Uleam
UNIVERSIDAD LAICA
ELOY ALFARO DE MANABÍ

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
CARRERA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

MODALIDAD:

TRABAJO DE INTEGRACIÓN CURRICULAR

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

(TEFL APPLICATION PROCESS)

TEMA:

PORTAFOLIO

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MANTA – MANABÍ – ECUADOR

2024 - (1)

CERTIFICO

En calidad de docente tutor(a) de la Facultad de Educación, Turismo, Artes y Humanidades de la Universidad Laica "Eloy Alfaro" de Manabí, CERTIFICO:
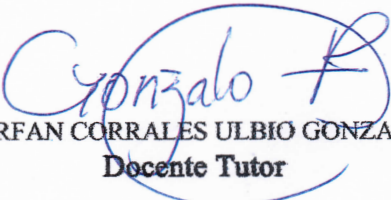
Haber dirigido, revisado y aprobado preliminarmente el Trabajo de Integración Curricular bajo la autoría de la estudiante MACIAS FARFAN YARLYN ANAHI, legalmente matriculada en la carrera de PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, período académico 2024- 2025(1), cumpliendo el total de **384 horas** , cuyo tema del proyecto o núcleo problémico es *"TEFL Application Process"*

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

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

Manta, Martes, 23 de julio de 2024.

Lo certifico,

FARFAN CORRALES ULBIO GONZALO
Docente Tutor

CERTIFICADO DE PROPIEDAD INTELECTUAL

Título del Trabajo de Integración Curricular:

Teaching English as a Foreign Language Application Process

Autor: Yarlyn Anahí Macías Farfán

Abstract

Cada universidad establece un trabajo final de grado, en el siguiente encontrarán el trabajo de integración curricular mediante el proceso de aplicación de la enseñanza del idioma inglés como idioma extranjero (TEFL application process). En esta modalidad se encuentran desarrolladas las destrezas del idioma inglés en el ámbito educativo, resaltando la importancia de una educación que se adapte a las necesidades de todos los estudiantes cuando se está adquiriendo una segunda lengua.
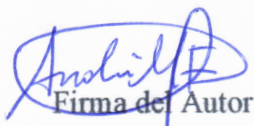
Palabras claves: enseñanza, idioma, destrezas, educación.

Declaración de Autoría:

Yo, Yarlyn Anahí Macías Farfán, con número de identificación 1315497675, declaro que soy el autor del trabajo de integración curricular titulado "Proceso de aplicación de la enseñanza del idioma inglés como idioma extranjero (TEFL application process)". Este portafolio es resultado de una investigación bibliográfica y de campo y no ha sido copiado ni plagiado en ninguna de sus partes.

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

Firma del Autor

Yarlyn Anahí Macías Farfán
1315497675

Manta, 14 de agosto de 2024

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Introduction

Effective planning equips future teachers with the skills to organize and run a class smoothly. This involves using various activities, strategies, content, and resources to achieve the learning objectives set by educational pedagogy.

This work aims to illustrate how the teacher utilizes various methodologies to enhance language teaching and learning. These include FUM (Form, Meaning, and Use) for grammar instruction, ECRIF (Encounter, Clarify, Remember, Internalize, and Fluency) for speaking skills, PDP (Pre, During, and Post stage) for listening and reading abilities, and a structured approach (Preparation, Drafting, Revising, Editing, and Extension) for writing. These methodologies are implemented to replace traditional teaching methods with strategies and activities that foster student development and learning.

The first unit, titled "The Language Analysis," focuses on making grammar learning less stressful for students. It achieves this by incorporating the FMU (Form, Meaning, Use) approach, which helps students understand how grammar works in practical contexts. This module utilizes engaging activities like group work and worksheets to solidify student learning.

The second module, "Speaking Lesson Plan," outlines a plan based on the ECRIF methodology. ECRIF stands for Encounter, Clarify, Remember, Internalize, and Fluency. This approach helps students develop their speaking skills by allowing them to express themselves, communicate, and have conversations. The module incorporates engaging activities like question-speaking cards that could be applied in pairs or groups.

