Facultad de Educación, Turismo,
Artes y Humanidades

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

UNIVERSIDAD LAICA "ELOY ALFARO" DE MANABÍ

FACULTAD DE EDUCACIÓN, TURISMO, ARTES Y HUMANIDADES

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

MODALIDAD:

TRABAJO DE INTEGRACIÓN CURRICULAR

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

TEMA:

Teaching English as a Foreign Language Application Process

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MANTA – MANABÍ – ECUADOR

2024 - (1)

CERTIFICO

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PROPIEDAD INTELECTUAL

Título del Trabajo de Investigación: Listening Skill: "Homemade Chocolate Cake."

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Fecha de Finalización: 28/07/2024

Descripción del Trabajo:

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

Declaración de Autoría:

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Manta14, agosto de 2024

INDEX

INTRODUCTION.

The following paper aims to present a collection of detailed journals which demonstrate a number of activities and relevant information about the implications of applying lessons focused on speaking, writing, listening, and reading based on experiences acquired by the author in internships and community service. In addition, lesson plans are presented in the TEFL (Teaching English as a Foreign Language) format to serve as a guide for future teachers, and to demonstrate the effectiveness of this lesson plan format for teaching English as a target language.

This integrated curricular work portfolio consists of two phases: Lesson Plans and Journals. First, Lesson Plans are focused on teaching English throught the four skills speaking, writing, listening and reading, and FMU (Form, Meaning, and Use). Each lesson plan details specific activities in which students will work on and improve their skills. The activities will be timed according to the duration of the class, focused on the level of English and age of the students, and structured from the most controlled to the freest activities. Second, the journals will also focus on the four skills and the FMU, providing information about each skill through experiences, new knowledge, expectations, solutions, feelings, and applicable activities.

GRAMMAR MODULE.
JOURNAL FMU.
GRAMMAR RULE AS PILLARS OF THE LANGUAGE

Grammar, as an important element of language learning, has played a significant role in the mastering of a language. (Sun, 2017) Grammar and vocabulary are the main aspects of a language. Grammar takes the role of a guide in the phonology, phonetic, morphology, syntax, semantic and pragmatic features of the language.

From my experience, English at high school was a not-complicated subject owing to the poor administration of the teachers who did not care about teaching well or making us understand; therefore, I did not have a solid knowledge of the language. When I was in the second semester in the career, the English level needed for the classes was complex and high and as a result, I did not understand much and this generated on me insecurity, stress, panic attacks, fear, and dizziness.

However, I studied step by step starting with the grammar rules which are the main pillar to be able to speak and understand a new language. At present, the vast majority of grammar rules I learned were because of the practice. This makes me feel happy, grateful, and satisfied.

Grammar sometimes makes me feel bored, discouraged, disinterested, and confused because of the many exceptions and changes in the tenses when the levels advance. Notwithstanding this, grammar occasionally makes me feel smart, excited, and perky because when I understand a grammar rule, I can implement the rule in my classes in a simple and dynamic style.

Grammar rules should be taught in an approach that makes students not feel pressured to remember the rules and their exceptions, instead of this, grammar rules must be introduced

in a style that make students want to understand and use them. This can be possible if as teachers we implement dynamic activities.

In my opinion, grammar rules are a path that gradually becomes more complex and confusing. This makes most students not want to learn and consecutively, they lose interest in the language; for this reason, it is necessary that the implementation of grammar be accompanied by meaningful experiences.

FIRST INTERNSHIP: In my first time as a teacher, I had the lovely opportunity to work with an excellent group of students. It is important to mention that I always have wanted to be teacher, I love my profession. Having said that, in this time I taught in a "fiscomitional" school where the students, from fourth level, could quickly learn the topics and apply the grammar rules without problems in dynamic activities at the same time of the explanation. The students showed understanding and there were few cases of students who did not understand the topic in the first explanation. Topics were re-explained when they were necessary, and feedback was always given at the end of the classes.

SECOND INTERNSHIP: in my second time as teacher, I taught in a public institution where students in most cases had problems related to learning disabilities. On this occasion, I taught four courses (fifth and seventh), more than one hundred students in total. The students almost always needed extra explanation of the topic due to problems such as ADHD; therefore, I decided that one day I would explain a topic and in the next class I would give a review of the topic and apply one or more dynamic activities. I decided this to make sure that the students had learned the topic and were able to apply it.

COMMUNITY SERVICE: I am currently teaching in an institution created and paid by public institutions such as UNESCO. This community center has the best classroom conditions in which I have taught; however, it is important to mention that the result has not

varied much. This time the course is focused on teaching English to children from 7 to 15 years old, thus the age varies but the level of English does not. The explanations of the grammatical topics are applied in the same day that the activities are applied, there are few times when the children get confused but it is not always. The material available helps in the dynamic activities but it is not fundamental to make a class dynamic and meaningful.

Over time I have obtained more experience which I apply daily in my classes, however I have always had a quality control with my classes to make them meaningful. Having said this, the following are the conclusions of my experience as teacher:

Students' behavior and learning are strongly related to their social and economic environment. This is a very important factor in learning because the teacher must make a great effort in the case of students with educational needs.

Students learn more with dynamic and meaningful activities.

Students ALWAYS have an interest in applying their learned knowledge in dynamic activities.

Regardless of the classroom conditions, the students, or the topic, when students are stressed, tired or bored teachers can never teach a new topic because most students will not be interested in learning a new topic and therefore the whole class will not want to learn.

Students lose the fear of making mistakes when making mistake is not a punishment or a bad grade.

Classroom conditions in public and private institutions are different but are not the main reason for not creating meaningful student experiences.:

As teachers we must always find a way to get students engaged in the subject and interested in learning English. Grammar is not a topic that catches the students' attention, besides this is complex and confusing in many cases, for this reason the teacher must be

someone capable of putting into practice the knowledge about the subject and how to teach.

One way to fulfill all the above mentioned is to apply dynamic activities which work as a method of evaluation and is a creative and fun way for students to practice their new knowledge.

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GRAMMAR LESSON PLAN, FMU.
RELATIVE PRONOUNS

FORM

First Sentence ✚ **Relative Pronoun** ✚ Second Sentence

MEANING

Relative pronouns connect two sentences or ideas or to give more information about a person, animal, thing, or place.

USE

We use relative pronouns to:

✓ describe details about person, animal, thing or place.

