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**FACULTAD DE EDUCACIÓN, TURISMO, ARTES Y HUMANIDADES**

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## CERTIFICO

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

Haber dirigido, revisado y aprobado preliminarmente el Trabajo de Integración Curricular bajo la autoría de la estudiante GONGORA ZAMBRANO MADELINE XIMENA, legalmente matriculada en la carrera de PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, período académico 2024- 2025(1), cumpliendo el total de 384 horas , cuyo tema del proyecto o núcleo problémico es "*TEFL Application Process*"

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

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Manta, Martes, 23 de julio de 2024.

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Docente Tutor

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## **PROPIEDAD INTELECTUAL**

Título del Trabajo de Investigación: **Teaching English as a Foreign Language Application Process**

Autor: Madeline Ximena Góngora Zambrano

Fecha de Finalización: 29 de julio, 2024

Descripción del Trabajo:

El presente trabajo de investigación tiene como objetivo principal resaltar cómo la integración de los marcos ECRIF y PDP ha influido positivamente en tu enfoque de la enseñanza del idioma, resultando en una experiencia de aprendizaje profunda y eficaz para los estudiantes. El texto subraya cómo el enfoque ECRIF ha sido fundamental para introducir nuevos conceptos lingüísticos y fomentar una comprensión significativa a través de materiales auténticos y relevantes. Al mismo tiempo, se destaca la importancia del marco PDP en la planificación previa, la implementación en clase y la evaluación posterior a la lección, lo que ha asegurado resultados de aprendizaje bien definidos y estrategias de enseñanza efectivas. La reflexión concluye que estos modelos han sido clave para crear un ambiente de aprendizaje dinámico y centrado en el estudiante, promoviendo una cultura de aprendizaje activo y una sólida competencia lingüística.

Declaración de Autoría:

Yo, Madeline Ximena Góngora Zambrano con número de identificación 1720789971, declaro que soy el autor original y Gabriel José Bazurto Alcívar, con número de identificación 1311564114, declaro que soy el coautor, en calidad de tutor del trabajo de investigación titulado "Proceso de aplicación para la enseñanza de inglés como lengua extranjera". Este trabajo es resultado del esfuerzo intelectual y no ha sido copiado ni plagiado en ninguna de sus partes.

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## INTRODUCTION

In the currently world, the acquisition of English as a foreign language stands as an important factor around the globe, weaving together disparate threads of cultures, ideas, and aspirations. Beyond the rudiments of grammar and vocabulary, the study of English becomes a transformative odyssey, shaping the very fabric of individuals' identities and influencing the collective values of societies. As we look into the multifaceted implications of English proficiency, it becomes evident that its impact is not confined to linguistic mastery but extends into the realms of cognition, cultural understanding, and the socio-economic dynamics of an interconnected globe.

In the realm of public education, English emerges as both a gateway and a bridge. It serves as a gateway to a treasure trove of knowledge, literature, and academic discourse, transcending geographical boundaries. Students who master English gain access to a wealth of information, empowering them to engage with a global intellectual community. Moreover, English acts as a bridge, connecting learners from diverse linguistic backgrounds. In classrooms where languages converge, English facilitates communication, fostering an environment where students exchange ideas, collaborate on projects, and cultivate a rich tapestry of perspectives. The study of English, therefore, becomes not merely an academic pursuit but a transformative force that shapes students into global citizens equipped to navigate the complexities of our interconnected world.

The implications of English proficiency ripple beyond the confines of educational institutions and find resonance in the professional area. In the globalized landscape of business and innovation, English serves as the universal language of commerce and collaboration. Proficiency in English enhances employability, providing individuals with a passport to participate in the global job market. Professionals proficient in English are adept

at navigating diverse cultural nuances, fostering collaboration, and understanding in multicultural workplaces. English proficiency, therefore, becomes not just a professional skill but a key enabler of effective communication and collaboration in an increasingly diverse and interconnected professional landscape.

Focusing on the specific context of foreign language students, the journey of learning English unfolds as a nuanced narrative of personal growth and cultural adaptation. For these learners, English is not merely a subject; it is a vehicle through which they navigate a new linguistic and cultural terrain. The acquisition of English becomes a transformative process, instilling resilience, adaptability, and a heightened cultural awareness. Foreign language students learn not just a new set of linguistic rules but also gain insights into the diverse perspectives embedded in the English language. Educators, in turn, play a crucial role in shaping this journey, acting as guides who not only impart linguistic knowledge but also cultivate a supportive environment that encourages exploration and expression.

In brief, the study of English as a foreign language emerges as a dynamic force that shapes individuals and societies on multiple levels. Its impact extends far beyond the acquisition of linguistic proficiency, weaving through the intricate tapestry of personal, educational, and professional domains. As we navigate the complexities of our interconnected world, English proficiency stands as a beacon, illuminating paths of understanding, collaboration, and personal growth.

## **FMU MODULE**

### **REFLECTION JOURNAL ANALYSIS 1**

Found the FMU analysis to be particularly fascinating for several reasons. First, it greatly aids in the teaching of grammar. While some educators may not invest much time in this analysis, I believe it proves highly beneficial for instructing grammar and its contextual application. Second, its versatility is noteworthy, as it is applicable to any proficiency level. Despite the diverse array of analysis models used by teachers worldwide, my preference lies with the FMU analysis, considering it a valuable tool for both teachers and students. Third, the FMU analysis serves as a problem-solving tool for grammatical structures. In summary, I find the FMU approach fascinating due to its ability to facilitate grammar teaching, its adaptability to various proficiency levels, and its efficacy in addressing grammatical challenges.

The FMU framework, representing Form, Meaning, and Use, was introduced (Moon, 2008) through a program by the British Council aimed at advancing English teaching and learning in an elementary school in Asia.

As (Conrad, 2019) notes, "The relationship between grammar and context is evident in research on register variation." This research posits that the form of language is influenced by the contexts in which it is employed. Register analysis reveals systematic differences in grammar forms across contexts such as conversation, academic writing, news writing, and fiction.

