

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

AUTORA:


Nidian Elena García

TUTOR(A):

Mg. Zambrano Zambrano Cintya Maribel

MANTA – MANABÍ – ECUADOR

2024 - 1

 Uleam <small>EL OY ALFARO DE MANABÍ</small>	NOMBRE DEL DOCUMENTO: CERTIFICADO DE TUTOR(A).	CÓDIGO: PAT-04-F-004
	PROCEDIMIENTO: TITULACIÓN DE ESTUDIANTES DE GRADO BAJO LA UNIDAD DE INTEGRACIÓN CURRICULAR	REVISIÓN: 1 Página 1 de 1

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 GARCÍA NIDIAN ELENA, legalmente matriculada en la carrera de PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, período académico 2024- 2025(1), cumpliendo el total de **384 horas** , cuyo tema del proyecto o núcleo problémico es *"TEFL Application Process"*

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

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

Manta, Miércoles, 24 de julio de 2024.

Lo certifico,



ZAMBRANO ZAMBRANO CINTYA MARIBEL
Docente Tutor

CERTIFICADO DE DERECHO DE AUTOR

Título del Trabajo de Integración Curricular
Teaching English as a Foreign Language Application Process

Autora: Nidian Elena García

Fecha de Finalización: 28/07/2024

Descripción del Trabajo:

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

Declaración de Autoría:

Yo, Nidian Elena García , con número de identificación 1757498892, declaro que soy la autora original del trabajo de integración curricular titulado Teaching English as a Foreign Language Application Process. Este trabajo es el resultado del esfuerzo intelectual y no ha sido copiado ni plagiado en ninguna de sus partes.

Derechos de Propiedad Intelectual:

El presente trabajo de investigación está reconocido y protegido por la normativa vigente, art. 8, 10, de la Ley de Propiedad Intelectual del Ecuador. Todos los derechos sobre este trabajo, incluidos los derechos de reproducción, distribución, comunicación pública y transformación, pertenecen a los autores y a la Institución a la que represento, Universidad Laica Eloy Alfaro de Manabí.



Nidian Elena García
1757498892

Manta, 07 de agosto de 2024

Content

1. Introduction	3
2. Language Module	4
2.1. Journal 1	4
Sources consulted:.....	7
2.2. FMU Analysis	8
Sources consulted:.....	9
3. Speaking Module	10
3.1. Journal 2.....	10
Sources consulted:.....	12
3.2. Speaking Lesson Plan (ECRIF).....	13
3.3. Demonstrative Lesson	17
4. Listening Module	20
4.1. Journal 3.....	20
Sources consulted:.....	22
4.2. Listening Lesson Plan.....	24
4.3. Demonstrative Lesson	27
5. Reading Module	30
5.1. Journal 4.....	30
Sources consulted:.....	32
5.2. Reading Lesson Plan.....	33
5.3. Demonstrative Lesson	38
6. Writing Module	41
6.1. Journal 5.....	41
Sources consulted:.....	44
6.2. Writing Lesson Plan.....	45
6.3. Demonstrative Lesson	48
Conclusions	51
Recommendations	52

1. Introduction

Education plays a pivotal role in shaping our lives and achieving our personal and professional goals. It is a continuous journey that requires effective methodologies to enhance learning outcomes. Teachers must adapt their approaches to ensure that all students can learn. Among the various instructional strategies available, methods such as ECRIF (Encounter, Clarity, Remember, Internalize, Fluency) and PDP (Personal Development Plan) stand out as essential frameworks for fostering effective teaching and learning experiences applicable in real contexts. However, the successful implementation of these methods often hinges on the teacher's familiarity and proficiency with them. In many cases, a lack of understanding or application of these strategies can lead to significant challenges in the learning process.

This project explores various lesson plans that utilize these pedagogical approaches, detailing the steps involved in each process. It outlines the objectives of each class, the resources required, and the action points necessary for effective instruction. Well then, a well-structured methodology is crucial for developing the skills that students need to master the target language. For this reason, engaging in activities that promote real-world interaction, such as face-to-face conversations and speeches, is vital for helping students acquire the language skills they need to communicate effectively.

2. Language Module

2.1. Journal 1

Reflection Wheel Journal 1

The learning process implies that the teacher understands the topic that is being taught, this being the starting point for the student to understand and connect this learning with a real context, I expect that students can infer the meaning and use of "used to" from its structural form, understanding how this structure is connected and used in a daily life situation. In my opinion, understanding the difference between FORM, MEANING, AND USE, is one of the keys to the successful analysis, of words, phrases, clauses, and sentences in their context, which would generate feelings of satisfaction in students when they understand what they are learning.

Communication is mainly related to speaking, listening, reading, and writing. No one learns grammar; we usually know the language from our environment. However, grammar develops in the context of our relationships The Editors of Encyclopedia (2023) describe it as "grammar, rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation". In this sense, the analysis of the structural form, meaning, and use (FMU), allows students to understand the grammatical meaning of what is being taught, helping them to decode the meaning when they hear or read the form used in other situations.

Thinking about the use of the form and its central meaning helps students see why people choose to use it. As stated by Larsen Freeman (2001) Grammatical structures not only have (morphosyntactic) form, but they are also used to express meaning (semantics) in

context-appropriate use (pragmatics). which can be useful in helping students understand how different grammatical structures are used in various contexts and the rules by which they are subject. To become better communicators, learners should deepen their knowledge, this implies "what the student knows and how he knows it", which is useful for students since it allows them to communicate effectively with their environment.

From these definitions and according to my experiences during my Pre-service Teaching, the grammatical teaching of a topic following the FMU structure allows us to involve students in a communicative environment where ideas and experiences have a place, for example: during the application of the class demonstrative with the form of "used to", I was able to show, how confusion is created when the meaning of this structure is not clear, since its similarity with another word tends to confuse and create doubt in students between what it means and how it is used. That is why it becomes essential to use comprehension questions to know if they understand the topic, in this way, they are allowed to put into practice what they are learning, while possible errors or confusion are shown that they may be committing or having and that can become clearer as you immerse yourself in the communicative interaction.

The FMU analysis application provides me with methodological tools to facilitate learning. These tools allow students to actively and effectively participate in teaching activities that simulate real-life contexts. according to (Hattie, 2009; Marzano et al., 2001; Wayne and Young, 2003), "Teaching strategies refer to the methods, techniques, procedures, and processes that a teacher uses during instruction. It is generally recognized that teaching strategies are multidimensional, and their effectiveness depends on the context in which

they are applied". Hence the importance of applying FMU in a real context where teachers can create a more attractive and interactive learning environment that promotes student participation and improves learning outcomes.

In conclusion, through pre-professional practices, a social interaction is created that links the teacher with the students, what they know, and what they need to learn. That is why analysis of the structural form, meaning, and use (FMU) of a phrase or clause is crucial in second-language grammatical teaching since understanding the difference between form and function is key to successful FMU analysis. In this sense, FMU analysis helps students better understand the central meaning of a structure and its use in real contexts, which guarantees effective communication, which is essential for student learning. On the other hand, this analysis of FMU enables teachers to create a more engaging and interactive learning environment that promotes student engagement and improves learning outcomes. By applying FMU analysis, teachers can clarify doubts, ensure learning, and create a more participatory learning environment.

Therefore, I suggest going deeper and analyzing the topics in depth to understand their different applications in real contexts; helping to improve the skills involved in learning and teaching a foreign language. Additionally, insights from second language acquisition (SLA) and research into how learners naturally develop their ability to interpret and produce grammatical expressions can help improve the teaching process.

Sources consulted:

- Adnan Yılmaz. (2018) Form-meaning-use framework in grammar teaching: Research on noun clauses in writing skills. Journal of Language and Linguistic Studies chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://dergipark.org.tr/en/download/article-file/650676
- Britannica, The Editors of Encyclopaedia. "grammar". Encyclopedia Britannica, (5 Jul. 2023), <https://www.britannica.com/topic/grammar>. Accessed 21 September 2023.
- Diane Larsen-Freeman (2003), Teaching grammar chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.uibk.ac.at/anglistik/staff/freeman/course-documents/tesfl_-_teaching_grammar.pdf
- Hattie, 2009; Marzano et al., (2001); Wayne and Young, (2003). Teaching Strategies. <https://intranet.ecu.edu.au/learning/curriculum-design/teaching-strategies>

2.2. FMU Analysis

FORM

USED TO

Affirmative: *Used to* + infinitive

- She used to be a long-distance runner when she was younger. Subject + used to + the base form.

Negative: *Didn't use to*:

- I didn't use to sleep very well, but then I started doing yoga and it really helps. Subject + Did not (Didn't) + use to + the base form verb.

Question: Auxiliary *Did* + use to:

- Did you use to come here as a child? Did + Subject + use to + the base form verb.

MEANING

- "Used to" refer to actions and situations in the past which no longer happen or are no longer true. It always refers to the past.
- We use simple past for an action that only happened once.

USE

We use "used to" to:

- For habits and regular actions in the past.
- For states in the past that are not true any longer in the present time.
- We don't use "used to" to talk about actions that only happened once.

Anticipated difficulties.

- Confusion in the use of used to and use to.
- Confusion with the pronunciation of used to.
- Confusion about the meaning of the word "use".
- Confusion between when to use usually and used to.

Concept Checking Questions.

- a) What did she use to like?
She used to be really shy. She didn't use to be very confident.
- b) When you were a child, did you use to go on vacation?
I used to go on vacation to my grandparents' house.

Teaching ideas.

Students could answer questions about activities they used to do as children, using the grammar they learned. For example, what did you use to do on vacation when you were a child? I used to ride my bike around my town every afternoon, which allows them to talk about the activities they did when they were children.

Sources consulted:

Cambridge dictionary: <https://dictionary.cambridge.org/grammar/british-grammar/used-to>

Traffis C. (2023) Is it "Used To" or "Use To"? How to Use Both.

