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**PROCESO DE APLICACIÓN DE LA ENSEÑANZA DEL IDIOMA
INGLÉS COMO IDIOMA EXTRANJERO
(TEFL APPLICATION PROCESS)**

AUTORA:


Stefany Anabell Gómez Bailón

TUTOR:

Lic. Germán Carrera Moreno, Mg.

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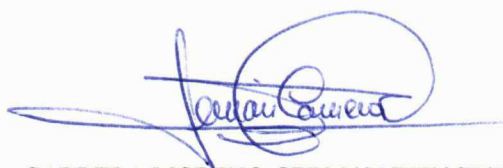
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Título del Trabajo de Integración Curricular:

Teaching English as a Foreign Language Application Process

Autor: Stefany Anabell Gómez Bailón

Abstract

El portafolio presenta un enfoque integral sobre la enseñanza del inglés como lengua extranjera, centrándose en el desarrollo de las habilidades lingüísticas fundamentales: hablar, escuchar, leer y escribir. A través de la propuesta de planes de lecciones, se busca mejorar la adquisición del segundo idioma mediante actividades y recursos específicos que fomenten la confianza y la comunicación efectiva en inglés.

La introducción destaca la importancia de la enseñanza del inglés en un mundo globalizado, donde la comunicación efectiva se vuelve esencial. Se detalla el proceso de enseñanza, abordando cada habilidad lingüística con un enfoque práctico, incluyendo análisis de lenguaje y lecciones demostrativas. Además, se discuten los desafíos y estrategias para abordar la confusión entre los tiempos verbales, así como la necesidad de un marco de enseñanza que integre la forma, el significado y el uso (FMU) para facilitar el aprendizaje significativo.

El portafolio concluye con recomendaciones para futuros docentes sobre la implementación del marco FMU y la creación de un ambiente de aula activo que fomente la participación y el uso práctico del idioma, subrayando la relevancia de la formación continua para mejorar la enseñanza del inglés.

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Yo, Stefany Anabell Gómez Bailón, con número de identificación 1312873092, declaro que soy el autor del trabajo de integración curricular titulado "Proceso de aplicación para la enseñanza de inglés como lengua extranjera". Este trabajo es resultado de una investigación bibliográfica y de campo y no ha sido copiado ni plagiado en ninguna de sus partes.

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Stefany Anabell Gómez Bailón
1312873092

Manta, 21 de agosto de 2024



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Introduction

English language teaching is fundamental in today's global landscape, as in an increasingly globalized world where effective communication in English has become a crucial requirement offering students the first steps towards acquiring fundamental skills such as speaking, listening, reading, and writing, these being the cornerstones for any student in learning English.

The purpose of this research was to create a proposal of lesson plans based on each linguistic skill to contribute to second language acquisition improvement through several activities and resources.

The skill of speaking in English involves developing the ability to formulate simple sentences and express basic needs, as it focuses not only on grammar and vocabulary but also on the confidence to communicate in everyday situations, enabling students to express ideas, opinions, and emotions clearly and coherently, strengthening interpersonal communication and facilitating interaction.

The skill of listening in English is essential as it enables students to understand simple words and phrases in familiar contexts, such as simple instructions or questions on personal topics, and is fundamental to basic interaction with native and non-native speakers of English, which not only improves interpersonal communication, but also facilitates the acquisition of vocabulary and understanding of grammar in context.

Likewise, the skill of reading enables students to have the ability to comprehend short and simple texts, which helps to develop vocabulary and understand English sentence structure through reading various texts to improve grammatical understanding.

On the other hand, writing skills in English are fundamental to expressing ideas clearly, effectively and with basic accuracy, from writing names and addresses to formulating simple answers, which is a crucial skill for communicating in writing in English.

In summary, English language teaching is not only about linguistic proficiency, but is based on the gradual development of the essential skills of speaking, listening, reading and writing, to provide students with the foundations necessary to improve their command of the language at advanced levels.



1. Language Module

FMU: Language Analysis

Present continuous

Form

Affirmative

Subject + am/is/are + present participle (verb+ing) + the rest of the sentence.

For example: Marcelo is taking notes from the class.

Negative

Subject + am/is/are + not + present participle (verb+ing) + the rest of the sentence.

For example: Jesus isn't eating lunch right now.

Interrogative

Am/is/are + subject + present participle (verb+ing) + the rest of the sentence.

For example: Is Julia learning about the present continuous?

Yes/No Question short answer.

For example:

Is Josue running in class?

Yes, he is // No, he is not.

Frequency adverbs

Subject + am/is/are + frequency adverb + verb ing + the rest of the sentence.

For example: Karen is always studying for his exams.

Rules

Rule number 1: If the verb ends in 'e' remove it and add -ing.

Example: Drive - Driving

Rule number 2: If the last three letters of the verb are consonant, vowel and consonant in that order, repeat the last consonant and add -ing.



Example: Bet - Betting

Rule number 3: To the rest of the verbs, you only have to add -ing to the end.

Example: Buy - Buying

Meaning

The present continuous tense, as the name suggests, is the form of tense that is used to denote an action that is ongoing or occurring in that current moment. It is also referred to as the present progressive tense as they represent the action that is progressing in the present. (Byju's, 2022)

Use

- Clearly explain actions that happen at the same time they are described. **For example:** Dana is learning English.
- To provide context when expressing current situations. Usually, these sentences are accompanied by adverbs such as recently, currently, or lately, among others. **For example:** José is playing a lot lately.
- Express with certainty future events or actions. **For example:** Carla and I are going to the cinema next Friday.
- To indicate situations that happen frequently. In these sentences it is necessary to add adverbs such as forever, always, constantly, among others, to reinforce their context. **For example:** Sofia is always running at 6 am