The third module, "Listening Lesson Plan," details how the Pre, During, and Post Stage approach assists students in understanding the information presented during class. This method simplifies listening comprehension by integrating activities such as songs, worksheets, and audio.

The fourth module, "Reading Lesson Plan," outlines the methodology for the Pre, During, and Post stages, enabling students to understand and grasp a reading. It includes strategies like brainstorming, displaying images, and using worksheets with multiple-choice questions related to the reading.

Finally, writing might seem like the most straightforward skill, it can also be the most stressful to develop. We'll explore a unique process for teaching writing that involves engaging students in preparation activities, followed by the potentially challenging stages of writing and presenting their work. We'll delve deeper into these methods throughout the rest of this document.

MODULE 1

THE LANGUAGE ANALYSIS

(FMU)

FMU lesson plan

Be going to (For the future)

❖ **FORM**

SUBJECT + VERB + COMPLEMENT.

Affirmative: *Subject +be+ going to + verb infinitive + complement*

> I am going to travel to Spain.
>
> She/He/ is going to study tonight.
>
> It is going to rain tomorrow.
>
> We/You/ They are going to watch a movie.

Negative: *Subject +be+ not + going to +verb infinitive + complement*

> I am not going to travel to Spain.
>
> She/He/ is not going to study tonight.
>
> It is not going to rain tomorrow.
>
> We/You/ They are not going to watch a movie.

Interrogative: *Be+ subject + going to +   verb infinitive + complement +?*

> Am I going to travel to Spain?

Is she/he going to study tonight?

Is it going to rain tomorrow?

Are we/you/they going to watch a movie?

Short Answers: *Affirmative:*

Yes, I am.

Yes, she/he is.

Yes, it is.

Yes, we/you/they are.

Negative:

No, I am not.

No, she/he is not.

No, it is not.

No, we/you/they are not.

❖ **MEANING**

The simple future "be going to" refers to actions or a person´s intention to perform a certain activity in the near future.

❖ **USE**

- We use "**be going to**" when we refer to intentions and plans that have already been decided:

Sofia is going to play basketball this afternoon.

- It is also used to express the speaker's certainty that something will happen in the future, based on evidence in the present:

They are going to pass the first year.

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

You're going to pick up all of those toys right now. This room is a mess!

❖ **ANTICIPATED DIFFICULTIES**

- The students lack vocabulary (verbs).
- The students do not know the conjunctions of the simple present.
- The use of time expressions.

❖ **COMPREHENSION CHECKING QUESTIONS**

- Are you going to watch TV this afternoon?
- Are you going to go to the cinema today?
- Is she going to play basketball?

❖ **TEACHING IDEAS**

Future Interview: Pair students up and have them take turns interviewing each other about their future using "be going to." One student can ask questions like, "What are you going to do after school today?" or "Where are you going to go on your next vacation?"

❖ **SOURCES CONSULTED**:

Cambridge Dictionary. Be going to. Retrieved from
https://dictionary.cambridge.org/es/gramatica/gramatica-britanica/future-be-going-to-i-am-going-to-work

JOURNAL 1 FORM, MEANING AND USE (FMU)

Acquiring a new language is a challenge, but it is important to know its form, meaning and use because this helps us to have a better idea about a grammatical topic. In this journal we will mention: the use, importance of FMU and teaching grammar, and why it is important to plan by skill.

Firstly, FMU is a framework that help students to engage in the English world with active-interactive lesson with the appropriate grammatical structure, particularly in speaking ability. "The **use** of M-U-F framework is effective to improve the students" speaking ability" (Fausiani, 2018)

In addition, understanding the **importance** of form, meaning and use when English as a second language is crucial for effective language acquisition. Developing proficiency in all three areas empowers individuals to not only speak English fluently but also to understand and engage with the language and culture on a deeper level, leading to enhanced personal and professional opportunities.

As a future English teacher, I **feel** motivated to learn about FMU because this will help me with my classes in the future. Moreover, it is significant to understand the use of grammar when someone is studying a new language.