<https://www.grammarly.com/blog/used-to/>

3. Speaking module

3.1. Journal 2

Reflection Wheel Journal 2

Communicating effectively is an essential skill and a crucial component of communication. Effective speakers need to be able to process language in their heads and put it into coherent order so that it comes out in forms that are not only comprehensible but also convey the meaning and contexts that are intended. (Harmer, 2001). Speaking skills are important in academic settings, as students are often required to present their ideas and research to their peers and professors.

In this sense, I expect that the lesson plan will focus on developing students' ability to maintain a conversation effectively, so personally hope that students will be able to structure sentences using the grammar they have learned while also using those sentences to communicate with their peers, although in my experience thinking and speaking in English is not an easy task for all students, I am aware that in a classroom some students perform better than others since for some the fear of making mistakes prevents them from speaking and therefore communicating. That is why this lesson plan will incorporate various activities that increase their degree of difficulty, which in turn helps students advance progressively in their learning.

Speaking is a highly complex and dynamic skill that involves the use of several simultaneous processes - cognitive, physical, and socio-cultural - so, a speaker's knowledge and skills have to be activated rapidly in real-time. In this sense, Amaya (2021) mentions that the acronym ECRIF means: Encounter, Clarity, Remember, Internalize, Fluency, and that all these stages guide and support the teaching-learning process. Hence, the speaking lesson plan provides teachers with a guide based on an instructional objective that aims to motivate students to develop their communicative skills based on what they should produce. Furthermore, learning to speak in a second language involves increasing the ability to use these components to produce spoken language in a fluent, accurate, and socially appropriate way, within the constraints of a speaker's cognitive processing. Additionally, Goh and Burns, (2012, p. 53) present, the language as a model of second

language speaking competence that comprises knowledge of language and discourse, core speaking skills, and communication and discourse strategies. Which must be motivated by the desire to learn and put into practice what is being learned in this same order of ideas, Burns (2019) raises social and functional motivation by distinguishing between pragmatic or transactional discourse and interactive or interpersonal conversation, the first involves the exchange of information, for example, searching for information about a job or calling an ambulance, while the second is mainly aimed at creating and maintaining social relationships, for example, chatting with friends or family, as well as making small talk.

In my experience, while implementing a Speaking lesson plan, the most difficult thing is to motivate students to participate in the activities although following a structure that breaks the ice and increases the difficulty of the activities showed me that the teacher plays a primary role since the dynamism of the class and the participation of the students, will depend on the methodology and strategies used by the teacher. In this case, the main objective of the proposed lesson plan was for students to be able to talk with their friends about things they used to do, based on the sequence established by ECRIF.

However, school environments have been systematically designed so that students learn grammatical rules, which, on many occasions prevent them from communicating fluently and effectively. since learning a grammatical rule is not the same as using it in different environments, and, I was able to demonstrate this during my demonstration class when I taught them about the use of “Used to” teaching the grammatical form was easy, on the contrary, using it was not, since there were students who were not clear that this expression only it was used for things that used to be done and that have currently been left or changed for something else. On the other hand, my expectation was always to clarify doubts and ask them in different ways things in which they could use the structure but with my nervous during the class I forgot to ask these verification questions, which generated confusion in some students that was clarified individually but that in my opinion could have been avoided.

Applying the ECRIF method to my class helps me improve the language teaching-learning process, since it allows me to expose students to real scenarios in which students

can interact losing the fear of facing similar situations in their daily lives, at the same time, I can develop didactic activities for teaching that allow students to develop speaking competence, keeping them motivated and participatory during the class. Additionally, I learned that I must show confidence when explaining the grammar of a topic, as well as ask more verification questions with which they can clarify doubts about the topic while reducing my participation and motivating them to infer, deduce, and discover new knowledge.

In conclusion, the importance of effective communication skills is based on the development of students in educational environments where they are often required to present their ideas clearly and coherently. Based on this, the development of a speaking lesson plan aims to help students develop their speaking skills and make them more confident and effective communicators. From my experience as a teacher applying this type of lesson plan, I would recommend exposing students to real contexts, since this allows them to improve considerably their communication in daily life environments, improving their fluency and confidence in using the language they are using is acquiring.

Sources consulted:

- Amaya Noguera Amparo Nohemí (2021); Ecrif framework for speaking development in efl at “Humberto Vacas Gómez” school in the year 2020-2021. UTC. Latacunga. 66 p. <http://repositorio.utc.edu.ec/handle/27000/8209>
- Anne Burns (January 2019) Concepts for Teaching Speaking in the English Language Classroom1. LEARN Journal: Language Education and Acquisition Research Network Journal, Volume 12, Issue 1. <https://files.eric.ed.gov/fulltext/EJ1225673.pdf>
- Goh, C. C. M., & Burns, A. (2012). Teaching speaking: A holistic approach. New York: Cambridge University Press. https://assets.cambridge.org/97811070/11236/frontmatter/9781107011236_frontmatter.pdf
- Jeremy Harmer (2001) The Practice of English Language Teaching 4th Edition https://www.academia.edu/25472823/The_Practice_of_English_Language_Teaching_4th_Edition_Jeremy_Harmer

3.2. Speaking Lesson Plan (ECRIF)

Level: A2

Action points:

1. Set up real-world scenarios for fluent use activity.
2. Reduce TTT (Teaching Talking Time)

What are your Student Learning Objectives for the lesson?

- By the end of the lesson, SWBAT **use** “used to” to describe activities that they used to do when they were children in a roleplay conversation among friends.

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

- In the Pictionary activity, I will observe if students can remember the correct way to use the grammar by completing the sentences.
- In the reading activity, I will see if students can organize the sentences by inferring the information from each statement.
- I will ask concept-checking questions during the EC and RI stages.

Preliminary considerations:

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

Students know how to pronounce “used” according to the ending sound rules for regular verbs in the past.

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

- I guess, some students will be afraid to participating in the role-play activities.
- I expect that some students will get confused with the meaning in context of Used to and Use.
- I guess, some students will not pronounce correctly the verb Used.

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

- I will demonstrate by doing the activities before the students do the exercises by themselves.
- I will emphasize the right pronunciation of “used to”, reminding them when and how it is used.
- I will be patient with the students who do not participate at the beginning of the class and praise those who do.



Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 minutes	Encounter & Clarify	Ask students to choose a piece of paper from a bowl and simulate the action verb so that their partners guess the action accordingly.	Take a piece of paper from the bowl and simulate the action.	T-Ss VA	Pieces of paper Bowl
10 minutes	Encounter & Clarify	Introduce the topic by showing a sentence with "used to". Presents slides with the grammar to be taught. Ask concept checking questions: Are Used to and Used the same or different? Could you tell us the difference?	Read the sentences shown. Answer the concept-checking questions.	T-Ss VA	Computer Projector Slides
5 minutes	Encounter & Clarify	Show different sentences and ask them to choose the correct forms to complete the sentences using "Used to" Provide feedback for wrong answers given by students. Ask concept-checking questions.	Complete the sentences using Used to and words in each statement. Answer the concept-checking questions.	T-Ss VA	Computer Projector Slides
5 minutes	Remember & Internalize	Share a link with some scrambled words and sentences.	Organize the scrambled words or sentences.	T-Ss V	Link for activity
5 minutes	Remember & Internalize	Ask the students to work with a partner and ask this question: <i>What did you use to do when you were a child?</i> Keep talking adding follow-up questions.	Ask a partner <i>What did you use to do when you were a child?</i> Report three activities their partners used to do.	T-Ss VA	---



15 minutes	Fluently use	Ask students to think about their lives when they were children and in group of three create a roleplay where some old friends meet and ask about their lives in the last 10 years.	Work in group of three and create a short roleplay where old friends meet and ask about their lives in the last 10 years comparing their lives before and now. Use "Used to" most of the time. Performance the roleplay.	T-Ss VA	---
------------	--------------	---	--	------------	-----

Exercise 1

Choose the correct forms to complete the sentences below.



- 1 What music to like when you were a child?
- 2 listen to music when I was a child.
- 3 We to the cinema at weekends.
- 4 They in the country, but now they live in the city.
- 5 the cake you made me last week.

0:02 15 movimientos para el bono ✓ 0

play When games dolls I, but video I

I play with, a to now child used was.