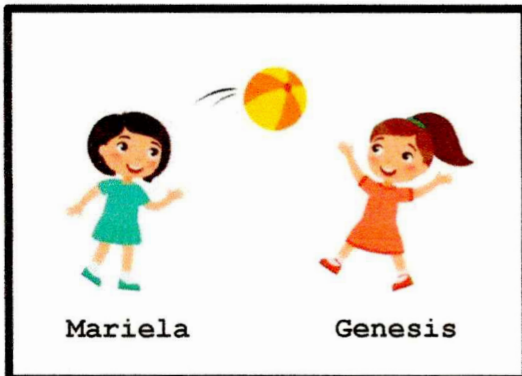
Anticipated Difficulties

- Confusion with the present simple: This confusion may exist because both tenses speak of the present. **For example,** I work every day from 8 am to 5 pm, Students may be confused by the adverb of frequency, instead they could pose the prayer in this way "I am currently working from 8 am to 5 pm every day.
- Errors in the structure: Students may make mistakes when forming each sentence since it must have the auxiliary "to be" as a gerund. For example: Petita eating sushi. / This sentence is missing the "verb to be". Petita is eating sushi.
- Correct use. It is essential that students learn when to use it so that they do not make mistakes.



Comprehension Checking Questions

Questions time: Students will answer checking questions related to the topic seen.



- Are Mariela and her friend singing?
- The image shows two girls playing, not singing, so the answer would be different.
- Correct answer: it should be "No, they are not."

Teaching Ideas

Roulette game

Students will learn the present continuous through a game. The game consists of students spinning a roulette wheel that will contain verbs, adverbs, and pronouns and with what they get, they will create sentences using the present continuous.



Improvisation game

Students will improvise a story using sentences in the present continuous tense.



RESOURCES

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Journal 1

Language Analysis: Form, Meaning, and Use

Language is a fundamental tool for human communication to exist. The information is understood based on grammar rules that people apply. These rules help us to say what we think and feel and, therefore, build relationships. Language analysis is essential in education to learn meaningfully using the Form, Meaning, and Use. In this way, they accurately use communication to know and understand the meaning and use of each one. To better understand FMU, it is necessary to analyze the expectations and feelings, new learnings, internship experiences, and the importance of FMU for teachers.

My expectations about this module were encouraging. I expected to learn something new; I felt happy, positive, and eager to learn. The process was guided by faculty members, in this case, my tutor, and the support of my classmates. Through this model, I developed my ability to use grammar expressively. It was a great challenge; however, I was very motivated to work and thus achieve my goals.

Over time, I have learned more about this framework, which is why I have come to understand how it works and how it can help me teach grammar correctly. Yilmaz (2018) found that the Form-Meaning-Use framework was effective in helping second-language learners improve their knowledge and use of noun clauses in writing. One of my new learnings is that with FMU it can be adapted to different levels so that everyone can benefit from it. Zhang (2022) "The findings of this study suggest that the FMU approach is an effective way to teach grammar to EFL learners. The FMU approach focuses on teaching grammar meaningfully and relevantly to meet the students' communicative needs. This approach is likely more effective than the traditional grammar-translation, which focuses on teaching grammar in isolation from communication." Also, Celce-Murcia and Larsen-Freeman (2015) argue that grammar should use contextualized ways through speaking and writing activities.

During my internship as a professional, I worked with children whose ages ranged from 7 to 12 years old and who had different thoughts and ways of learning. However, it was one of the most rewarding experiences of my life to be able to instruct them, and for them to enhance that knowledge is the best gift. On the other hand, the teachers in charge did not use the FMU framework, resulting in grammar not being taught correctly, a



problem that still exists and that can occur due to lack of training. If we put this framework into practice, we will improve the students' communication skills.

Future teachers and those who are already teachers must receive training on the benefits of using FMU, how to apply it to the classroom, and how to obtain better results. Thus, the classroom environment would be more active, and students would feel confident to participate. For example, students can participate in debates and games, where they can use grammar to communicate effectively.

In conclusion, the Form, Meaning, and Usage (FMU) framework is valuable for teaching grammar effectively and improving students' communication and overall language skills. Proper FMU training and implementation are critical to creating a positive and confident classroom environment where grammar becomes a meaningful and enjoyable part of language learning.

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2. Speaking Module

Speaking Lesson Plan Present Continuous

Name: Stefany Gómez Bailón

Level: A2

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

- Use the projector effectively to improve students' understanding of the topics used.
- Walking a lot during class makes students distracted.

What are your Student Learning Objectives for the lesson?

- By the end of the lesson, SWBAT:
- USE present continuous
- TO describe the weather
- IN a role-play of the weather forecast

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 "dialogue" activity, I will be able to observe and notice if the students understand the topic and if they can complete the dialogue with the verbs in brackets using the present continuous tense correctly.
- In the quick description activity, I will see if the students can describe what they see in the pictures for twenty seconds.
- In the end, they can set up a role-playing game in which they will assume the roles of the weather forecaster.

Preliminary considerations:

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

- Students already know how to use Present Simple.



- They know the basic vocabulary to express each weather condition.
- Students can write simple sentences.

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

- Confusion with the present simple: This confusion may exist because both tenses speak of the present. **For example**, I work every day from 8 am to 5 pm, Students may be confused by the adverb of frequency, instead they could pose the prayer in this way "I am currently working from 8 am to 5 pm every day.
- Errors in the structure: Students may make mistakes when forming each sentence since it must have the auxiliary "to be" as a gerund. For example: Petita eating sushi. / This sentence is missing the "verb to be". Petita is eating sushi.
- Correct use. It is essential that students learn when to use it so that they do not make mistakes.

