

UNIVERSIDAD LAICA “ELOY ALFARO” DE MANABÍ

FACULTAD DE EDUCACIÓN, TURISMO, ARTES Y HUMANIDADES

**CARRERA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

MODALIDAD:

TRABAJO DE INTEGRACIÓN CURRICULAR

Proceso de Aplicación de la Enseñanza del Idioma Inglés como Lengua
Extranjera

TEMA:

TEFL APPLICATION PROCESS

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MANTA – MANABÍ – ECUADOR

2024 - (1)

CERTIFICADO DE PROPIEDAD INTELECTUAL

Título del Trabajo de Integración Curricular:

Teaching English as a Foreign Language Application Process

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Abstract

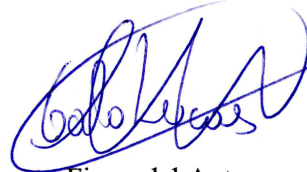
Trabajo de titulación de TEFL, lesson plans elaborados para estudiantes de colegio con cada una de las habilidades necesarias en la enseñanza del inglés.

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Manta, 22 de agosto de 2024

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	PROCEDIMIENTO: TITULACIÓN DE ESTUDIANTES DE GRADO BAJO LA UNIDAD DE INTEGRACIÓN CURRICULAR	REVISIÓN: 1 Página 1 de 1

CERTIFICO

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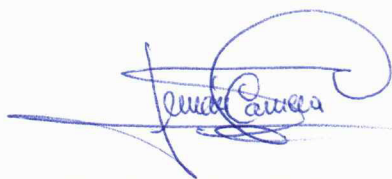
Haber dirigido, revisado y aprobado preliminarmente el Trabajo de Integración Curricular bajo la autoría del estudiante LUCAS NUÑEZ GALO ISRAEL, legalmente matriculado en la carrera de PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, período académico 2024- 2025(1), cumpliendo el total de 384 horas , 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.

Lo certifico,



CARRERA MORENO GERMAN WENCESLAO
Docente Tutor

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INTRODUCTION

This capstone portfolio comprises four meticulously designed lesson plans, each targeting a core English language skill: listening, writing, speaking, and reading, accompanied by a reflective journal for each lesson. The principal aim is to illustrate the ability to design, implement, and evaluate pedagogically sound lessons that promote comprehensive language acquisition.

Each lesson plan has been crafted with precision to address specific educational objectives and to provide students with practical, dynamic opportunities to advance and refine their linguistic skills. The listening lesson seeks to enhance student's capacity to comprehend and process auditory information in varied contexts, employing authentic auditory materials and interactive activities. The writing lesson focuses on fortifying writing skills, emphasizing the organization of ideas, textual coherence and cohesion, and the accurate application of grammar and vocabulary.

The speaking lesson is designed to cultivate fluency and precision in oral expression, offering students significant opportunities to practice spoken communication within realistic contexts. Finally, the reading lesson aims to develop reading comprehension through a critical and analytical examination of diverse texts.

Subsequently, I will present the four lesson plans created for this capstone project, along with an FMU (Form, Meaning, Use) analysis.

LANGUAGE MODULE

FMU ANALYSIS OF FUTURE SIMPLE TENSE WITH “GOING TO” FORM

Affirmative Form

- 1) S + to be + **going to** (gonna) + **base verb** + C.
 - I am **going to buy** a new house.
 - Mercedes is **gonna finish** her research this afternoon.
 - John and Joseph are **going to take** the bus.

Negative Form

- 2) S + to be + **not** + going to (gonna) + **base verb** + C.
 - I am *not gonna* study tonight.
 - Andres is *not going to* visit his mother this month.
 - Gabriel and Gina are *not gonna* participate in the school event this year.

Interrogative Form

- 3) To be + S + **going to** (gonna) + **base verb** + C + ?
 - Am *I gonna* buy a new cellphone?
 - Are you *going to* go to the party next Friday?
 - Is she *going to* buy a new dress?

Short answers:

-Yes, I am / No, I am not.

-Yes, he is / No, he isn't.

- Yes, they are / No, they are not.

MEANING

The future tense with *going to*, also simple future, expresses an intention or plan which has already been decided.

Examples:

1. Last week, Ana and Luan decided they are **going to** get married in December.
2. I am **gonna** travel to Ireland for vacation next month.

Going to is also used when there is evidence in the present that emphasizes something will happen

Examples:

1. You're **going to** fall if you don't tie your shoelaces.
2. He is **gonna** feel sad if you don't invite him to the party.

USE

Future plans or intentions

It can be used to talk about intentions and future plans you have.

Example:

1. I am *gonna* be a professional dancer when I grows up.
2. Matias is *going to* look for a new place to live next month.

Predictions

We use *be going to* to predict something that we think is certain to happen or which we have evidence for now:

1. It's *going to* snow again soon. (The speaker can probably see dark snow clouds)
2. Look out! He's *going to* break that glass.

Commands

We use *be going to* when we give commands or state that something is obligatory:

[parent to a child]

1. You're *going to* pick up all of those toys right now. This room is a mess!
2. You are *gonna* study for your math test! You must improve your grades.

ANTICIPATED DIFFICULTIES

- Lack of time management by activities.

COMPREHENSION CHECKING QUESTIONS (CCQ)

1. What are you doing this weekend?
2. Where are you *going to* travel to for your next vacation?

TEACHING IDEAS

What will the future look like?

Form small groups with students, have students talk about what they think the future will be like, what technological advances will there be? How do they see themselves in 1, 5 or 10 years?

Fill the blanks with going to.

In pairs students will have to fill in the blanks with the correct use of "be going to".