✓ connect ideas.

✓ specify situations related to the main subject of the sentence.

✓ speak or write faster.

PRONOUNS	USAGE	EXAMPLE
WHO	Who refers to **people** (subject situation)	Thiago is the <u>boy</u> **who** always is happy.
THAT	That refers to **people**, **animals** and **things**	This is the <u>rose</u> **that** I bought for you.
WHICH	Which refers to **things**	John drives a <u>car</u> **which** belongs to his father.
WHEN	When refers to **time**	Noah <u>took a picture</u> **when** Oliver slimed.
WHERE	Where refers to **place**	Picasso is the <u>school</u> **where** I studied for three years.

- **WHO AND THAT IN PEOPLE SITUATIONS.**

<u>**Who**</u> takes the role of the subject from the second sentence to connect the two ideas while <u>**That**</u> doesn't take the role of the subject from the second sentence to connect both and make sense.

- **THAT AND WHICH IN THINGS SITUATIONS.**

That connects a second sentence with relevant details for the first sentence while **Which** connects a second idea with no relevant details.

- **ANTECEDENT.**
- ➤ The antecedent is the key word that helps us to recognize the relative pronoun.
- ➤ The antecedent is the main subject from the sentence.
- ➤ The antecedent can be a person, animal, thing, place, and situation.

Thiago is the <u>boy</u> **who** always is happy.

Antecedent

- ➤ In the most of the cases, we collocate the relative pronoun after the antecedent.

This is the <u>rose</u> **that** I bought for you.

- ➤ In some cases, we collocate the relative pronoun after and before the antecedents.

Emma is the <u>mother</u> **whose** <u>son</u> got a good grade.

- ➤ And in another cases, we collocate the antecedent after a situation created by a verb.

Noah <u>took a picture</u> **when** Oliver slimed.

ANTICIPATED DIFFICULTIES
- ➤ Ss would get confused in the usage of who and that in subject situations.
- ➤ Ss would get confused in the usage of that and which in object situations.
- ➤ Ss cannot differentiate the antecedent at the first time.

➤ Ss would get confused and use an incorrect relative pronoun not according to its antecedent.

COMPREHENSION QUESTIONS

Where do we place the relative clause?

_____

Connect the two ideas to make sense.

Amelia heard a noise.

Amelia opened the door.

_____

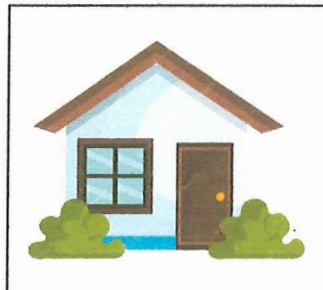**Write two sentences using relative pronouns.**

_____

_____

Identify and underline the antecedents in the following sentences.

The song which I can't stop listening is "rolling in the dark".
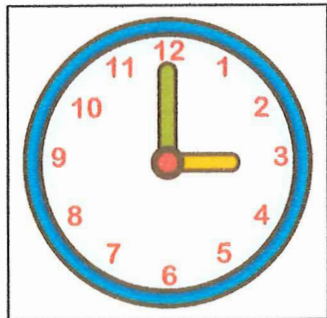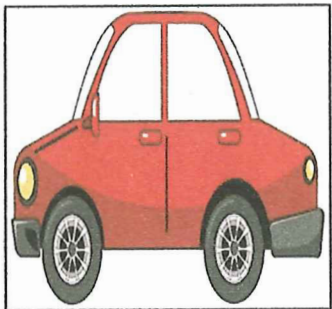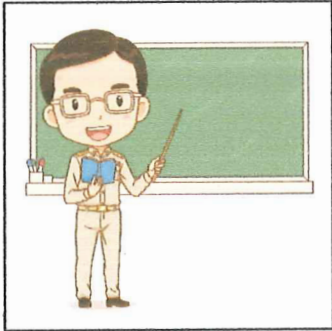
The restaurant where we want to go is so expensive.

TEACHING IDEAS

In pairs, ss will write one example of each type of relative pronoun according to the pictures. Underline the antecedents.

The carpenter is <u>John</u> **who** built our house.

ECRIF MODULE.
JOURNAL ECRIF.

Speaking is the ability to communicate effectively with others using spoken language. It involves not only the clarity and fluency of speech but also the ability to convey ideas, engage an audience, and respond appropriately in various social and professional situations. Key components of speaking skill include pronunciation, intonation, grammar, vocabulary choice, and the ability to organize thoughts coherently. When teaching a target language, it is often the case that speaking skill is not developed at lower levels due to poor knowledge of grammatical rules, vocabulary, prepositions, and other semantic aspects. Teachers of English at A1 level often fail to develop this skill in their students due to the amount of time involved in the activities, the difficulty in assessing all students, and the inexperience providing feedback after speaking.

"Speaking is paramount among the four language skills for effective communication in today's globalized world." Rao, P. S. (2019). This author emphasizes the importance of speaking for the communication of individuals in a society, in this sense, speaking should be a priority skill within the teaching of a language. Zuhriyah, M. (2017) mentions that speaking is the first way of interaction with others in society. Moreover, the initial progress in language acquisition is often evidenced by the learner's proficiency in speaking. Both authors agree not only on the importance of working on speaking skill, but also on the influence of this ability on good communication between individuals living together in a society.

When teachers implement a lesson focused on speaking, they expect several outcomes from their students. Firstly, teachers anticipate that students will develop the ability to express themselves clearly and fluently in the target language. This involves not only speaking with correct pronunciation and grammar but also conveying ideas comprehensibly. Secondly,

teachers expect students to engage actively in conversations and discussions, demonstrating their understanding of the topic and their ability to participate constructively. Additionally, teachers often aim for students to improve their listening skills by paying attention to their peers and responding appropriately during interactions. Furthermore, teachers may encourage students to work on their confidence in speaking, helping them overcome any apprehensions or hesitations they may have. Overall, the goal is for students to become effective communicators who can interact confidently and effectively in various contexts, both inside and outside the classroom.