Added to that, form, meaning and use are **essential** to teach and fulfill the goals of a grammatical lesson plan. According to: (Ma & Qu, 2018) "The **grammar** evaluation should be based on the "form-meaning-use" three-dimensional dynamic grammar concept, focusing on the form, meaning and use evaluation of the current completion type, "form" refers to the structure and form of passive voice of present perfect, "meaning" refers to the meaning of its expression, and "use" refers to the accuracy and appropriateness of its use in oral and written contexts".

Added to, the **importance** of teaching English by **skills**. (Sadiku, 2015) believe that: "the integration of listening and speaking with reading and writing will make learners good listeners, speakers, readers and writers so as to be able to communicate effectively. The mastery of these skills is a gradual process. Teachers, for instance, should expose learners to gradually challenging tasks and material". Based on (Ejitokun, 2019)

"**Teaching** the rules (system) of grammar are important to effective communication but more important are the language **skills** through which communication is carried out. It is therefore important that ESL teachers learn to make language skills an important aspect of their lessons"

To conclude, as teachers we have to find the strategies to engage students that are learning English, create activities that include the FMU and allow students to develop and improve their skills.

References

✓ Ejitokun, G. (2019). The importance of teaching language skills in an esl classroom.

https://www.linkedin.com/pulse/importance-teaching-language-skills-esl-classroom-gabriel-ejitokun

✓ Fausini. (2018). The use of meaning, use, form (muf) framework in teaching speaking. In a thesis. Muhammadiyah university of makassar.

https://digilibadmin.unismuh.ac.id/upload/782-Full_Text.pdf

✓ Ma, G., & Qu, S. (2018). Atlantis-press. Taken form: Advances in Social Science, Education and Humanities Research, volume 289.

https://www.atlantis-press.com/article/55910294.pdf

✓ Sadiku, L. M. (April de 2015). The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour. Revista publising.

https://revistia.org/files/articles/ejls_v1_i1_15/Lorena_Manaj.pdf

MODULE 2

SPEAKING

(ECRIF)

ECRIF speaking lesson plan

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

1. TTT (TEACHER TALKING TIME)

2. Time management

What are your Students Learning Objectives for the lesson?

By the end of the lesson, SWBAT **use** "be going to" **to** talk about intentions and plans for the future **in** pair conversations for a surprise party plan.

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?

- Students will master the material when they successfully complete exercises or quizzes and incorporate "be going to" appropriately considering grammar rules in spoken exercises.

- I will check students' progress when they can plan a surprise party for a friend.

Preliminary considerations:

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

They already know the verbs, personal pronouns, verb to be, vocabulary related to daily routines, and nouns related to activities and events.

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

Confusing "be going to" with the present continuous tense when talking about the future.

Struggle with differentiating between "will" and "be going to".

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

I will give students examples and comparisons about "be going to" and "the present continuous".

I will support students in doing some activities and tell them the difference between will and be going to.

Time 45 minutes	Framework Stage	Procedure — Teacher will...	Procedure — Students will...	Interaction T-S/S-S VAKT	Materials Needed
4 minutes	Warm-up:	✓ Show pictures of many children who all have different hobbies and interests. ✓ Ask them questions such as: When they are adults, what jobs do you think they are going to be? Is Sarah going to be a vet? Is Leo going to be a doctor? Is Henry going to be a pilot?	✓ Look at the picture and pay attention. ✓ Answer the teacher's questions.	T-S	Picture
5 minutes	Encounter and clarify	✓ CCQs Ask questions related to the topic: 1. What are going to do after class? 2. Are you going to do your English homework this afternoon? 3. Are you going to have math class tomorrow?	✓ Answer questions related to the topic.	T-S S-S	Board Markets
15 minutes	Remember and internalize.	✓ Use slides to illustrate and explain the structure of "be going to" (subject + 'be' + 'going to' + base form of the verb). ✓ Review affirmative, negative, interrogative, and short answers.	✓ Pay attention to rules, examples, a pronunciation. ✓ Students will answer questions that are in the card using "be going to."	T-S	Notebook Pencil Board Slides Worksheet Cards