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

- Explain the difference between the present simple and present continuous tenses, one is used for habits and facts, and the other is for actions that are happening now you are speaking, e.g. I read books / I am reading books.
- Practice exercises so that students can become familiar with the structure of each tense.
- Use activities where students apply the topic in real communication contexts and situations so that they correctly understand its use.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
2 min	Warm up / Name game	Write the topic in a bubble so students can write words from the question.	Brainstorming Students go to the board and write down words related to the weather	T-Ss A	Markers Board
8 min	Encounter and Clarify	<p>Write a Simple Present sentence.</p> <p>-We go to beach every week to see the beautiful sunset. (This moment?)</p> <p>Clarify students the present continuous following the structure.</p> <p>Subject + be + verb(ing) + complement.</p> <p>Then write an example of a sentence whose verb ends with e.</p> <p>Example 2: The weather changes rapidly in my city.</p>	<p>Change sentences</p> <p>Students change the sentence proposed by the teacher using the structure of the present continuous.</p> <p>Subject + be + verb(ing) + complement.</p> <p>For example: We are going to beach to see the sunset.</p> <p>Students should change the verb ending in "e" and apply "ing".</p> <p>For example: The weather is changing rapidly in my city.</p>	S VA T-S	Board Markers

		<p>Make Students change into Question Form.</p> <p>CCQs: What is your father doing right now?</p>			
5 min	Remember and Internalize	<p>Complete the dialogue with the verbs in parenthesis.</p> <p>Then, they practice the dialogue using the game LOOK UP and SAY, ONION RING.</p>	<p>Dialogue</p> <p>Students will fill in the dialogue given by the teacher with the correct form of the verb in parentheses, considering the present continuous form and practice the dialogue with the techniques LOOK UP and SAY, ONION RING.</p>	T-S S-S	Worksheet Pencils
5 min	Remember and Internalize	<p>I provide them with a jumbled conversation for the students to order it correctly.</p> <p>Model the activity ICQs: Explain the activity using two students for better understanding.</p>	<p>Order conversation</p> <p>In pairs, students must order a conversation. Share answers and check for mistakes. Correct mistakes.</p> <p>Practice de conversation. (LOOK UP and SAY, ONION RING).</p>	S-S A	Sheets Pen Pencils Eraser
5 min	Remember and Internalize	<p>Show pictures of places in the world for students in pairs to describe what they think the weather is like in those</p>	<p>Pairs conversation</p> <p>In pairs discuss the picture provided by the teacher about the weather, ask questions and answer them.</p>	T-S VA	Images

		places using the present continuous tense.			
20 min	Fluently Use	Explain an example of the activity, ask them to create a role play.	<p>Role play weather forecast</p> <p>Students will work in groups of 5 to create a Role Play where they must act using the vocabulary learned and the present continuous.</p>	S-Ss VAKT	

Dialogue

In this dialogue, you must change the verbs in brackets to their correct form in the present continuous for the dialogue to make sense.

A: (Look) _____ out the window! It _____ (rain) heavily right now.

B: I know, it's raining! I _____ (hope) it (stop) _____ soon.

A: I _____ (think) we should stay indoors until the rain _____ (subside).

B: Good idea. While it _____ (rain), let's play some board games.

A: Sounds fun! We can also _____ (listen) to the thunder. It _____ (sound) so powerful.

B: True, the weather _____ (get) quite stormy. Let's make the most of this rainy day!



Pairs conversation

Order conversation

Order the conversation so that it makes sense.

B: It looks like this rain will continue all afternoon, but after that, the temperature will rise, and the sun will be shining through the weekend.

A: Wow, really? What else is going on?

B: Yes, I have! Can you believe it? Right now, it's raining outside.

A: Wow, I hope the rain doesn't last long. What else have you heard about the forecast?

B: I'm taking advantage of the rainy weather to stay home and read a good book. How about you?

A: That sounds great. In the meantime, what are you doing to keep yourself busy?

B: I'm planning to make a warm, cozy soup to enjoy while listening to the rain outside. Good idea to stay home today!

A: Hi! Have you seen the weather forecast for this week?

Journal 2

Speaking Lesson Plan

Speaking is one of the primary skills for human beings; it allows us to communicate, socialize, and learn, among other things. In a constantly growing world, it is necessary to communicate with others. Therefore, creating "speaking lesson plans" to build confidence and improve students' speaking skills is imperative. In education, ECRIF is a framework that helps us adapt to different ways of teaching and different levels of learning; it is related to speaking lesson plans, as both focus on developing students' oral communication. In order to understand better, it is essential to analyze expectations and feelings, new learning experiences, problems when using ECRIF, and ideas for using them in speaking lessons.

The expectations of this module were motivating. The most notable feelings were the excitement of learning something different, the satisfaction of understanding the lesson plans, and the reward because, in turn, we can share these learnings with others. Through the speaking lesson plans, I developed my skills in creating activities that develop and maximize students' speaking. In Speaking, we use the FMU language analysis in the first stage of ECRIF.

On the other hand, I have learned the real purpose of creating speaking lesson plans. TESOL (2006) states that effective speaking lesson plans should be student-centered, engaging, and designed to foster authentic communication. Also, Jeremy Harmer (2001) argues that speaking lessons should be engaging and motivating for students and provide opportunities for students to use language in various real-world contexts. It is worth noting that Richard Schmidt (2010) argues that the ECRIF framework provides a framework for understanding the different factors that contribute to language learning and for designing effective instruction for all learners.

Internships help us gain experience and apply what we have learned during our learning process. During my internship, I saw that teachers need to improve in speaking planning, as they need to define clear objectives and focus on enhancing students' speaking skills. Students must be in a participative, active, and trusting environment to encourage their interaction and develop opportunities in an authentic context.

The ECRIF framework can help solve several problems related to the learning of speaking. For example, in the "clarify" part, learners can better understand the topic in



question. Also, learners often do not remember the language, so this framework emphasizes practice to remember. On the other hand, it emphasizes learners' active participation. It is necessary to mention that there are various activities that we can apply at each stage of ECRIF, such as role-play, conversations, dialogues, and storytelling, among others.

In conclusion, speaking lesson plans are essential to build confidence and improve students' speaking skills. The ECRIF framework helps adapt to different teaching methods and learning levels. It develops students' oral communication through role-play, conversations, dialogues, and storytelling.

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Demonstrative Lesson

Picture 1

Speaking Lesson



The photograph captures a scene of a class in progress inside a classroom, in which I explain to them what we are going to do in the first stage, the warm-up, they had to go to the blackboard and write words related to the weather.



