. *Using engaging topic for keeping students' attention awake.*
2. *Talking too fast.*

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

By the end of the lesson, SWBAT: Write a Formal E-mail to justify an absence and then publish their final work on the institutional website.

## 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 when they practice their writing skills through the e-mail during the class.*
- *I will check students' progress when students answer teacher's question.*

## Preliminary considerations:

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

- *Students already know vocabulary about greetings.*
- *Students already know formal expressions.*

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

- *Students might find challenging to understand the structure of a formal e-mail.*

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

- *Providing spoken explanation*
- *Providing example of Formal E-mail.*
- *Providing a Symbol chart*

| Time (45 minutes) | Framework Stages | Procedure | | Interaction T-S/S-S VAKT | Materials Needed |
|---|---|---|---|---|---|
| | | Teacher will… | Students will… | | |
| 10 min. | Preparation | - Write on the board and ask students to brainstorm the following question: *Why do you think students are often absent from class?* - Clarify to students that they are going to write a Formal E-mail in class. - Provide students the structure of a Formal E-mail and a sample. - Clarify to students in detail each step they must follow to write an e-mail. | 1. Tell their point of view in a brainstorming about the question written on the board. 2. Read the sample e-mail and identify its parts. | *T-S / S-S* *Visual* *Auditory* | *Whiteboard, markers. Printed sample, computer.* |
| 15 min. | Drafting | - Tell the students that they will have to write a Formal E-mail in which they have to justify an absence from school using the structure given. | Write a draft of the Formal E-mail by following the structure given by the teacher. | *S-T* *Visual* | *Notebook, email sample, worksheet, eraser, pen.* |

| | | | | | |
|---|---|---|---|---|---|
| 5 min. | Revising | - Ask students to make pairs.<br>- Present the symbol chart for writing mistakes<br>- Explain that they have to exchange their own e-mail with their classmates to identify any mistake they might have done (grammar, spelling, punctuation, etc.) | ○ Share their drafts<br>○ Identify mistakes using the symbol chart | *T-S*<br><br>*Visual*<br><br>*Auditory* | *Notebook, worksheet.* |
| 10 min | Editing | Ask students to improve their e-mails from their classmates' correction. | Correct their mistakes | *S-T*<br><br>*Visual*<br><br>*Auditory* | *Pen, pencil, eraser, worksheet.* |
| 5 min. | Extension | Ask students to publish their E-mails on the institutional website. | Publish the E-mails on the institutional website. | *S-S*<br>*Auditory* | *Computer, access to internet* |
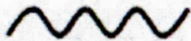
**Uleam**
UNIVERSIDAD LAICA
**ELOY ALFARO DE MANABÍ**

*Questions/ Statement for Formal E-mail:*

As a student, you missed one day of school and must justify your absence.

Write a formal email to your class tutor "why did you miss class?"

**Symbol chart**

| Guide to Editing Symbols | | | |
|---|---|---|---|
| Verb error | △ | Incorrect word order | ∼ |
| Wrong word | ∅ | Don't translate word-for-word | { } |
| Agreement error | □ | Omit | [ ] |
| Spelling error | ∿∿∿ | Accent needed | ↙ |
| Word(s) missing | ⊖ | Incomprehensible | ?? |
| Need new paragraph | ¶ | Very nice | + |
| No new paragraph | No ¶ | Other symbols: | |

**How to write a Formal E-mail:**

**Example of a Formal E-mail:**

Jhonnvillafuerte@gmail.com

Dear, Mr Villafuerte,

I hope you are well.

I am writing this e-mail since I missed the last class.

I couldn't be in your class because I was sick and needed to see a doctor, doctor said I needed to rest that is why I stayed at home. I hope you can understand my situation. I do not know if it is possible for you to help me with a leveling day so I can understand the homework.

Please, tell me if it possible to get a mentoring session,
I would be glad to be there.

Best Regards,

(YOUR NAME)

## Reflection Wheel: Journal 5

### Writing Lesson Plan

Writing is a skill in which learners can produce and demonstrate what they already know. Nevertheless, this productive skill gives learners a new perspective on English. This skill allows us to express our feelings and thoughts about a subject; there are two kinds of writing: first, writing for literacy, which includes acquiring the skills of letter recognition, formation, and word construction; second, writing for reinforcement, which are tasks like copying and transcribing words, sentences, and texts; filling in the blanks, summarizing texts, discussed, or heard. Therefore, writing skills are crucial for communication. Students learn to write effectively, accurately convey their thoughts, and arrange them into understandable written forms. This journal contains interesting subtopics such as feelings and emotions, new learnings, experiences, ideas used in a Writing Lesson Plan, and others.

My feelings and emotions were calm. Even when I was not good at this skill, I was willing to try and learn as much as possible to improve it. Writing Lesson Plan structure was unknown to me, but once I attended the sessions, my tutor was extremely patient in explaining to us how to do this kind of Lesson Plan, what teachers should consider, how to evaluate, and what each stage contains (Preparation, Draft, Revising, Editing, and Extension).

