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COMO IDIOMA EXTRANJERO**

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Teaching English as a Foreign Language Application Process

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Título del Trabajo de Integración Curricular:

Teaching English as a Foreign Language Application Process

Autor: Kenia Monserrate Chong Ponce

Abstracts

El trabajo no fue nada fácil pero tampoco imposible, esta habilidad de escuchar es fundamental para nuestro aprendizaje del idioma y ayudar a desarrollar esta habilidad a veces es complicado, tuve muchas cosas buenas y malas, pero son experiencias que uno se lleva, El objetivo es facilitar la comprensión mediante tareas específicas y ejercicios de verificación. Evaluar el progreso de los estudiantes y brindar oportunidades de práctica adicionales son esenciales para consolidar el aprendizaje.

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Manta, 21 de agosto de 2024

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Introduction

This project drew upon the knowledge and experience gained during my previous teaching tenure. Teaching English is crucial as it facilitates global communication, given its status as one of the most widely spoken languages worldwide. Therefore, mastering all language skills, such as listening, speaking, reading, and writing, is essential.

This portfolio outlines the steps followed to achieve the TEFL certificate, serving as the capstone project for the Pedagogy in National and Foreign Languages degree. This initiative aims to develop lesson plans to support English language learners at various proficiency levels. For grammar, we used the FMU analysis (Form, meaning, and usage); for listening and reading, we used PDP; and for speaking, we applied ECRIF. Each lesson plan includes a reflection diary on the learning process, experiences acquired, and contributions of authors according to the topic.

Next, every skill, like reading skills, is essential. Reading helps you understand other people's thinking according to text or what another person wants to say. Sometimes, people read to increase their knowledge about different topics or find something they can enjoy.

Finally, another skill that is very necessary and important to develop is writing skills; in various cases, this skill helps to increase your vocabulary; in some cases, it is stressful for some learners and requires a lot of practice, attention, interest, and learning from mistakes.

Language Module

Reflection Wheel Journal 1

Language is amazing; we can use grammar rules correctly to share our experiences with others. English teachers must prepare grammar lessons by first analyzing the language segment used in class. This analysis uses three components: Form, meaning, and use. This information is necessary for the speaking lesson plan. The following essay will present three important factors that helped me comprehend and learn this module.

First, my expectations and feelings about FMU were so high and complicated to comprehend. In the beginning, I needed to learn about this topic. I read module 1 thoroughly and felt very bad because everything was confusing. Then, I received the instructions from my tutor, and I could understand this critical framework. One helpful way to consider Form, meaning, and use is by examining how these different perspectives can describe a single grammar feature. The Form refers to the structure of a phrase or clause that describes the required Form of a sentence (Biber, 1988; Biber & Conrad, 2019). For example, *-She likes to travel-* is preferred to *-She likes to travel-* or required word order. Meaning (M) will depend on its context. Finally, the *Use* (U) is to know when you use the structure, the different situations to use, and the better way to say it.

Second, I learned that people learn a second language by practicing grammar daily with native speakers because they will listen to the natural sound of the words during the communication. The practice with the second language is challenging. Many people say this is practice and that you do not learn with grammar, but many people know that it depends on the person if you are interested in learning or not. The relationship between grammar and context is the register variation; research in this area shows that the Form of language depends on the context in which it is used (Biber, 1988; Biber & Conrad, 2019).

Third, as far as my experience during my internship, I liked to share my knowledge with other people; my students were of different ages and very difficult to

work with because they did not even know the alphabet. I had students who did not know how to read and others who did not know how to read and write. I had to make two very different plans for the same class, so I could not work like this. Now, I understand that the FMU is necessary in class to apply grammar because teachers sometimes focus only on grammar and do not apply the FMU during a speaking lesson.

Applying FMU through in a speaking lesson is essential for a better understanding. Taking into account a better understanding on the part of the students gives extraordinary satisfaction, doing activities in which they understand it much faster and are less complex also depends on the level they are at, it would be very complicated when explaining something that is poorly structured or as a teacher not being prepared for the questions that children ask. That is because it is crucial to plan classes well and see what type of activities students are doing better and in which they can improve.

In conclusion, I learned that I need to apply FMU in the conversation class and know how to use the language to communicate orally, keeping in mind the pronunciation and fluency to apply the Form, meaning, and use to a conversation class. Applying this in class became complicated when explaining the grammar because I did not know the use it had or how we should use it; it was difficult but not impossible, and knowing that I am presenting it well and applying it is another level for me and my students that could nourish them with the knowledge that I have learned.

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<https://dl.icdst.org/pdfs/files3/2629211158aa325da53575728a82e89d.pdf>

FMU: Language Analysis

Topic: Simple Present

Name: Kenia Monserrate Chong Ponce

Level: A2

Affirmative

Third person- Subject + {verb + S} + complement

She works from Monday to Friday.

First person- Subject + verb + complement

I work from Monday to Friday.

Subject + verb to be + complement

They are smart.

Negative

Subject + auxiliary does + not + verb + complement.

She does not get nervous.

Subject + auxiliary do + not + verb + complement.

I do not tell jokes.

Subject + verb to be + not + complement.

They are not intelligent.

Interrogative

Auxiliary does+subject+verb+complement+?

Does she get nervous?

Answer

Yes + subject + auxiliary does

Yes, she does.

No + subject +auxiliary does+not

No, she does not.

Auxiliary do+subject+verb+complement+?

Do you eat Chinese food?

Yes + subject + auxiliary do

Yes, I do.

No + subject +auxiliary do+not

No, I do not.

The verb to be + subject + complement?

Is she beautiful?

Yes + subject + verb to be

Yes, she is.

No + subject + verb to be + not

No, she is not.

Meaning

We can use the present simple to refer to things that are always true or that we consider as facts.

We can use it to describe actions that happen when you speak or are part of the daily routine.

Use

- We use it to describe permanent or daily activities. **For example**, Lions live in Africa; I usually get up at 7 am, and He does not often play football.
- We use the simple present to talk about scheduled, present, or future events. **For example**, I play video games every day. We fly to London next week. What time do you finish work tomorrow? When do you leave for NYC?
- We use it for habits or things that we do regularly. In this case, we often use adverbs of frequency (such as 'often,' 'always,' and 'sometimes') and expressions like 'every Sunday' or 'twice a month.' **For example**, Do you smoke? "I play tennis every Tuesday". "I do not travel very often".
- When verbs end in -o, -sh, -ch, -ss, -x, and -z, you must add -es at the end. **For example**, go-goes wish-wishes, kiss-kisses.
- When verbs end in -y, you must replace -y with i and then add -es. **For example**, cry-cries spy-spies worry-worries.