Reflecting on my pre-service teaching experience, I've realized that a lack of understanding of the material can lead to failure, potentially resulting in student disengagement. Additionally, being aware of students' needs is crucial for employing innovative teaching methods effectively.

The FMU analysis proves instrumental in resolving various issues, including difficulties in comprehending grammar and challenges in structuring sentences. I consider the aspect of "use" to be paramount in FMU analysis, as it not only guides the teaching of grammar structures, but also, determines the contexts in which they are applied a crucial aspect for all language skills, not just speaking.

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- Moon, J. (2008). *IDOCPUB*. Obtenido de IDOCPUB: <https://idoc.pub/documents/form-meaning-use-in-grammar-8x4ev67v9ml3>



## FMU ANALYSIS

### FORM:

#### Affirmative form:

Subject +verb+ complement

Susan likes animals.

#### Negative form:

Subject+ Do/Does + not + verb+ complement

Susan does not like animals.

#### Interrogative form:

do/does +subject+ verb + complement.

Does Susan like animals?

### MEANING:

The present simple is one of the English verb tenses. Its correct use is very important because it is used for multiple situations such as routines, habits, facts.

### USE:

The present simple is the verb tense to use when you want to express any of the following conditions:

1. To make known actions or permanent states.

Example: Guadalajara is the capital of Jalisco.

2. To communicate actions or states that are repeated in time.

Example: Every four years is a leap year.

3. To transmit routines, continuous facts that are repeated daily or with a determined periodicity.

Example: I walk to my work.

4. Giving instructions or directions.

Example: First, smash the potatoes and then pour some milk.

5. Mentioning events, commitments or appointments that will occur in the future at a specific time and day.

Example: Next Saturday is my wedding.

## ANTICIPATED DIFFICULTIES

- Lack of time management by activities.

## COMPREHENSION CHECKING QUESTIONS (CCQ)

- 1.- Does Susan like to play the guitar?
- 2.- Do you like coffee?
- 3.-Does Susan like animals?
- 4.-Does he eat meat?
- 5.-Do they run fast?

## TEACHING IDEA

### Talk about.

Form groups of four students, students must write about what they usually do on the weekend by using the present simple to describe each activity and then share them with the others integrant of the group.

### Choose the answer with the correct negative form of the present simple.

In pairs students will have to choose the correct negative form of the present simple.

#### Simple Present - Negative Form Contractions

1. She don't / doesn't drink tea.
2. Juana and Jose don't / doesn't study Portuguese.
3. I don't / doesn't walk to school.
4. John and I don't / doesn't go to the movies.
5. It don't / doesn't look cold outside.
6. Fernando don't / doesn't work.
7. We don't / doesn't know his name.
8. You don't / doesn't come to class on time.
9. Sarah and Jennifer don't / doesn't exercise.
10. They don't / doesn't understand.
11. My students don't / doesn't go to class every day.
12. Holly's cat don't / doesn't sleep inside the house.
13. He don't / doesn't eat meat.
14. It usually don't / doesn't rain in San Diego.
15. We don't / doesn't speak Spanish in class.

**SOURCED CONSULTED**

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

**<https://www.liveworksheets.com/w/en/english-second-language-esl/128378>**

## **SPEAKING MODULE**

### **REFLECTION WHEEL JOURNAL 2**

Despite I was unfamiliar with the ECRIF method, I anticipated its significance for three primary reasons. First, it offers a contemporary approach to crafting speaking lesson plans with increased efficiency. As educators, we could design engaging activities that captivate students, avoiding boredom associated with traditional methods. Unfortunately, many teachers in our country remain unaware of this method, potentially hindering their ability to plan effective speaking lessons. Second, the ECRIF model facilitates improved time management for teachers. In contrast to traditional methods where controlling time during class can be challenging, the ECRIF method offers a solution to such issues. Third, this method ensures proper development of students' speaking skills. In essence, the ECRIF model stands out due to its modernity, capacity to enhance time management, and its effective approach to developing speaking skills.

ECRIF, as a framework for understanding how students learn a language, is integral to educators. This method guides teachers in comprehending the dynamic process of foreign language learning. ECRIF involves teachers preparing before lessons based on student-centered learning. Lessons may commence with fluency practice or phonetic exercises, aligning with the evaluation of learner production during the grasping or fluency stages. further delineates the ECRIF stages, gaining popularity in ESOL teaching. Emphasizing learner-centric learning, ECRIF shifts classroom instruction towards collaborative and independent student practices.

For (Pere, 2014) there are several goals that can be achieved through ECRIF for both learners and teachers. The eventual goal is to expand a technique that stimulates opportunities for observing students' performance and reflections during their learning rather than representing teachers' manner in class.

According to (AlSaleem, 2018) the substantial concept of ECRIF is related to active learning strategies, which are embodied in centering on the procedures that are required to observe students' activities and reflect their performance during the process of learning.

Despite my unfamiliarity with creating lesson plans using the ECRIF model during pre-service teaching, I attempted diverse plans to develop students' speaking skills. The challenges I faced, such as incomplete lesson plans and inadequately structured activities, highlight the problems ECRIF could resolve. Effective time management during lessons is another issue that ECRIF could address.

The significance of the ECRIF model lies in its structured stages and their application during class. Each stage offers a variety of activities contributing to the overall class objective. Furthermore, the model empowers teachers to enhance student performance throughout the lesson.

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AlSaleem, B. I. (2018). The Effect of ECRIF Strategy on EFL Seventh Graders' Vocabulary Learning and Retention. Arab World English Journal,. Obtenido de [https://www.researchgate.net/profile/Basmah-Alsaleem-2/publication/325791249\\_The\\_Effect\\_of\\_ECRIF\\_Strategy\\_on\\_EFL\\_Seventh\\_Graders'\\_Vocabulary\\_Learning\\_and\\_Retention/links/60410e31299bf1e07856e47e/The-Effect-of-ECRIF-Strategy-on-EFL-Seventh-Graders-Vocabula](https://www.researchgate.net/profile/Basmah-Alsaleem-2/publication/325791249_The_Effect_of_ECRIF_Strategy_on_EFL_Seventh_Graders'_Vocabulary_Learning_and_Retention/links/60410e31299bf1e07856e47e/The-Effect-of-ECRIF-Strategy-on-EFL-Seventh-Graders-Vocabula)

## Demonstrative Lesson

Picture 1

*Speaking Lesson*



## **SPEAKING LESSON PLAN**

**Name:** Madeline Góngora Zambrano

**Level:** A2

### **Action points**

1. Reduce Teacher Talking Time.
2. Give clear and precise instructions.

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

By the end of the lesson, SWBAT: Use present simple to describe daily routines in a roleplay.