REFLECTION WHEEL JOURNAL 1

LANGUAGE ANALYSIS FMU

Creating lesson plans can be difficult for some new teachers, who have no experience planning these lessons. In my opinion, it is important to analyze a grammar topic before creating a lesson plan; therefore, the FMU analysis can help teachers enhance speaking lesson plans for various reasons:

First, I expected FMU analysis to be helpful for TEFL teachers. This analysis facilitates the teaching of grammar. Some teachers may not pay the attention needed to this type of analysis, but I think teaching grammar is useful because it can be applied in different contexts. This analysis can be applied to any learning level. Teachers around the world use different analyses or frameworks to teach grammar; nevertheless, I prefer to use the FMU because it is a useful tool for planning speaking lessons. The FMU analysis can help teachers to solve problems about grammar structures. In conclusion, I think the FMU was very interesting because it facilitates the teaching of grammar, applies to any level, and can solve problems regarding grammar structures.

Second, the concept of grammar and how to teach it includes a wide range of perspectives. Some teaching approaches focus on formal rules of grammar that precede language practice or performance.

Bikowski (2018) resembles the framework of a pie chart in which he identifies three dimensions to deal with the complexity of grammar: form/structure, meaning/semantics, and use/pragmatics. In the same way, (Zhang, 2009) states that many people associate the term grammar with verb paradigms and rules about linguistic form. They think grammar is unidimensional and meaningless. However, grammar is not like this. It embodies the three dimensions of form, meaning, and use.

Third, during my experience in my pre-serving teaching, I have noticed that teachers do not use this analysis to teach grammar, teachers in public schools usually use traditional methods to teach grammar. Another thing that I have noticed is the advantages of using this analysis before the classes, this makes you save a lot of time that can be applied to develop

another activity in class. This can help us as teachers to improve our methods to teach grammar and facilitate the students' learning.

In conclusion, I consider FMU analysis important for the new generation of teachers, they can improve their classes with new activities and methods by using this analysis in advance. Although many teachers use some traditional methods, many of them recognize that using this analysis is very helpful, the advantage of this analysis is that it can be applied at any level. It is so important that the new teachers apply this analysis in their classes to solve some grammar problems.

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SPEAKING MODULE
SPEAKING LESSON PLAN

Name:

Level: A2

Date:

20/09/2024

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

1. Time management.
2. Reduce teacher talking time.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

USE the future tense (be going to)

TO talk with classmates about plans

IN a role play

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 First activity, I will check how Ss use action verbs in sentences.
- In the Information Gaps activity, I will see students using short answers to their peers' questions.
- In the dialogue in pairs activity, I will make sure that the students know how to answer what plans they have for the days of the week.
- In the Making plans for the weekend activity, I will observe that students are able to describe the plans they have for the future (weekend) and use them in sentences to invite their peers to those plans.
- At the end, students will be able to talk about future in a roll play.

Preliminary considerations:

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

- Students know most action verbs.
- Students know the vocabulary of the days of the week.
- Students know Activities to do (going out to dinner, going to school, etc.).

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

- I expect it is difficult for them to use the be going to in interrogative and negative sentences.
- I expect it will be difficult for them to use "be going to" conjugating it with more verbs.

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

- In the activity like the information gaps they will practice the structure of the interrogative and negative form.

Interpret the conversation for them first so that they have a model to follow taking into account the grammatical structure.

TIME	FRAMEWORK STAGE	PROCEDURES TEACHER WILL...	PROCEDURES STUDENTS WILL	INTERACTION T- S/ S-S VAKT	MATERIALS NEEDED
5 min	Warm up /	<p>-Divide the class in two different teams (More than two groups if the class is large).</p> <p>-Sit the students facing the board.</p> <p>-Then take an empty chair (one for each team) and put it at the front of the class, facing the team members (these chairs are the 'hot seats').</p> <p>-Get one member from each team to come up and sit in that chair, so they are facing their team-mates and have their back to the board.</p> <p>-Use the “grammar verbs going to” cards.</p> <p>-Take the first word from the cards and write it clearly on the board, tell the groups to begin describing the body language only, the student in the hot seat</p>	<p>HOT SEAT</p> <p>- Guess what words your teammates are describing (if they get to be in the hot seat).</p> <p>Describe the verbs, using body language for their teammates (those in the hot seat to guess).</p>	<p>S - S</p> <p>V- K - T</p>	<p>-Cards</p>

		<p>listens to their teammates and tries to guess the word.</p> <p>And when they guess you can choose other students from the teams until they guess all the words.</p>			
10 min	Encounter and Clarify	<p>-Show the verb from the cards that was used in the previous activities and start by asking students questions with those verbs, such as?</p> <ul style="list-style-type: none"> •Who is going to play ball this weekend at the stadium? •Who is going to go to the beach this weekend? •Who is going to do laundry this weekend? <p>-Write future sentences with the names of the students who responded that they are going to do that activity on the board e.g. (Maria is going to go to Playa Murcielago this weekend) and also create negative sentences with the names of the students who would not do the activities you mentioned e.g. (Juan is not</p>	<p>Be going to: Sentences.</p> <p>-Answer the questions asked by the teacher.</p> <p>-In the board, will try to write sentences in interrogative form the future using "Be going to" and answer the questions created in the affirmative and negative form.</p> <p>- Correct their sentences in an open class.</p> <p>-Answer the CCQs asked by the teacher.</p>	<p>T- S</p> <p>V - A</p>	<p>-Cards</p> <p>-Marker</p>