In the implementation of speaking activities, it is normal to feel nervous, worried, anxious, stressed. Every student comes from completely different social, family and cultural backgrounds; therefore, some students will perform better this skill while other students will need more opportunities to practice in order to work on this ability. It is common to feel anxious and nervous during speaking activities because speaking in front of others can trigger a fear of judgment or making mistakes. This anxiety often stems from a desire to perform well and communicate effectively. The pressure to use the correct language, pronounce words accurately, and articulate thoughts clearly can create stress, especially when students feel they are being evaluated. However, progressive practice and relaxation activities and safe communication help introverted students feel comfortable, resulting in them being able to develop their thoughts, ideas, and opinions freely.

During my time as a teacher in pre-service teaching and community service, I noticed that the application of lesson plans focused on speaking could be complex because students do not have enough knowledge to keep short and fluent conversations. However, A1 level students aged 9-13 were able to listen and answer basic questions as long as the topics are familiar, interesting and dynamic.

Students tend to be shy, not very participative, and disinterested in the activities as long as they are not clear about the topic, or the teacher does not have a good relationship with the students. When students do not understand the topic, they need clear, short and exemplified repetitions to acquire the new knowledge; it is often necessary to repeat the explanation more than twice, not because the students are not interested in the topic, but because some of them are neurodivergent or have educational needs. In this case, it is important that the teacher identifies the students and proposes explanations and activities appropriate to the educational need presented by the students.

The relationship between teacher and students is fundamental not only for the learning but also for the confidence that the students need to develop in order to feel comfortable, secure and integrated in the class. When a student is going to develop an activity of a new topic sometimes may present some mistrust to successfully perform the activity; however, here is where the relationship between teacher and student plays an important role because the teacher can guide the student to perform the activity thus generating confidence so that the student will perform the activity correctly, or in case of failure the teacher can correct and try to guide the student to do the exercise correctly.

When teachers apply classes focused on speaking, several potential problems might arise, they are:

1. **Participating might be stressful:** Students might feel anxious or embarrassed about speaking in front of peers, which can hinder their participation and learning.

2. **Varied Proficiency Levels:** Differences in students' language proficiency can make hard to engage everyone at an appropriate level which is common to happen in community service.

3. **Time Management:** Managing the class time effectively to ensure all students have opportunities to speak can be difficult.

4. Unequal Participation: Some students may dominate discussions, while others might be too shy or lack confidence to participate.

To address these issues, teachers can use strategies such as structured speaking activities. TEFL provides teachers with the ECRIF lesson plan which helps them to manage the activities according to the age of the students, the level of English, and the time per class. It is very important that the teacher has pedagogical knowledge but also a moral and ethical thinking that allows to develop the teaching process with a confident, calm and friendly approach. At lower levels, the least developed skill is speaking, but using ECRIF to teach vocabulary and grammar allows students to practice this skill step by step through dynamic activities such as roleplays or guessing games.

Grammar rules, vocabulary and speaking are related, in this sense, for students to improve their speaking skill it is fundamental to adapt activities with the grammar rule and vocabulary they are expected to use in the production stage. For this reason, students will focus on acquiring or practicing vocabulary and grammar on previous classes or stages to make the final production stage less complicated. Examples of activities that can make students' speaking skill developed are:

Slam Dunk: Students divide into two groups and form columns. The student in the front will try to answer correctly to get a point and can try to make a basket for another point. The group with the most points wins.

Guess the animals: In pairs, students take turns for talking about any animal (or other vocabulary) while the rest of the class tries to guess what animal it is.

Role play: Students in pairs or groups mimes according to the topic taught in class. Topics could include animals, weather, or asking for information as a tourist.

Speaking is a fundamental skill that enables effective communication through spoken

language, encompassing clarity, fluency, and the ability to convey ideas appropriately in various social and professional contexts. Key components such as pronunciation, intonation, grammar, vocabulary, and coherence and thought organization contribute to proficient speaking. However, at lower proficiency levels like A1, learners often struggle due to insufficient knowledge of grammar rules, vocabulary, and semantic nuances. This challenge is made of time constraints, difficulty in assessing all students, and inadequate feedback provision by teachers post-speaking activities.

To sum up, the significance of speaking in contemporary global society is underscored by its pivotal role in interpersonal communication. Authors Rao and Zuhriyah emphasize its importance as the primary mode of interaction, critical for fostering effective societal communication. Proficiency in speaking often serves as an initial indicator of language acquisition progress, promoting cohesive community interaction and mutual understanding.

When educators design speaking-focused lessons, they aim for several outcomes: clear and fluent expression, comprehension of topics through meaningful dialogue, active engagement in discussions, improved listening skills, and enhanced speaking confidence. Despite the benefits, anxiety and stress commonly appears in speaking activities, especially for introverted or neurodivergent students. Progressive practice, relaxation techniques, and supportive learning environments are crucial in alleviating these challenges and fostering confident expression.

To enhance speaking skills effectively, integrating grammar rules and vocabulary into activities is essential, allowing students to practice language use progressively. Engaging activities like role plays, guessing games, and interactive exercises such as "Slam Dunk" and "Guess the Animals" cater to diverse learner needs and promote active participation and

language development. Thus, by addressing these considerations, educators can cultivate a supportive environment conducive to developing students' speaking proficiency across diverse educational settings.

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SPEAKING LESSON PLAN, ECRIF.

Level: B1.1

Action points:

- To have a good time-control when SS participate in the activities to avoid westing time.
- To provide a comfortable atmosphere to make ss do not feel shy, nervous, and stress when they speak in the front of the class.
- To provide meaningful activities that develop speaking.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

USE relative pronouns (who, which, where, when) **TO** tell a short story by connecting sentences **IN** a story telling activity in pairs.

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?

Teacher will check students' progress when they are:

- ➤ Participating actively in the activities.
- ➤ Answering CCQs.
- ➤ Connecting the sentences by using the adequate relative pronoun.
- ➤ Placing the relative pronoun in the right position.

Preliminary considerations:

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

Students already know the present and past tenses.

Students already know vocabulary about professions.

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

> ➤ Ss would get confused in the usage of who and that in subject situations.
> ➤ Ss would get confused in the usage of that and which.
> ➤ Ss cannot differentiate the antecedent at the first time.
> ➤ Ss would get confused using the incorrect relative pronoun not according to its antecedent.
> ➤ Ss would get confused in the explanation and instructions of the activities.
> ➤ Ss could be nervous when they are participating.

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

Teacher will be clear not only in the explanation of the grammar rule, but also in the instructions

Teacher will provide clear examples and ask ss if they understand.

Teacher will provide a comfortable atmosphere to make ss fell safe.