Time	Stage	Teacher's activity	Student's activity	Interaction	Materials
		✔ Provide examples of sentences using "be going to" for the future. ✔ The teacher will provide a cards about different situations in which students can speak and make use of "be going to."			
21 minutes	Fluency	✔ Set the SS in pairs for a final work. ✔ Explain the activity. "In pairs they will talk about planning a surprise party for a friend, using going to for the future". For example, Sarah and me are planning a surprise for Mar. I am going to bring a present because I know Mar's likes and Sarah is going to bake a cake due to she enjoys baking. ✔ Ask the students to present their plans to the class.	✔ Set in pairs. ✔ They will make plans for a friend's party. ✔ Present their plan to the class.	S-S	Notebook Pencil

MATERIALS:

Going to

We use 'going to' to make sentences about our future plans or intentions.

(subject + to be + going to + verb)

I	am	going to	visit	the zoo tomorrow.
Tomorrow	I	am	going to	visit	the zoo.
They	are	going to	play	chess at the weekend
At the weekend	they	are	going to	play	chess.

'Going to' Question Cards

'Going to' Question Cards
What are you going to do next weekend?

SATURDAY

'Going to' Question Cards
Where are you going to go on holiday next year?

'Going to' Question Cards
What are you going to eat for dinner tonight?

'Going to' Question Cards
What time are you going to get up tomorrow?

'Going to' Question Cards
For ESL Students

'Going to' Question Cards
Who are you going to play football with on Saturday?

'Going to' Question Cards
What film are you going to watch at the cinema on Thursday?

'Going to' Question Cards
What time are you going to go to bed tonight?

BE GOING TO

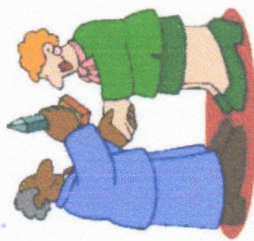We use BE GOING TO to talk about future plans and intentions

I am going to play tennis

You are going to listen to music

He is going to play the violin

She is going to watch TV

It is going to snow

We are going to fly to Rome

They are going to swim in the sea

I'm not going to cry

You aren't going to sleep

He isn't going to read the book

She isn't going to drink it.

It isn't going to barke

We aren't going to cook

They aren't going to teach
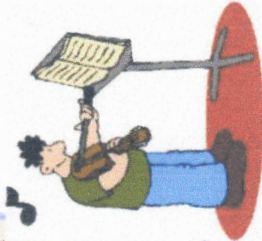
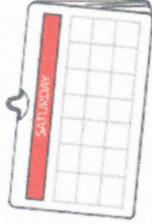## COMPLETE THE SENTENCES WITH THE VERBS IN BRACKETS

1.- Julian .... (do) the washing up today.

2.-Martha .... (visit) her grandparents in the country.

3.-Philip and you .... (win) the football match tomorrow.

4.-We .... (practice) these exercises.

5.- The girls .... (buy) some food for the party.

6.-My uncle .... (do) some gardening.

7.-I .... (go) to help my friends to decorate their new flat.

8.-Patrick .... (dust) the furniture.

9.-Mother .... (feed) the baby.

10.- That actress .... (receive) an Oscar in USA.

11.- That train .... (leave) the station in a few minutes.

12.-The businessman .... (fly) to Istanbul.

iSLCollective.com

Sources:

iSLcollective.com (worksheet)

Twinkl (warm-up activity, slides, going to questions cards)

Journal 2 (Speaking lesson plan ECRIF)

The ability to communicate effectively in a target language is a fundamental objective in language education. Central to achieving this goal is the implementation of well-structured and engaging speaking lesson plans. These plans serve as roadmaps to guide language learners in honing their speaking skills, facilitating fluency, and building confidence in communication. This essay delves into different aspects such as expectations and feelings, new learnings, experiences of speaking lessons during your Pre-service Teaching, possible issues in ECRIF framework, and ideas to be used in real speaking lessons.