		<p>going to go to play soccer this weekend).</p> <p>-Ask students to pair up to create 3 sentences with be going to and how they would answer those sentences.</p> <p>-Ask a partner to tell you how one of their sentences turned out, write it on the board and if the structure of the answer is incorrect, take the opportunity to make a general correction.</p> <p>-Use the CCQs to ask them what they plan to do over the weekend.</p>			
10 min	Remember and Internalize	<p>-Give the students the worksheet they will be working with.</p> <p>-Give the instructions for the activity and show them a model of what to do.</p>	<p>Activity 1 Information Gaps</p> <p>-Stand up and ask to your classmates "Are you going to ...?" when you meet someone they reply " Yes, I am.... " they write the person's name.</p> <p>-Complete the activity with the answers</p>	S - S V – T - K	<ul style="list-style-type: none"> - Information gaps worksheet - Pen

10 min		<p>-Give Students a dialogue</p> <p>-Give instructions of activity 2</p> <p>-Say change to rotate students</p>	<p>Activity 2</p> <p>Dialogue in pairs</p> <p>ONION RING (technique)</p> <p>Go to the board and write ideas to make a conversation in the board.</p> <p>In pairs copy the text from the board and add some new ideas.</p> <p>Practice the dialogue with their partners using onion ring technique.</p>	<p>S-S</p> <p>V - T</p>	<ul style="list-style-type: none"> - Board - Marker - Pen - Notebook
10 min	Remember and Internalize	<p>-Make groups of 4.</p> <p>-Monitor the time for the activity.</p>	<p>Role play</p> <p>-Create a role play to talk about future plans.</p> <p>-Practice role play with their partners.</p> <p>-Perform their roll play in front of the class.</p>	<p>V- A – K</p> <p>S - S</p>	<ul style="list-style-type: none"> -Notebook -Pen
5 min	Fluency Use	<p>Put the students the same groups to the last activity and distribute the worksheet.</p> <p>Tell students they are going to design an activity for this</p>	<p>Activity 3</p> <p>Making plans for the weekend</p>	<p>T- K</p> <p>S- S</p>	<ul style="list-style-type: none"> - Pen - Notebook












		<p>Friday, Saturday, or Sunday evening. Explain that later they will ask their classmates to the other group to join the activity. Have them fill in the activity, location, and details. Have Ss add their own activity to their schedule in Part 1.B.</p> <p>-Role-play the dialogue with a student in front of the class. To make it clear that they have to choose whether to join or not.</p> <p>-Role-play it once with a student who agrees</p> <p>(i.e. someone who likes horror movies), and once with someone who disagrees.</p> <p>-Tell the students that they are now going to mix with their classmates and make invitations, If they agree to go to an event, they should add it to their schedule. Afterwards, if someone invites them to an event on the same day, they have to refuse because they already have plans. Also, when inviting</p>	<p>-In the same groups to the last activity, design a plan for Friday, Saturday and Sunday night, for the other group.</p> <p>-Fill out the worksheet with details of the plan (details, location, activity).</p> <p>-Get up and make invitations to the another group for your plans for the weekend.</p> <p>-Add the names of your classmates who will be attending to the calendar on your worksheet.</p> <p>-The activity with more score win the point.</p>		
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		<p>others, if they agree to join, the inviter should add the guest to the 'guests' section in Part A.</p> <p>-Let them mix and do it.</p> <p>-At the end, ask each pair who is going to attend their event to see which event was most popular.</p>			
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RESOURCES

1. Warm up

GRAMMAR GAME GOING TO

 eat lunch	 watch TV	 see a doctor
 play music	 wash dishes	 go fishing
 play with my dog	 play soccer	 cook dinner
 do laundry (wash clothes)	 get a haircut	 wake up
 go swimming	 play computer games	 wash my car


<https://www.eslkidstuff.com/lesson-plans/future-plans-going-to.htm>

2. Information Gaps. Activity 1

NAME: _____ DATE: _____

FUTURE: 'GOING TO'


- Stand up and ask your classmates, "Are you going to ...?" When you find a classmate who answers 'Yes, I am', write that person's name.

 Find Someone Who ...	
... is <i>going to</i> travel to another city next week.	<input checked="" type="checkbox"/> <u>Emily</u>
... is <i>going to</i> cook dinner tonight.	<input type="checkbox"/> _____
... is <i>going to</i> go shopping tomorrow.	<input type="checkbox"/> _____
... is <i>going to</i> get married soon.	<input type="checkbox"/> _____
... is <i>going to</i> do exercise tomorrow.	<input type="checkbox"/> _____
... is <i>going to</i> get a haircut next week.	<input type="checkbox"/> _____
... is <i>going to</i> eat ice-cream today.	<input type="checkbox"/> _____
... is <i>going to</i> play with an animal tomorrow.	<input type="checkbox"/> _____
... is <i>going to</i> travel to another country soon.	<input type="checkbox"/> _____
... is <i>going to</i> get up very late tomorrow.	<input type="checkbox"/> _____
... is <i>going to</i> read a book or magazine tonight.	<input type="checkbox"/> _____
... is <i>going to</i> visit a friend this weekend.	<input type="checkbox"/> _____

Activity 3

Making Plans for the Weekend – A Speaking Activity

Part 1. A. Pair-Work: You and your partner are planning an activity for an evening on the weekend. Fill in the below table with information about your activity. Leave the 'Guests' field empty for now.

Day & Time (circle one): Friday Evening, Saturday Evening, Sunday Evening	
Activity: Location: Details	
Guests:	

Part 1. B. Put your activity on your schedule below.

<i>Friday Evening</i>	<i>Saturday Evening</i>	<i>Sunday Evening</i>

Part 2. Inviting Guests: You want people to come to your activity. **Invite** your classmates. If they agree to come, put their name in the 'Guests' field above.

Also, your classmates will invite you to their activity. If you don't want to join them, give an **excuse** (*Sorry, I'm afraid I have to...*). If you join the activity, put it on your schedule. Once you have a full schedule, you cannot accept any more invitations.