ANTICIPATED DIFFICULTIES

- Confusion between use Do and Does.
- When adding the "S" to the verb of third person.

COMPREHENSION CHECKING QUESTIONS

What do you do at this moment? I am in class, I am reading.

Where do you live? I am living in Manta; I am living in Portoviejo.

What do you like to do? I like to clean my home, or I like to swim in the afternoon.

TEACHING IDEAS

1. Talk about family daily activities during the week.
2. Describe the personality of your family members.
3. Talk to a partner about your free time activities using the simple present.

SOURCES CONSULTED

<https://wordwall.net/es/resource/31790434/ingl%c3%a9s/present-simple-practice>

<file:///C:/Users/LENOVO/Downloads/9NO-EGB-A1.2-INGLES-STUDENT-BOOK.pdf>

<https://www.britishcouncil.co/blog/aprende-ingles/present-simple>

Speaking Module (ECRIF)

Reflection Wheel Journal 2

Learning a second language requires four important skills that students must develop to use correctly. Speaking is the ability to communicate with others using the vocal tract. Developing this skill comprises a series of organized activities teachers must plan. In this journal, I will present some of my learning experiences during this module.

First, it is important to consider my expectations and feelings. My expectations about the speaking module were very high because I had always wanted to know how to teach this skill. At first, I felt so scared, not knowing so many things and thinking that I was going to fail at preparing my lesson plan; what I feared most was writing the journals; it is difficult for me to write because I do not know how to express myself the way I want. I write one thing, but I want to say another. I practiced teaching for two semesters, but it was something different. I thought teaching was just about choosing a topic and presenting it to the class, and all the students would learn quickly and easily. I expected the classes would be more accessible and not need much preparation. I did not even know that a lesson plan was necessary before teaching. The class I was teaching was excellent but somehow complex. I applied everything I learned.

New learnings with ECRIF, which is an acronym "Encounter, Clarify, Remember, Internalize, and Fluently Use," is a framework that has its bases in the teaching process (Biggs, 1993, p. 37), which focuses its strategy on the skills or one's knowledge of the language. Instead of the activities that the teacher may be directing at the time of the explanation, in this aspect, the teaching task is to plan activities that focus on the topic's content. First, at the encounter stage, the learner is not expected to produce anything new; it focuses on input and initial assessment of learners' prior knowledge. The teacher is aware of what students know and what they do not know, Muñoz (2013). For me, at this stage, what you want is to introduce the topic but not directly.

Clarify involves drilling, gap fill, information gap, searches, scrambled words, guessing games, matching, reading scripts, and dialogues" Mezier (2017). At this stage, the student needs to understand the topic with examples. Remember stage: During the remembering stage, the new vocabulary will be committed to the memory since teachers give substantial scaffolding (Briones, 2022, p.20). At this stage, we allow the student to

remember what he learned a few minutes before and have a new vocabulary for later activities. In the internalization stage, the internalization of new words will be stored in long-term memory through constant practice (AlSaleem, 2018, p.85).

Fluently use, "pupils could effectively and spontaneously produce language in real-life situations at this stage" Mezied (2017). At the end of this stage, there are activities where what you have learned is put into practice and if you remember it.

Secondly, the ECRIF framework has exciting features that are valuable for teaching. I learned that the ECRIF framework encourages teachers to plan classroom activities that allow students to participate. I learned that this ECRIF framework can offer teachers valuable and practical steps that engage students' emotions and help stimulate their minds. "Using the ECRIF framework allows students to develop English vocabulary with an atmosphere of joy and happiness" (Mezied, 2017, p.106). I learned that I must always be patient with my students because not everyone understands the same way. Each student is a different world, and you have to see the advantages and disadvantages of each one. Meeting stage. AlSaleem (2018) stated that "through the first stage, teachers could measure the level of the students because they face new situations and new vocabulary." It means that during the encounter stage, teachers have a significant opportunity to know whether students have learned new words before and recognize their interest in learning new words.

I learned to be independent when teaching classes because when I was in practice, I taught them alone without any teacher there next to me. I took it as an advantage because that way, I could handle myself and see what I could do. I was wrong. What could be improved? People can learn a second language by practicing and considering many strategies to teach speaking, such as the continuous use of English, listening to the language in different contexts, using material motivation, and playing games, says Simon; who am I? Theater, English songs, and conversations with natives. I learned that students are only sometimes satisfied with all the content you give them, but you have to understand that it will always be that way; they will complain if there are too many activities or not in class.

Third, learning English by speaking is necessary and essential. My experience teaching classes was another level and something very different from what I imagined. My expectations were very high, and then they fell because I thought about having a

mentor at the institution where I had to teach, but that was not true when I arrived. There was barely one teacher per course, and he taught all the subjects, so I imagined having a professional English teacher and seeing how he taught an English class to young children. I did not have the opportunity to prepare for that, and I had to put my previous knowledge into practice, which made me feel stressed. Imagine having five courses and two hours of classes almost daily, and they only knew about other courses. As you know, we started with the alphabet, and the other courses were different. Every day, I prepared something different for some courses, and then I got used to it, and time passed quickly.

I can use many ideas about applied real speaking lesson plans in class, such as activities, role play, speaking about something you practice, or your daily routines. The key to the ECRIF framework is the focus on the learning process that students go through as they work with the target skill or knowledge rather than what the teacher is doing during the lesson. In this way, the teacher plans activities and thinks about the content to service learning in a principled way. ECRIF can be used to:

- Plan lessons and adapt course book materials
- Assess where students are in their learning process during a lesson
- Reflect on student learning after a lesson

In conclusion, the ECRIF framework looks at how students learn to speak another language. The goal of this framework is to provide a tool that teachers can use to deliver classes along with activities to students. In this way, the purpose of ECRIF is not to describe teachers' behavior but rather to provide a way to observe what students do and think as they learn during lessons. Being a teacher takes time; It takes time to plan. Nowadays, students need to have the appropriate level for the grade they are studying, either due to the use of boring strategies or due to lack of practice. Sometimes, there is no interest on the part of the students.