First of all, there are **some expectations and feelings** about the speaking lesson plan, I hope the lesson plan integrates real-life contexts and scenarios, enabling students to apply the language in authentic situations, moreover, I look forward to a variety of engaging activities that cater to different learning styles and encourage active participation, fostering a positive and inclusive classroom. In addition, I feel excited about the prospect of guiding students in their speaking journey, knowing that effective speaking skills are crucial for their language proficiency and confidence, besides, I feel a strong sense of responsibility and commitment to create a supportive and encouraging environment that allows students to overcome any apprehensions they may have about speaking in English.

Secondly, you can analyze **new learnings of ECRIF speaking lesson plans** from different authors. (Tosuncuoglu, 2017) argument that ECRIF helps students learn a new language and skills that they can use fluently, likewise, this method helps the teacher to get an idea of what the students think during the lesson. (Briones, 2022) states that Students need to follow a set of steps (E-C-R-I-F) that prove certain grades of language acquisition. ECRIF stimulates learners to discover, remember, and recall the new target

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language through personalized activities. Furthermore, (Guale & Caiza Aucapiña, 2021) said that the ECRIF Framework can certainly develop speaking skills among students increasing their grammar and vocabulary, speaking with fluency, and interacting spontaneously with their classmates in a communicative activity.

During my **pre-service teaching experience**, I observed a lack of readiness among teachers to conduct impactful classes. This deficiency often stems from their reliance on traditional teaching methods without incorporating the ECRIF format or planning. Having been educated about the stages of Encounter, Clarify, Remember, Internalize, and Fluency (ECRIF) it is relevant to apply ECRIF framework to demonstrate an eagerness to employ effective teaching methodologies that well-structured and engaging students.

There are some **possible issues to solve with this ECRIF framework**, one of them is a lack of motivation and disinterest in speaking which is one reason why teachers should integrate engaging and interactive stages in their speaking lesson plans, also, hesitation and lack of confidence in speaking, the solution for that emphasizes continuous practice and confidence-building activities, addressing hesitation and fostering fluency in speaking.

When implementing real speaking lessons, **incorporating effective ideas** is essential to ensure an engaging and productive learning experience for students. Firstly, incorporating Role-Playing Scenarios allows learners to immerse themselves in practical dialogues, simulating real-life conversations. This fosters confidence and enhances language proficiency. Secondly, Debates and Discussions on relevant and engaging topics encourage students to express their opinions and viewpoints articulately, promoting critical thinking and persuasive language use. Additionally, Interview Simulations enable students to prepare and conduct interviews, improving conversational abilities and

interview etiquette. Lastly, Language Games and Quizzes add an element of fun and competition, encouraging active participation and reinforcing language concepts in an enjoyable manner. Integrating these ideas into speaking lessons enhances engagement, fluency, and overall proficiency in the target language.

In summary, integrating the ECRIF framework and incorporating innovative strategies into speaking lesson plans are paramount to address challenges, enhance engagement, and facilitate effective communication skills in language education. Achieving these objectives contributes significantly to empowering students to communicate confidently and proficiently in the target language. The incorporation of effective ideas into real speaking lessons, such as role-playing scenarios, debates, discussions, interview simulations, and language games, emerged as essential strategies to enhance engagement, fluency, and overall proficiency in the target language. These practical ideas empower educators to design engaging and productive speaking lessons, ultimately advancing language learning experiences.

References

✓ Briones, K. (2022). The ECRIF framework as a planning tool to foster oral interaction.

 https://repositorio.upse.edu.ec/bitstream/46000/6845/1/UPSE-MPI-2022-0002.pdf

✓ Guale, M. S., & Caiza Aucapiña, G. (2021). The effect of ecrif framework on the development of speaking skill on students.

 https://repositorio.uta.edu.ec/bitstream/123456789/32769/1/1803758554%20Gabriela%20Alexandra%20Caiza%20Aucapi%c3%b1a.pdf

✓ Tosuncuoglu, I. (2017). ECRIF Framework System.