Example Dialogue – Inviting a Classmate

A: Hello John. I am going to see a movie on Friday evening. Do you want to join?

B: Oh. What are you going to see?

A: True Love. It's a love story.

YES 😊



B: That sounds great! Where are you going to watch it?

A: At Temple Cinemas.

B: What time?

A: How about 8:30 pm?

B: Great. I'll see you there!

A: Bye 😊

No 😞



B: Oh. Sorry. I'm afraid I have to study.

A: Oh. That's too bad. Bye. 😞

REFLECTION WHEEL JOURNAL 2

SPEAKING LESSON PLAN

Many teachers face the challenge of creating effective speaking lesson plans, often due to a lack of a suitable model. The ECRIF model, a structured approach that stands for Engage, Conceptualize, Reflect, Implement, and Feedback, is a powerful tool for enhancing lesson plans and classroom experiences. Its effectiveness can be attributed to three key reasons, making it an excellent choice for developing speaking lesson plans.

First, I had never heard about the ECRIF model, but I expected it to be an essential tool. It is a modern method to create speaking lesson plans more efficiently. For instance, as teachers, we can organize activities to engage the students in the lesson instead of boring them. However, many teachers in our country do not know about this method, and that can be a problem because they can use traditional methods to plan speaking lessons. The ECRIF model allows the teachers to manage their time better. For example, when teachers use traditional methods to create speaking lesson plans, controlling the time can be difficult during the class, and with the ECRIF method, the teachers can solve this kind of problem. Third, this method helps the students develop speaking skills properly. The ECRIF model not only improves students' speaking skills but also fosters their autonomy and independence, enhances their grammar and vocabulary, fluency, and spontaneous interaction in communicative activities. In summary, I found the ECRIF model exciting because it is a modern method that helps manage time better and develops proper speaking skills.

Second, English is a universal language taught worldwide as a subject included in the curricula, and its conversational practice and learning still need to be boosted. Some of our students do not want to learn English because they do not consider it necessary to use it in their environment.

As (Aucapiña, 2023) points out, the ECRIF model is not just a tool, but a catalyst for change. It empowers learners to experiment with the content, fostering autonomy and independence. This learner-centered approach allows students to interact with peers, manage activities and materials, focus on the target language, and work towards objectives. The ECRIF Framework is instrumental in developing speaking skills among teenagers, enhancing their grammar and vocabulary, fluency, and spontaneous interaction in communicative

activities. This empowerment is what makes the ECRIF model so inspiring and motivating for educators.

Third, I noticed that in public institutions, teachers do not use this method; they use the traditional methods to make the students read a paragraph or a dialogue. I saw many of those classes where the students got bored or embarrassed to participate in those activities. For that reason, the students from public institutions showed a lower level of English language proficiency than the students from private institutions. We can improve the speaking skills of students by using the Ecrif. We as teachers can develop the student's skills in the best way and the motivation to speak and not make the learners feel embarrassed or bored.

Finally, the ECRIF model is a game-changer because of its stages and how we can apply them during class. Each stage can contain many activities to help achieve the class objective. Moreover, as I said before, this model is a confidence booster for teachers, as it helps enhance the students' performance during the lesson. With the ECRIF model, we can introduce new methods and strategies with confidence, knowing that they will improve the students' speaking skills.

Applying the ECRIF model in my lesson plan was a journey of learning and growth. I initially felt nervous due to the number of activities involved and the fear of failing to meet the set timings. Despite not being able to complete one of the activities, the role-play, the class flowed smoothly, and the students understood the lesson's message effectively. This personal experience is a testament to the effectiveness of the ECRIF model and I hope it resonates with other educators.

However, I encountered difficulties with the activity called "Onion Ring." Initially, I organized the students in a circle, but I needed to explain the first round; the execution was a complete disaster, and the rotation in the circle did not go as planned. To resolve the issue, I had the students sit down again and decided to reorganize them into two parallel rows facing each other. The activity worked wonderfully with this new arrangement, with them rotating one step vertically with each clap. This strategy improved the dynamic and allowed me to address the issues of communication and organization that had arisen.

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LISTENING MODULE

LISTENING LESSON PLAN

Name:

Date: 07-09-2024

Level: B1

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

1. Give clear instructions.
2. Manage time.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT show understanding of the topic last vacations **by** identifying main points **then** write an alternate ending to the video and give reasons.

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?

When they complete the activities:

1. Listen and answer about their past vacations.
2. Listen and complete the paragraph.
3. Write a different ending than the one I hear in the video.

Behaviors:

Trust and understand the audios.

They show confidence because they understand the instruction.

They can follow directions and explain to another student.

Ease of creating sentences.

Preliminary considerations:

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

Ss already know regular verbs and time expressions, they know at least 80% of the words used in listening.

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

They may find it difficult to recognize some irregular verbs and understand the pronunciation, intonation of some linked sounds.

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

Learn and practice more verbs.

Review the expressions of time more.