**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 worksheet activity, I will see if students show understanding about the structure of the present simple.

In the onion ring activity, I will see if the students can understand.

### **Preliminary considerations:**

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

The students know personal pronouns.

The students recognize certain verbs.

The students know the auxiliary do and does.

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

I expect the students may have difficulties using the rule of adding the s to the verbs when we use the third person.

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

The teacher will show the structure on the board as a guide. Giving different examples of how we can use the third person and adding the s or es to certain verbs.



Student Teacher: Madeline Góngora Zambrano

Class: A1

Approximate time: 45 min.....

Unit: 1

Place and date: Manta -ULEAM 2024.....

Objective: By the end of the lesson, SWBAT: Use present simple to describe daily routines in a roleplay.

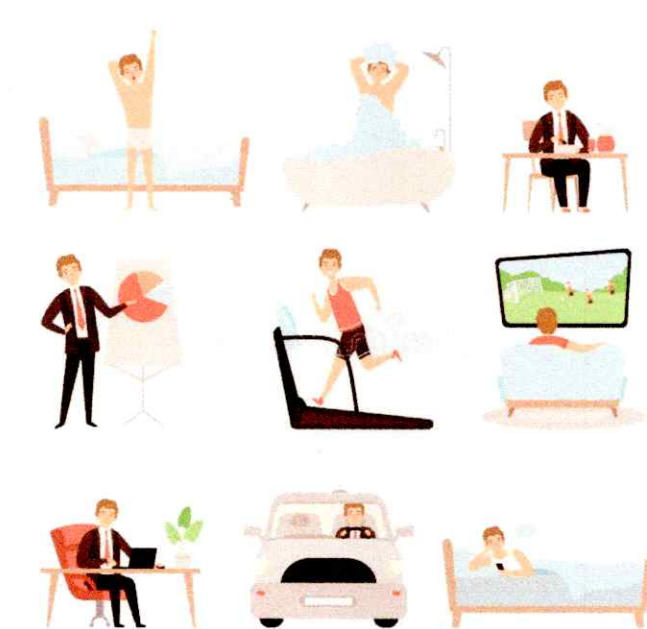
Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 min	Encounter	Show pictures of people and ask students about the activities.	<p>Answers the possible questions</p> <p><b>Do you check emails in the morning?</b></p> <p><b>What do you do every day?</b></p> <p><b>Do you take a shower in the morning or at night?</b></p> <p><b>Do you have any hobbies or activities you do regularly?</b></p> <p><b>What time do you start work?</b></p>	T-Ss	Flashcards
10 min	Encounter and clarify	<p>Give some examples to students to introduce the structure of the present simple.</p> <p>Explain the use of the present simple.</p> <p>The present simple is one of the English verb tenses. Its correct use is very important because it is used for multiple situations such as routines, habits, facts.</p> <p><b>Affirmative form:</b></p> <p>Subject +verb+ complement</p>	<p><b>Answer questions with target language in it.</b></p> <p>Answer the question with the vocabulary that they already know.</p> <p>Heed to the explanation.</p>	<p>S</p> <p>VT</p> <p>T-S</p>	

		<p>Susan likes animals.</p> <p><b>Negative form:</b></p> <p>Subject+ Do/Does + not + verb+ complement</p> <p>Susan does not like animals.</p> <p><b>Interrogative form:</b></p> <p>do/does +subject+ verb + complement.</p> <p>Does Susan like animals?</p> <p>Teacher asks information checking questions.</p> <p>Do you study for the exams?</p> <p>Do you like to ride a bike?</p> <p>Do you eat pizza?</p>	<p>Answer the ICQs</p> <p><b>Does she go to the gym in the morning?</b></p> <p><b>Do you need to discuss the questions?</b></p> <p><b>Do you need to read the whole text?</b></p> <p><b>Do you need to take notes during the discussion?</b></p>		
7 min	Remember and internalize	<p>Provide a worksheet with questions and ask students to answer each item.</p>	<p><b>Worksheet activity</b></p> <p>Respond a worksheet, then, they will exchange information and correct mistakes.</p>	Ss-Ss VKT	Paper Pencils or pen
7 min	Remember and internalize	<p>Ask students to create groups of three and create a conversation using the target language and write five activities per student and then exchange the information with the rest of the group.</p>	<p><b>Activity in groups</b></p> <p>Work in groups of three and use the information provided to the rest of the group, then, each student will say what activities their partners do.</p> <p>Switch groups once the teacher</p>	S-S AT	

			gives the order to do.			
15 min	Fluently Use	Ask students to make pairs and create a role play asking their partners about their daily routines.	<b>Conversation</b> Create a daily routine conversation in pairs using the present simple.	T-Ss		

## Resources

1. Show pictures of people doing activities and ask students about what they do.



2. Give some examples to students to introduce the structure of the present simple.

Explain the use of the present simple.

### 10 Examples of Present simple sentences

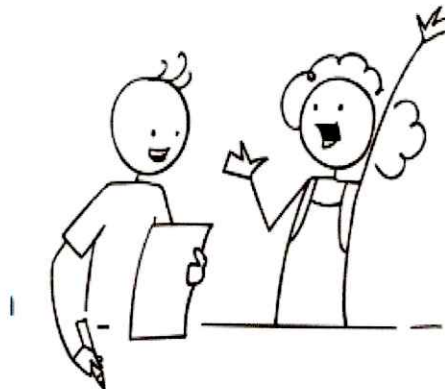
1. She **writes** poetry in her free time.
2. We **attend** church every Sunday.
3. The kids **play** in the park after school.
4. He **studies** for his exams every night.
5. I **practice** yoga to relieve stress.
6. The clock **ticks** away the seconds.
7. They **eat** lunch together every day.
8. The trees **provide** shade on a hot day.
9. We **listen** to music while we exercise.
10. She **takes** a nap in the afternoon.