 https://files.eric.ed.gov/fulltext/EJ1133603.pdf
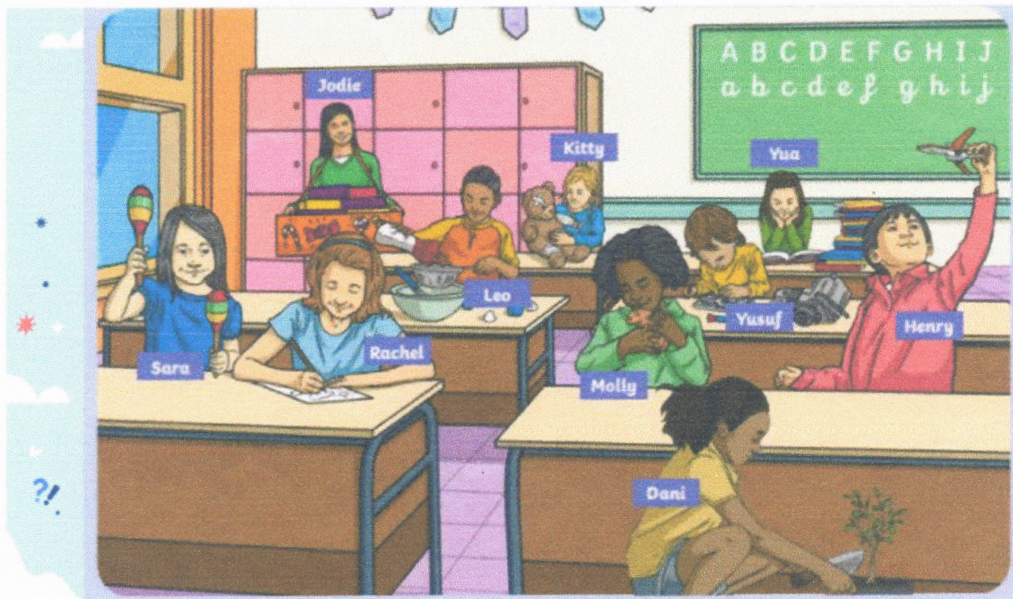
APPENDIX 1

Professions and plans

8th grade

A2

WARM UP

4 minutes

These children all have different hobbies and interests. When they are adults, what jobs do you think they are going to have?

1. Is Sarah going to be a vet?

2. Is Leo going to be a doctor?

3. Is Rachel going to be an artist?

4. What is Yusuf going to be?

5. What is Henry going to be?

6. Who is going to be an engineer?

Questions time! Do you remember?

Encounter and clarify
5 minutes

1. What are you going to do after class?

2. Are you going to do your English homework this afternoon?

3. Are you going to have math class tomorrow?

Remember and internalize

21 minutes

Going to

We use 'going to' to make sentences about our future plans or intentions.

(subject + to be + going to + verb)

I	am	going to	visit	the zoo tomorrow.
Tomorrow	I	am	going to	visit	the zoo.
They	are	going to	play	chess at the weekend
At the weekend	they	are	going to	play	chess.

Speaking time

'Going to' Question Cards
For ESL Students

What are you going to do next weekend?

What film are you going to watch at the cinema on Thursday?

What are you going to eat for dinner tonight?

Who are you going to play football with on Saturday?

Where are you going to go on holiday next year?

What time are you going to go to bed tonight?

What time are you going to get up tomorrow?

Fluency

In pairs talk about planning a surprise party for a friend, use going to for the future.

For example: Sarah and me are planning a surprise for Mar. I am going to bring a present because I know Mar´s likes and Sarah ig going to bake a cake due to she enjoys baking.

Present your plan to the class.

MODULE 3

LISTENING LESSON PLAN

Name: Anahi Macias Farfan   **Date:** October 3ʳᵈ, 2023.   CEFR level: A2 / 8ᵗʰ EGB

ECRIF listening lesson plan

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

1. TTT (TEACHER TALKING TIME)

2. Time management

What are your Students Learning Objectives for the lesson?