Used to

1 de 8

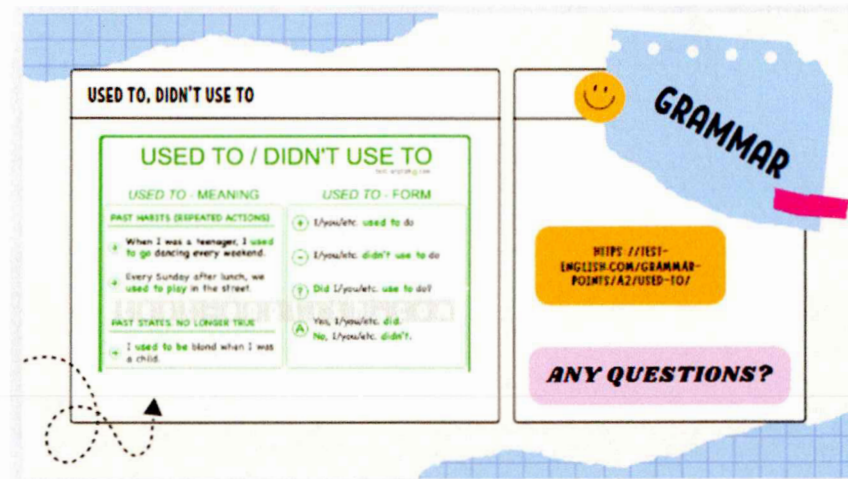
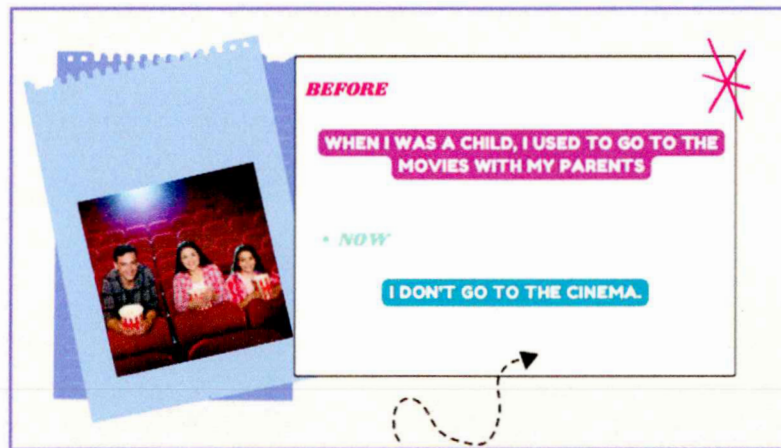
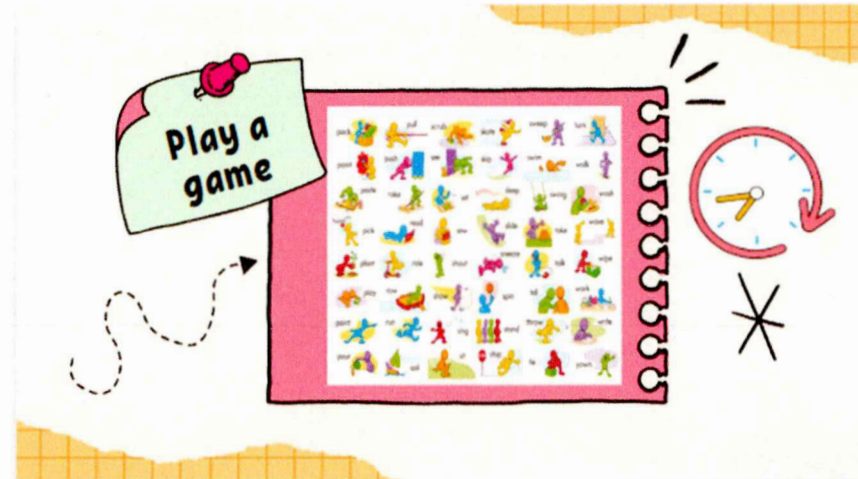
Compartir

Activity 1. <https://www.eslbuzz.com/vocabulary-action-verbs-in-english/>

Activity 2. <https://test-english.com/grammar-points/a2/used-to/2/>

Activity 3. <https://wordwall.net/resource/20587981/used-to>

3.3. Demonstrative Lesson





USED TO, DIDN'T USE TO

USED TO / DIDN'T USE TO

USED TO - MEANING	USED TO - FORM
PAST HABITS (REPEATED ACTIONS)	I/you/etc. used to do
When I was a teenager, I used to go dancing every weekend.	I/you/etc. didn't use to do
Every Sunday after lunch, we used to play in the street.	Did I/you/etc. use to do?
PAST STATES NO LONGER TRUE	Yes, I/you/etc. did.
I used to be blind when I was a child.	No, I/you/etc. didn't.

GRAMMAR

[HTTPS://TEST-ENGLISH.COM/GRAMMAR-POINTS/A2/USED-TO/](https://test-english.com/grammar-points/a2/used-to/)

ANY QUESTIONS?

USED TO, DIDN'T USE TO

USUALLY - MEANING

PRESENT HABITS

- I **usually have** a salad and some fruit for dinner.
- I **usually go** to school by bus.

COMMON MISTAKE!

Use **USED TO** for past habits.
Use **USUALLY** for present habits.

- We **use to eat** pizza on Sundays.
- We **usually eat** pizza on Sundays.

DO NOT FORGET

ARE USED TO AND USED THE SAME OR DIFFERENT?

COULD YOU TELL US THE DIFFERENCE?

COULD YOU GIVE ME AN EXAMPLE?

Take action!

<https://test-english.com/grammar-points/a2/used-to/>

1 choose the best option.

1. I _____ to the gym every day when I was a child.
2. She _____ to be a teacher when she was young.
3. They _____ to live in the city, but now they live in the countryside.
4. He _____ to play the piano, but he stopped when he was 10.
5. We _____ to go to school by bus, but now we go by car.
6. She _____ to be a doctor, but she changed her mind.
7. They _____ to live in the city, but they moved to the countryside.
8. He _____ to play the piano, but he stopped when he was 10.
9. We _____ to go to school by bus, but now we go by car.
10. She _____ to be a doctor, but she changed her mind.

Take action!

[HTTPS://WORDWALL.NET/RESOURCE/2/0567961](https://wordwall.net/resource/2/0567961)

2

Unjumble
Used to

START

Drag and drop words to rearrange each sentence into its correct order.



Let's know each other...
What did you use to do when you were a child?

ICE BREAKER

My favorite food
My favorite film
My favorite city

Report three activities their partners used to do.

ROLE PLAY

Work in group of three and create a short roleplay where old friends meet and ask about their lives in the last 10 years comparing their lives before and now.
Perform the roleplay.

THANK YOU!

www.reallygreatsite.com

4. Listening Module

4.1. Journal 3

Reflection Wheel Journal 3

Active listening is a fundamental skill in effective communication, both in the educational field and in everyday life, developing this skill involves putting all your attention and energy into understanding what someone is saying, which not only benefits learning but also strengthens interpersonal relationships and empathy in human interaction. Which in turn promotes deeper, more meaningful conversations that foster an environment of trust and mutual understanding.

Academically, when learning English there are many resources, methodologies and methods that can be used to develop listening skills. One of the strategies is planning through a listening lesson plan using the PDP Framework, my expectation with its application in classes is that students will be able to identify words, phrases, and directives from the audio, which will allow them to engage in conversations and give your opinion on specific topics that can also be brought to real and more everyday contacts.

Furthermore, listening is an important skill it enables language learners to receive and interact with language input and facilitates the emergence of other language skills. Sharma (2011) considers that listening tasks focus on three processes: comprehending, retaining, and responding. In this sense, Peachey (2011) proposes three stages: pre-listening, while listening, and post-listening to implement listening.

"Listening lesson plans that use the PDP framework can help students develop active listening skills, such as identifying the main idea, understanding specific details, and

inferring implicit information." (M. Rost, 2011, p. 51). The PDP (Pre, During, Post) framework is an effective tool for designing listening lesson plans that promote the development of listening skills in students. By using this framework, you can set clear expectations and foster a meaningful learning experience. Since understanding what you hear when learning another language also involves creating an interactive and participatory learning environment that encourages active listening comprehension and reflection on the listening experience.

In this sense, Sastoque (2015), states that the PDP Framework helps teachers plan and deliver effective listening, video, and reading lessons. The Framework is based on research and use, it helps ensure students are motivated, engaged, and active before, while, and after (pre, during, and post-PDP) listening to, watching, or reading a text. therefore, the application of this type of lesson plan seeks to provide students with a structured approach to develop their listening and comprehension skills.

Although encouraging students to participate in the activities proposed during the listening process is a challenge that must be taken on in the classroom since some students could feel anxious or stressed during the listening stage, this is where the correct use of educational strategies as defined by Richards, (2008). as strategies can be thought of as how a learner approaches and manages a task, and listeners can be taught effective ways of approaching and managing their listening.

During my pre-service teaching (Work Practices), I had the opportunity to work with various teaching frameworks and methodologies, including the PDP (Pre-listening, During-listening, and Post-listening) framework. This framework was particularly useful in designing listening lessons that aimed to develop students' listening skills and

comprehension. However, during the application of my demonstration class, the nerves of being in front of students caused me some problems, among them: forgetting to do the Comprehension checking question or dominating the class more than I should, forgetting that the students are the protagonists, and not the teachers, although the class developed naturally and the young managed to meet the productive objective of the class, it is important to mention that these problems must be improved.

In my opinion, the key to this lesson is the repetition at each stage of the audio with which you are working, since what is sought is to improve the student's listening comprehension, the acquisition of vocabulary, and the development of their communication skills, allowing students with active interaction during class as well as confidence in their development in daily life environments.

In conclusion, the PDP framework is an effective tool for designing and implementing listening lessons that provide a structured approach to the lesson, offering opportunities for practice and reinforcement, helping students develop their listening and comprehension skills, identifying the main idea, understanding specific details, and inferring implicit information while promoting the interaction between the teacher and students with their environment inside and outside the classroom.