3. Provide a worksheet with questions and ask ss to make groups to have a conversation.

Simple Present - Negative Form Contractions

1. She don't / doesn't drink tea.
2. Juana and Jose don't / doesn't study Portuguese.
3. I don't / doesn't walk to school.
4. John and I don't / doesn't go to the movies.
5. It don't / doesn't look cold outside.
6. Fernando don't / doesn't work.
7. We don't / doesn't know his name.
8. You don't / doesn't come to class on time.
9. Sarah and Jennifer don't / doesn't exercise.
10. They don't / doesn't understand.
11. My students don't / doesn't go to class every day.
12. Holly's cat don't / doesn't sleep inside the house.
13. He don't / doesn't eat meat.
14. It usually don't / doesn't rain in San Diego.
15. We don't / doesn't speak Spanish in class.

4. Create a conversation using the target language and write five activities per student.



5. Ask students to make pairs and create a role play asking their partners about their daily routines.



## **LISTENING MODULE**

### **REFLECTION WHEEL JOURNAL 3**

I anticipated that the PDP model would stand out, and I recommend its use for crafting lesson plans for two crucial reasons. The PDP model proves to be an excellent method for cultivating input skills like listening and reading. Traditional methods not only fail to develop these skills effectively but also induce stress in students. Therefore, it is crucial for teachers to design activities that align with the learners' proficiency levels. The PDP model is simpler to implement compared to other models. With only three stages, as opposed to the more complex structures of other input skill lesson plans, it eases the burden on both teachers and students. In conclusion, I advocate for the PDP model due to its effectiveness in developing input skills and its simplicity in implementation.

According to (Quinton, 2008) PDP, or Pre >During >Post, is a terrific framework for receptive skills. (listening and reading). Like PPP, its simplicity is the key to student understanding and implementation. The "Pre" stage is typically comprised of three to four tasks (warm-up questions, brainstorming, predicting, visuals, etc.) that help establish rapport, create interest, activate background knowledge.

In the same way (Maaoui, 2019) state The PDP lesson plan signifies the three reading lesson phases namely, pre, during, and post-reading. In the pre-reading phase, the teacher presents a warm-up activity in which pupils are presented with a related picture or video to prepare pupils pre-determine text concepts.

Despite my initial lack of knowledge on creating listening plans with the PDP model, I attempted various lesson plans to enhance my students' listening skills. The challenges I faced, such as feeling that my plans were incorrect and activities were inadequate, underscore the potential of the PDP model in organizing activities to achieve lesson objectives.

I strongly recommend tailoring activities and ideas to the students' proficiency levels. In the initial stage, engaging activities like examining realia or taking notes on key vocabulary can capture students' attention. During the lesson, activities to enhance input skills, such as answering interpretation questions, writing short answers, and drawing pictures based on auditory stimuli, are crucial.

The main distinction I observe is in the class structure. Speaking lesson plans typically involve more stages and activities, culminating in the main speaking activity. In contrast, listening lesson plans comprise three stages, with the main activity occurring in the middle and requiring more time than the other activities in the lesson.

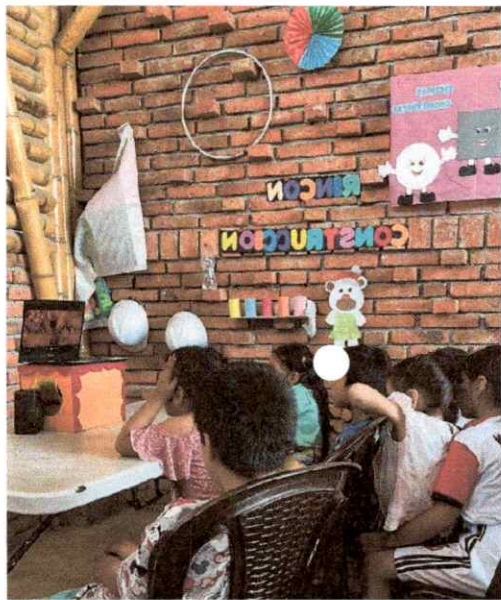
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## Demonstrative lesson

Picture 2

*Listening Lesson*





## Listening Lesson Plan

**Name:** Madeline Góngora Zambrano

**Level:** A2

### **Action points**

1. Give clear instructions.
2. Reduce the teacher talking time.

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

By the end of the lesson, SWBAT: show understanding of the audio “the environment” by analyzing in groups the main points and then present a proposal to contribute to the environment.

### **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 pre-stage, I will see how many words they know about the environmental problems and how they can describe them.

In the early stages, I will see if ss can identify how many people are speaking in the audio.

In the later and final stages, I will observe if students can show understanding about the content of the audio by filling gaps and correcting their mistakes in pairs.

#### **Preliminary considerations:**

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

Students know few words about the environment (rivers, ocean, forest, pollution, global warming)

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

Students might find the pronunciation of certain new words, (heat, drought, renewable) and they can get confused with the meaning of certain words. (Fossil fuels, rainforests, warming)

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

By interacting with the students, giving clues when they start, repetition and pronunciation constantly for building their input, being attentive to give feedback when they get confused with the use of certain words and their meaning.

Student Teacher: Madeline Góngora Zambrano  
 Approximate time: 45 min.....  
 Place and date: Manta – ULEAM 2024.....

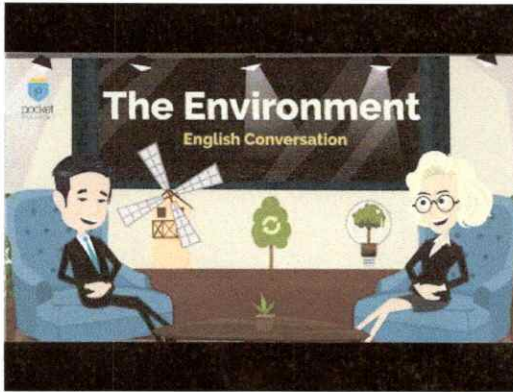
Class: A1  
 Unit: 2

Objective: By the end of the lesson, SWBAT: show understanding of the audio “the environment” by analyzing in groups the main points and then present a proposal to contribute to the environment.