In this module, I learned essential things. First, writing is a skill that students learn with practice. It is impossible to learn in a single session but with a sequence of steps. Writing is more than just writing down what you have learned; it also involves thinking critically about what you already know to generate an innovative idea that keeps to the original concept's goal (Selvia et al., 2017).

Second, it is fundamental for a student to practice this skill because it is only possible to be mistaken in this learning process, which is why it might be a challenging ability. The fundamental difficulties learners face is determining between written and spoken words and

phrases, reviewing grammar, especially subject-verb coherence, and linking sentences to form logical paragraphs (Al Fadda, 2012 in Al Badi, I. A. H., 2015).

Third, these challenges are increasing, and students need linguistic interaction. Students' difficulties include not having enough exposure to English vocabulary, not reading extensively or intensively, not being proficient in structures, not having enough references, and not being motivated (Wahyuningsih, 2018).

In my pre-service teaching, I gained knowledge and had some fantastic experiences. During my internship, I had not learned how to teach writing since I knew it after my internship. The writing process uses three stages: Preparation, Drafting, Revising, Editing, and Extension. Teachers are willing to use students' processes and practices to expand their knowledge, improving learning. From my perspective, learners get confused when teachers mention a writing activity, but it is better to show students a sample to guide how to write any paragraph or phrase. It is different in other schools; there is another way to teach students how to write. There is a subject called "Literature and Composition" in which students learn the best way to write. Even though students are not motivated to write, as teachers, it is essential to increase and support students' skills. They have a high level within the planned activities, and even if they do not like writing, they do the activity and have good results.

Activities used in this lesson plan include grammar fill-in, freewriting, advice, stories, and others. Nevertheless, each stage has its activities. First, in preparation, these are possible tasks: brainstorm ideas, idea map, copy a sample, and write a personal journal. In drafting, revising, and editing, there are typical activities such as writing a first draft based on the sample, and students share their drafts to get feedback from each other. The last stage is an extension, with tasks like posting or "publishing" the final drafts or reading students' work loudly.

Writing is a journey of self-discovery rather than merely a set of procedures. By accepting every phase of the process, students improve their communication, critical thinking, problem-solving skills, and writing ability. Furthermore, writing is an important process for reaching success in any chapter of our lives, but this requires being resilient and persevering.

To conclude, today's exploration of Writing Lesson Plans has reinforced my belief in the transformative power of writing. It is not merely about conveying information; it is about connecting with others, exploring ideas, and shaping our understanding of the world. As educators, we are responsible for this learning process and help students find their own voice through writing. In addition, I am motivated to continue improving my teaching skills, incorporating new ideas and techniques, and developing a culture of creativity and expression among my students.

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**Demonstrative Lesson**

**Writing Demo Class**

## Conclusions

This research work has improved my comprehension of how to design and address a lesson so that it benefits both the students and me. Every word in this article refers to my experiences during internships and the information gained from Curricular Integrator Work, which has helped me become more aware of the techniques discussed in this paper.

The development of lesson planning skills, tailored to individual needs and aimed at strengthening weaker areas, was a collaborative effort between the student and tutor. This partnership was instrumental in establishing the sections of this work, highlighting the importance of mutual learning and growth in the teaching process.

This work presents the approaches used in teaching English as a foreign language. These frameworks are essential for teaching English to speakers of other languages and make it easier for kids to acquire the target language. This communicative approach makes students feel more at ease while learning the target language. Rather than studying English the conventional way, the learners' approach is more grounded in everyday life.

I learned new things during each module, including controlling and making a class successful. Being creative is an important part of this process, which makes the students feel more engaged and comfortable. In the first module, FMU, I learned how language can be analyzed, and it has a structure that is essential to follow.

In the second module, ECRIF, I learned a lot about how to plan a speaking lesson. In addition, I used many dynamic activities in these beautiful classes. In the third and fourth modules, PDP, I suggest not using long and tedious audio to test the students' listening; instead, funny videos with exciting subject matter help them to pay much more attention. Likewise, with reading, having exciting and attention-grabbing readings is very important. The last module, writing, was a challenging class for me, even though I could improve at writing. However, I liked my class and the students; they are brilliant and could do an excellent job.

## Recommendations

My experience with this process has been very satisfying as it has provided me with a wealth of knowledge that helps me in my work as a teacher. To enhance this graduation work, I propose that the program offer future TEFL students more opportunities for group tutoring. This will not only help them develop their communication skills but also provide a platform for dynamic and participative mentoring sessions. Additionally, providing students with examples or ideas for teaching activities will further enrich their learning experience. The successful implementation of these recommendations will undoubtedly lead to significant improvements in the program.

One of my recommendations for module one is to adapt a more dynamic approach to teaching grammar. While the FMU may not currently teach it, it is an important aspect to consider due to its structural significance. In the speaking module, I propose a shift towards more vocabulary classes than grammar classes. This change will enable students to acquire new words and expand their vocabulary at a faster pace, leading to a more optimistic outlook on their language learning journey.

In the listening and reading module, I suggest the introduction of a comprehensive guidebook. This resource will offer students access to a variety of activities, audios, and readings, thereby enriching their learning experience and enhancing their language skills.