3. Listening Module

Listening Lesson Plan

Name: Stefany Gómez Bailón

Level: A2

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

1. Avoid constant use of jargon that can be distracting for students.
2. Receive training on using the sound equipment correctly and not disturbing the class.

What are your Student Learning Objectives for the lesson?

At the end of the lesson, SWBAT:

Demonstrate understanding of the fairy tale in the video "Can I Help You?" by ordering the events of the story and then creating an alternative ending to the fairy tale.

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 activity "true or false" I will check and notice if the students understand the topic of the video, if so, they will fill in the worksheet correctly.
- In "sequencing the story" I will check if the students have understood the story of the story.
- And at the end, they will be able to perform the role play activity by creating an alternative ending of the story.

Preliminary considerations:

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

Students already know the basic vocabulary of fairy tales, such as; characters (queen, princess, king) places (castle, forest, mountain).



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

New vocabulary: It can be challenging for them to hear new vocabulary.

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

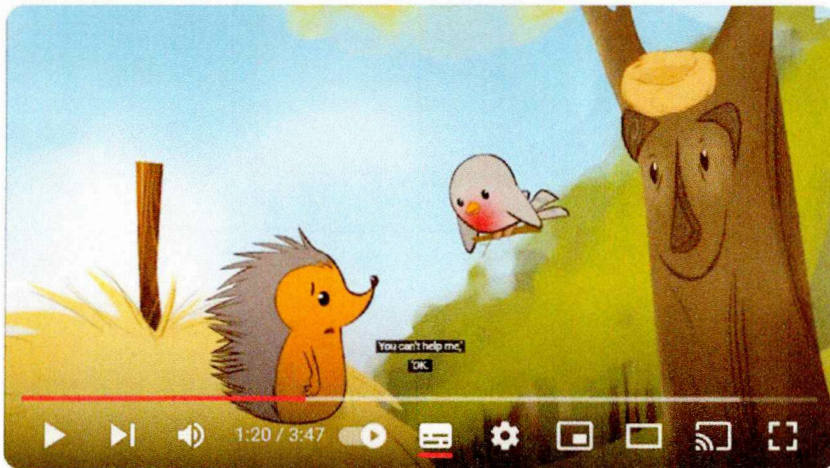
I will pre-teach new vocabulary using a brainstorming about the topic of the story.

Time	Framework Stages	Procedure		Interaction	Materials Needed
		Teacher will...	Students will...		
45 minutes				T-S/S-S VAKT	
5 min	Pre	<p>Ask students to brainstorm the topic "Can I help you?" Use specific words related to the fairy tale:</p> <ul style="list-style-type: none"> ● Farm ● Matter ● Spikes ● Forest 	<ul style="list-style-type: none"> ● Write on the board the words related to the topic. ● Match the words with definitions ● Listen and repeat new words 	T – Ss Visual	Eraser Markers Board
25 min	During	<p>Early during stage 5'</p> <ul style="list-style-type: none"> ● Play a video of a fairy tale. ● Students identify the general content of the story. ● After the video is complete, ask students to share the general content. <p>Later during stage 8'</p> <ul style="list-style-type: none"> ● Ask the students complete a worksheet, in which they must answer true or false according to what they heard. ● Play a video of a fairy tale. 	<ul style="list-style-type: none"> ● Watch and listen to the video carefully. ● Share the general content that they have heard. <ul style="list-style-type: none"> ● Listen to the video and answer the questions according to what you hear. ● Then share the answers with your teacher and interact with each other. 	T – Ss Auditory T – Ss Auditory	Board Markers Worksheet Pen Pencil Eraser


		<p>Final during stage 12'</p> <ul style="list-style-type: none"> • Play a video of a fairy tale. • They form pairs. • Ask the students to order the events of the story according to what they hear. • Then, they exchange their leaves with the other couples. 	<ul style="list-style-type: none"> • Students in pairs will order the events of the story according to what they hear and see and then swap their sheets to compare. 	<p>Ss Auditory</p>	<p>Pencil Worksheet Eraser</p>
15 min	Post	<ul style="list-style-type: none"> • Create groups of 4 people and ask them to think of an alternative ending to fairy tale. • They then create a role play applying the alternative ending they thought of and explaining how they would apply the learning from the story in real life. 	<ul style="list-style-type: none"> • Organize themselves into groups. • Use their creativity to create an alternative or different ending to the story they heard. • At the end, they present their role play 	<p>Ss- Ss Auditory</p>	<p>Pencil Notebook Eraser Pen</p>

https://www.youtube.com/watch?v=r1_KCH4iYWw&t=77s

Fairy tale
Can I Help you?



Cuentos en inglés para niños con Greenman and the Magic Forest:
Nivel A Unidad 5: Can I Help You?

 Cambridge English Spain
38,8 K suscriptores

Suscribirse

11 K    Compartir  Descargar  Guardar  ...

Worksheet

Choose true or false as appropriate.

1. Hedgehog is a hedgehog. True/ False
2. Hedgehog is happy at the beginning of the story. True/ False
3. Hedgehog has wings. True/ False
4. Hedgehog has strong legs. True/ False
5. Hedgehog can help his friends at the end of the story. True/ False

Worksheet

Final During stage

In pairs work together to put these fragments in order and reconstruct the story in the correct sequence. Put the correct number in each box according to the sequence.

- 'Hello, Bird,' says Hedgehog.
- 'But you are strong! You are special! You have got strong spikes!' 'I am strong! I can help!' says Hedgehog.
- 'Can I help you?' 'Can you jump?' 'No, I can't. Have you got strong arms?' 'No, I haven't. I'm sorry. You can't help me.' 'OK. Bye!'
- 'Can I help you?' 'Can you fly?' 'No, I can't. Have you got strong wings?' 'No, I haven't. I'm sorry. You can't help me.' 'OK. Bye bye!'
- 'Hello, Horse,' says Hedgehog.
- 'Hello, Hedgehog,' says Horse.
- 'I'm sad. Where are my friends?' says Hedgehog.
- 'Thank you, Hedgehog!' says Rabbit.
- 'There's the farm. I can see my friends!'
- 'Hello, Rabbit. It's smelly!' says Hedgehog.
- 'Hello, Greenman.' 'Hello, Hedgehog. What's the matter?' 'I can't help Bird, Horse, or Rabbit. I can't fly, run, or jump.'
- 'I'm sorry. You can't help me.' 'OK. Bye bye!'
- 'Well done, Hedgehog!' says Greenman.
- Hedgehog is in the forest.