Practice more listening to answer the activities and questions.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 min	Pre-stage	<ul style="list-style-type: none"> - Ask students to stretch before the class. - Give the instructions. - In pairs ask students what they did in their last vacation. 	<ul style="list-style-type: none"> - Stretch - Talk in pairs. - PRACTICE VOCABULARY 	T-S	<ul style="list-style-type: none"> - Board - Markers - Eraser
10 min	Early During Stage	<ul style="list-style-type: none"> - Play the audio and elicit the background knowledge - Give Ss questions related to the audio. (multiple choice) - “where did she go on her vacation? - Who did you go on vacation with? - How long was your vacation? ”. 	<ul style="list-style-type: none"> - Listen to the audio. - Answer to the questions - Share and compare answers - Correct mistakes 	T-S	<ul style="list-style-type: none"> - Speakers - Computer - Audios <p>https://www.youtube.com/watch?v=GfJF_UrPoz8</p>
10 min	Later During stage	<ul style="list-style-type: none"> - Play the video. - In pairs discuss: What were the good and bad experiences that he had? 	<ul style="list-style-type: none"> - Watch a video and take notes as many details as possible. - Answer the question. 	T-S	<ul style="list-style-type: none"> - Speakers - Pen - Pencil - Video- <p>https://www.youtube.com/watch?v=imAQhP9JLN4&feature=youtu.be</p>
15 min	Final During stage	<ul style="list-style-type: none"> - Play an audio. - In pairs listen the audio and answer the quizzes. 	<ul style="list-style-type: none"> - Listen the audio and answer the quizzes in pairs. 	T-S S-S	<ul style="list-style-type: none"> - Computer - Speakers - Video- <p>https://learnenglish.britishcouncil.org/skills/listening/b1-listening/student-discussion</p>

					<ul style="list-style-type: none"> - Notebook - Pen - Pencil - Eraser
15 min	Post-stage	<ul style="list-style-type: none"> - Play a video about last vacations. - Ask students to write an alternate ending to the video. - Ask students to read their endings in front of the class. 	<ul style="list-style-type: none"> - Write alternate ending to the video. - Read their endings in front of the class. 	T-S S-S	<ul style="list-style-type: none"> - Speakers - Computer - Notebook - Pen - Pencil - Eraser https://www.youtube.com/watch?v=imAQhP9JLN4&feature=youtu.be

RESOURCES

1. Pre-Stage

Ask students what they did in their last vacation.



2. During Stage

Early During Stage:

Listen the audio and answer the next questions.

where did she go on her vacation?

Who did you go on vacation with?

How long was your vacation?

Later During Stage:

Listen de video.

In pairs discuss: What were the good and bad experiences that he had?

3. Final During Stage:

Put the characteristics in the correct group.

8 items remaining

Is colder Used to have water Has a longer day Has more air
Has more nitrogen and oxygen than carbon dioxide Has stronger gravity Is 50 per cent smaller
Is closer to the sun

Earth

Mars

Complete the sentences.

6 items remaining

frozen nitrogen Gravity same support astronomical

1. Most people think Mars can human life.
2. We measure distances in space using units.
3. The two planets aren't the colour.
4. Most of the water on Mars is probably .
5. The air on Earth is mostly made up of .
6. on Mars is just over one third as strong as on Earth.

Post stage

- Write an alternate ending to the video and justify their answer.
- Read their finals in front of the class.

REFLECTION WHEEL JOURNAL 3

LISTENING LESSON PLAN

I expected the PDP model to be outstanding, and I recommend using it to create lesson plans for two important reasons. First, the PDP model is perfect for developing input skills such as listening and reading. For instance, when teachers use traditional methods, not only do they not correctly develop these skills, but they also make students become stressed. Therefore, teachers must create activities according to the level of the learners. Second, the PDP model is easier to create than others. For example, the PDP model only has three stages instead of another model of lesson plans for input skills, which has more than four stages, and it can be stressful for teachers and students. In conclusion, I recommend using the PDP model because it is perfect for developing input skills and is easier to create than others.

According to Kumar (2021), listening skill receives information through the ears. It involves identifying speech sounds and processing them into various words and sentences. There is no active communication without listening. Listening plays an important role in our daily communication. Many scholars indicated that listening comprehension consisted of several procedures. First, listeners had to distinguish the sound following its stress, intonation, and pitch of the language. After they are aware of the entire information that the speakers said, listeners had to hold the information in their memory until it can be understood.

Regarding the PDP model for listening lessons, (Movva, 2022) comments that pre-listening, during-listening, and post-listening exercises could help EFL learners improve their listening skills. In the same way, (Gilakjani, 2011) states that pre-listening and post-listening discussions are very helpful in this sense. These activities are very useful by involving students in thinking, not just about the content of listening, but more importantly, about the process of listening. By doing so, they can have chances to share one another's thoughts and strategies so that they can improve their listening ability. More importantly, they will be aware of what leads to their success and failure and then work out their effective strategies in listening.

Although I did not know how to create listening plans by using the PDP model, I tried to create different lesson plans to develop listening skills in my students. It was difficult work because I felt my lesson plans were wrong and the activities were not

adequate to achieve the objective of the lesson. This model of lesson plan can help the teacher to organize the activities to achieve the objectives of the lesson.

I strongly recommend creating activities or implanting ideas according to the level of the students. First, in the initial stage, we can use activities to get the students' attention, I suggest activities like examining realia related to the topic such as taking notes on key vocabulary, in my case, I commonly start my lessons with brainstorming but there are many options for activities to engage students. In the during stage, I suggest creating activities to improve the input skill as much as possible, these activities can be answering interpretation questions, writing short answers, and drawing a picture of what you heard.

In conclusion, the main difference I find is the structure of the class, in the speaking lesson plan we have more stages and more activities to make and also we finally have the speaking lesson with the main activity, on the other hand, when we create a listening lesson plan we only have three stages, but the difference here is the main activity is developed at the middle of the class and it requires more time than the others activities.

The implementation of this lesson plan turned out to be one of the most successful and straightforward I have had. Everything went according to plan, although there was one issue: the classroom for which I had designed the lesson was supposed to be equipped with a projector and speakers, but the institution where I applied it did not have these resources. I had to bring the necessary equipment myself. Despite this setback, the class proceeded smoothly. The students understood all the instructions perfectly, and the audio materials were well-suited to their level. This lesson plan was implemented with the senior students, who already had the necessary skills to benefit from this approach.