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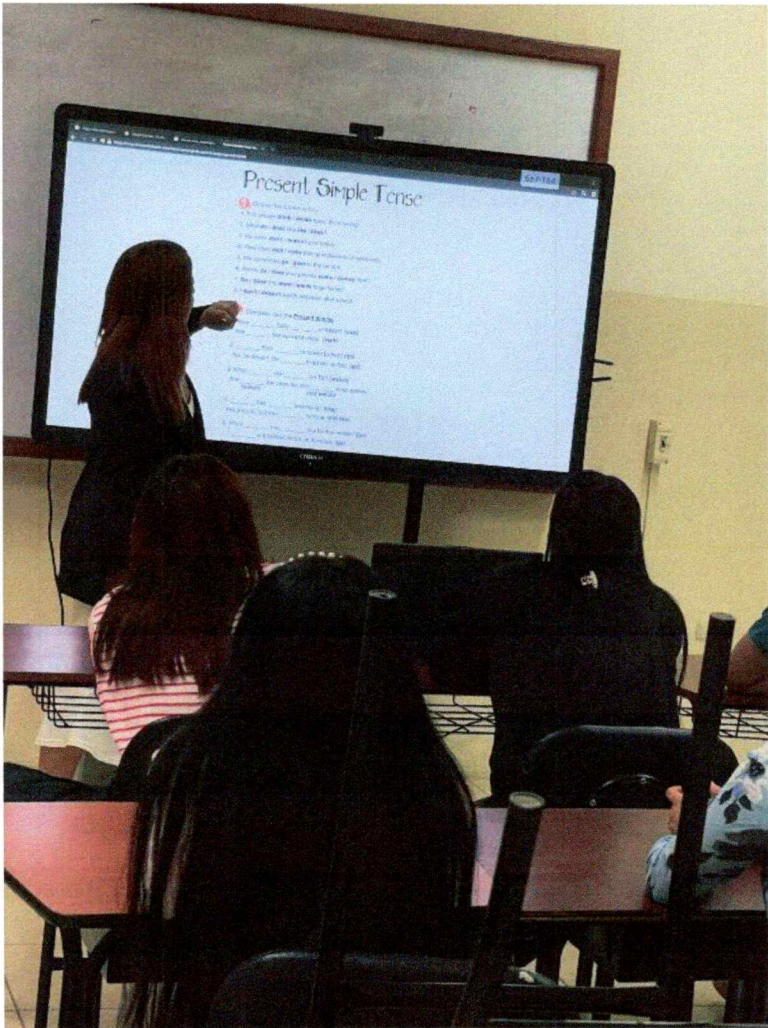
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Picture 1: Demonstrative Speaking Lesson



Speaking Lesson Plan

Name: Kenia Chong

Level: low intermediate

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

1. Autonomous activities.
2. Verification questions.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

USE simple present **TO** describe their daily routines **IN** a role play.

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

In the activity, I will observe whether students can unwrap to do role-play in their daily routines.

In the information gap activity, I will see if students can organize the dialogue and identify when they use the present simple.

-At the end, they should be able to do a role play group of four people and present it to the class.

Preliminary considerations:

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

-I expect students will speak about their daily routines

I expect most students to know how to introduce themselves in English, and many will know how to create basic sentences using correct grammar.

-I expect some or most students will recognize it when you use a simple present.

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

I expect that role-play activities will be new for them, so they may be confused about what to do, how to create a role-play, and what information to use.

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

Time	Framework stage	Procedure		Interaction T-S/S-S	Materials Needed
		Teacher will	Students will		
5 min	ENCOUNTER	<p>Ask students what they do in their free time.</p> <p>Ask a student the previous question. Write the answer on the board and identify the structure.</p>	<p>-Some students answer the questions.</p> <p>-Pay attention and answer questions voluntarily.</p> <p>-Identify the structure of sentences.</p>		<p>-Pencil</p> <p>-Markets</p>
5 min	CLARIFY	<p>-Write examples of affirmative, negative, and question forms of Simple Present on the board.</p> <p>-Use CCQs. What are you doing at this moment? Where do you live? What do you like to do?</p>	<p>-Observe how sentences are structured</p> <p>-Some students answer the questions voluntarily.</p>		<p>-Markets</p> <p>-Pencil</p>

5 min	REMEMBER	-Give instructions for activity 1 Dialogue	-Fill the blanks of the dialogue Practice the dialogue using LOOK UP AND SAY and ONION RING techniques	-Pencil -Sheet to work.
5 min	INTERNALIZE	-Give instructions for activity 2 Conversation practice	- Put in order the conversation Practice the conversation using LOOK UP AND SAY and ONION RING techniques	-Pencil -Sheet to work.
25 min	FLUENTY	-Give instructions for activity 3 Role Play practice	-Group Work (4) Create a Role Play Practice Present in front of the class	-Pencil

Activity 1 (REMEMBER) Fill the blanks of the dialogue.

Practice the dialogue using LOOK UP AND SAY and ONION RING techniques.

Renata: Good morning, everyone. I'm Renata and I'm from Brazil. Where _____ you come from?

Gina: Hello. I'm Gina and I live in Colombia. I usually come here to Texas every summer.

Nick: Hey, I'm Nick and I'm American. Welcome to the summer camp. I'm the General Counselor. Let me tell you that we generally start the day with a music activity.

Renata: I _____ (like) that because I sing and _____ (play) the drums.

Nick: _____ you have a band?

Renata: Yes, I _____ (have) a music band in São Paulo. I suppose that children here also play instruments.

Nick: Yeah, some of them do. _____ you play any instrument, Gina?

Gina: No, I only dance.

Nick: Perfect, so we can play music and _____ (dance) with the campers. Let's move on to the afternoons, we usually practice some sports like tennis, soccer and baseball.

Renata: Great. In my country, we _____ (love) soccer.

Gina: In Colombia, we seldom play baseball, but we like soccer too.

Nick: Awesome! Children usually choose soccer. Nowadays, soccer is quite popular here in the States. And in the evenings, campers build a campfire and tell scary stories with the Outdoor Activities Staff. _____ you like those stories?

Gina: Yes, I do.

Renata: No, I _____. I _____ (hate) darkness and ghost stories.

Nick: Don't worry. In that case, we also have a karaoke contest.