Journal 3

Listening Lesson Plan PDP

Listening is a skill that enables living beings to better understand other people's thoughts and helps foster better relationships with others. Creating lesson plans focusing on listening can help students improve their listening comprehension and develop their communication skills. In education, a PDP is a lesson plan that helps teachers implement activities focusing on listening and reading skills. I will discuss my expectations and feelings, new learning experiences, difficulties with PDP, ideas to use in lessons, and differences between listening and speaking lesson plans is essential.

The expectations of this module were encouraging. The most noticeable feelings were nerves because it was new and intriguing and happiness because even though it could be challenging, I was happy to learn. The listening PDP lesson plans were a great help in learning and enhancing my listening skills, which, in turn, enabled me to create effective lesson plans.

On the other hand, I have learned essential findings about PDP lesson plan listening. Listening is an active, purposeful process of making sense of what we hear (Nunan, 2003). Also, Brown (2001) believes that the primary goal of a PDP lesson plan is to develop students' listening abilities and that all activities should have this goal in mind. Harmer (2001) also argues that choosing suitable listening materials is vital to successful PDP lesson planning. He suggests that materials should be authentic, engaging, and appropriate for the student's ability level. The PDP framework is specifically for practicing and scaffolding receptive listening and reading skills. The framework has three stages: Pre, During, and Post" (Povey, 2019, p. 9).

During my internship, I had the opportunity to learn the relative characteristics of the listening lesson plan, which significantly helped me achieve better results in developing students' learning. This framework can solve several problems,

such as helping students gain interest and stay active during the teaching process thanks to its different stages and appropriate activities according to the level.

In order to create effective lesson plans, it is necessary to use activities that are appropriate to the level of the students. With the PDP model, the lesson plan uses three stages; the first is the "Pre" stage, which can include activities such as brainstorming or mind mapping

about the topic and taking notes of essential vocabulary. The "During" stage includes activities such as true or false, Ordering/numbering items, and finally, in the "Post" stage, creating a role play, discussing, or Answering interpretation questions.

The main difference between listening and speaking lesson plans is in their objectives; the former aims to improve students' listening skills, while the latter aims to improve how they express themselves. Another important point is that we use PDP to create listening lesson plans while speaking lesson plans with ECRIF. Both skills are related, so it is important to create activities that help to expand both skills.

In conclusion, listening is a vital skill that helps individuals understand others and build better relationships. Developing listening-focused lesson plans can improve students' listening comprehension and communication skills. The PDP lesson plan is a helpful framework for developing listening and reading skills and consists of three stages: pre-, during, and post. In order to create effective lesson plans, it is important to choose activities that are appropriate for the student's level and to use authentic and exciting materials. The main difference between listening and speaking lesson plans is their objectives, but both skills are related and have to use appropriate activities.

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Demonstrative lesson

Picture 2

Listening Lesson



The photograph captures a scene of a class in progress in a classroom, in which I explain to them what we are going to do in the last stage, in which they must perform a role play.

4. Reading Module

Reading Lesson Plan

Name: Stefany Gomez Bailon

Level: A2

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

1. Reduce walking in the classroom
2. Use digital platforms to incorporate more visuals in the classroom.

What are your Student Learning Objectives for the lesson?

At the end of the lesson, SWBAT:

Demonstrate their understanding of the reading "The Tortoise and the Hare" by summarizing and then representing a moment from the fable and relating it to a real-life situation.

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 activity "select the correct option", I will check if my students understand the story, as they will have to select according to what they read.
- In the activity "making a summary". They will demonstrate their knowledge and whether they are able to summarize the story.
- And finally, in the activity "Acting out the scene". They will let their imagination run wild and choose a moment from the reading to act it out, relating it to a real-life situation.

Preliminary considerations:

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

Students already identify the types of simple sentences (affirmative, negative), grammatical tenses and the past form of basic verbs.

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



New vocabulary can be a difficulty for students, as they may not fully understand the reading.

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

I will avoid it by clarifying the meaning at the first stage.

Time 45 minutes	Framework Stages	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 min	Pre	<p>Ask students to brainstorm the topic “The Tortoise and the Hare.”</p> <p>Use specific words related to the reading:</p> <ul style="list-style-type: none"> • Steady • Resting • Cheering • Excitement • Bragging • Foolish <p>Present images of the animals involved in the reading.</p>	<ul style="list-style-type: none"> • Write on the board the words related to the topic. • Match the words with definitions • Listen and repeat new words • They then describe the animals and identify the differences between the hare and the tortoise. 	<p>T – Ss</p> <p>Visual Auditory</p>	<p>Eraser</p> <p>Markers</p> <p>Board</p> <p>Flashcards</p>
5 min	During	<p>Early during stage</p> <ul style="list-style-type: none"> • Hand out the reading passage. • Ask Ss to work in pairs to skim the reading. • Then Identify and underline new words they do not understand. 	<ul style="list-style-type: none"> • Identify the words that they do not understand. • Then they read the sentence before the word they don't understand and then read the next sentence so that they know from the context what the word they don't know is about. 	<p>T – Ss</p> <p>Ss</p> <p>Visual</p>	<p>Sheet</p> <p>Pencil</p> <p>Eraser</p>