Time	Framework stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will		
5 minutes	Pre-stage	Ask students to brainstorm about environmental problems.  Give stripes of papers with definitions of new vocabulary related to the topic.	Brainstorm ideas on the board.  Read the definitions in groups of 4 and match the words and definitions on the board.	T-S  V A T	Markers
10 minutes	During stage	Give students the worksheet and instructions for activity 1  Play the audio	Listen to the audio and identify how many people are speaking.  fill the blanks on worksheet 1.  Compare answers with classmates and correct them.	T-S  V	Copies of the reading passage.  Pencils or pens.
15 min	During stage	Give the instructions of activity 2.  Play the audio	Work in pairs, listen to the audio and answer the questions of activity 2.  Compare answers with classmates and correct them.	T-S  V-A	Copies of the reading
10 minutes	During stage	Give the instructions of activity 3.	Listen to the audio a third time and discuss in groups of 4 about the possible strategies to contribute to the environment.	T-S  S-S  V-A	Copies of the worksheet  Pencils
5 minutes	Post stage FREE	Give the instructions of the final activity.	Prepare and present a proposal based on the reflection of the topic.	S-S  V-A	Sheet of paper.  Pencils  Pen

## Resources

1. Listen to the audio and identify how many people are speaking.



2. Fill the blanks.
  - a. Welcome back to the show.
  - b. I'm here with \_\_\_\_\_ to discuss this weekend's environmental aid conference.
  - c. Minister, what are the most important \_\_\_\_\_ that will be discussed?
  - d. One of the main topics we'll be discussing will be how to \_\_\_\_\_ or reliance on \_\_\_\_\_.
  - e. Why is this one of the main issues?
  - f. The burning of \_\_\_\_\_ has released huge amounts of \_\_\_\_\_ into our atmosphere.
  - g. These have contributed to rises in \_\_\_\_\_ higher \_\_\_\_\_ around the world, and many extreme weather events, such as \_\_\_\_\_.
  - h. And how are the experts proposing that we reduce our reliance on \_\_\_\_\_?
  - i. One of the things that they are proposing is to increase the use of \_\_\_\_\_.
  - j. What do you mean by \_\_\_\_\_?
  - k. This is energy generated from so-called \_\_\_\_\_ of energy.
  - l. These do not have negative effects on the \_\_\_\_\_.
  - m. Such as?
  - n. Such as \_\_\_\_\_, which converts sunlight into energy, or \_\_\_\_\_ which use wind to produce electricity.
  - o. That sounds great, but are there any negatives?
  - p. Well, some people complain that \_\_\_\_\_ spoil the view of the countryside, but I believe the benefits outweigh the costs.

3. Answer the following questions.

1. What is the main cause of global warming?
2. What problems can fertilizer and pesticides cause?
3. What is the greenhouse effect?
4. How do rainforests help to control global warming?
5. What type of soil do rainforests grow on? Why is this a problem?
6. Which countries use the most renewable energy?
7. Why is taking the train better for the environment than planes?
8. What is more effective than recycling?

4. Prepare and present a proposal based on the reflection of the topic.



## **READING MODULE**

### **REFLECTION WHEEL JOURNAL 4**

Despite the various reading lesson models discussed by educators, the PDP model has emerged as an exemplary methodology for formulating pedagogical plans. Its notable attributes lie in its adaptability and straightforward applicability, with a predominant emphasis on cultivating input skills throughout a significant portion of the class time. The propensity among some educators to incorporate supplementary activities, diverging from the central focus on input skills, often results in confusion among students.

The PDP model proves highly advantageous for students, facilitating the acquisition of substantive knowledge through engagement with papers, documents, readings, and blogs. Contrary to dissenting perspectives, reading stands out as the paramount activity in any language class, serving multifaceted purposes such as information acquisition, knowledge verification, critical analysis of ideas, and language enjoyment. In summary, the PDP model is deemed exceptional due to its adaptability, ease of application, and profound utility in aiding students in acquiring substantive information.

According (Benseghir Afaf, 2022)the PDP framework is pragmatic to ensure students' motivation, engagement, and activeness before, while and after reading a text (pre-during-post stages). According to (Ibrakhimovna, 2016) generally, a reading lesson has three major stages: a pre-reading stage; a during -reading stage and a post-reading stage.

Pre-reading activities contain predicting based on the title, predicting based on vocabulary, predicting based on the true or false questions, skimming, scanning, eliciting word games, word spider, discussions, brainstorming.

During -reading stages- these include activities that a pupil engages in while reading the text and the purpose of these activities would be to enable pupils to achieve the lesson aims by handling the text in different ways. Reading discussion, answering the questions,

predicting what is next, matching, jigsaw reading, reading puzzles, true/ false activities are while-reading activities.

Post-Reading Stage the purposes of this stage are to help students use their acquired knowledge in similar readings, to have them integrate their reading skills both with the other language skills: listening, speaking, writing and with the foreign culture. Useful and interesting activities of this stage retelling, reporting, discussion, writing a paragraph, role play, gap-filling, summarizing.

Proficiency in formulating reading lesson plans using the PDP model is imperative. During my pre-service teaching experience, the challenges of sourcing compelling readings that effectively engaged students were pronounced. It proved to be a demanding endeavor, with certain readings resulting in student disinterest and personal frustration. The PDP model emerges as an instrumental tool for educators in structuring activities that align with lesson objectives and affording enhanced insights into student dynamics.

In the instructional capacity, educators are positioned to proffer recommendations for activities within the authentic classroom setting. For listening lessons, the proposition is to commence with dynamic activities such as brainstorming, visual analysis with speculative predictions, and contextual discussions. The criticality of these activities is underscored by their profound impact on student performance. In the concluding stages, productive activities such as structured discussions on subjective viewpoints, composition of analytical reviews, and application of linguistic structures encountered in the auditory material are instrumental.