By the end of the lesson, SWBAT **use** "be going to" **to** talk about intentions and plans for the future **in** pair conversations for a surprise party plan.

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?

- Students will master the material when they successfully complete exercises or quizzes and incorporate "be going to" appropriately considering grammar rules in spoken exercises.

- I will check students' progress when they can plan a surprise party for a friend.

Preliminary considerations:

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

They already know the verbs, personal pronouns, verb to be, vocabulary related to daily routines, and nouns related to activities and events.

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

Confusing "be going to" with the present continuous tense when talking about the future.

Struggle with differentiating between "will" and "be going to".

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

I will give students examples and comparisons about "be going to" and "the present continuous".

I will support students in doing some activities and tell them the difference between will and be going to.

Time 45 minutes	Framework Stage	Procedure — Teacher will...	Procedure — Students will...	Interaction T-S/S-S VAKT	Materials Needed
4 minutes	Warm-up:	✓ Show pictures of many children who all have different hobbies and interests. ✓ Ask them questions such as: When they are adults, what jobs do you think they are going to be? Is Sarah going to be a vet? Is Leo going to be a doctor? Is Henry going to be a pilot?	✓ Look at the picture and pay attention. ✓ Answer the teacher's questions.	T-S	Picture
5 minutes	Encounter and clarify	✓ CCQs Ask questions related to the topic: 4. What are going to do after class? 5. Are you going to do your English homework this afternoon? 6. Are you going to have math class tomorrow?	✓ Answer questions related to the topic.	T-S S-S	Board Markers
15 minutes	Remember and internalize.	✓ Use slides to illustrate and explain the structure of "be going to" (subject + 'be' + 'going to' + base form of the verb). ✓ Review affirmative, negative, interrogative, and short answers.	✓ Pay attention to rules, examples, a pronunciation. ✓ Students will answer questions that are in the card using "be going to."	T-S	Notebook Pencil Board Slides Worksheet Cards

Time	Stage	Teacher	Student	Interaction	Materials
		✓ Provide examples of sentences using "be going to" for the future. ✓ The teacher will provide a cards about different situations in which students can speak and make use of "be going to."			
21 minutes	Fluency	✓ Set the SS in pairs for a final work. "Explain the activity. "In pairs they will talk about planning a surprise party for a friend, using going to for the future". For example, Sarah and me are planning a surprise for Mar. I am going to bring a present because I know Mar's likes and Sarah is going to bake a cake due to she enjoys baking. ✓ Ask the students to present their plans to the class.	✓ Set in pairs. ✓ They will make plans for a friend's party. ✓ Present their plan to the class.	S-S	Notebook Pencil

MATERIALS

Pre-stage: https://www.youtube.com/watch?v=z595z_DmpmQ

Early during stage: https://wordwall.net/resource/23521081/hobbies

Later and final during stage: https://www.liveworksheets.com/w/en/english-second-language-esl/1974729

Post stage: https://www.youtube.com/watch?v=wyI0PJOpzno

Journal 3 (PDP) Listening

Listening skills are integral components of effective language acquisition and communication. The ability to comprehend spoken language is essential for language learners as it fosters accurate understanding and meaningful interaction. In this essay, we will delve into the expectations and feelings surrounding a Listening Lesson Plan utilizing the Professional Development Plan (PDP) framework. Drawing insights from relevant literature, personal experiences during Pre-service Teaching, and the potential solutions offered by the PDP framework, we will explore the nuances of listening skills instruction. This essay also aims to provide practical ideas for implementing effective listening lessons, differentiate between Listening and Speaking Lesson Plans, and draw conclusions on the significance of incorporating PDP into language education.

My feelings and expectations on employing a PDP model for crafting listening skills lessons are positive, as it provides ample room to practice this skill through diverse methods. This approach enhances students' capacity to grasp specific information from audio, facilitating their acclimatization to the language and comprehension of provided information. Concurrently, as students become accustomed to hearing and comprehending the language, their communication skills improve, bolstering their confidence in utilizing these newfound abilities.