8 mi n		<p>Later during stage</p> <ul style="list-style-type: none"> Ask students to work in pairs and complete a worksheet on which they should select the correct information from the reading. 	<ul style="list-style-type: none"> Read the story again and answer the questions in the worksheet. Share the answers with their classmates and interact with each other. 	T – Ss Visual	Worksheet Pen Pencil Eraser
12 min		<p>Final during stage</p> <ul style="list-style-type: none"> They read the reading. They form pairs. Then summarize the text in your own words. Then, they randomly exchange their sheets of paper with their thoughts with their partners. 	<ul style="list-style-type: none"> They exchange the sheets with their partners to review the summaries. 	Ss Visual	Pencil Eraser Pen
15 min	Post	<ul style="list-style-type: none"> Create groups of 5 people to choose a moment in the story that has caught their attention. They will then act out a scene relating that moment in the story to something from real life. 	<ul style="list-style-type: none"> Work in groups. Prepare a role play about a moment from the story that you liked the most and compare it with real life situations. 	Ss- Ss Visual and auditory	Pencil Notebook Eraser Pen

Reading

<https://arbolabc.com/cuentos-en-ingles/clasicos/hare-and-turtle>

The Tortoise and the Hare

Once upon a time there was a hare who spent all day bragging about how fast he could run. Tired of hearing him boast, the tortoise, challenged him to a race.

"You must be kidding!" said the hare laughing. "I am so much faster than you."

"We shall see," the tortoise replied.

The next day, the animals of the forest gathered to watch the race. Everyone wanted to see if the tortoise could beat the hare.

The bear started the race yelling "On you mark, get set, go!"

The hare immediately raced ahead, running faster than ever. He looked back and saw the tortoise was only a few steps away from the starting line.

"Foolish tortoise," thought the hare. "He is so slow. Why would he want to race me if he has no chance to win?"

Confident that he was going to win the race, the hare decided to stop in the middle of the road to rest under a tree. The cool and pleasant shade of the tree was very relaxing, so much so that the hare fell asleep.

Meanwhile, the tortoise continued walking slowly, but steady. He was determined not to give up. Soon, he found the hare sleeping peacefully.

The tortoise was winning the race!

When the tortoise approached the finish line, all the animals in the forest began cheering with excitement. The noise woke the hare, who could not believe his eyes: the tortoise was crossing the finish line and he had lost the race.

Later during Stage

According to reading: Select the correct option.

1.-Who was the hare bragging about his speed to?

- (a) The other hares
- (b) The tortoise
- (c) All the animals in the forest

2.-What did the tortoise do when the hare bragged about his speed?

- (a) He challenged the hare to a race.
- (b) He ignored the hare.
- (c) He told the hare that he was faster.

3.-Why did the hare decide to stop and rest under the tree?

- (a) He was tired from running.
- (b) He was confident that he would win the race.
- (c) He wanted to enjoy the shade.

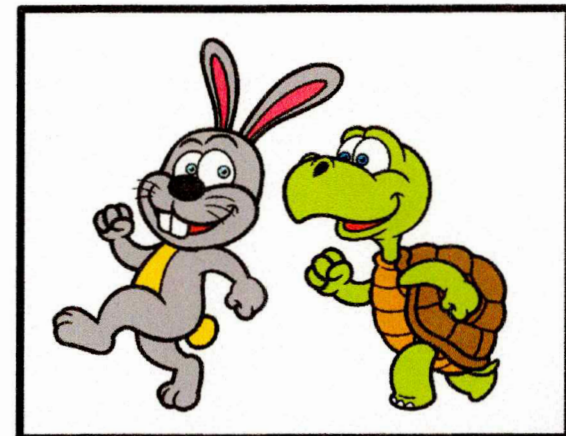
4.-What did the tortoise do while the hare was sleeping?

- (a) He stopped and rested.
- (b) He continued to walk slowly but steadily.
- (c) He gave up on the race.

5.-Who won the race?

- (a) The hare
- (b) The tortoise
- (c) The bear

Pre Stage



Journal 4

Reading Lesson Plan

Reading is a cognitive process in which humans decode graphic symbols to understand their meaning. This process goes beyond just reading, it is a fundamental development for human beings, as it enriches them with culture, information, and knowledge. Within education, reading is essential for students' success, as it forms them, educates them, and boosts their skills. Creating lesson plans focused on reading is essential to promote the advantages this incredible tool gives us. In order to understand better, it is necessary to analyze expectations and feelings, new learning experiences, problems to solve with this lesson plan, ideas to use in these cases, and the difference between PDP Listening and Reading lesson plans.

Reading is a receptive skill, which means that the person reading must construct what the text means from what he or she has read. During reading, we can use two tools: skimming and scanning, which are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes (Nasution, 2023; Susanty, 2019). Reading is one of four skills that should be taught in teaching English (Subayil, 2017). It is reading aloud the passage or the text and comprehending the meaning of the passage and the text through reading comprehension (Zalha et al., 2020; Rohani et al., 2022).

The expectations of this module were encouraging. It is rewarding to learn something new and pass that knowledge on to the students. Reading is a powerful tool for learners' lives, so planning around this essential tool is extremely important for their success. It was a challenge to create successful and effective planning, but with effort, anything is possible.

Internships help us incessantly during our teaching process because they give us experience. Through this activity, I could observe and participate in the activities proposed in the planning to promote reading in pupils. I learned that it is necessary to encourage pupils and provide them with a pleasant and positive atmosphere. It is crucial to monitor pupils' progress. This whole experience helped me train myself and use several strategies to teach well. Even though most of the experience was positive, they still used

traditional exercises proposed in reading books, making it monotonous and unattractive. So, by using the PDP framework, they can create creative planning.

In order to ensure practical reading lessons, it is essential to add activities that work and encourage reading. Activities such as answering questions based on the text, discussing, recognizing the function of the text, summarizing, inferring the author's tone or attitude, as well as activating prior knowledge, brainstorming, and asking questions about the topic are also excellent alternatives; we must choose strategies that are relevant, interesting, and meet the needs of the students.

Although the listening and reading lesson plans share the same PDP framework, there are differences between them; one of them is the focus; the listening lesson plan includes strategies focused on improving listening comprehension, such as understanding different accents or enhancing listening skills, while the Reading lesson plan focuses on reading comprehension, i.e., vocabulary development, reading speed, and others. Another important point would be the use of specific resources; for example, in listening, activities such as watching films or listening to songs or podcasts would be used, unlike reading, where activities such as reading books, articles, essays, or others.