Renata: Sure, I will _____ (go) for that.

Nick: Ok, I promise you will have a lot of fun this summer.

Renata: I love it, my sister _____ (go) with me.

<https://www.ejemplode.com/6-ingles/5166-ejemplo-de-conversacion-en-ingles-en-presente-simple.html>

Activity 2 (INTERNALIZE) Put order to the conversation

Practice the conversation using LOOK UP AND SAY and ONION RING techniques

1. Put in order the conversation. 1-12

- Anne: This place is amazing!
 - Anne: Wonderful! And sorry if I bite my nails!
 - Anne: Oh, there they come, the actors!
 - Anne: I love horror stories, thanks for inviting me!
 - William: Me too, and more if they play The Somber Path.
 - William: That is a sign you're having fun!
 - William: Of course. It is an old building, but has a lot of art on its walls.
 - Anne: Wow this view is perfect!
 - Anne: I always enjoy this kind of visits.
 - William: I know many of them, we can go backstage and say hi!
 - William: My pleasure! We can sit right here.
 - William: You deserve to experience it!
-

Listening Module (PDP)

Reflection Wheel Journal 3

Listening is an important foundation for the language acquisition process. Teaching this skill exposes students to rich input and authentic samples of oral texts. This allows them to be familiar with what constitutes oral texts, such as pronunciation, stress, pitch, and intonation, and to be exposed to rich vocabulary and language structure that is used in varied communicative settings.

It is important to consider my expectations and feelings about this module. My expectations were incredible because I had a lot of fun teaching this skill. It is not easy, but it is not impossible. It was very pleasant to see that my students knew the topic they were practicing in class, and they finished the activities quickly. When they marked the correct answer, they only made a few mistakes. I feel good because now I have more practice when it comes to teaching children.

New learnings with PDP. Mayer (2014) claims that learning occurs when people build mental representations from words, such as spoken text or printed text, and pictures, such as illustrations, photos, animations, or videos. In the words of Shipley (2010), listening is a deliberate act that requires a conscious commitment from the listener. That means a correct transmission of a message, an accurate procedure of recognizing speech sounds, understanding the meaning of individual words, and understanding the syntax of sentences. According to Tyagi (2013), listening possesses a particular process that involves five different stages. These stages are well-known as hearing, understanding, remembering, evaluating, and responding.

- Hearing is a physical response that perceives sounds of the surrounding environment through the wind using the ears.

- Understanding: It means figuring out not only a word's implicit connotation but also its symbolic implication according to the context.
- Remembering establishes that the listener received and interpreted the message and added it to the mind's storage bank.
- Evaluating: It values the importance of the message and determines the presence of significant data.
- Responding: This final stage completes the listening process by providing verbal or nonverbal feedback that determines the success of the complete message.

According to Nadig (2013), listening comprehension is an interactive process in which listeners construct meaning. Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and other linguistic or non-linguistic clues.

I learned that the PDP framework integrates three principal stages that foster the ability to listen and respond adequately: Pre-listening, During-listening, and Post-listening. Pre-listening is the first stage that helps the listener get involved in the general context of the audio or activity they will develop. In this stage, teachers can apply one or more activities that will help students achieve goals like motivation, contextualization, and preparation. During-listening is in the middle of the framework development. During this stage, the students collect the necessary information about the audio or topic and perform activities that help them catch the main ideas and interpret the material. The post-listening stage is the conclusion of the PDP framework. It refers to the activities developed after listening to the audio. In this final stage, students can discuss the answers to activities conducted in the previous step when teachers provide effective feedback and check the student's comprehension of the passage.

PDP is essential because it is where the students learn to listen, understand, and write. My listening classes were very entertaining. I want students to interact and practice, where at the end of class, they know the meaning of what they heard one, two, or three times for people's knowledge. I learned that students must have patience and some empathy because some find it difficult to listen and understand the message. In my practices, I made them do many listening activities where they completed songs, watched videos, and then had to answer questions. The listening class is much more complete because we learn reading, listening, and speaking, as I saw in the classes. So, it is necessary to plan listening comprehension lessons thoroughly. What is more, activities should start with simple tasks and move to more complex tasks. These activities allow students to participate in classes.

I can use many ideas about applied accurate listening lesson plans in class. First, I can use the video where the students watch the video and, after answering the question, listen to the song and repeat it twice or thrice after the students complete it in the blank space.

In conclusion, three elements—video, audio, and text—play important roles in the teaching/learning process. The PDP framework, based on research, helps teachers plan and deliver effective listening, video, and reading lessons. This framework also helps ensure students are motivated. Engage actively before, while, or after listening, watching, or reading a text.

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Picture 2: Demonstrative Listening Lesson



Listening Lesson Plan

Name: Kenia Chong Ponce **Level:** B1

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

1. Active listening exercises
2. reflective listening discussion

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

Show understanding of the song "When I Was Your Man" by ordering the words, filling in the gaps, analyzing the message, and then making proposals.

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 activity 1, I will observe if students write the correct word.

In the information gap activity, I will see students complete the song and identify the words they do not know.

Ultimately, they should be able to answer questions and write a message.

Preliminary considerations:

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

They know the pasado simple.

They have listened to some past verbs and present

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

They might find confusing the new words.

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

At the beginning, I Will show vocabulary and verbs they know.

Time	Framework stage	Procedure		Interaction T-S/S-S	Materials Needed
		Teacher will	Students will		
10 min	Pre-Stage	<ul style="list-style-type: none"> Do you know Bruno Mars? Who is he? What songs do you like of Bruno Mars? Teach new vocabulary of the song. Give instructions for Mingle Activity. 	<p>-Yeah! He's a singer. Students tell some names.</p> <p>Mingle Activity: Match vocabulary words with the corresponding meaning. Check and correct mistakes</p>		<p>-Pencil</p> <p>- markets</p>
5 min	Early During	<ul style="list-style-type: none"> Give instructions for Activity 1 Use ICQ Students can listen to the audio for a second time. 	<p>Listen to the first 30 seconds of the song and fill in the gaps with these words:</p> <p>Name, friends, breaks, sounds, radio.</p> <p>Check and correct mistakes.</p>		<p>https://www.youtube.com/watch?v=JC6Iw7WJYfg&ab_channel=SideLight</p> <p>-sheet</p> <p>-markets</p> <p>-pencil</p>