TIME (45 MIN)	STAGE	PROCEDURE TEACHERS WILL	STUDENTS WILL	INTERACTION T-S/S-S	MATERIAL NEEDED
4 MIN	ENCOUNTER	Explain: Voluntarily, some students go in front of the class and take one paper from a box, then the student will mime according to the profession chosen while the rest of the class will guess what profession is. Write the name of each profession on the whiteboard when the students guess them.	Listen to the teacher. Pay attention to the activity. Participate and guess.	S-S	Whiteboard Markers Box Papers
12 MIN	CLARIFY	Introduce the topic asking students "what is different from the box number one and the box number two" with the intention of students recognize the use of the relative pronouns. My brother is Carlos. Carlos has written one book. My brother is Carlos who has written one book. Explain "relative pronouns". Clarify if students have questions or repeat the explanation if it's necessary.	Listen and pay attention to the teacher's explanation. Ask if the explanation was not clear enough. Answer the CCQs.	T-S	Computer Projector Presentation Whiteboard Markers

		Ask students the following checking comprehension questions: What do we use relative pronouns for? Where do we place the relative clause? Connect the following sentences. Amelia heard a noise. Amelia opened the door.			
6 MIN	REMEMBER	Give a worksheet to each student. Explain the instruction about the activity. "Choose one of the following relative pronouns that best completes each sentence". Ask for volunteers or choose students to read each sentence with the right answer, then ask why. Provide feedback if it's necessary.	Listen and pay attention to the teacher's instruction. Ask if the instruction was not clear enough. Participate in the activity by saying their answers	S-S	Computer Projector Worksheets Whiteboard Markers
8 MIN	INTERNALIZE	Explain the instruction about the activity: "In pairs, you will write one example of each type of the relative pronoun according to the pictures". Ask for volunteers or choose students to read two sentences. (One for each student) Provide feedback if it's necessary.	Listen and pay attention to the teacher's explanation. Ask if the explanation was not clear enough. Participate in the activity by creating and reading the sentences.	S-S	Computer Projector Presentation Whiteboard Markers Papers Pencil or pen
		Explain the instruction about the activity: "In pairs, you are going to see some pictures and create a short story using relative pronouns according to the pictures".	Listen and pay attention to the teacher's instruction.	S-S	Computer

| 15 MIN | FLUENCY | Assign each pair a set of pictures for the students to develop their stories. Ask for volunteers or choose pairs to participate. Provide feedback if it's necessary. | Ask if the explanation was not clear enough. Participate in the activity by creating and reading the story. | | Projector Presentation |

REMEMBER PHASE

Choose one of the following relative pronouns that best completes each sentence. Add commas in the non-defining sentences.

who	which	where	when

1. This is the day _____ we are supposed to submit our assignments.

2. The woman _____ won the prize is my sister.

3. The painting _____ was created by a famous artista was sold for millions at the auction.

4. The city _____ I grew up is known for its historical monuments.

5. My sister _____ lives next door is a doctor.

In pairs, you write one example of each type of relative pronoun according to the pictures. Underline the antecedents.
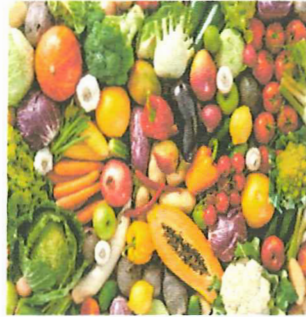
John is the carpenter **who** built our house.

FLUENCY.

In pairs, you are going see some pictures, then you will think of a story about those pictures by connecting them using relative pronouns. The order depends on you.

GROUP 1

GROUP 2

GROUP 3

LISTENING MODULE.
JOURNAL PDP LISTENING.

Listening skill is the ability to comprehend spoken information such as lecture, conversation, short audio recording or podcast. This skill is fundamental for a clear communication which allows you to acknowledge the context of a conversation to make informed decisions. Effective listening provides you a better comprehension between people, which fosters productive conversations and minimizes misunderstandings.

Listening not only connects us and aids in resolving our relational differences, but it also promotes self-reflection and enhances our understanding and development of our thoughts and emotions (Umphrey & Sherblom, 2017). The ability to listen is essential for learning, allowing individuals to interact effectively with their surroundings and supporting the development of language skills (Hyslop & Tone, 2015).

Listening effectively not only helps you to take control of conversations, additionally it helps you to retain and comprehend information, especially in academic or professional settings. This skill is a connection which allows us to negotiate and appreciate our sentimental ties with other people.

When teachers implement a lesson focused on listening, they expect students to be able to comprehend audio, learn unknown words by using context, and practice listening comprehension. Therefore, the expectations of this lesson plan are not only focused on students practicing their listening skills through activities, but students are also expected to practice their comprehension skills as well as their social skill in the final phase of this lesson plan.

Students are expected to feel comfortable, engaged and motivated during the activities in the lesson. In the final stage, students are expected to feel safe, confident and free to express their opinions, thoughts and feelings in the activity planned for this stage.

During my time as a teacher in pre-service teaching and community service, I have concluded in the following keypoints about the implementation of listening activities:

- ✓ Targeting the audio to the age, interest and English level of the student is essential for realistic improvement of this skill.
- ✓ Classroom conditions affect the development of activities such as students' reception of information.
- ✓ Using material related to students' interests or audio with familiar vocabulary greatly increases positive results.
- ✓ Although listening is an input skill, it can be worked on in a variety of ways, not only through questionnaires, multiple choice, or fill-in-the-blank, but also through dynamic activities such as listening to instructions while students are blindfolded.
- ✓ If the material implemented is not of interest to the students, they will not be able to develop their skills on the activities.
- ✓ If the material used does not promote the development of ideas and thoughts, it is not an effective or useful class.

In many classrooms, the real situation when teachers apply listening can vary. Distractions, background noise, and language barriers are common scenarios teachers face daily in listening application. However, teachers must apply different strategies to catch students' attention, strategies like encourage active listening, use audiovisual aids, practice different listening strategies, and create a comfortable environment.

Nevertheless, students can develop listening without the use of audios. Students can foster this skill by listening to other students through creative listening activities. Below are activities that can be used in this kind of case:

- ✓ **Follow the instructions:** one student from each column will go to the front by turns. A map will be drawn on the board, and blindfolded and using a pencil, the student will move a pencil until he/she reaches a specific marked point, guided by short and specific instructions that each student in the column will say in turn.