Sources consulted:

- Fisher, D., Frey, N., & Lapp, D. (2012). Speaking and listening standards. Teaching with the Common Core Standards for English Language Arts, Grades 3-5, 107.
<https://books.google.es/books?hl=es&lr=&id=aaJKqaeEof0C&oi=fnd&pg=PA107&dq=definition+Listening+and+Speaking+Lesson+Plans&ots=dkRipdKI4w&sig=iK5SpPcNM4RxpRNL579JsP1qcOQ#v=onepage&q&f=false>
- Peachey, N. (2011). A framework for planning a listening skills lesson. Retrieved from <http://www.teachingenglish.org.uk/article/a-framework-planning-a-listening-skills-lesson>

- Richards, J. C. (2008). Teaching listening and speaking (Vol. 35, No. 4). Cambridge: Cambridge university press.
https://d1wqtxts1xzle7.cloudfront.net/31209080/NF259470-libre.pdf?1367476191=&response-content-disposition=inline%3B+filename%3DTeaching_listening_and_speaking.pdf&Expires=1721635919&Signature=dzU~3AGC5LCAw~q34CaDQhsot5XfhVoBWcL01NktMVKQhW0G7NPZ7K7EgWsUU24t7btMTGBI~9A1e3WnrGOcOQZ8mR68mTp5f-n6jfrvzuvr2AI5ZLKu0YQAIh6T3g1e2QiTJj8odUGBfJyVCVJ3Whg67OyHiqjabY-33guT-D-QksYM~UkmquZLQTDd2C-s84R9KEQWQ5HUK~xM4L7QLIO30Rp05nhXbnOWdmFoNjK67mnYLParp7BAao5-1HvcGSXuqmrBu8dxlq~aj0W08ZIOVH8jPZ-NMc4J25Q3IKy2dKvQg6LuzCza1P9A3d6jyfLcWmmQe8mVbfdkZIANCA__&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA
- Rost, M. (2013). Teaching and researching: Listening.
<https://books.google.com.ec/books?id=xqEuAgAAQBAJ&lpg=PP1&ots=CmLsmn0CTd&dq=M.%20Rost%2C%20%22Teaching%20and%20Researching%20Listening%2C%22%20Harlow%3A%20Pearson%20Education%20Limited%2C%202011.&lr&hl=es&pg=PP1#v=onepage&q&f=false>
- Sani, H., Inderawati, R., & Vianty, M. (2016). Using podcast with dictogloss procedures to improve listening comprehension and writing achievements of tenth graders. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, 3(2), 164-178. }
<https://ejournal.unsri.ac.id/index.php/jenglish/article/view/3620>
- Sharma, N. (2011). Strategies for developing listening skills. *elt Voices*, 6, 12-18.
- William Sastoque (2015). PDF framework . <https://es.slideshare.net/slideshow/pdp-framework-45441887/45441887>

4.2. Listening Lesson Plan

Level: A2

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

1. Set up real-world scenarios for fluent use activity.
2. Reduce TTT (Teaching Talking Time)

What are your Student Learning Objectives for the lesson?

By the end of the lesson, students will be able **to** show understanding of the audio about getting directions **by** identifying how to ask and give directions **and then**, create a roleplay pretending to be a tourist guide who directs a tourist around the city.

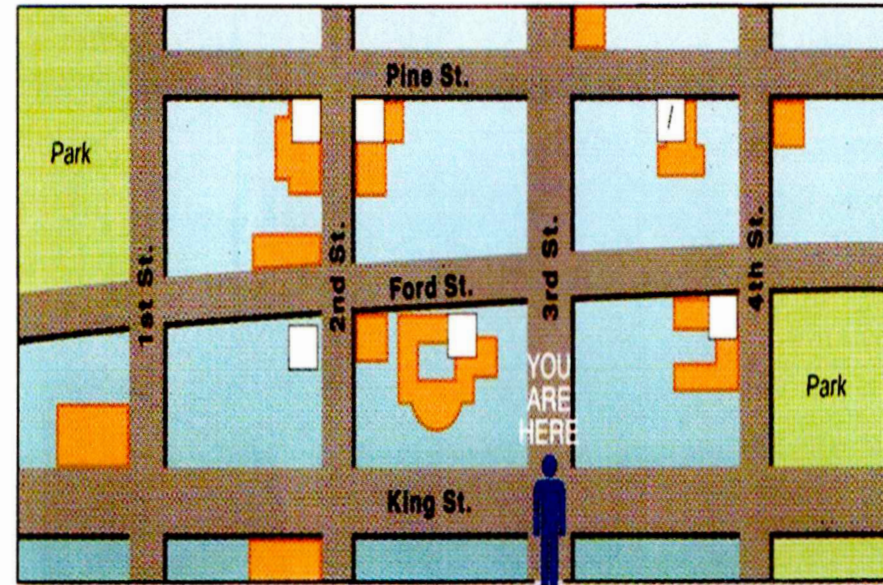
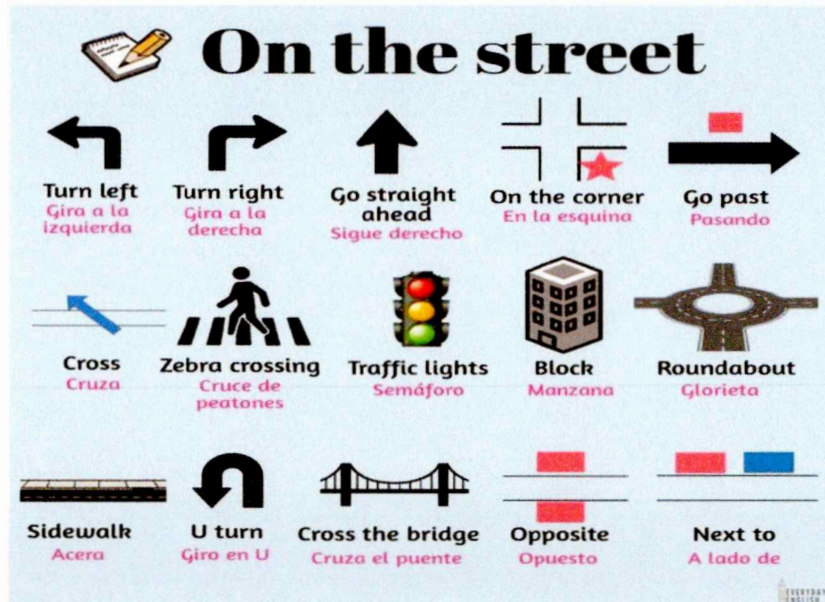
When/How in the lesson will I check students' progress toward the above Learning Objective? What behaviors/activities will show me whether they have mastered the material?

- In the Pictionary activity, I will observe if students can remember and identify how to ask and give directions.
- In the listening activity, I will see if students are able to order the sentences by inferring the information from the audio.
- I will ask comprehension-checking questions during the Pre, During, and Post stages.

Preliminary considerations:

- a) **What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?**
Students could easily identify the most basic prepositions of place such as: in front of, behind, next to and between.
- b) **What aspects of the lesson do you anticipate your students might find challenging/difficult?**
Some students may have difficulty understanding the pronunciation of the audio.
- c) **How will you avoid and/or address these problem areas in your lesson?**
 - I could repeat the audio two times so that students could become familiar with the pronunciation

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 minutes	Pre Stage	Simon says. ask the students to stand while the teacher indicates prepositions of place such as Next to, across from, between, and near.	Listen carefully to the teacher's instructions, following what he indicates.	T-Ss VA	_____
5 minutes	During Stage (Early During stage)	Introduce the topic by playing an audio about getting directions. Ask the students to identify how to ask and give directions. Show flashcards with some commands for giving directions. Choose some students to write the questions to ask for directions. Provide feedback if necessary.	Listen to an audio about getting directions. Identify the ways to ask for directions and the commands for giving directions. Associate the commands with the flashcards. Write on the board the different ways to ask for directions.	T-Ss VA	Computer Projector Slides Flashcards
5 minutes	During Stage (Later During stage activities)	Hand out a map, ask the students to listen to the audio again, and write the number of each place on the map. Check the answers	Work in pairs and listen to the audio again. Write the number of each place on the map.	T-Ss VA	Computer Projector Slides Map
5 minutes	During Stage (Final During stage activities)	Give the students a worksheet and ask them to listen to the audio one more time and complete the missing words.	Listen to the audio again and complete the worksheet with the directions.	T-Ss V	Worksheets
15 minutes	Post Stage	Asks students to work in pairs creating a role play in which student A will be a tour guide and student B will be a tourist.	Work in pairs pretend to be a tourist guide who gives directions on how to get to a tourist place in Manta. Take turns for ask and answer Use direction phrases.	T-Ss VA	_____



Sources consulted:

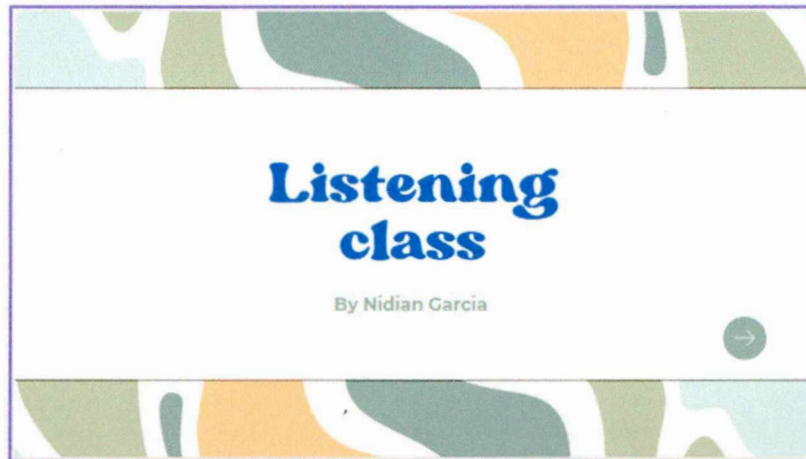
<https://english-practice.net/listening-exercises-a1-directions/>

Task 2

Listen again. Complete the statements for each set of directions.

1. Go ...*straight*... up Third Street for two ...*blocks*... and ...*turn*... right on Pine Street.
2. It's your left, on the of Ford and Second.
3. Go left King and go Second Street for two blocks.
4. It's not far here.
5. Go up Third Street and turn on Ford. It's in the first big building you see on your
6. Go to the of the block.