In conclusion, reading is a fundamental cognitive process that enriches an individual's culture, information, and knowledge. Effective lesson plans focusing on reading are critical to students' success as they contribute to their development, education, and skill enhancement. The PDP framework helps develop students' reading skills and comprehension by incorporating activities to prepare, engage, and assess students throughout the reading process. By integrating various activities and resources, educators can ensure that students develop strong reading skills and a genuine interest in reading.

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Demonstrative Lesson

Picture 3

Reading Lesson



The picture captures a scene of a class in progress in a classroom, in which I explain what we are going to do in the first stage, which is to write on the blackboard the first unknown words, which can become difficult to read by brainstorming.



5. Writing Module

Writing Lesson Plan

Name: Stefany Gómez Bailón

Level: A2

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

1. Time management at each stage of planning.
2. Avoid speaking fast

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

Write an invitation to invite friends to a birthday party, then stick it on the classroom wall.

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

- In the drafting part, I will check if my students follow the pattern.
- In the revising part, I will check the students' ability to find mistakes and give suggestions.

Preliminary considerations:

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

- Students know the basic structure of grammar (how to form sentences with coherence, grammatical tenses).
- Students understand the general concept of a birthday party.

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

- Students have no experience in creating invitations, they do not know the format.



- Limited vocabulary to convey their thoughts.
- c. **How will you avoid and/or address these problem areas in your lesson?**
- -Providing a format for an invitation to serve as a guideline.
 - Collaboration between partners, to provide feedback on any mistakes that are found.

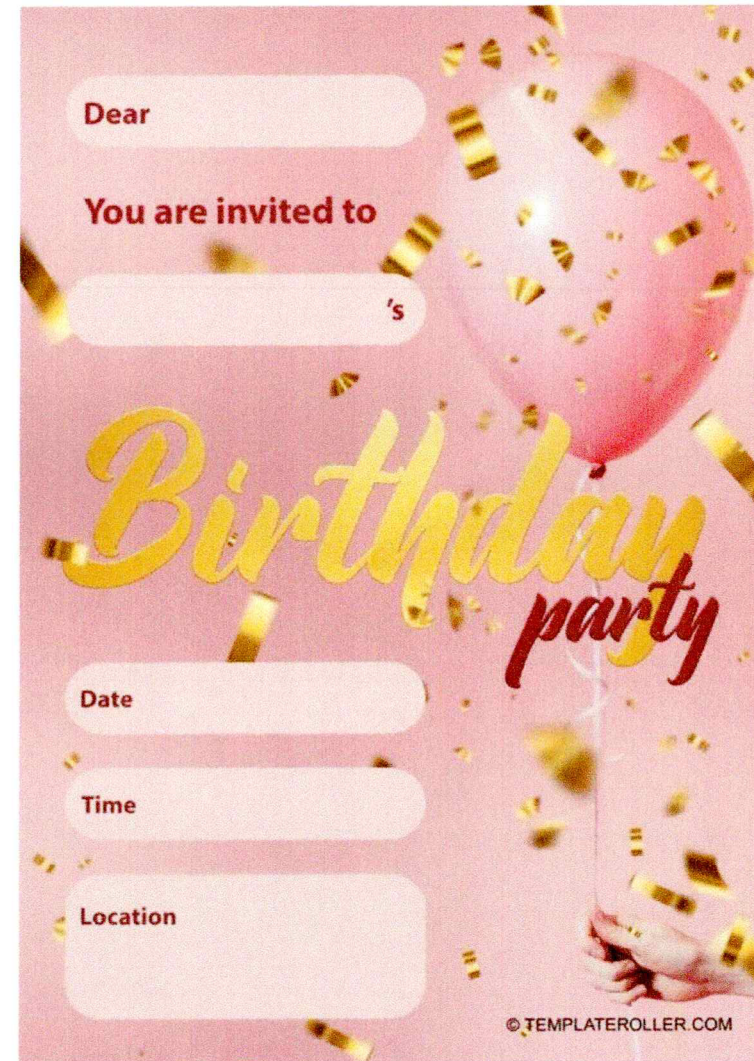
Time	Framework Stages	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
45 minutes					
10 min	Preparation	<p>Present a birthday invitation card model.</p> <p>Ask Ss to identify the elements of this card and its structure.</p> <p>Pre-teach some vocabulary if needed.</p>	<p>Brainstorming the elements of invitation, for example:</p> <p>Hour, Place, Date, etc.</p>	<p>T-S</p> <p>Visual</p> <p>Auditory</p>	<p>Board</p> <p>Markers</p>
10 min	Drafting	<p>Ask students to write a draft according to the model presented.</p>	<p>Through their imagination, write their first draft of the invitation card.</p>	<p>Ss</p> <p>Visual</p>	<p>Sheet</p> <p>Pen</p> <p>Pencil</p> <p>Eraser</p>
10 min	Revising	<p>They will use a checklist for easy correction. Students should focus on clarity, coherence, and grammar.</p>	<p>Exchange their work with a classmate and identify mistakes.</p>	<p>S- S</p> <p>Visual</p>	<p>Pen</p> <p>Pencil</p> <p>Eraser</p> <p>Markers</p>



10 min	Editing	<p>Carefully review the corrections made by peers and correct any errors identified.</p> <p>Tell Ss to decorate their invitation. With extra materials.</p>	<p>Correct mistakes and edit their final version.</p> <p>Use markers, crayons, or other art supplies to get a brilliant invitation card.</p>	<p>S-S</p> <p>Visual</p> <p>Tactile</p>	<p>Pen</p> <p>Pencil</p> <p>Eraser</p> <p>Sheet</p> <p>Colors</p> <p>Crayons</p> <p>Magazines</p> <p>Scissors</p>
5 min	Extension	<p>Tell Students to publish and reflect on the writing process of their work.</p>	<p>They stick their work on the classroom's walls and evaluate each card.</p> <p>Then, they reflect on what they learned during the development of their invitation, and how to avoid the mistakes they made at the beginning.</p>	<p>T-Ss</p> <p>Visual</p>	<p>Tape</p> <p>Markers</p>



Sample invitations





Journal 5

Writing Lesson Plan

Writing is one of the four skills presented in English, and like reading, it is an essential tool for students to develop. It allows us to communicate and express our ideas clearly through written language. In the academic part, it is essential because students are required to write summaries, essays, reports, emails, etc. As key elements in writing, we have precision, clarity, and formalism, which are fundamental for writing a good text. To better understand, it is necessary to analyse expectations and feelings, new learning, experiences, problems to be solved with this lesson plan, ideas, and the importance of the writing process.