While both reading and listening lessons share similarities in their stages and activities, it is imperative to underscore their fundamental divergence in terms of skill development objectives. Despite their congruent activity repertoire, the distinct objectives cater to the nuanced development of disparate language skills.

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**Demonstrative Lesson**

Picture 3

*Reading Lesson*





## Reading Lesson Plan

Name: Madeline Góngora Zambrano

Level: A1

### Action points:

1. Control the volume of my voice.
2. Give clear instructions. (ICQ)

### What are your student learning objectives for the lesson?

By the end of the lesson, SWBAT show understanding of the reading “Advice on doing homework” by summarizing the main points AND THEN present new advice on doing homework.

### 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 scanning activity, I will see how fast the students are to find the new vocabulary given by the teacher.

In the second activity of the during stage, I will see how much the students can understand about the content of the text.

In the summarizing activity, I will check if the students can use the new vocabulary learned.

### Preliminary considerations:

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

- Basic sentence structure and grammar rules.
- Basic reading skills.

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

Students might find difficulty with the pronunciation of certain new words.

Students can get confused with the meaning of certain words.

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

By interacting with the students, giving clues when they start, repetition and pronunciation constantly for building their input, being attentive to give feedback when they get confused with the use of certain words and their meaning.

Student Teacher: Madeline Góngora Zambrano

Class: A1

Approximate time: 45 min.....

Unit: 3

Place and date: Manta – ULEAM 2024.....

Objective: By the end of the lesson, SWBAT show understanding of the reading “Advice on doing homework” by summarizing the main points AND THEN present new advice on doing homework.


Time	Framework stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Student will...		
5 min	Pre-stage	Give some short clues from the text and ask the students to predict the content of the text	Brainstorming ideas about the topic of the reading.	T-S V A T	Markers
10 min	Early During stage	Give students a worksheet for activity 1	Read and identify the main ideas.	T-S V	Copies of the reading passage. Pencils or pens. Picture.
15 min	While During stage	Give the instructions of activity 2.	Read the text again. Work in pairs and answer the questions of activity 2. Share the responses and compare with classmates.	T-S V-A	Copies of the reading
10 min	Final During stage	Give the instructions of activity 3.	Read a third time, and individually make a summary in their own words about advice on doing homework Share with classmates and correct mistakes.	T-S S-S V-A	Copies of the worksheet Pencils
5 min	Post stage FREE	Give the instructions of the final activity.	Individually contribute with some advice on doing homework.	S-S V-A	Sheet of paper. Pencils Pen

## Resources


1. Read and identify the main ideas and then match the topics.

### Advice on doing homework


**Damian, 13**  
I don't mind doing homework, especially when I play some jazz (and not pop) on my phone. When I do, I'm able to think more carefully about what I'm doing. Sometimes I really enjoy doing my homework, especially when it's maths and I understand it well. Or when one of my classmates comes to my place and we study together. I find it's best if I let my parents and sister know I'm busy so they don't come into my room and spend all evening talking to me!



**Louis, 11**  
When I started doing my homework in my room every morning, it wasn't a great success. I always found something more interesting to do! But these days, I don't have the same problem. I just go to my room in the evening, switch on the light, sit down at my desk and do it. I do love music, but if I put my MP3 player on, I start to think about the song and not the homework! So I don't listen while I work. It's the same problem if my mum or dad put music on in the next room. I turn my mobile off or put it away before I start. That helps too.



**Jackson, 14**  
I usually do most of my homework before I go to bed. And then I do a bit more as soon as I wake up. I've always found it easy to do that. I'll maybe look at my German vocabulary for five minutes before breakfast. I tell my friends at school: 'If you want to do your homework well, make sure your room is nice and bright. Otherwise, you'll fall asleep!'



2. Read again and answer the questions.

	Damian	Louis	Jackson
7 Which person says it's better not to look at his phone while he's doing his homework?	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
8 Which person sometimes does homework with a friend?	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
9 Which person tells his family when he is working?	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
10 Which person says that there must be enough light in his room so he can work?	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
11 Which person thinks that listening to music helps with homework?	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
12 Which person works in the morning and evening?	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
13 Which person says it's easier to do homework now than it was before?	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C

## **WRITING MODULE**

### **REFLECTION WHEEL JOURNAL 5**

Although I thought creating a writing lesson plan would be the most difficult task, it was not, I can say that for three important reasons. First, the model of writing lesson plans is very easy to understand. However, when I created this model, choosing the activities was the most difficult part of it. For instance, there are many professors who do not choose the correct activities for their students, or they just apply the same traditional methods. Second, this model helps the students to make their own feedback. For example, they can examine their classmates' works and correct mistakes and learn from that. Third, the writing lesson model helps the teachers to prevent and improve some common mistakes during the lesson. For instance, when teachers do not consider these issues, giving feedback can be complicated because all students will make different mistakes and teachers must be prepared to help them. In conclusion, the writing lesson plan model is very important because it is easy to understand, it helps students make their own feedback and it helps teachers to prevent students' mistakes.

For (Graham, 2019) writing is a fundamental skill. More than 85% of the population of the world can now write. Writers use this versatile skill to learn new ideas, persuade others, record information, create imaginary worlds, express feelings, entertain others, heal psychological wounds, chronicle experiences, and explore the meaning of events and situations. In the same way (Chicho, 2022) states that writing skill is a special attitude that writers can set their opinions into words with it. Throughout writing skills, they mentally interact with words and messages. Writing is an integral fragment of language practice. Using a set of symbols also represents the language in a textual medium. However, writing is a challenging ability, and it is difficult to write coherently. It needs the ability to combine words and sentences.

In the same context, (Negari, 2011) suggests that learning to write is difficult especially for those writing in a second or a foreign language in academic contexts since they do not know enough about how to generate ideas for writing. As effective writing is a problem for EFL learners, a need is felt to find out some ways of teaching that can help learners improve their writing performance.

During my pre-service teaching I struggled many times because I was not able to engage the students to write, I did not know what to do because I had already tried many things such as: different topics, different methodologies, different strategies and nothing worked, I was struggling with this problem during some weeks until I learned how to make writing lesson plans, it helped a lot with this problem. When I applied this model to my classes I made the students write and achieve the objectives. It can happen to all new teachers because many of them do not know about this model, but it can facilitate their classes.