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READING MODULE
READING LESSON PLAN

Name:

Level: B1

Action points:

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

What are your student learning objectives for the lesson?

By the end of the lesson, SWBAT show understanding of the reading about the history of kilts by making a summary of the main points then present a reflection about a national dress of our country.

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 first activity, I will see how fast the ss can identify the type of text.

In the second activity of the during stage, I will see how much the ss 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?

Present simple

Some phrasal verbs

Irregular verbs in past

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

Ss might find difficulty with the pronunciation of certain new words and some words are unknown for them.

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

Time	Framework stage	Teacher will...	Procedure Student will	Interaction T-S/S-S VAKT	Materials Needed
10 minutes	Pre-stage	Present a picture about the text by showing the title of the text and some words related with the new vocabulary.	Ss brainstorm ideas about the content of the picture. Learn the meaning of new words by a matching activity.	T-S V A T	Markers
15 minutes	During stage	Give students instructions of the Activity 1	Ss read and identify the type of text and answer some questions. Guessing the possible answers to do matching.	T-S V	Copies of the reading passage. Pencils or pens.
15 min	During stage	Give the instructions of Activity 2	Ss 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

15 minutes	During stage	Give the instructions of activity 3.	<p>Ss read a third time, and individually make a summary in their own words about the main points of the history of kilts</p> <p>Share with classmates and correct mistakes.</p>	T-S S-S V-A	Copies of the worksheet Pencils
15 minutes	Post stage	Give the instructions of the final activity.	Individually the ss will write a reflection about a possible national dress of our country.	S-S V-A	Sheet of paper. Pencils Pen

RESOURCES

1. Activity PRE-STAGE, matching

THE HISTORY OF THE KILTS

KILTS	a type of musical instrument, played especially in Scotland and Ireland
BAGPIPES	a marriage ceremony and any celebrations such as a meal or a party that follow it
WEDDING	the soft, thick hair that grows on the bodies of sheep and some other animals
BLANKET	A skirt with many folds, made from tartan cloth and traditionally worn by Scottish men and boys
WOOL	a flat cover made of wool or similar warm material, usually used on a bed

2. Activity 1. Read and recognize the type of text.

Read this text carefully and tick the correct answers.

THE HISTORY OF KILTS



The kilt is the official national dress of Scotland. It is a type of skirt, but not for women. It is for men. It is elegant, practical and fashionable and it is the symbol of Scotland.

The first people to wear the kilt were the Highlanders, the people who lived in the North of Scotland. They walked through the mountains in the cold winter wearing the kilt, a «skirt» made of wool. Centuries ago, they also used the kilt to cover their heads in cold weather or to use it as a blanket.

Many kilts are made by hand and are very expensive. They come in many different designs and colours. This design is called «tartan» and it has horizontal and vertical lines which form coloured squares.

Tartan design is everywhere: on bagpipes*, on expensive raincoats and even on some bus seats in Edinburgh! Originally, it was used to distinguish members of different clans. The word «clan» means children or family in Gaelic.

Not many people wear a kilt daily. Kilts are for special occasions; for example, people wear them at weddings, funerals, family parties, festivals, sports events and more. Men wear a kilt with a small bag for their money, a special shirt, a jacket, a bow tie, long socks and shoes. Traditionally, women and girls didn't wear kilts. They wore a tartan shawl** to indicate their clan.

You can see the kilt all over the world. In America, for example, there are many people who have Scottish ancestors*** and wear the kilt on special occasions. They emigrated to the USA from Scotland looking for new opportunities and a better life.

Activity 1

Is the text a newspaper article?
A bus timetable? An advertisement? A travel brochure?

What is the main material of manufacture of the Kilts?

What mean the word "clan"?

What are the occasions when men wear the Kilts?

Activity 2. Answer the questions and share the answers with your partners

15. The kilt is the official national dress of...

- a. Ireland.
- b. England.
- c. Scotland.

16. Who wears the kilt?

- a. Men.
- b. Women.
- c. Everybody.

17. The kilt is _____ piece of clothing.

- a. a sportive
- b. an informal
- c. a traditional

18. Who were the first people to wear the kilt?

- a. The British.
- b. The Americans.
- c. The Highlanders.

19. They lived in the _____ of Scotland.

- a. North
- b. South
- c. West

20. The kilt is made of...

- a. silk.
- b. wool.
- c. cotton.

21. Which sentence about the kilts is TRUE?

- a. They are very cheap.
- b. All of them are made in factories.
- c. They have got horizontal and vertical lines.

22. When do people wear a kilt?

- a. At weddings.
- b. At home.
- c. At work.

23. When men wear a kilt, they keep the money in...

- a. a small bag.
- b. their pocket.
- c. a school bag.

24. According to the text, when do women wear kilts?

- a. Never.
- b. Every day.
- c. Only on special days.

25. Put the sentences as it appears in the text.

A. The design of the kilt.	B. Occasions to wear the kilt.	C. The first people to wear the kilt.
--------------------------------------	--	---

- a. B → A → C
- b. C → A → B
- c. B → C → A

26. This text explains the...

- a. history of Scotland.
- b. English traditions.
- c. origins of the kilt.

REFLECTION WHEEL JOURNAL 4

READING LESSON PLAN

After exploring various models for reading lessons, I have found the PDP model to be an exceptional approach for creating my lesson plans. The PDP model, with its emphasis on developing input skills and its flexibility, instills a sense of confidence in its effectiveness. It offers ease of application, making it a valuable tool for educators. Importantly, this model ensures that students are engaged in developing their input skills during most lesson time, providing a reassuring sense of progress.