5 min	Early during	<p>-Give instructions for activity 2</p> <ul style="list-style-type: none"> • Use ICQ 	<p>-Listen to the audio second part (min 45-1:17) and order the lyrics correctly.</p> <p>Check and correct mistakes with classmates.</p>		
5min	Later During	<p>-Give instructions for the activity 3</p> <ul style="list-style-type: none"> • Use ICQ 	<p>-Listen to the audio third part (min 1:23 – 1:50) and fill in the gaps with nouns and adjectives.</p> <p>Check and correct mistakes with classmates.</p>		
5 min	Later During	<p>-Give instructions for the activity 4</p> <ul style="list-style-type: none"> • Use ICQ 	<p>-Listen to the fourth audio part (min 1:55 - 2:25) and choose the correct letter, A or B.</p> <p>Check and correct mistakes with classmates.</p>		
5 min	Final During	<p>-Give instructions for the activity 5</p> <ul style="list-style-type: none"> • Use ICQ 	<p>-Listen to the audio sixth part(song) and match these expressions to their meaning.</p> <p>Check and correct mistakes with classmates.</p>		

10 min	Post-Stage	<p>-Ask students to answer this question about the song.</p> <p>-What is the message of this song?</p> <p>Give instructions for a free activity</p>	<p>-Group Work (4 groups)</p> <p>Prepare and present the proposal how to apply the message in our real life.</p>		-pencil
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https://www.youtube.com/watch?v=JC6lw7WJYfg&ab_channel=SideLight

VOCABULARY

Tear: lagrima

Held your hand: tome su mano

Break: romper

Selfish: egoista

Dumb: muda

Mess: desorden

Bought: compro

Hurts: duele

Pride: orgullo

Apologize: disculparse

Activity 1: Students should fill in the gaps with these words in the box.

Bruno Mars When I Was Your Man

I. Fill in the gaps with these words:

a)name b)friends c)breaks d)sounds e)radio

Same bed, but it feels just a little bit bigger now
Our song on the 1. _____, but it doesn't sound the same
When our 2. _____ talk about you all that it does
is just tear me down
Cause my heart breaks a little when I hear your
3. _____
And it all just sounds like uh, uh, uh

Activity 2: Students should order the lyrics correctly, depending on how they listen.
The order is important.

ii. Order the lyrics correctly. (1-5)

- () Should have given you all my hours when I had the chance
- () Take you to every party cause all you wanted to do was dance
- () That I should have bought you flowers and held your hand
- () Hmm too young, too dumb to realize
- () Now my baby is dancing, but she's dancing with another man.

Activity 3: fill in the gaps with these nouns and adjectives

III. Fill in the gaps with these nouns and adjectives.

mess / eyes / selfish / good / strong

My pride, my ego, my needs and my 4. ways
Caused a good 5. woman like you to walk out
my life
Now I never, never get to clean up the 6. I made
And it haunts me every time I close my 7.
It all just sounds like uh, uh, uh, uh

Activity 4: Students should select the correct option (Letter A or B)

IV. Type A or B in the blanks.

(CHORUS)

Hmmm too young, to **A) dumb/ B) dull** to realize
That I should have **A) buy / B) bought** you
flowers and held your hand/hat
Should have **A) give / B) given** all my hours
when I had the chance
Take you to every party cause all you wanted to do was
dance
Now my baby is dancing, but she's dancing with another
A) man/ B) hen

Although it hurts I'll be the first to say that I was wrong
Oh, I know I'm probably much too late
To try and apologize for my mistakes
But I just want you to know
I hope he buys you flowers, I hope he holds your hand

Activity 5: Students should match these expressions to their meaning

VI. Match these expressions to their meaning.

1. I should have bought you flowers.
 2. My heart breaks when I hear your name.
 3. I never get to clean up the mess I made.
 4. To try and apologize for my mistakes.
- A. *Now I can't change things, it's too late.*
B. *I didn't buy you flowers ... I made a mistake.*
C. *I feel sad when I hear your name.*
D. *Try to say sorry for what I did wrong.*

Reading Module

Reflection Wheel Journal 4

Learning a second language requires dedication. PDP is a framework that can be used to teach receptive skills, such as listening and reading. It helps build learners' reading skills and comprehension. In this journal, I will present some of my learning experiences during this module.

It is important to consider my expectations and feelings about the reading framework. Teaching reading was a challenge. It would not cost me so much to reach the students and enable them to grasp and learn using the READING technique. At first, I was nervous because I did not know the students, and they did not know me either. I expected them to be calm and want to participate in all the activities. I began to speak as loudly and clearly as I could so that everyone in the room could hear what I wanted to express, and to my surprise, they wanted to hear my message. At that moment, I felt more comfortable. During class, I made them all participate. Everyone participated until the end of the class, and I felt delighted. Some told me I did a great job of cheering myself up. It was a pleasant experience. My feelings about teaching reading were disturbing, knowing that students had to listen, learn, and practice various things. I felt they needed to do something better if they did not learn.

New learnings from readings According to Koda (2004), learning reading strategy not only compensates for the learner's comprehension deficiency but also enhances their critical thinking. Similarly, Palincsar and Brown (1984) state that the learning reading strategy helps students, especially low-achieving learners, ignore comprehension failure and develop their retention. Pressley (2006) noted that English language students need to be taught strategic reading through instruction in reading strategies.

Reading is a perpetual guessing game in which what one brings to the next is frequently more essential than what one discovers. Students should learn to apply what they know to interpret unfamiliar components, whether they are thoughts or simple words when reading. (Grellet, 2004)

Mokhtari and Reichard (2002) explained that reading strategies are activities or actions that readers use to construct meaning and facilitate reading. Reading strategies are techniques or styles students choose for reading comprehension (Cohen, 1986). Brantmeier (2005) defined reading strategies as techniques that learners use to read and figure out the context in reading comprehension.

Young children, especially kindergarteners, may struggle to comprehend their reading. Throughout their first year of school, kids learn the fundamentals of the English language, how to read, and how to reflect on what they have read. A challenging reading comprehension task that involves cognitive reasoning is summarizing. (Chlapana, 2016)

I learned that the reading framework is fundamental in our lives; it teaches us to improve in various areas of education, such as reading, writing, and listening. I learned that things do not always turn out how you want them to, but rather how you intend them to. I set out to do many things, this time teaching, and in the end, I achieved it; I was successful. Teaching someone feels incredible; knowing someone is learning what I am teaching is very satisfying. There are five stages of literacy development: emergent literacy, alphabetic fluency, words and patterns, intermediate reading, and advanced reading.