I recommend choosing interesting topics to engage students make writing assignments in a more professional and academic way. It is important for students to be engaged with the topic for a better understanding and performance. As teachers we can use different activities such as examples of readings, blogs, letters about topics the students are interested in. Another option is to make different activities like brainstorming ideas about topic, writing their reactions about new topic, writing about their personal experiences about the topic, creating ideas maps. These ideas can help the teacher to improve their writing lessons.

It is important to make a good writing process to achieve the goals established during the classes. It is very important to make a good preparation to make students engage with the topic of the class, also it is necessary to choose activities according to the level of students. Although sometimes it can be difficult to correct mistakes in the drafting process, we as teachers have some options to make this process easier. Students can revise and correct their mistakes and it helps them as feedback from the class. Finally, the extension process is the

most important part of the lesson, we will see the final work of the students and if the objective was accomplished.

### **Bibliography**

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Negari, G. M. (2011). A study on strategy instruction and EFL learners' writing skill. *International journal of English linguistics*,

**Demonstrative Lesson**

Picture 4

*Writing Lesson*



## Writing Lesson Plan

Name: Madeline Góngora Zambrano

Level: B1

### Action points:

- Give clear instructions.
- Reduce the teacher talking time.

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

By the end of the lesson SWBAT write a formal letter to describe a particular situation (ask for information, business, work) and then share with the class and comment on their work.

### When/How in the lesson will I check students' progress toward the above Learning Objective?

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

First, I will check if the students can identify the situations where we can write a formal letter.

Second, I will check if the students understood the structure of the formal letter G and can apply it in their drafts.

Then, they will correct their work and share it with the rest of the class.

### Preliminary considerations:

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

How to use capital letters.

Punctuation rules.

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

The writing by following the structure given.

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

Giving appropriate instructions regarding the structure of the letter, the typical vocabulary they need and provide a model.



Student Teacher: Madeline Góngora Zambrano

Class: B1

Approximate time: 45 min.....

Unit: 4

Place and date: Manta – ULEAM 2024.....

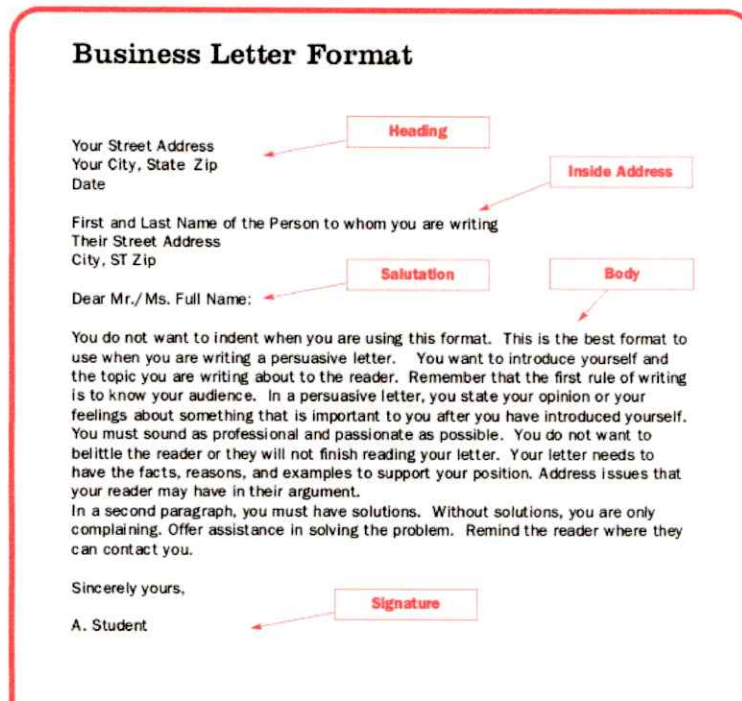
Objective: By the end of the lesson SWBAT write a formal letter to describe a particular situation (ask for information, business, work) and then share with the class and comment on their work.

Time	Framework stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Student Will...		
10 min	<b>PREPARATION</b>	<p>Show an example of a format letter.</p> <p>Explain the structure of a formal letter.</p> <p>Ask to students to suggest topics for the writing activity.</p>	<p>Identify the parts of the formal letter and commonly used phrases.</p> <p>Individually choose a topic for writing a formal letter.</p> <p>Give examples such as: ask for a job interview, ask for a service, ask for an invitation, etc.</p>	<p>T-S</p> <p>V-A</p>	<p>Computer</p> <p>Worksheet</p> <p>A projector</p>
25 min	<b>DRAFTING/ REVISION/ EDITING</b>	<p>Ask students to write a first draft of a formal letter.</p> <p>Check the process of writing by providing the vocabulary they need.</p> <p>Ask students to exchange the draft with a partner and then identify the mistakes based on the model given at the beginning of the class.</p> <p>Ask students to make the corrections to present the final work.</p>	<p>Individually write the first draft by following the structure of a formal letter.</p> <p>Exchange their draft to another partner and identify mistakes by following the instruction of the teacher and the model given at the beginning of the class.</p> <p>Make the corrections and prepare the final paper.</p>	<p>T-S</p> <p>V-A</p>	<p>Pencils</p> <p>Erasers</p>
10 min	<b>EXTENSION</b>	<p>Ask students to share their work with a partner to</p>	<p>Read their works to the class.</p> <p>Make comments on</p>	<p>T-S</p> <p>S-S</p>	<p>Pieces of writing</p>

		read it.	works.	A	
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## Resources

1. Show an example of the structure of the formal letter.



2. Identify the parts of the formal letter and commonly used phrases.

## FORMAL LETTER FORMAT

**Sender's Address** → 2468 Oceanside Drive, Ocean City NJ 08226

**Date** → November 22, 2020

**Receiver's Address** → Mr. Lawrence Jefferson  
Community Outreach Liaison  
Oceanic Aquatics and Associates  
369 Atlantic Ave.  
Ocean City NJ 08226

**Greetings** → Dear Mr. Jefferson

**Subject** → On behalf of The Will to Serve Youth and Young Adults Outreach Program, we would like to extend a warm thank you for your financial contribution as well as assistance in helping our program provide the assistance and resources our youth and young adults need to get the appropriate training and skills development experience needed to successfully obtain stable employment.