- ✓ **What Animal Am I:** Each student is assigned with an animal on a slip of paper and then places it on his or her forehead. Working in pairs, they try to guess what animal they are by listening to clues given by the other student.

- ✓ **Keep it going:** Students are divided into two groups and placed to the left and right. Then a balloon is thrown to one side and students try to push it to the other side by hitting it and saying one word, verb or vocabulary. The group that drops the balloon three times loses. Students cannot repeat the words, so it is important to pay attention to what the other students say.

To sum up, the provided journal highlights the importance of listening skill in communication and education. Effective listening is essential for comprehension, reducing misunderstandings, fostering productive conversations, and enhancing personal growth. Listening skill is crucial for learning, language development, and retaining information in academic and professional settings.

In educational contexts, PDP lesson plan is focused on listening to help students understand the audio content, learn new vocabulary, and develop comprehension and social skills. These lesson plans should create an engaging and safe environment for students to express their thoughts and feelings.

Key strategies for successful listening activities include tailoring audio content to students' age, interests, and English level, ensuring favorable classroom conditions, and using engaging materials. Dynamic activities, like interactive exercises, can also enhance listening skills. Challenges such as distractions, background noise, and language barriers need to be addressed by teachers. Effective strategies to mitigate these challenges include encouraging active listening, using audiovisual aids, practicing various listening strategies, and creating a comfortable classroom environment.

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PDP LISTENING LESSON PLAN.

Level: B1.1

Action points:

- To have a good time-control when SS participate in the activities to avoid westing time.
- To have a clear explanation in the instructions to avoid confusion.
- To provide meaningful activities that develop listening.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

Show understanding of "homemade chocolate cake" audio recording **by** completing a recipe **and then** writing a meal preparation and mime it in a pair 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?

Teacher will check students' progress when they are:

- ➤ Participating actively in the activities.
- ➤ Answering correctly the questions.

Preliminary considerations:

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

Vocabulary about ingredients

Count, and non-count nouns and quantifiers

Imperatives

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

- ➤ Students might find difficult to understand the audio recording.
- ➤ Ss would get confused in the instruction of the activities.
- ➤ Students could be nervous when they are participating.

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

✓ Teacher must repeat the audio as many times as necessary.
✓ Teacher must be clear in the instructions.
✓ Teacher must provide a comfortable atmosphere.

TIME (45 MIN)	STAGE	PROCEDURE		INTERACTION T-S/S-S	MATERIAL NEEDED
		TEACHERS WILL	STUDENTS WILL		
5 MIN	PRE-STAGE	Inflate a balloon and explain students "You have 30 seconds to think of meal preparations. After that, each time the balloon gets close of you, you will hit it and say one meal preparation. If the balloon falls twice the activity ends".	Listen to the teacher. Pay attention to the instruction. Participate in the activity.	S-S	Ballon
7 MIN	EARLY DURING STAGE	Explain students "Listen carefully to the following audio recording, and then answer what meal preparation the person in the audio is making?". Ask students to repeat the instruction of the activity. Play the audio from the second (0:02) Ask students "what meal preparation the person in the audio is making?". Ask students whether they recognized all words, if not provide the meaning of words students did not recognize.	Listen to the teacher. Pay attention to the instruction. Listen to the audio recording. Participate in the activity. Ask for the meaning of words they did not recognize.	S-S	Computer Speaker

8 MIN	LATER DURING STAGE	Provide a worksheet to each student. Read the first instruction of the worksheet "Listen carefully to the audio recording and order the steps according to the meal preparation". Ask students to repeat the instruction of the activity. Let students read the steps of the activity. Repeat the audio recording 2 or 3 times. Ask students the steps.	Listen to the teacher. Pay attention to the instruction. Read the steps of the activity. Listen to the audio recording. Ask for audio recording repetitions. Order the steps and share their answers	S-S	Computer Speaker Worksheets Pencil or Pen
10 MIN	FINAL DURING STAGE	Read the second instruction of the worksheet "Listen carefully to the audio recording and write the portion of each ingredient below. Then choose three or more ingredients and write one or more preparation names which use each ingredient selected". Ask students to repeat the instruction of the activity. Let students read the ingredients of the activity. Repeat the audio recording 2 or 3 times. Ask students the answers.	Listen to the teacher. Pay attention to the instruction, ask for clarification. Read the ingredients of the activity. Listen to the audio recording and ask for repetitions if needed.	S-S	Computer Speaker Worksheets Pencil or pen

			Write and share their answers.		
15 MIN	POST-STAGE	Explain students "In groups of three, you will choose one meal preparation from the ones you wrote and write the steps of that preparation. Then in each group two participants will say the recipe and preparation while the other participant will mime it. The rest of the class will guess which preparation is". Ask students to repeat the instruction of the activity. Monitor the students. Ask for volunteers.	Listen to the teacher. Pay attention to the instruction. Ask for a better instruction if the last one was not clear. Write one recipe. Participate in the activity.	S-S	Computer Speaker Worksheets Pencil or pen

Link:

00:02 / 01:26   Speed
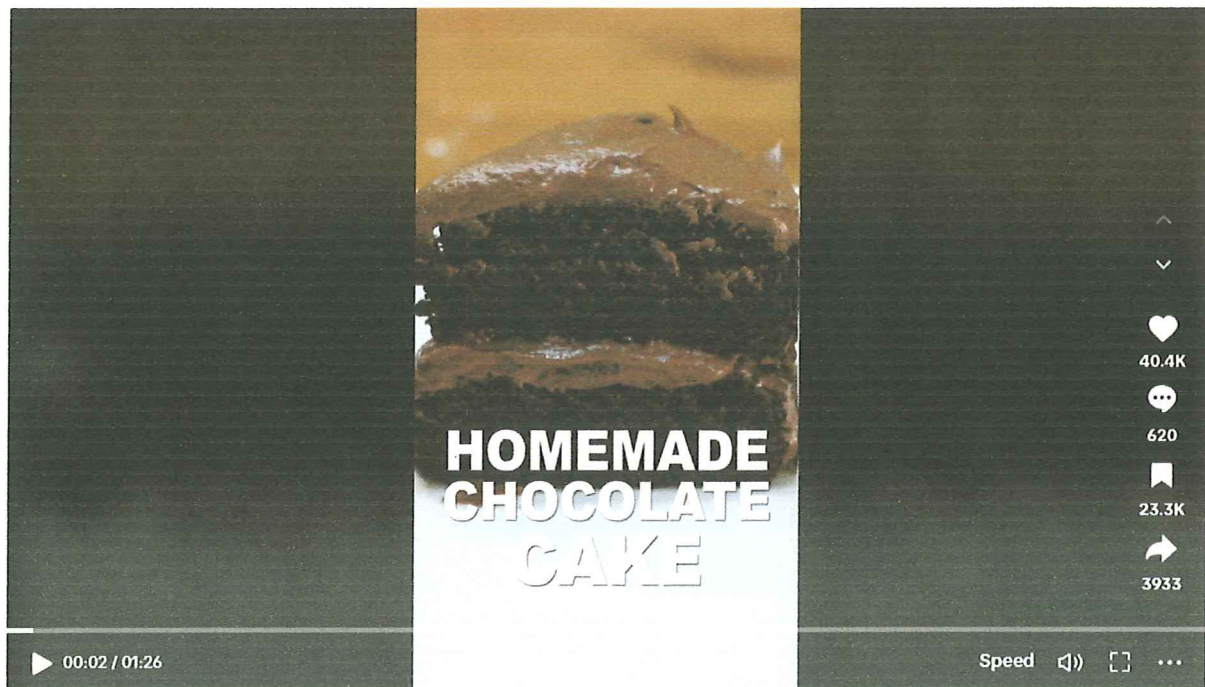
inthekitchenwithmatt
Matt Taylor · 2022-5-3   Follow

Homemade Chocolate Cake recipe #cake #recipe #food #fyp #fouryou

LATER DURING STAGE:

LISTEN CAREFULLY TO THE AUDIO
RECORDING AND ORDER SOME OF THE
STEPS NAMED BY COLLOCATING NUMBERS
ACCORDING TO THE RECIPE.

1. ADD SOME INGREDIENTS IN A BOWL
__ BAKE AT 350 FAHRENHEIT
__ COVER WITH PLASTIC WRAP
__ MIX THE FROSTING WITH THE CAKE
__ LINE PANS WITH BUTTER
__ LET COOL THE CAKE
__ INSERT A TOOTH STICK
__ ADD BATTER IN EACH PAN
__ MIX THE INGREDIENTS IN THE BOWL
__ SLICE, SERVE AND ENJOY
__ MAKE A FROSTING

FINAL DURING STAGE:

LISTEN CAREFULLY TO THE AUDIO RECORDING AND WRITE THE PORTION OF EACH INGREDIENT BELOW. THEN CHOOSE THREE OR MORE INGREDIENTS AND WRITE ONE OR MORE PREPARATION NAMES WHICH USE EACH INGREDIENT SELECTED.

PORTION	MEAL PREPARATION
_____ cups of flour	Bread
_____ cups of sugar	
_____ cups of cocoa powder	
_____ teaspoon of salt	
1 and 1/2 teaspoon of baking soda	
_____ teaspoons of baking powder	
_____ cup of milk	
_____ cup of cooking oil	
_____ eggs	
_____ cup of hot water or coffee	

PDP READING MODULE.
JOUNAL PDP READING.

Reading skill is the ability to comprehend written texts and derive information from it. This skill is fundamental for a great number of daily situations such as following instructions, reading news, searching for information and tasks. Being exposed to diverse written materials not only enhances your knowledge but also expands your perspective, allowing you to comprehend the world on a deeper level. Reading exposes you to new ideas and information which helps you to gain a broader understanding of various topics, leading to personal growth and intellectual development.

Reading skill encompasses the aptitude to decipher written symbols, comprehend their meanings, and merge this information with one's own knowledge and experiences to grasp and interpret the text Snow, C. E. (2002). This author emphasizes that reading skill involves recognizing written symbols, interpreting their meanings, and connecting this understanding to one's existing knowledge base to make sense of the text. For students this might be boring, However Trelease, J. (2006) explains reading should be introduced to children as a delightful and valuable experience, not as an obligation or task. Thus, reading should be approached in class with appropriate content that not only improves the student's ability, but also promotes reading in different ways.

When teachers implement a lesson focused on reading, they expect students to be able to develop a strong engage of the material they are reading, from the general to the finer details. Furthermore, teachers want students to analyze the text with a critical lens, examining the author's intentions, writing style, and larger implications.

Teachers strive to create a warm, engaging, and motivating environment for students, fostering a sense of security and self-assurance. The final stage is designed to provide opportunities for students to openly express their thoughts, ideas, and emotions,

encouraging them to embrace their individuality and exercise their right to share their opinions.

During my time as a teacher in pre-service teaching and community service, I noticed that students mainly do not have a stable reading rhythm due to the culture that does not promote reading. Although, the students came from different family and social contexts, in the most cases students could not read long and short texts fluently, hence reading is a skill that was not very well developed. On the other hand, teachers did not promote reading among students, there were no reading spaces or festivals where students could practice this skill.

When I applied activities focused on reading, the students showed little reading ability. However, they were remarkably interested in practicing reading when the text was short, dynamic, and visual. At the lower levels with younger students in a country that does not promote English, it is normal that they are not able to read medium length texts. However, if the lesson plans are adapted to the real situation of the students, plus apply reading in a dynamic and visual way, the students will have the opportunity to improve this skill in addition to encourage reading outside the institution.

The reality in the classroom when teachers apply reading can vary greatly. Struggling readers, differences in reading levels, lack of interest, and distractions are common scenarios teachers face daily in reading application. Though, effective reading offers several benefits, including improved critical, thinking, Increased vocabulary, and write better.

In conclusion, this journal emphasizes the fundamental importance of reading skills, describing reading as the ability to comprehend written texts and derive meaningful information. This skill is essential for daily tasks and broader intellectual development, enabling individuals to understand and interpret diverse perspectives.

Reading skills involve decoding written symbols, understanding their meanings, and integrating this information with existing knowledge to make sense of texts. Teachers aim to help students grasp material thoroughly, analyze texts critically, and interact with the content meaningfully through questioning and personal reflection. A supportive and engaging classroom environment is crucial, encouraging students to express their thoughts and ideas confidently.

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PDP READING LESSON PLAN.