4.3. Demonstrative Lesson



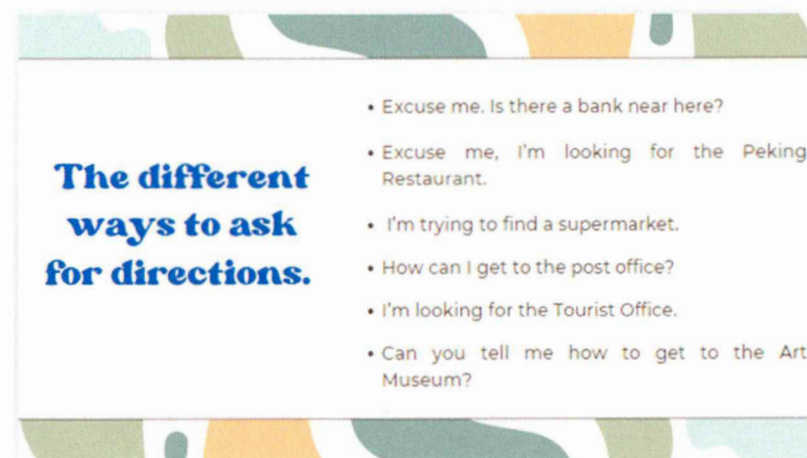
Listening class
By Nidian Garcia



Play game



Turn left
Turn right
Go straight up
block
Traffic lights
Roundabout

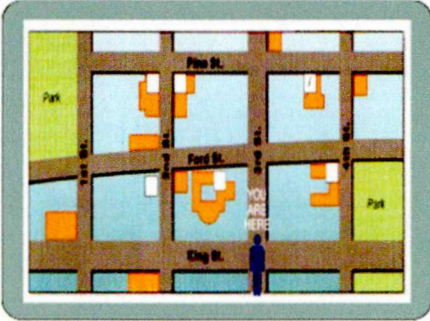


The different ways to ask for directions.

- Excuse me. Is there a bank near here?
- Excuse me, I'm looking for the Peking Restaurant.
- I'm trying to find a supermarket.
- How can I get to the post office?
- I'm looking for the Tourist Office.
- Can you tell me how to get to the Art Museum?



**listen to the audio
and write the
number of each
place on the map.**



2 4 6 5
3 6 5

**Listen to the audio
and complete the
missing words.**

Task 2
Listen again. Complete the statements for each set of directions.

1. Go straight up Third Street for two blocks and turn right on Pine Street.
2. It's _____ your left, on the _____ of Ford and Second.
3. Go left _____ King and _____ go _____ Second Street for two blocks.
4. It's not far _____ here.
5. Go up Third Street and turn _____ on Ford. It's in the first big building you see on your _____.
6. Go to the _____ of the block.

**work in pairs
creating a role play**

- student A will be a tour guide
- student B will be a tourist.

**Role play
activity**

Give and ask direction
Take turns for ask and answer
Use direction phrases.



**THANK
YOU**





5. Reading Module

5.1. Journal 4

Reflection Wheel Journal 4

In the educational field, reading lesson plans serve as a structured framework utilized by educators to organize and deliver reading lessons systematically, effectively, engaging, and aligned with educational learning objectives. These plans aim to facilitate students' reading comprehension and language development.

In this sense, my expectation during the implementation of a reading lesson plan is to captivate the attention of students with a compelling topic, integrating several activities that require them to read, identify, infer, and understand the information, with the purpose that said information can be taken to real contexts that allow them to familiarize the vocabulary contained in the reading with their environment.

The PDP framework is located within the learner-centered approach. In this sense, Flores & Guido (2021) mention that “applying this framework, teachers are demanded to create lessons that involve students actively and adjust the control of the environment where learners can improve their listening skill.” (p. 20).

As soon as, reading is a multifaceted process that involves word recognition, comprehension, fluency, and motivation. As we read, we convert written symbols into meaningful words, sentences, and paragraphs, engaging both receptive and productive skills. In this aspect, reading is a receptive skill which means that, the reader's duty is to construct meaning from the text read. As Norhayati (2023), states reading comprehension is

the ability to process written text, understand its meaning, and integrate it with what the reader already knows.

That is why, incorporating scanning and skimming strategies into real reading lessons can significantly improve students' reading skills and comprehension, as defined by the British Council, Skimming is reading rapidly for the main points and Scanning is reading rapidly to find a specific piece of information, which is why encouraging students to develop the habit of scanning large sections of text and anticipating How information is organized can help them become more efficient and accurate readers, able to infer the definitions of unknown words from the continuity of reading.

In my pre-service teaching experiences, I observed that students' interests and understanding are closely tied to their tastes and motivations. for this reason, implementing teaching strategies that increase interest and motivation is crucial, strategies such as scanning and skimming play a key role in the reading and comprehension process, allowing students to infer, identify, and find the information they need in a text. These strategies can be adaptable within a PDP framework, hence the constant need for teachers to train themselves in their creation and application.

However, applying this type of lesson plan during my demonstration class was honestly very complicated since I did not ask comprehension-checking questions on reading and the instructions for the proposed activities, which made some confusion evident among the students. As a future teacher, these are things that I must improve, and I explain with the hope that others will find it useful to remember and apply for their classes.

Finally, the PDP framework is designed to be flexible and adaptable to different teaching contexts and student needs. So, it is important to emphasize that reading lesson plans emphasize improving reading skills and comprehension.

To sum up, reading lesson plans are essential for facilitating students' reading comprehension and language development, moreover, strategies such as scanning and skimming can significantly improve students' reading skills and comprehension. As a personal recommendation, considering students' interests and motivation allows this type of lesson plan to be better developed, making it attractive and effective, emphasizing reading and comprehension skills, which differ significantly from listening lesson plans, which focus on the development of listening comprehension skills.

Sources consulted:

- British Council (ND) <https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/articles/theories-reading-2>
- Grecia Mishel Gavilanes Pilatasig, (2022). "Peer Teaching Program Using Ecrif And Pdp Frameworks To Improve Speaking And Listening Skills In The First Level Of The Pedagogic English Major At The Technical University Of Cotopaxi." <https://repositorio.utc.edu.ec/bitstream/27000/9366/1/PP-000117.pdf>
- Norhayati & Maaz, U. (2023) The Implementation of PDP Framework in Developing Reading Practice Material for the Topic of Tourism and Hospitality. DOI: 10.33654/enlit.v3i2.2626 <https://jurnal.upk.ac.id/index.php/enlit/article/view/2626/1297>

5.2. Reading Lesson Plan

Level: A2

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

1. Set up real-world scenarios for fluent use activity.
2. Reduce TTT (Teaching Talking Time)

What are your Student Learning Objectives for the lesson?

At the end of the lesson, SWBAT: **Show understanding of** the reading 'SIGHTS AND HISTORY ON DUBLIN'S O'CONNEL STREET' **by** identifying specific details of the reading **and then** describing through a drawing a historical place in their city

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

- In the Pictionary activity, I will see if students can identify the images and make inferences about what is in them.
- In the reading activity, I will see if students can skim and scan the text for general and specific information in the text.
- I will ask comprehension-checking questions during the Pre-During and Post stages.

Preliminary considerations:

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

Students could identify the vocabulary with which the reading is structured and infer the definition of unknown words from the context of the reading.

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

Some students may have difficulty understanding reading.

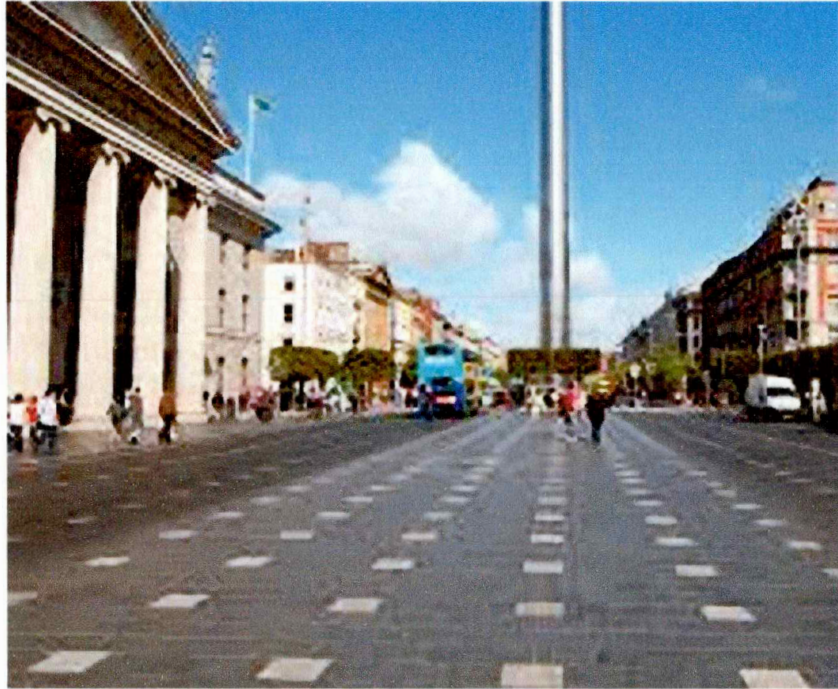
- c. How will you avoid and/or address these problem areas in your lesson?**

I could ask students to initially read the text and clarify the definition of specific words that allow students to continue reading comprehension.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 minutes	Pre-Stage	Show students a picture related to the reading and have them make predictions about the content based on the image.	Make predictions about the content of the text based on the picture.	T-Ss VA	Computer Projector Slides
5 minutes	During Stage (Early During stage)	Ask students to skim the text for two minutes. According to the previous reading, identify the title of the text.	Skim the text for two minutes. Identify the title of the text.	T-Ss VA	Computer Projector Slides
5 minutes	During Stage (Later During stage activities)	Ask students to scan the text for specific information and infer the correct definition of each underlined word in the reading. Show a slide with vocabulary and definitions that students can match.	Scan the text for specific information. Choose the correct definition of each underlined word in the text.	T-Ss VA	Computer Projector Slides
5 minutes	During Stage (Final During stage activities)	Ask students to scan the text for specific information and complete a worksheet	Scan the text for specific information. Choose the correct answer based on evidence in the text.	T-Ss VA	Worksheets
10 minutes	During Stage (Final During stage activities)	Ask students to summarize the text in their own words. Ask the students to work with a partner and discuss your opinion.	Summarize the text in your own words. Work in pairs and discuss your opinion about the text.	T-Ss VA	Computer Projector Slides
15 minutes	Post Stage	Ask students to draw a historical place in their city and then describe it in front of the class using the structure of the text read previously as a reference.	Draw a historical place in their city. Describe your drawing in front of the class using the structure of the text read.	T-Ss VA	Paper Pencil

Sources consulted: https://www.englishrevealed.co.uk/PET/Reading_Part_4/four_option_multiple_choice_3.php

Activity 1.