Many instructors often find themselves diverting their focus to other activities to complement input skills, which can sometimes confuse students. The PDP model, however, proves highly beneficial for students acquiring essential knowledge by exploring papers, documents, readings, and blogs. Despite some dissenting opinions, reading remains the most crucial activity in any language class. The PDP model, with its practicality and effectiveness, empowers educators to help students acquire vital information and feel capable of implementing it.

According to (Ibrakhimovna, 2016), a reading lesson typically consists of three major stages: pre-reading, during-reading, and post-reading activities.

In pre-reading, activities include predicting based on the title, vocabulary analysis, true or false questions, skimming, scanning, word games, word spiders, discussions, and brainstorming.

The during-reading stage involves activities that students engage in while reading the text. These activities aim to help students achieve the lesson objectives by interacting with the text in various ways. During-reading activities include reading discussions, answering questions, predicting what comes next, matching, jigsaw reading, reading puzzles, and true-false exercises.

In the post-reading stage, the goals are to help students apply their newfound knowledge to similar readings and integrate their reading skills with other language skills, such as listening, speaking, and writing. Practical post-reading activities include retelling, reporting, discussions, paragraph writing, role-playing, gap-filling, and summarizing.

Malelohid (2006) suggests that the PDP model, with its pre-, during, and post-reading strategies, can significantly enhance students' English comprehension abilities. These strategies encourage interactive reading and help students become efficient readers, making the PDP model a highly beneficial approach for reading lessons.

Creating effective reading lesson plans using the PDP model is vital. During my pre-service teaching, I encountered challenges in finding engaging readings that captured students' interest. Reading often led to student boredom and frustration for me as the teacher. The PDP model can help teachers organize activities to achieve lesson objectives and gain a better understanding of their students.

Educators suggest various activities and ideas for a real classroom. For instance, I recommend starting with activities that engage students with the topic in listening lessons, such as brainstorming, examining pictures, and discussing context-related questions. These activities are crucial because students' performance depends on the chosen engagement strategies. In the final stages of reading and listening lessons, productive activities like discussing opinions and experiences related to the topic, writing reviews, and applying encountered structures can be valuable. Although reading and listening lessons share many similarities, they serve to develop different skills, resulting in varying objectives despite their use of similar activities.

I could execute the reading lesson plan without complications; it was a session without risks or difficulties. The students performed the activities with fluidity. However, the ease with which everything proceeded made me overly confident, causing me to lose track of time. Unintentionally, I exceeded the time stipulated in the lesson plan. Although this did not pose a significant issue, it was a detail that escaped my attention.

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WRITING MODULE

WRITING LESSON PLAN

Name:

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 paragraph that describes a particular topic (business, places, food) to understand the structure of a paragraph and then share it with their partners and comment 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 paragraph.

Second, I will check if the students understood the structure of a paragraph and can apply it in their drafts.

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

Preliminary considerations:

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

The present simple

How to use capital letters

Punctuation marks

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

The writing by following the structure given.

Use of indentation

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

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

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
15 min	Preparation	<p>Show an example of a paragraph.</p> <p>Ask to students to read the examples.</p> <p>Explain the structure of a paragraph.</p> <p>Show an example of an outline of the topic.</p> <p>Ask to students to choose a topic for the writing activity.</p> <p>Make groups of 3 and assign one topic for the writing practice.</p>	<p>Identify the parts of the paragraph and the most used academic words.</p> <p>Identify the principal ideas and write it in the outline.</p> <p>Identify the supporting sentences.</p> <p>Example Topic sentence, controlling idea, supporting sentences.</p> <p>Individually choose a topic for writing a paragraph</p> <p>Brainstorm ideas for a the topic</p>	T-S V-A	Worksheet Pencil Eraser
15 min	Drafting	<p>Make an outline.</p> <p>Ask to students make a first draft of a paragraph based on their outlines.</p>	<p>Write their outline of the topic chosen.</p> <p>Write their own paragraph based on the outline using connectors words.</p>	T-S V-A	Pencils Erasers

10 min	Revising	<p>Check the process of writing.</p> <p>Ask to students to exchange the draft with a partner and then correct the mistakes based on the model given at the beginning of the class.</p>	<p>Exchange their draft to another partner and correct mistakes by following the instruction of the teacher and the model given at the beginning of the class.</p>	<p>T-S V-A</p>	<p>Pencils Erasers</p>
5 min	Editing	<p>Ask to students make the corrections to present the final work.</p>	<p>Make the corrections to present the final work.</p>	<p>T-S V-A</p>	<p>Pencils Erasers</p>
10 min	Extention	<p>Ask to student to share their work with a partner to read it.</p>	<p>Share their works with a partner to read it.</p> <p>Students comment on work.</p>	<p>T-S V-A</p>	<p>Pieces of writing</p>

RESOURCES

1. Examples of the organization of a paragraph

A **paragraph** is a group of related sentences about a single topic. The topic of a paragraph is one, and only one, idea.

A paragraph has three main parts.

- 1. Topic sentence**
The first sentence in a paragraph is a sentence that names the topic and tells what the paragraph will explain about the topic. This sentence is called the **topic sentence**.
- 2. Supporting sentences**
The middle sentences in a paragraph are called the **supporting sentences**. Supporting sentences give examples or other details about the topic.
- 3. Concluding sentence**
The last sentence in a paragraph is called the **concluding sentence**. A concluding sentence often repeats the topic sentence in different words or summarizes the main points.

A paragraph is like a cheeseburger sandwich: two pieces of bread (the topic and concluding sentences) enclosing the filling (the supporting sentences).