Level: B1.1

Action points:

- To have a good time-control when SS participate in the activities to avoid westing time.
- To have a clear explanation in the instructions to avoid confusion.
- To provide meaningful activities that develop reading.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

Show understanding of "love after love" poem **by** answering some questions, **and then** write a poem and read it using different tone of voice.

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?

Teacher will check students' progress when they are:

➢ Participating actively in the activities.
➢ Answering correctly the questions.
➢ Reading the poem properly.
➢ Applying the tips for writing a poem.

Preliminary considerations:

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

Vocabulary about feelings and emotions.

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

➢ Students might find difficult to read the poem appropriately (punctuation) at the first try.

➤ Ss would get confused in the instruction of the activities.

➤ Students could be nervous when they are participating.

➤ Students could lack ideas for writing a poem in the post stage activity.

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

✓ Teacher must provide tips about punctuation when reading before the later during stage.
✓ Teacher must be clear in the instructions.
✓ Teacher must provide a comfortable atmosphere.
✓ Teacher must give ideas for the topic to the students' poem.

TIME (45 MIN)	STAGE	PROCEDURE		INTERACTION T-S/S-S	MATERIAL NEEDED
		TEACHERS WILL	STUDENTS WILL		
5 MIN	PRE-STAGE	Explain students "Inside this box there are some words that you are going to imitate. Voluntarily, a student will come to the front and take one paper out of the box. The student will read the paper (in his or her mind) and then imitate that word inside (feelings). The rest of the class will have to guess what word is".	Listen to the teacher. Pay attention to the instruction. Participate in the activity.	S-S	Box Papers
8 MIN	EARLY DURING STAGE	Provide students a poem. Let students know they have thirty seconds to scan the text. Ask the following questions: "Is this text a song or a poem?", Why? and "What is it about?". Ask students whether they recognized all words, if not, provide the meaning of words students did not recognize. Ask students some words which the teacher thinks students do not know and did not ask for their meaning before.	Listen to the teacher. Read the text. Answer the teacher's questions. Ask for the meaning of words they did not recognize.	T-S	Marker Whiteboard Poems
6 MIN	LATER DURING STAGE	Let students read the poem carefully. Ask students "How did you feel reading the poem? What was your favorite part of the poem? Whom do you think this poem was dedicated? What would you write a poem about?".	Listen to the teacher. Pay attention to the instruction. Read carefully the text. Participate in the activity	S-S	Marker Whiteboard Poems

8 MIN	**FINAL DURING STAGE**	Explain students "Now we are going to read the poem at the front. However, to make the reading more dynamic you are going to read it by changing the tone of voice according to the words written on the board (happiness, sadness, anger, British, theater play). The students who participate will only read one stanza (the poem will be read 3 or 4 times)." Ask for volunteers or choose participants.	Pay attention to the instruction. Participate in the activity.	**S-S**	Computer Projector Speaker Worksheets Pencil or pen
18 MIN	**POST-STAGE**	Explain students "In group of three, you will write one poem of two or more stanzas about whether you like, some topics you can use are love, dislove, sadness, happiness, life or death". Collect and bring the poems to other groups. Explain "Now you have 2 minutes to read the poems of your classmates. And then, some group will come voluntarily to the front and read the poem with a tone of voice chosen randomly. " Let students read the poem. Choose participants.	Listen to the teacher. Pay attention to the instruction. Ask for a better instruction. Read the poem. Write poems. Participate in the activity.	**S-S**	Computer Projector Speaker Worksheets Pencil or pen

POEM:

Love After Love

The time will come
when, with elation
you will greet yourself arriving
at your own door, in your own mirror
and each will smile at the other's welcome,

and say, sit here. Eat.
You will love again the stranger who was your self.
Give wine. Give bread. Give back your heart
to itself, to the stranger who has loved you

all your life, whom you ignored
for another, who knows you by heart.
Take down the love letters from the bookshelf,

the photographs, the desperate notes,
peel your own image from the mirror.
Sit. Feast on your life.

Derek Walcott

WRITING MODULE.
JOURNAL WRITING.

Writing skill is the ability to express thoughts, ideas, and information effectively in written form. Writing skill involves practice, feedback, and a strong understanding of language rules and conventions. It encompasses a range of competencies, including grammar and syntax, vocabulary, organization, creativity and originality, editing and revising, and research and citation.

Nasser, A (2016) defines writing as a vital skill in our daily lives, facilitating communication within communities. It also significantly contributes to language development, learning, and teaching. Developing writing skills is becoming a priority due to the new trends that society is experiencing. The use of technology is important, but at the same time, certain jobs and even life situations require a high level of writing skills, such as writing a CV, a letter of attendance, or an invitation. Writing is considered one of the most crucial skills due to the increasingly text-focused nature of the world. Cole, J., & Feng, J. (2015).

When teachers implement a class focused on writing skill, they expect students to be able to develop to understand and apply grammar, express thoughts and ideas clearly, logically and well-connected, write with proper organization, be creative and originally, revise and edit their work to improve, consider practice, and develop critical thinking. These expectations aim to develop students' ability to write effectively for various purposes and audiences.

During my time as a teacher in pre-service teaching and community service, I noticed that writing is the most boring skill for students, even writing in the first language becomes unattractive. In the lower grades, students do not have the knowledge to write

well-founded and well-argued texts, so the number of texts that can be applied is limited to the student's knowledge and level of English.

To avoid boredom in writing, it is essential to choose texts that students will find interesting, such as comics, manga, poetry, morals, or movie reviews. It is important to provide examples of the type of text you plan to use in class so that students have a format for what they are expected to write.

Nonetheless, students can develop writing without the application of texts. Students can foster this skill by writing simple structures in dynamic activities. Below are activities that can be used in this kind of case:

- ✓ **What do you feel?:** Students choose a picture and write short sentences or adjectives that describe how they feel when they see the picture they chose.

- ✓ **Create a sentence:** In groups, students will choose pictures of any vocabulary and all the letters of the alphabet on individual pieces of paper. The goal of this activity is for students to connect the pieces of paper and create a sentence related to the pictures they have chosen. Each correctly spelled word is one point, if the sentence makes sense it is five points, the first groups to finish get 5 points, and so on. The group with the most points wins.

- ✓ **Hangman:** Working in groups, students guess word by word one sentence created by students from other groups. The group with the fewest mistakes wins.