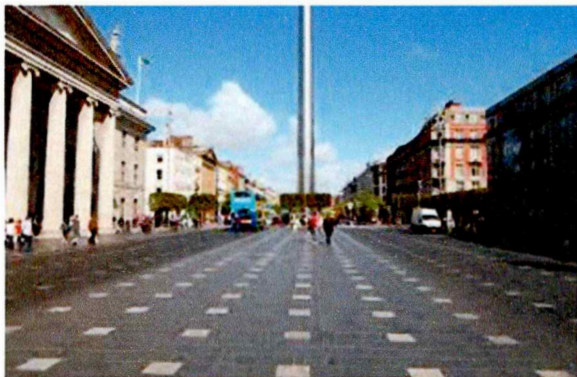
<https://www.flickr.com/photos/fisherbray/3913855995>

Activity 2

1. Which of the following would be the best title for this passage?

- A) The Irish Take Pride in Their Capital City
- B) The Widest Street in Europe
- C) Sights and History on Dublin's O'Connell Street
- D) Dublin's Famous Landmark

Activity 2.



O'Connell Street is the main **thoroughfare** and is one of the busiest shopping streets in Dublin. Even though it is not a very long street, the locals will proudly tell the visitor that it is the widest street in Europe. This claim often meets with protests, especially from French people, claiming the Champs Elysees of Paris as Europe's widest street. But the witty Irishman won't easily relinquish bragging rights and will trump the French visitor with a fine distinction: The Champs Elysees is an avenue; O'Connell is a street. Divided by a few famous **monuments** running the length of its centre, the street is named after Daniel O'Connell, an Irish patriot. His monument stands at the lower end of the road, facing O'Connell Bridge. O'Connell stands high above the businesspeople, **unhurried** crowds of shoppers and students on a large column, surrounded by four angels representing Patriotism, Courage, Eloquence, and Fidelity. Farther up the street on the other side is the famous General Post Office or the GPO, as Dubliners call it. During the Easter Rising of 1916, the GPO was taken over by the Irish Volunteers on Easter Monday and occupied by the revolutionary forces, sparking weeks of **armed combat** in the heart of Dublin. To this day, three of the angels bear **bullet holes** - two with a wound in the chest and one in its left arm.

https://www.englishrevealed.co.uk/PET/Reading_Part_4/four_option_multiple_choice_3.php

Activity 4. Read the text and mark the correct letter A, B, C or D for each question.

- 1) What is the writer's main purpose in writing the text?
 - A) to explain what it's like to be Irish
 - B) to describe historical sights on Dublin's O'Connell Street
 - C) to introduce readers to the biography of Daniel O'Connell
 - D) to show how difficult being a Dubliner can be
- 2) Dubliners claim that O'Connell Street ...
 - A) is the widest street in the world
 - B) is the widest street in Europe
 - C) is the longest street in all of Europe
 - D) wider than it is long
- 3) What does the author say about the Irish people?
 - A) They are talkative and playful
 - B) They are rebellious and do not like foreigners
 - C) They never agree with French people
 - D) They are clever and funny
- 4) The Daniel O'Connell statue stands ...
 - A) opposite O'Connell Bridge
 - B) behind the General Post Office
 - C) at the upper end of the street
 - D) far away from the city centre.

5.3. Demonstrative Lesson


LESSON PLAN

READING

by Nidian Garcia

WHAT DO YOU THINK THE READING IS ABOUT BASED ON THE IMAGE?

LOOK AT THE PICTURE.



O'Connell Street is the main thoroughfare and is one of the busiest shopping streets in Dublin. Even though it is not a very long street, the locals will proudly tell the visitor that it is the widest street in Europe. This claim often meets with protests, especially from French people, claiming the Champs-Élysées of Paris as Europe's widest street. But the witty Irishman won't easily relinquish bragging rights and will trump the French visitor with a fine distinction. The Champs-Élysées is an avenue, O'Connell is a street. Divided by a few famous monuments running the length of its center, the street is named after Daniel O'Connell, an Irish patriot. His monument stands at the lower end of the road. Spring O'Connell Bridge, O'Connell stands high above the business people, surrounded crowds of shoppers and students on a large column, surrounded by four angels representing Patience, Courage, Piety, and Fidelity. Further up the street on the other side is the famous General Post Office or the GPO, as Dubliners call it. During the Easter Rising of 1916, the GPO was taken over by the Irish Volunteers on Easter Monday and occupied by the revolutionary forces, sparking weeks of armed combat in the heart of Dublin. To this day, three of the angels bear bullet holes – two with a wound in the chest and one in its left arm.

Which of the following would be the best title for this passage?

- A) The Irish Take Pride in Their Capital City
- B) The Widest Street in Europe
- C) Sights and History on Dublin's O'Connell Street
- D) Dublin's Famous Landmark

SIGHTS AND HISTORY ON DUBLIN'S O'CONNELL STREET

O'Connell Street is the main **thoroughfare** and is one of the busiest shopping streets in Dublin. Even though it is not a very long street, the **locals** will proudly tell the **visitor** that it is the widest street in Europe. This claim often meets with **protests**, especially from French people, claiming the Champs-Élysées of Paris as Europe's widest street. But the witty Irishman won't easily **relinquish** bragging rights and will trump the French visitor with a fine distinction. The Champs-Élysées is an avenue, O'Connell is a street. Divided by a few famous **monuments** running the length of its center, the street is named after Daniel O'Connell, an Irish **patriot**. His **monument** stands at the lower end of the road, facing O'Connell Bridge. O'Connell stands high above the business people, **surrounded** crowds of shoppers and students on a large column, surrounded by four angels representing Patience, Courage, Piety, and Fidelity. Further up the street on the other side is the famous General Post Office or the GPO, as Dubliners call it. During the Easter Rising of 1916, the GPO was taken over by the Irish Volunteers on Easter Monday and occupied by the revolutionary forces, sparking weeks of armed combat in the heart of Dublin. To this day, three of the angels bear bullet holes – two with a wound in the chest and one in its left arm.



MATCH THE CORRECT DEFINITION FOR EACH WORD!

Visitor	a main road for public use or a passage through somewhere
Patriot	a person who lives in the particular small area that you are talking about
Protests	someone who visits a person or place
Thoroughfare	a structure or building that is built to honour a special person or event
Unhurried	an occasion when people show that they disagree with something by standing somewhere, shouting, carrying signs, etc.
Locals	a person who loves their country and, if necessary, will fight for it
Monuments	not doing something too quickly; slow

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

A) to explain what it's like to be Irish
B) to describe historical sights on Dublin's O'Connell Street
C) to introduce readers to the biography of Daniel O'Connell
D) to show how difficult being a Dubliner can be.

2) Dubliners claim that O'Connell Street ...

A) is the widest street in the world
B) is the widest street in Europe
C) is the longest street in all of Europe
D) wider than it is long

3) What does the author say about the Irish people?

A) They are talkative and playful
B) They are rebellious and do not like foreigners
C) They never agree with French people
D) They are clever and funny

4) The Daniel O'Connell statue stands ...

A) opposite O'Connell Bridge
B) behind the General Post Office
C) at the upper end of the street
D) far away from the city centre

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

A) to explain what it's like to be Irish
B) to describe historical sights on Dublin's O'Connell Street
C) to introduce readers to the biography of Daniel O'Connell
D) to show how difficult being a Dubliner can be.

2) Dubliners claim that O'Connell Street ...

A) is the widest street in the world
B) is the widest street in Europe
C) is the longest street in all of Europe
D) wider than it is long

3) What does the author say about the Irish people?

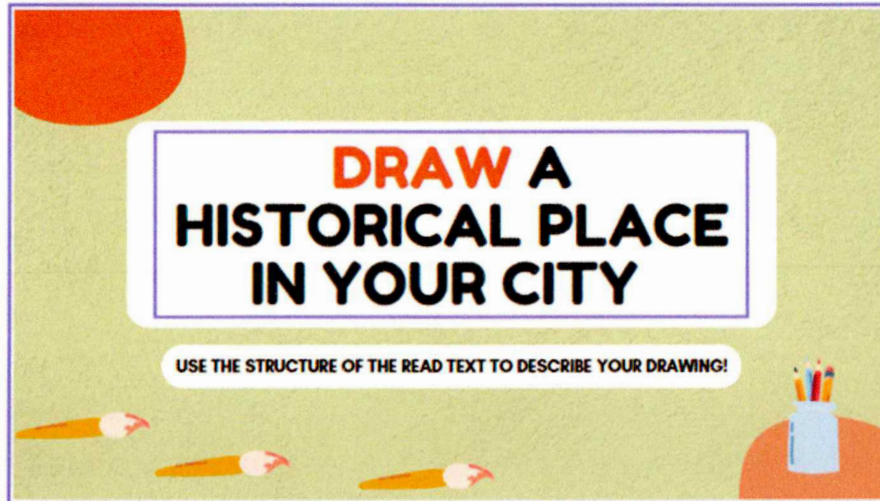
A) They are talkative and playful
B) They are rebellious and do not like foreigners
C) They never agree with French people
D) They are clever and funny.

4) The Daniel O'Connell statue stands ...

A) opposite O'Connell Bridge
B) behind the General Post Office
C) at the upper end of the street
D) far away from the city centre

Take action!