In my experience, the Reading framework is very important for teaching reading as it provides a structured approach to lesson planning and delivery, focusing on checking comprehension and ensuring student engagement. The framework helps build learners'

reading skills and comprehension by incorporating activities for the pre-reading/listening, during reading/listening, and post-reading/listening stages of a lesson.

I suggest that students read books or stories they are attracted to so that they will feel concerned about the story and be willing to know what certain words mean to better understand it. With that story, the teacher could introduce new vocabulary and phrases they can use in real life. The activity is for reading comprehension, and then they must create a summary or comment on the best parts they like and the ones they do not.

I can use many ideas about applied accurate reading lesson plans in class. One example is the shared reading lesson plan, which involves engaging students in interactive, meaningful, and engaging experiences by modeling good reading habits and implementing reading strategies. Real-World Reading: This pack provides students with practice reading real-world (functional) texts, such as recipes, schedules, flyers, and advertisements. Functional Reading Activities: These activities target functional reading skills that students can apply in real-life situations. Examples include reading schedules, receipts, grocery lists, greeting cards, and invitations.

In conclusion, PDP is a framework for teaching receptive skills – listening and reading. The PDP (Prepare, Do, Post) framework is a lesson planning framework that helps teachers plan and deliver effective listening, video, and reading lessons. It focuses on checking comprehension and ensuring students are motivated and engaged in learning. The framework is based on research and helps teachers plan and deliver practical lessons for various skills, including listening and reading. Learning this Form is very exciting; you learn how to pronounce and read.

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Picture 3: Demonstrative Reading Lesson



Reading Lesson Plan

Name: Kenia Chong Ponce Level: A2

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

1. Teacher Talking Time
2. Voice Tone Control

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT: Show understanding of reading about the importance of good habits of mind in our daily lives by identifying critical information in a group work activity.

When/How in the lesson will I check students' progress toward the above learning

Once the drafting stage has finished, I will measure the student's progress by checking the activities they can do in revising and editing stages, especially in the extension stage I will check the reading comprehension of each student.

Objective? What behaviors/activities will show me whether they have mastered the material?

The first indicator will be the number of successful answers in the first and second activities.

The second indicator will be the idea of each student in the third activity. They can demonstrate reflexive behavior according to the message of the reading "A healthy mind reader."

Preliminary considerations:

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

Present simple, conditionals, modal verbs, adverbs of frequency, possessives, prepositions

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

They may feel overwhelmed at the first view of the length of the reading

Specific vocabulary could be difficult to understand for students

The final exercise could be challenging by the time they have to argue their idea

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

Going by parts, step by step, in the reading by explaining the parts of the text (introduction, idea 1, idea 2)

Explain some vocabulary words before beginning the reading, then explain that if they encounter a new word they do not understand, the teacher will explain it.

Write a little template of how I write an argument. E.g., I would like (activity) because (explanation)

Time	Framework stage	Procedure		Interaction T-S/ S-S S VAKT	Materials need
		Teacher will	Students will		
10 min	Pre Stage	Teach Vocabulary Write on the board Ss some words and meanings	Matching Activity Discuss in pairs and match the words with definitions on the board	T-S	Pencil Markers Notebook Whiteboard
10 min	Early During	Hand Ss the reading over Give instructions for activity 1	Activity 1 Answer the stated questions below the reading by choosing the correct answer	T-S S-S	Pencil Sheets Whiteboard
5 min	Late during	Give instructions for activity 2	Read the text Complete the True or False activity Select the best answer according to the reading.	S-S	Sheet Pencil
10 min	Final During	Give instructions for activity 3	Activity 3 Read again, write an excellent habit to improve their minds, and explain why.	S-S	Sheet Pencil
10 min	Pos Stage	Ask Ss to work in groups	Create a proposal for their families or friends to create good habits for a healthy brain.	T-S S-S	Sheet of paper Pencil Whiteboard

			Present the proposal to the class		Markers
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VOCABULARY

Despite: a pesar de

Worse: Peor

Breaths: Respiraciones

Improve: Mejorar

Slow down: Desacelerar

Loaf: Barra

Find: Encontrar

Brain: Cerebro

Mind: Mente

A Healthy Mind Reader

The brain is the most amazing part of our body and despite all medical research nobody really understands about it. But just like our bodies, it needs to be cared for in ways that can be quite simple. Getting a good night's sleep, eating a balanced diet and taking deep breaths are all important methods of looking after both your body and your brain.

Many people think their brain will slow down with age and their memory will get worse as a result. The truth is, just like your body, you can also improve your mind. I've found I can improve my memory by imaging what I need to remember. For example, if I'm going shopping and I need bread, milk and a birthday card for brother, I imagine a loaf bread, a carton of milk with a cow on the front and a birthday card with a football on it.

The same kind of method can be used with important dates. If you have a picture in your mind of a particular event it's much easier to remember than just a number on a calendar.

Another way of improving your mind is to make sure you regularly visit new places and have new experiences. Personally I find learning Spanish is a great way to keep the brain working, but communication in any language is important. Having a conversation is so much better for your brain than staring at a computer screen or at other people talking on TV.

ACTIVITY 1

Students should read the text. Answer the stated questions below the reading by choosing the correct answer.

1 What is the writer's main aim in writing the text?

- A to explain how the brain works
- B to talk about problems with the brain
- C to describe how clever she has become
- D to suggest the brain needs attention.

2 What does the reader learn about the writer from the text?

- A She has a computer
- B she is learning another language
- C She likes shopping
- D She enjoys travelling

5 What would be another title for the text?

- A Easy ways to develop your mind
- B The latest research into the brain.
- C The amazing power of memory
- D How to remember things you thought you'd forgotten.

3 What does the writer say about the brain?

- A It should be treated in a similar way to our bodies.
- B Not enough medical research is being done on it.
- C It definitely becomes less quick when we are older.
- D It ages faster than our bodies.

4 What does the writer say about her own memory?

- A It has been possible to make it better.
- B She finds objects more difficult to remember than numbers.
- C It has got worse over the years.
- D She often forgets birthdays.