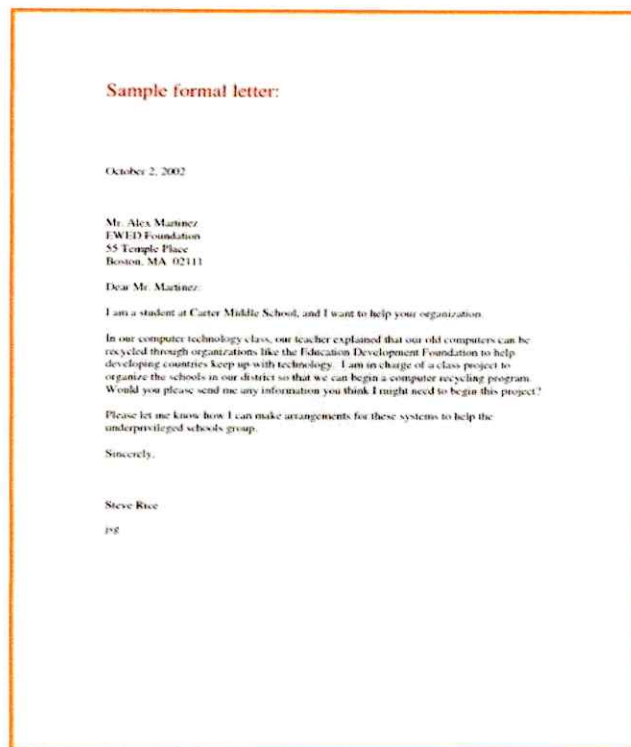
**Body** → We are inviting you to join us as we celebrate our 10 years of successful community service. We would love for you to be our guest speaker as well as receive the "Supporter of the Year Award" as we acknowledge your organization for its wonderful contribution to our high success rate this year. To show our appreciation, our youth and young adults have put together a special skit they would like to perform for your organization as well as made a special appreciation plaque which they would like to present to you on this day. It will be held Saturday, December 12th at 6:30 pm. Please contact us at (510) 236-9876 if you can attend. We will provide further information during your call. We look forward to celebrating our 10th anniversary with you. Have a wonderful day.

**Closing of the Letter** → Respectfully Yours,

**Signature** → Tammy Wilson Co-founder

TESL.COM

3. Show a model of the format letter.



4. Ask students to write a first draft of a formal letter.

### Parts of a business letter

The diagram shows a business letter template with four labeled parts: 1. Heading (orange box), 2. Salutation (blue box), 3. Body (red box), and 4. Sign-off (green box). The heading includes fields for name, address, contact info, and date. The salutation is 'Dear [recipient name]'. The body has three horizontal lines. The sign-off includes 'Sincerely,' followed by fields for a signature and a typed name.

**1. Heading**  
[Your name]  
[Your address]  
[Your contact info]  
[Date sent]

**2. Salutation**  
Dear [recipient name],

**3. Body**

**4. Sign-off**  
Sincerely,  
[Your signature]  
[Your typed name]

**1. Heading**  
Basic documentation; justified either on the left or right and separated from the salutation by a paragraph break.

**2. Salutation**  
A greeting to the recipient; usually "Dear" and recipient's full name, followed by a paragraph break before the first body paragraph.

**3. Body**  
The message of the letter; either fully justified with a line break in between each paragraph or with first lines indented .5" and no line breaks in between paragraphs.

**4. Sign-off**  
Separated from the body by a paragraph break and justified on the same side as the heading; usually "Sincerely," followed on the next line by your signature and then your typed full name on the following line.

## **Conclusions and recommendations**

### **Conclusions:**

Reflecting on my experience in community language instruction, I can confidently attest that the ECRIF and PDP frameworks have been instrumental in structuring my teaching approach, yielding a profoundly impactful learning experience for my students. These models have enabled me to craft a cohesive and student-centered methodology, fostering a deep and lasting grasp of the English language. The ECRIF approach has been particularly valuable in introducing new language concepts, ensuring that learners engage with authentic and relevant material that resonates with their lives. Furthermore, the emphasis on conceptual clarity and inquiry-based learning has been pivotal in promoting meaningful comprehension.

Meanwhile, the PDP framework, with its emphasis on pre-lesson planning, in-class implementation, and post-lesson evaluation, has been essential in ensuring well-defined learning outcomes and effective instructional strategies. By incorporating diverse and interactive techniques into my lessons, I've created a vibrant and immersive learning environment that motivates students to take an active role in their language development. Ultimately, integrating the ECRIF and PDP models into my teaching practice has been a resounding success, cultivating a culture of active learning, profound understanding, and robust language proficiency. These frameworks have undoubtedly enhanced the learners' experience and empowered me to become a more effective language educator.

**Recommendations:**

To enhance our teaching practices, it is crucial to consider several key factors when designing and delivering speaking lessons. Initially, during the introductory phase, we should present the topic in an engaging and pertinent manner, leveraging multimedia resources to captivate students' interest and establish a contextual framework. Additionally, posing open-ended questions can encourage students to tap into their prior knowledge and make predictions, fostering a deeper connection to the subject matter.

Next, we must provide succinct and lucid explanations of the linguistic structures and vocabulary, supplemented by illustrative examples and exercises to facilitate comprehension. Encouraging active participation through targeted questioning can further reinforce understanding.

In the culminating activity, we should create authentic opportunities for students to apply English in practical, real-world scenarios, such as through debates, role-plays, or simulations, which promote meaningful oral communication.

In the context of the PDP model, it's essential to establish clear, attainable learning objectives, specifying the content, materials, and adaptations required to meet students' diverse needs and proficiency levels.

Ultimately, evaluating progress, providing individualized feedback, and addressing doubts are critical components of effective lesson planning. Embracing flexibility and adaptability is vital to creating impactful learning experiences.