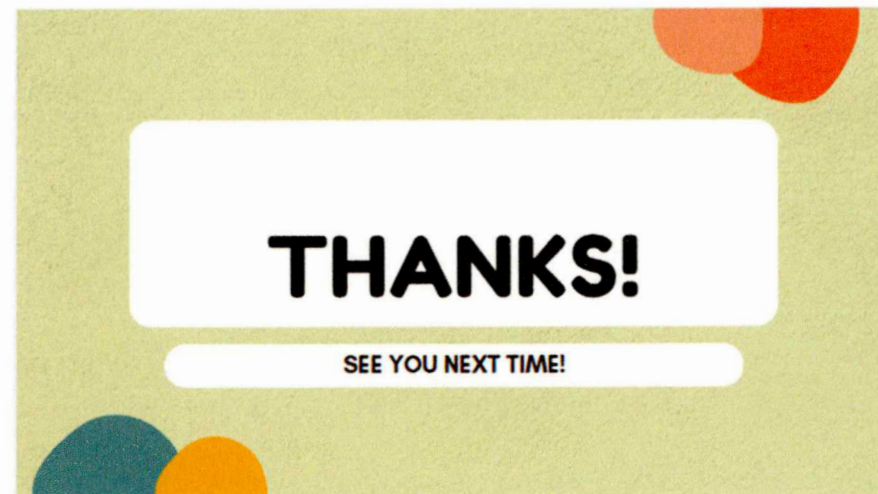
- summarize the text in their own words.
- Discuss your opinion.



**DRAW A
HISTORICAL PLACE
IN YOUR CITY**

USE THE STRUCTURE OF THE READ TEXT TO DESCRIBE YOUR DRAWING!

The slide features a light green background with a large orange circle in the top left corner. At the bottom, there are illustrations of three pencils and a pencil holder with several colored pencils.



THANKS!

SEE YOU NEXT TIME!

The slide features a light green background with orange and teal circles in the corners.

6. Writing Module

6.1. Journal 5

Reflection Wheel Journal 5

In the current procedure of teaching foreign languages, as class timing for every lesson is limited, a lesson plan is a crucial framework for teachers to allocate time for each activity in the class, ensuring a smooth and effective lesson (Rusznyak & Walton, 2011). Therefore, the writing lessons seek to cover essential elements of storytelling, such as character development, setting, and resolution. These are designed to help the writer develop the art of storytelling through writing.

My idea for the students in this lesson is that they can understand and follow the structure of a paragraph starting from the creation of a brainstorm in which their imagination grows, leading to the creation of a draft that finally lands in a paragraph, where they describe your ideas. Academically, writing plans are also widely used to structure and perfect the writing of journals, essays, and academic articles. That is why, my expectation in this plan is to provide a structured approach to hone your storytelling skills that can be used in educational and everyday life contexts.

“An important part of any teacher preparation program is the process of planning and writing lessons” (Capobianco & Faber, 2017). In this sense, the application of a writing plan is expected to guide students through preparation, drafting/revising/editing, and extension, along the correct path in writing, incorporating a variety of engaging activities that suit different learning styles and preferences, with a logical progression of activities that complement each other, taking into account the diverse needs and abilities of students

and providing opportunities for differentiation between formal and informal writing, additionally, the lesson plan should include a plan to assess student learning, such as a rubric or checklist, to provide feedback and measure progress toward learning objectives.

Moreover, providing students opportunities to organize their thoughts and improve articulation contributes to their professional development and helps them develop valuable communication skills for the classroom and beyond. research into the use of writing activities in higher education classrooms claims that such activities hold potential as a pedagogical learning tool, especially if they are systematically integrated into teaching practice (Leon, 2020; Neff et al., 2012)

In the same way, Mrs. English Language Academy (2022), states that "teachers must guide students through the Writing Process in the classroom". this could generate feelings of enthusiasm, commitment, confidence, and connection however, this is not always an easy process because some students usually have problems developing their ideas and even more so when writing them, which generates that feeling of frustration that does not allow them to achieve their writing goals. That is why with a reading plan it is proposed to have clear objectives, interesting activities, structured instructions, diversification, and evaluation during the development of a lesson for which there must be clear and specific learning objectives that align with the goals of course generalities.

During the development of my pre-professional practices, I was able to experience how students usually hesitate when writing particular words, they usually doubt whether the writing of this word is correct or incorrect, which can cause the student to lose the

central idea of the written, disorienting their writing and wasting the time available for it, so in my experience the decent guide will allow the student to receive comments on what they are writing, being able to edit and correct what is necessary to develop their writing with efficiency, motivation, and enthusiasm, thus achieving their objectives

On the other hand, I found it challenging to design a lesson plan that met all the educational goals and catered to the diverse needs of my students. I struggled to formulate clear learning objectives, designing effective assessments, and selecting appropriate teaching materials. I learned to analyze the content and relate it to the student's experiences, and I became more adept at selecting teaching methods and materials that aligned with the learning objectives. Additionally, during my pre-service teaching, the challenge of balancing the different components of a lesson plan. also, I struggled with deciding how much time to allot for each activity and ensuring that the lesson was paced appropriately, as well during my previous teaching practice, I was faced with the challenge of balancing the different components of a lesson plan. To address these issues, I found the use of a lesson framework with clear guidelines helpful, as it emphasized structured instruction and differentiation between each of the stages, which allowed me to improve my class and therefore apply it effectively.

Developing students' ability in writing is one of the major challenges faced by the ESL teachers nowadays. Thus, a written lesson plan is essential in teaching because it provides a clear and organized structure that guides the students' learning process. at the same time providing the opportunity for students to write for an audience and with a real purpose, which will improve their writing skills, making them more engaging and meaningful for students.

In conclusion, the writing process is a crucial component of teaching effective writing as it helps students organize their thoughts and develop their ideas and writing skills. Writing plans provide a structured writing process, allowing students to learn to plan, draft, revise, edit, and publish their writing. This process not only helps students produce high-quality writing, also encourages them to think critically, communicate effectively, and develop a growth mindset toward writing.

As a recommendation, teachers can provide additional support to struggling students and challenge advanced students to use the grammar, vocabulary, and style of different types of writing, such as narrative, expository, and persuasive, which they can use to develop a variety of skills of writing that will lead them to improve.

Sources consulted:

Capobianco, M., & Faber, C. J. (2017). Lessons learned from a pilot study: Understanding the processes preservice teachers use to write lesson plans. 2017 ASEE Annual Conference & Exposition, America <file:///C:/Users/jonat/Downloads/2+-+BIJE+-+Phan+ +An+investigation+into+difficulties+in+designing+lesson+plans.pdf>

Leon, A. (2020). Low-stakes writing as high-impact education practice in MBA classes. *Across the Disciplines*, 17(3/4), 46–68. <https://doi.org/10.37514/ATD-J.2020.17.3.02>

Mrs English Language Academy, (2022), The Importance of Writing Process. <https://mrsenglish.edu.my/the-importance-of-writing-process/>

Neff, J., McAuliffe, G. J., Whithaus, C., & Quinlan, N. P. (2012). Low-stakes, reflective writing: Moving students into their professional fields. *Currents in Teaching and Learning*, 4(2), 18–30. https://digitalcommons.odu.edu/cgi/viewcontent.cgi?article=1073&context=english_fac_pubs

Rusznyak, L., & Walton, E. (2011), Lesson Planning Guidelines for Student Teachers: A Scaffold for the Development of Pedagogical Content Knowledge. *Education as Change*, 15(2), 271–285 <file:///C:/Users/jonat/Downloads/2+-+BIJE+-+Phan+ +An+investigation+into+difficulties+in+designing+lesson+plans.pdf>

6.2. Writing Lesson Plan

Level: A2

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

1. Set up real-world scenarios for fluent use activity.
2. Reduce TTT (Teaching Talking Time)

What are your Student Learning Objectives for the lesson?

At the end of the lesson, the SWBA to write a brainstorm and outline based on the use of social media to create a paragraph and then present it on the board giving their opinion on their writing and that of their classmates.

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

During WRITING/REVIEW/EDITING I expect students to work in pairs, share drafts, and get feedback to help them revise their article ideas.

Preliminary considerations:

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

Students could include vocabulary from their immediate environment related to their knowledge of social networks, entrepreneurship, and the relationship between them.