ACTIVITY 2

Students should read the text and complete the True or False. In this activity. Select the best answer according to the reading.

¿Are the statements true or false? Mark with an X in the correct option	True	False
1. Sleeping well at night is not essential for a healthy mind		
2. Doing creative activities, such as painting or writing, can be therapeutic to the mind		
3. The brain is the most fantastic part of our body		

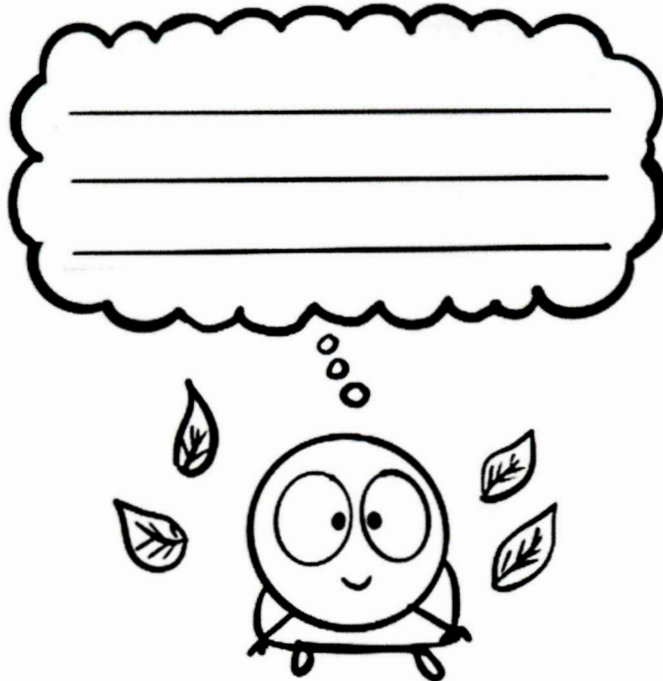
4. Everybody understands how the brain works		
5. Staring at a computer and TV is healthier than having a conversation		

ACTIVITY 3

Students should write peaceful and positive thoughts.

Name _____

Write a **PEACEFUL** positive thought



Writing Module

Reflection Wheel Journal 4

Writing well is essential to effective communication in various academic, work, or personal contexts. It is also essential to productivity and personal and social advancement. In this journal, I will present my experiences, new learnings, etc.

It is important to consider my expectations and feelings. My expectations about the Writing module were very high. I want students to be able to recognize the various emotional states that people use, whether spoken or written. I know these are difficult, but we have to start with something. Also, it is important to remark on the advantages for the future that this brings.

New learnings in writing and vocabulary are vital for effective second language education. A writer should utilize appropriate terminology to explain what they wish to write. (Rivers, 1992)

Practical writing skills are central in higher education and the world of work. One's ability to compose an extended text is the best predictor of success in coursework during the freshman year (Geiser & Studley, 2001).

When the title accurately describes the content, the writing is good. A text's content should be pertinent or equivalent and accurately explain the title. It was said by (Brown, 2004)

Advanced writing skills are an essential aspect of academic and subsequent work-related performance. However, American students rarely attain advanced scores on assessments of writing skills (National Assessment of Educational Progress, 2002)

When instructional exchanges, including the language, knowledge, and problem-solving skills needed for writing, are successfully supplied, children need a clear framework created inside. (Goldenberg, 1992).

I learned that the Writing framework is vital for developing human skills such as attention, concentration, memory, organization, and methodology. To write well, one must organize thoughts, explain arguments, present supporting evidence, and lead the reader to a conclusion. Written expression is a challenge for many children, and skills such as reading comprehension, vocabulary, planning, revising, and editing are required to express themselves well through writing.

According to my experience, working with children is very complicated and complex. However, sometimes, the class is entertaining when I use many materials in the classroom, like a projector and presentations, and the students get excited to know that the class is different. The students need help when they are reading. They had to write down what I was saying; they could not do it properly, so I had to show them how to write all the words they wanted.

I would initiate a collaborative storytelling activity in which each student contributes a sentence or paragraph to create a story as a class. This activity enhances individual writing skills and promotes teamwork.

In conclusion, using a writing framework in the classroom dramatically improves students' writing skills. Students can create more coherent and compelling essays by doing several things, such as summarizing main points, examining implications, and concluding with a final idea. This method improves organization and clarity while allowing students to articulate their ideas more effectively to know this framework.

Adopting a writing framework builds confidence and competence in writing, preparing students for future academic endeavors.

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Writing Lesson Plan

Name: Kenia Chong Ponce

Level: A2

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

1. Incorporate a structured framework
2. Integrate peer review sessions

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT write a formal E-mail to recognize every part of the E-mail and then share it with 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?

First, through the Reading activity, I will check their vocabulary knowledge and comprehension of the text. After that, they will write a formal E-mail and share it with their partners.

Preliminary considerations:

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

Present continuous, Present simple, adjectives

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

Writing according to the structure of the E-mail formal

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

Giving appropriate instructions

Time	Framework stage	Procedure		Interaction T-S/ S-S S VAKT	Materials need
		Teacher will	Students will		
10 min	Preparation	<p>Ask Ss: What is E-mail?</p> <p>Ask Ss: How do you structure an e-mail?</p> <p>1) Greeting</p> <p>2) Body</p> <p>3) Closure</p> <p>4) Farewell</p> <p>Explaining how to do the E-mail</p>	<p>Brainstorming about E-mail</p> <p>Talk about structure E-mail and write to the board</p> <p>some say to the teacher, the structure of the E-mail</p> <p>pay attention to the explanation and take notes.</p>		<p>pencil</p> <p>markets</p> <p>notebook</p>
10 min	Drafting	<p>Show the Ss example to the E-mail formal</p> <p>Explaining to the example</p> <p>Give instructions about the activity (write an E-mail formally)</p> <p>Observe to the Ss</p>	<p>Ask the teacher who does not understand the example</p> <p>Write an E-mail formal (100 words)</p> <p>Use imagination and creativity</p>		<p>pencil</p> <p>sheet</p>
10 min	Revising	<p>Give the instruction Ss about the activity</p>	<p>Change the E-mail with their partner and observe the mistakes</p>		

		Observe to the Ss	underline the mistakes to their partner		
10 min	Editing	Give the instruction Ss about that and return the E-mail Observe to the Ss	Return the e-mail to their partner and correct the mistakes on the same sheet.		sheet pencil
5 min	Extension	Instruct to the E-mail publish in class The best E-mail has a point	Decorate the E-mail for later publishing in class		

¿Cómo empezamos un email formal?