Excitement is one of the feelings present in learning to plan, but this time focused on writing. Each one of the strategies has its difficulty, designing a planning is not an easy task, so I was nervous about not believing I was able to create correctly, since you must consider objectives, time, available resources, etc. However, despite all the adversities that arise, it is rewarding to help students to express themselves and write correctly.

Writing has become one of the essential skills in English. We can articulate, discuss, and describe our thoughts, feelings, and experiences through writing skills (Lestari, 2018; Yamin, 2019). On the other hand, according to Melati (2020), writing is the most complex and challenging skill for native language speakers to master. Teaching general as well as genre-specific strategies for planning, revising, editing, and regulating the writing process. Graham S., & Alves, R. A. (2021)

Work placements are internships that we do to learn from a professional environment and idealize what our future profession would be like. During my internship, I was able to observe and analyze how teachers created their lesson plans focused on writing, many of them did not assign relevance to this skill or did not use activities focused on developing it. However, effective alternatives can be considered to improve this situation, for example: creating SMART objectives, including activities that enhance this skill or using technological resources to improve the shortcomings.



Within the writing process we can use different ideas or fun alternatives for students to learn but at the same time have fun writing, for example, collaborative writing, real-life scenarios, creative writing games, character creation, dialogue practice, depending on the age, interests, the group, the activities are chosen so that they are attractive and not boring for them. Lesson plans need to be created to engage and impact the students and allow them to relate it to real life situations.

The writing process is important because it helps and teaches students or people in general to write correctly, it provides them with a step-by-step process to ensure their success. For example, the teacher creates a writing plan and divides it into revision, editing and publication, which benefits students from not having blocks and not relating to writing as a bad thing, but rather gives way to encourage such participation, as well as fostering creativity and forming students with excellent writing skills.

Writing in English is essential for communicating your ideas clearly. Its academic and professional importance lies in the ability to express thoughts and emotions. Develop strong skills and avoid pitfalls through a structured process that encourages creativity and ensures writing success.

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Demonstrative Lesson

Picture 4

Writing Lesson



The picture captures a scene of a class in progress in a classroom, and the teacher plays an active role as a guide and facilitator of learning, while students actively participate in the process of knowledge construction, in this part was explaining the last stage, in which they had to paste their work in the classroom.



Conclusions and recommendations:

Conclusions:

- Language is not only a fundamental tool for human communication, but also a conclusive means of expressing thoughts and emotions, establishing meaningful connections. In education, the study of grammar under the form, meaning and usage (FMU) approach is a powerful tool for effective teaching, as it not only helps learners to understand grammatical rules but also enables them to apply them appropriately in different communicative contexts.
- Speaking skills are not only fundamental to communication and social interaction but are essential for learning and personal development, creating speaking lesson plans is crucial for building students' confidence and improving their oral expression, which prepares them to deal effectively with communicative challenges; adopting pedagogical strategies that promote the effective use of oral language and adopting the ECRIF framework, educators create dynamic and enriching learning environments that prepare students for successful communication in and out of the classroom.
- The ability to listen not only facilitates understanding the thoughts and emotions of others, but also strengthens interpersonal relationships and promotes more effective communication; the implementation of listening-centered lesson plans is important for the development of students' receptive skills, contributing to a dynamic and enriching learning environment where listening becomes an effective tool for understanding and learning.
- The teaching of reading is not only an integral part of the educational process, but also plays an important role in the formation of students, the creation of lesson plans focused on reading is essential, as it allows to take full advantage of the educational benefits of this skill, the effective implementation of strategies such as skimming and scanning, improve reading speed and strengthen students' reading comprehension and critical analysis skills.
- The ability to write in English not only improves communication skills, but also fosters creativity, allowing students to communicate their ideas clearly and accurately through written language, writing summaries, essays or emails; teachers should design lesson plans that are attractive and relevant to students, they should use methods such as collaborative writing and creative games, thus preparing students to face academic



challenges, a process that if guided correctly transforms the perception of writing, turning it into a tool for expressing ideas.



Recommendations:

- It is important that initial and in-service training programs for teachers include dedicated sessions on ECRIF, as this will ensure that teachers have a thorough understanding of how to apply this approach in the classroom, thereby improving students' communication and language skills and creating an enriching and effective learning environment where teaching is holistic and meaningful.
- It is recommended that teachers receive ongoing training on how to effectively apply the ECRIF framework and design effective lesson plans for speaking to ensure that they have the best pedagogical practices and can adapt their teaching methods according to students' needs, to effectively develop their speaking skills, and to prepare them to communicate competently.
- Teachers should keep up to date with best practices in teaching listening comprehension by participating in workshops and training courses to provide new ideas for designing and implementing effective lesson plans to improve students' listening comprehension and general communication skills.
- Techniques such as skimming and scanning should be implemented to help students navigate effectively through the text as it not only improves reading speed but also the ability to grasp information, as introducing interactive activities will maintain students' interest and strengthen their ability to think and communicate effectively.
- It is important that educators recognize writing as a central skill, promoting a structured holistic approach that not only addresses technique and text structure, but also enhances students' writing skills and encourages creativity, active participation and practical application of acquired skills, through lesson plans that should be designed to motivate students to understand the relevance and practical applicability of their writing skills in different contexts.