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

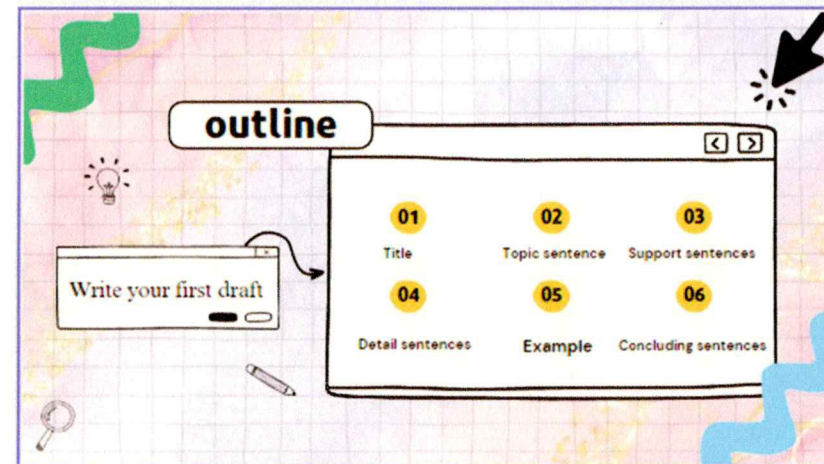
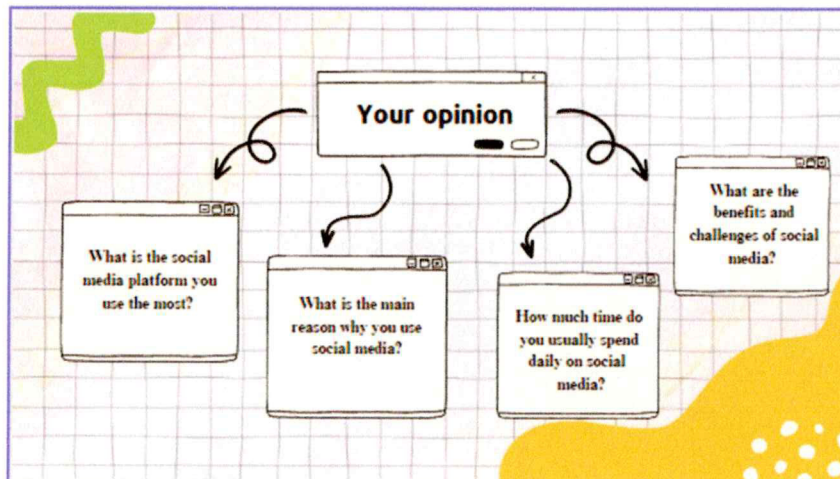
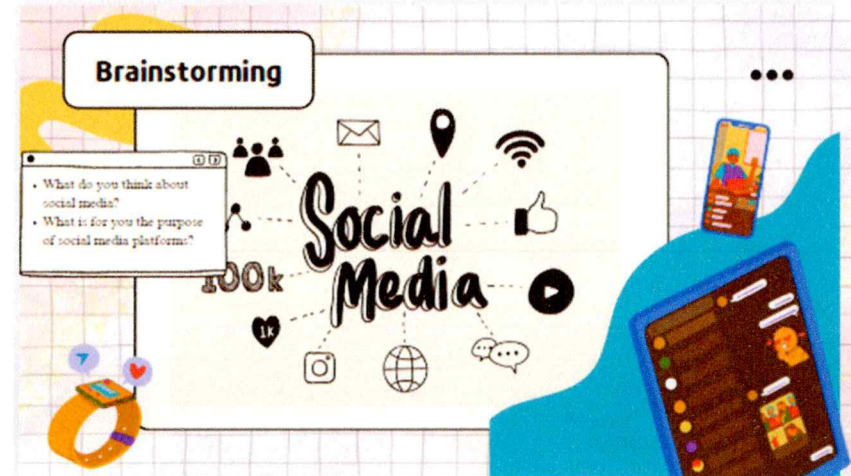
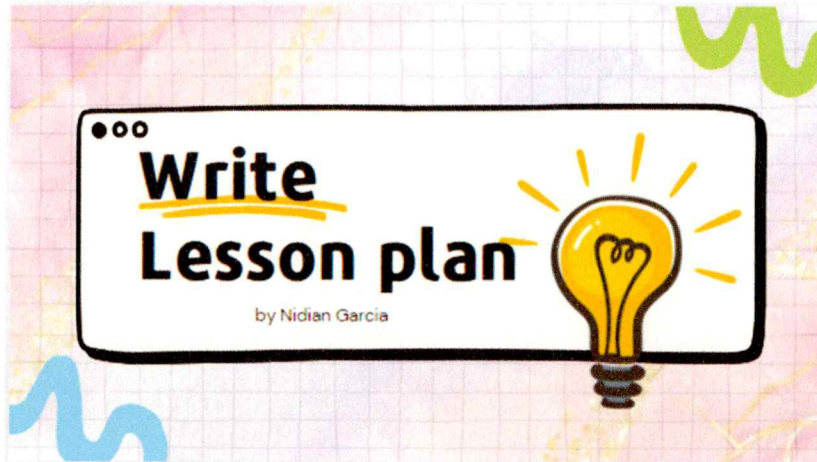
Some students may have difficulty with the correct spelling of the words as well as structuring sentences.

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

I could ask the students to write a draft in which they can cross out, correct and even erase any possible errors that arise.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
10 minutes	STAGE 1: PREPARATION	<p>Ask each student to write a word on the board, that represents social media for them, what they think about social media, and what is for you the purpose of social media platforms.</p> <p>Then ask each student to write in a paper, that represents social media for them, What is the social media platform you use the most, What is the main reason why you use social media, How much time do you usually spend daily on social media, and What are the benefits and challenges of social media.</p>	<p>Write a word on the board your opinion about: What do they think about social media? What is for you the primary purpose of social media platforms? Create a brainstorm on the topic.</p> <p>Answer the question in a paper: that represents social media for them, What is the social media platform you use the most, What is the main reason why you use social media, How much time do you usually spend daily on social media, and What are the benefits and challenges of social media.</p>	T-Ss VA	Markers of different colors
25 minutes	STAGE 2: DRAFTING /REVISING/EDITING	<p>Ask students to write a paragraph using the ideas written in their paper. For which you must:</p> <ul style="list-style-type: none"> Ask students to choose a topic. Ask students to make an outline in which they must include: a title, a topic sentence, a support sentence, a detail sentence, an example, and a conclusion. <p>Work in pairs, Exchange draft paragraphs, and get feedback to help them revise their article ideas. Ask students to edit their draft paragraphs considering the recommendations given by their partner.</p>	<p>Write a paragraph. For which they must: choose a topic and then create an outline, including a title, a topic sentence, a support sentence, a detail sentence, an example, and a conclusion.</p> <p>Work in pairs, Each student will read their partner's writing and point out with different symbols the possible errors that the writing has and suggestions for improvement.</p> <p>Edit your draft considering your partner's suggestions.</p>	T-Ss VA	Paper Pencil
10 minutes	STAGE 3: EXTENSION	<p>Gives students new sheets of paper on which they, write and decorate their writings.</p> <p>Ask students to paste their writing on the board while they read the ones already there.</p> <p>Ask 5 students to give their opinion on the writing that caught their attention the most.</p>	<p>Write and decorate your writing on a new sheet of paper.</p> <p>Exchange your writing by pasting it on the board while reading your classmates' paragraphs.</p> <p>Give your opinion about the writing that caught your attention the most.</p>	Ss VA	Paper Pencil Color

6.3. Demonstrative Lesson



Example

Title: The Role of Social Media in Modern Communication

Topic Sentence: Social media has revolutionized the way people communicate and connect with each other.

Support Sentence: Social media has surpassed traditional media like television and newspapers.

Support Detail: Social media allows people to share information, opinions, and experiences.

Example: Allow people to connect and share information globally in real-time.

Concluding Sentences: It is clear that the platforms have irrevocably transformed how people interact and exchange information in the modern world.

Take action!

outline

- title
- topic sentences.
- support sentences
- detail sentences
- example
- concluding sentences

Write your first draft

Write a sentence for each step.

A sentence starts with a capital letter and ends with a full stop.

Just mention the idea that you will use to write your paragraph.

Take action!

Write your paragraph

Use the ideas from your outline.

Write one sentence for each step and use connectors to join the sentences.

Punctuation
Grammatical structure
Spelling of the words

WORK IN PAIRS.

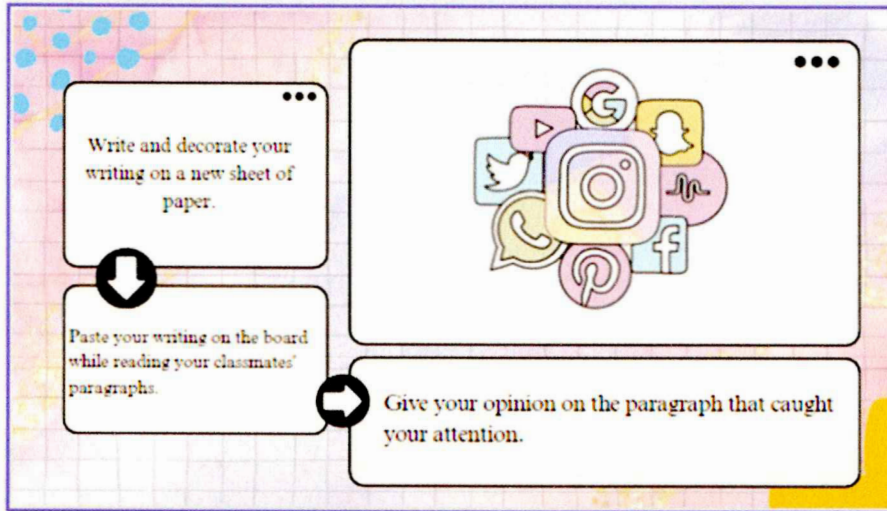
- Exchange your paragraph.
- Read their partner's writing and point out with different symbols the possible mistakes.

Punctuation

Grammatical structure

Spelling of the words

Edit your draft considering your partner's suggestions.



Conclusions

The integration of effective teaching methodologies, such as FMU (Form, Meaning, Use), ECRIF, and PDP, is fundamental for enhancing language acquisition in students. These frameworks, not only provide a structured approach to grammar instruction but also facilitate a communicative environment where students can actively engage with the material. The application of these methods allows for a deeper understanding of grammatical structures and their contextual uses, ultimately leading to improved communication skills. Through pre-professional internships I was able to strengthen my connection as a teacher with the students, fostering an environment conducive to my learning and growth.

Which underlines the importance of teacher training in these methodologies to ensure that educators are trained to implement them effectively. By doing so, teachers can create more engaging and interactive learning experiences that promote student participation and enhance overall learning outcomes.

Recommendations

To further improve the teaching and learning process in language, the following recommendations are proposed:

- ❖ Provide ongoing training for teachers on the effective implementation of methodologies such as FMU, ECRIF, and PDP. This training should focus on practical applications and real-life scenarios to enhance teachers' confidence and competence.
- ❖ Integrate these pedagogical frameworks into the curriculum to ensure that all educators are familiar with and can apply them in their teaching practices.
- ❖ Design activities that encourage student interaction and participation, allowing learners to practice their language skills in meaningful contexts. Role-playing and group discussions can be particularly effective.
- ❖ Establish regular feedback mechanisms to assess the effectiveness of teaching strategies and make necessary adjustments.
- ❖ Create and share resources that support the implementation of these methodologies, including lesson plans, activity guides, and assessment tools tailored to various learning contexts.