¡Con un buen saludo!

Si conocemos a la persona a la que nos dirigimos, empezamos con estos saludos para:

- Hombres – *Dear Mr. Woods,*
- Mujeres casadas – *Dear Mrs. Rodriguez,*
- Mujeres de las que no sabemos su estado civil – *Dear Ms. Green,*

*Hoy en día casi siempre se utiliza "Ms." ya que no solemos saber el estado civil del destinatario.

Procuramos utilizar siempre "Ms."

Si **no le conocemos**, nos tenemos que dirigir con saludos menos personales. Estos saludos se utilizan sobre todo en cartas de reclamación o cuando tenemos que pedir información ya que escribimos a un colectivo.

- *Dear Sir/Madam,*
- *To whom it may concern,*

¿Ahora, qué incluimos en el cuerpo del email formal?

Ahora que hemos empezado el email formal con el saludo, toca meterle un poco de chicha. Avanzamos con el desarrollo del cuerpo del email, teniendo en cuenta el propósito de la carta.

La forma más corriente de empezar es con un "*I am writing to...*" seguido por nuestra finalidad, que podría ser:

- Agradecimiento – *I am writing to thank you for...*
- Pedir Información – *I am writing to ask/inquire about...*
- Dar Información – *I am writing to inform you that...*
- Seguimiento – *I am writing to follow up on...*
- Respuesta – *I am writing in response to...*

Si queremos **dar agradecimiento desde el principio**, también podemos empezar de las siguientes formas:

- *Thank you for...*
- *I (we) would like to thank you for...*

Y si queremos **pedir ayuda**:

- *I would be grateful if you could...*
- *Would you mind ?*

¿Cómo escribimos el cierre de un email formal en inglés?

Después de escribir el cuerpo del email, nos queda un paso antes de despedirnos. Tenemos que incluir el cierre del email. Estos comentarios suelen ser para volver a agradecer, referirse a una reunión en el futuro próximo u ofrecer ayuda.

Agradecimiento

- *Thank you once more for...*
- *I (we) would like to thank you again for...*

Reunión en el Futuro Próximo

- *I (we) look forward to meeting / seeing you...*

Ofrecer Ayuda

- *Please do not hesitate to contact me if you have any questions regarding this matter.*
- *If you need any further assistance, please contact me.*

Despedidas en un email formal

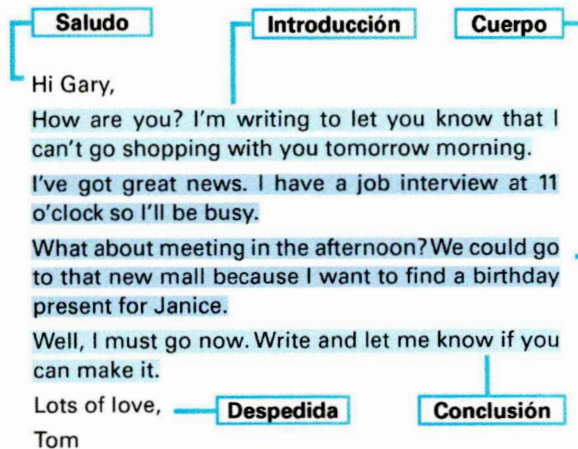
Hasta aquí bien, pero ¿cómo nos despedimos en un email formal? Las despedidas en un email formal se hacen con un lenguaje muy cordial.

Si no conocemos al destinatario, utilizamos:

- *Yours sincerely,*
- *Yours faithfully,*

Si conocemos al destinatario, utilizamos:

- *Best regards,*
- *Best wishes,*
- *Sincerely,*



Example:

Picture 4: Demonstrative Writing Lesson



Conclusions

- I decided to use Language Analysis (FMU) during speaking classes to learn how to use language effectively for oral communication. Focusing on pronunciation and fluency is essential to applying structure, meaning, and usage effectively in conversation classes.
- The ECRIF framework offers a perspective on how students acquire proficiency in a second language. It aims to offer educators a tool for structuring classes and engaging students in activities. Rather than focusing on teachers' actions, ECRIF helps observe and understand students' learning processes and thoughts as they progress in lessons.
- The PDP listening encompassed three key elements: video, audio, and text. The PDP framework assists teachers in designing and executing engaging lessons focused on listening and reading; its implementation ensures students remain motivated and actively participate before, during, and after engaging with audio, video, or written materials.
- The PDP Reading is a framework for teaching receptive skills such as listening and reading. The Prepare, Do, Post (PDP) framework assists teachers in planning and executing engaging lessons in listening, video, and reading. It emphasizes verifying comprehension and ensuring student motivation and engagement in the learning process. Based on research, this framework aids teachers in effectively planning and delivering lessons that enhance skills like listening and reading. Mastering this approach is enriching and educational, enhancing pronunciation and reading proficiency.
- The writing framework in the classroom significantly enhances students' writing abilities. Students can craft more cohesive and persuasive essays through practices like summarizing key points, exploring implications, and concluding with a final idea. This approach enhances the organization and clarity of their writing, enabling students to express their ideas more effectively.

Recommendations

- All teachers should apply FMU analysis because Grammar can be confusing, but you will learn to plan speaking lessons in the best possible way.
- The students should do more activities to practice the pronunciation of the words for the best comprehension and understanding of the pronunciation similar to the word because sometimes it has similar pronunciations but different meanings.
- For listening activities in class, it is necessary to use Active Listening: Engage actively by focusing your attention on the speaker or the material presented; this involves hearing the words and understanding their meaning and context. Ask Questions, Take Notes, Participate in Discussions
- When engaging in PDP reading activities in class, here are some practical recommendations to enhance your learning and personal growth: Preview and Skim; before diving into detailed reading, preview the material to get an overview. Skim through headings, subheadings, and critical points to understand the structure and main ideas. Set Goals, Take Notes: As you read, jot down important points, key concepts, and any questions or reflections that arise. Summarize sections in your own words to aid comprehension and retention. Use Active Reading Strategies: Reflect on the Content.
- Instructors should have clear objectives and clearly define the objectives of the lesson. Please do warm-up activities, such as Starting with a short activity to motivate and prepare students for writing.