- a. English borrows words from other languages.
- b. Other languages give words to English.
- a. English is necessary for many different jobs.
- b. Many different jobs require English.

outline:

- preparation of the fish -
 - wash the fish in cool water
 - pat dry
 - put it on a plate
 - pour lemon juice
 - season with salt and pepper
[mention to evenly spread the seasoning]

How to Make an Outline

- I. Main Idea
 - A. Supporting Idea
 1. Detail or Example
 - a. Additional Information
 - b. Additional Information
 2. Detail or Example
 - B. Supporting Idea
 1. Detail or Example
 - a. Additional Information
 2. Detail or Example
- II. Main Idea

The topic sentence

Step 1

Step 2

Step 3

How to Boil an Egg

You can cook a perfectly boiled egg for breakfast if you follow these six easy steps. First, get a pot big enough to hold one egg. Then fill the pot 4/5 full with water and put in the egg. Next, turn the heat to high until the pot of water is boiling. Boil the egg in the water for three minutes. Take the egg out of the pot and put it in an egg cup. Now the egg is ready to eat. Enjoy it!

Step 4

Step 5

Concluding sentences

REFLECTION WHEEL JOURNAL 5

WRITING LESSON PLAN

The challenge, however, lies in selecting the most appropriate activities. Many educators struggle with this by choosing inadequate activities or relying on traditional methods. Second, this model empowers students to provide their feedback. They can review their classmates' work, identify and correct mistakes, and learn from the process. Third, the writing lesson model equips teachers to anticipate and address common mistakes during the lesson. Neglecting these aspects can complicate the feedback process since students will make various errors, necessitating teachers' readiness to assist them. Therefore, the writing lesson plan model holds great significance due to its simplicity, student-centered feedback, and error prevention for teachers.

As (Graham, 2019) emphasizes, writing is a fundamental skill that over 85% of the global population possesses. Writers use this skill for diverse purposes, such as conveying ideas, persuading others, documenting information, expressing emotions, entertaining, and more. Similarly, (Chicho, 2022) states that writing is a unique ability through which individuals articulate their thoughts. Writing is an integral part of language practice, representing language in a textual form. Nevertheless, writing is a complex skill, requiring the combination of words and sentences to form coherent compositions.

In a similar context, (Negari, 2011) suggests that learning to write is particularly challenging for those composing in a second or foreign language, especially in academic settings where they might struggle to generate ideas for writing. Given the difficulty EFL learners face in achieving effective writing, there is a need for effective teaching methods to enhance their writing performance.

During my pre-service teaching, I encountered difficulties in motivating students to write. I experimented with various topics, methodologies, and strategies without success. This struggle persisted for weeks until I learned to create writing lesson plans, which significantly alleviated the problem. I recommend selecting captivating topics to engage students and approach writing assignments more professionally and academically. Students need to connect with the subject matter for better comprehension and performance. As teachers, we can employ activities like providing reading

examples, blog posts, or letters on topics of interest to students. Other options include brainstorming ideas about the topic, expressing reactions, sharing personal experiences, and creating idea maps. These strategies can greatly enhance the effectiveness of writing lessons.

To achieve the established goals during classes, it is crucial to implement a well-structured writing process. Adequate preparation is essential to engage students with the lesson topic, and activity selection should align with their proficiency level. While correcting mistakes in the drafting process can be challenging, teachers have options to facilitate this process. Students can review and correct their errors, using them as valuable feedback. Finally, the revision phase is the most critical part of the lesson, as it reveals the students' final work and whether the objectives were successfully met.

The implementation of the writing lesson plan with the students was relatively straightforward, as they possessed the necessary level to complete the proposed activities. One of the few issues that arose was the lack of time for the final activity, which involved reading the finished paragraphs. It could be said that time management was not executed optimally in its entirety. Nonetheless, despite this detail, all the students felt comfortable working in class, clearly understood the instructions, and, although a theoretical component was included that tends to be somewhat tedious for them, they accepted it well. Overall, everyone successfully completed the day's activity.

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CONCLUSIONS

- **Effectiveness of the FMU Approach:** The FMU (Form, Meaning, and Use) grammatical analysis proves to be an effective tool for deconstructing grammar into its essential components, facilitating lesson planning that addresses the specific needs of students.
- **Impact of the ECRIF Model:** The implementation of the ECRIF (Encounter, Clarify, Remember, Internalize, Fluency) model demonstrates effectiveness in teaching oral skills, as it provides a clear structure for developing students' communicative competence.
- **Importance of Detailed Planning:** A well-structured and detailed lesson plan is fundamental to the success of the educational process. Proper planning ensures that learning objectives are met and maximizes the available instructional time.
- **Reflection and Necessary Adjustments:** The inclusion of reflective journals allows for ongoing evaluation of the teaching process, highlighting the importance of adjusting strategies based on feedback and observed results.
- **Adaptation to Various Contexts:** The ability to adapt lessons to address specific student needs illustrates how a flexible and customizable approach can enhance the effectiveness of teaching and learning.

RECOMMENDATIONS

- **Integrate Varied Practice Activities:** To reinforce grammar learning, it is recommended to incorporate a variety of activities, including practical exercises, games, and group discussions, enabling students to apply concepts in different contexts.
- **Increase Continuous Feedback:** Implement mechanisms to provide continuous feedback during lessons. This helps students identify and correct errors in real time and fosters more effective learning.
- **Utilize Visual and Auditory Resources:** Incorporate visual resources (such as charts and diagrams) and auditory resources (such as recordings and dialogues) to aid students in better understanding grammatical concepts and improving retention.
- **Promote Reflection and Self-Assessment:** Encourage students to reflect on their own learning and engage in self-assessment to enhance autonomy and responsibility in their learning process. Learning journals can be a useful tool for this purpose.
- **Adjust Approach Based on Assessments:** Base adjustments to lessons on regular evaluations of student progress. Analyze assessment results to modify teaching methods and learning objectives to better meet the evolving needs of students.

ANNEXES