When teachers apply classes focused on writing, several potential problems might arise, including diverse skill levels, lack of motivation, time-consuming, assessment challenges, and plagiarism. Addressing these issues requires a combination of differentiated instruction, clear and supportive feedback, fostering a positive and motivating environment, and providing appropriate resources and support. TEFL gives students enough examples and practice for the production stage. In this sense, by applying

TEFL students have a guideline which they learn about the structure of a specific text; and teachers acquire a lesson format which helps them with time-control.

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WRITING LESSON PLAN.

Level: B1.1

Action points:

- To have a good time-control when SS participate in the activities to avoid westing time.
- To have a clear explanation in the instructions to avoid confusion.
- To provide meaningful activities that develop writing.
- To match the topic with students' interests.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT

Write a legend **to** narrate a story **in** groups of four **then** share the stories in the class so students can read them and decide which is the best legend.

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?

Teacher will check students' progress when they are:

- ➤ Participating actively in the activities.
- ➤ Answering correctly the questions.
- ➤ Writing with an appropriate spelling.

Preliminary considerations:

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

Some legends.

Past tenses.

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

- ➤ Students might find difficult to write their legends.

➢ Students would get confused in the instruction of the activities and the explanation.

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

✓ Teacher must be clear in the instructions.
✓ Teacher must be clear in the explanation.

TIME (45 MIN)	STAGE	PROCEDURE		INTERACTION T-S/S-S	MATERIAL NEEDED
		TEACHERS WILL WILL	STUDENTS		
12 MIN	PREPARATION	Order the students into four columns. Explain students "Let's play Chinese whisper. I will say one different sentence to each student at the front and then those students will pass the sentences to each student of the column until the end. The students at the end will say the sentences aloud". ✓ Cantuña, bravely, tricked the Devil by hiding a brick from the church. ✓ Every night, "La llorona" wanders the desolate streets of Ecuador looking for her lost children. ✓ If you look at Medusa's head, you will instantly turn to stone. ✓ Hercules performed the twelve labors that Zeus had commanded him to become a god. Start and monitor the activity. Ask students "Do the sentences refer to a movie or a legend? Explain students what is a legend, the parts of a legend and tips for writing a legend. Let students read the example of a legend. Ask students: What a legend is about? What are the parts of a legend? What tips we should apply to write a legend? Let students to identify the parts of the legend in the example given	Listen to the teacher. Pay attention to the instruction and explanation. Participate in the activity and questions.	T-S	Computer Projector Presentation Whiteboard Markers

15 MIN	**DRAFTING STAGE**	Explain students "In groups of four, you will create a short legend about any topic you like. Some topics you can use are for example: lost places, monsters, or Gods. Use the structure explained before and take as a reference the example of George and the Dragon". Monitor students.	Pay attention to the instruction. Participate in the activity by redacting and writing your ideas.	**S-S**	Paper Pen or pencil
6 MIN	**REVISION**	Collect, and bring the legends to other groups. Explain students "Now you are going to check the legends of your classmates. First read the legends carefully. Then check if the legend uses the appropriate structure. Finally check if the writers applied the tips and write recommendations in another paper sheet.	Pay attention to the instruction. Participate in the revision.	**S-S**	Legends Paper Pen or pencil
5 MIN	**EDITING**	Collect the legends and return them to the groups. Let students read the recommendations and edit their legends.	Pay attention to the instruction. Edit their legends.	**S-S**	Legends Paper Pen or pencil
7		Collect and scan the legends in a word document. Chose one legend and project it.	Listen to the teacher. Read the legend.		Computer

MIN	EXTENSION	Sayt in the next class the winner will be mention.		S-S	Projector

PREPARATION

Legend

A legend is a story that narrates human or supernatural events, which is transmitted from generation to generation orally or in writing within a family, clan, or village. Legends relate facts and events related to the homeland, popular heroes, imaginary creatures, and souls.

BEGINNING

Presentation of the characteres in a certain frame

KNOT

Development of events

DENOUEMENT

End of the story

The End

George and the Dragon

Sir George was travelling in Egypt when he met a beggar who told him that his land was being attacked by a fearsome dragon. Every day, the Dragon demanded the sacrifice of an innocent maiden.

The beggar explained that the next maiden to be taken to the Dragon was the daughter of King Ptolemy. Although the King had decreed that whoever killed the Dragon could marry his daughter and rule his kingdom, none had done so.

George wasn't really looking for a kingdom but he did not like to see terror brought on the people in such a beautiful land. So he mounted his trusty horse and rode off in search of the Dragon.

On the way he met a procession of servants who were weeping loudly. They were led by beautiful lady and George knew that this must be the King's daughter. He told the princess to return to her father and say that he was going to kill the dragon.

The brave knight soon found the Dragon's lair and called for him to fight. The Dragon charged out, spitting fire from its nostrils. It was huge and its body was covered in bright green scales.

George grabbed his spear and tried to pierce the Dragon's side but the spear just broke in half. The dragon roared in anger and whipped George off his horse and under an orange tree. There, George prayed that God would give him the strength to defeat the dragon.

He picked up his sword, charged at the dragon and pierced him just under his wing. The Dragon's heart was punctured and he fell dead to the floor with a crash.

King Ptolemy rejoiced when he saw that the Dragon was dead and, keeping to his word, allowed the Princess and George to be married.

CONCLUSION.

To sum up, the collection of lesson plans presented represents a guide on how to implement classes focused on the four skills (writing, speaking, listening, and reading) in language teaching. On the other hand, the journals provide important information for teachers about the different aspects of implementing a skill-focused lesson, including activities suitable for all levels.

With the experience gained in internships and community service, in addition to the knowledge learned in the career, I as a future teacher feel ready to join myself to the process of teaching children, youth and adults who hope to learn English as a Second Language.

RECOMENDATIONS.

I would like to emphasize the excellent work of my tutor, her explanations were clear and she is always looking for her mentees to learn all the contents despite her crowded schedule.

I would also like to emphasize that the document created as a guide for TEFL tutors and mentees is very clear in the explanation and distribution of content. It is usually a bit tiring to complete the contents every week, however with a good work rhythm one semester is enough to almost finish or complete the whole work.

Last but not least, I would like to recommend that TEFL students have the opportunity to publish their journals. A publication is of utmost relevance to CV; therefore, it is important to encourage opportunities to publish jounals to the next students who choose this degree modality.

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