Listening is an important component of learning, according to (Oxford, 2017) The ability of each student to listen has a major impact on building the communication skills needed both inside and outside of the classroom also tells us that this skill can be acquired and developed, but it takes time and patience to master it.

(Sastoque, 2015) Refer the PDP framework (pre, during, post) helps teachers plan and provide effective listening, this context is based on research, and using it helps to ensure students are motivated, the goal of PDP is for students to be focused and motivated throughout the lesson plan.

The stages of the framework are:

- ✓ Pre: Students can make predictions about what the text or audio will be about.
- ✓ During: They focus their attention on listening and complete tasks which develop and deepen their understanding of the text progressively.
- ✓ Post: students incorporate the understanding and knowledge they earned from working with the listening text into other skill areas.

According to (Latupono & Nikijuluw, 2022) There are several types of listening, which are called subskills. The following are three sub-skills of listening that are primarily applied in language classes: a. Listen to the point. This session is when students listen to something to get a general idea of what the speaker is saying. They do not want or need to see every word. For example, they listened to a summary of today's news via audio. b. Listen to specific information. It is where students listen to things because they need to find words. Students know in advance what they plan to discover. Students can ignore words that do not interest them. Example: listening to news about weather reports to find out about the weather in a specific part of the city or country. c. Listen in detail. It is where students listen carefully, focus on every word and try to make an effort to understand as much information as possible. For example, a student listens to the teacher's statement. More specifically, when students listen to English, they face many difficulties.

During Pre-service Teaching, challenges in listening lessons were evident, ranging from students' limited attention spans to difficulties in grasping varied accents. The PDP framework offers solutions by encouraging teachers to reflect on these challenges, identify areas for improvement, and implement targeted strategies. For instance, incorporating diverse listening materials and pre-teaching relevant vocabulary can address comprehension difficulties, while metacognitive strategies can help students actively engage with the listening task.

In real listening lessons, implementing a variety of authentic materials, such as podcasts, interviews, and news clips, can expose students to different accents and contexts. Pre-listening activities, including vocabulary building and predicting content, can enhance students' comprehension. Moreover, integrating metacognitive strategies, such as self-monitoring and self-evaluation, can empower students to take control of their learning process.

Songs are also motivating the students as they provide a good atmosphere. The students are encouraged to be actively involved in the learning process by making use of their musical knowledge. In this case, songs are an effective way to help students expand their confidence in language learning (Gede & Nyoman, 2019)

While both listening and speaking are essential language skills, their instructional approaches differ. Listening Lesson Plans primarily focus on comprehension, vocabulary acquisition, and exposure to diverse linguistic elements. Speaking Lesson Plans, on the other hand, emphasize oral expression, pronunciation, and interactive communication. While both plans share the common goal of enhancing overall language proficiency, the emphasis on receptive (listening) and productive (speaking) skills leads to distinct instructional strategies.

In conclusion, effective listening skills are crucial for language learners, and the incorporation of the PDP framework adds a layer of reflection and improvement to the instructional process. Drawing on insights from literature, personal experiences, and the PDP framework, this essay has explored the expectations, challenges, and potential solutions associated with Listening Lesson Plans. By integrating diverse materials, implementing pre-listening activities, and fostering metacognitive strategies, language educators can create engaging and effective listening lessons that contribute to comprehensive language proficiency. The essay has also highlighted the differences between Listening and Speaking Lesson Plans, emphasizing the unique instructional approaches required for each skill. In essence, the combination of thoughtful lesson planning and the PDP framework can significantly enhance the quality of language education, promoting active engagement and proficiency in listening skills.

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APPENDIX 2

HOBBIES

ANAHI MACIAS
LEVEL: A2- 8TH CLASS

Pay attention!

Watch the video " Talking about hobbies and free times activities"

What do you think we will talk about?

Pre-stage 10 minutes

Vocabulary: Hobbies

fishing riding a horse swimming riding a bike flying a kite

surfing the web drawing watching TV going to the cinema

cooking travelling shopping walking with a dog playing phone games

Early during-stage 7 minutes

reading hanging out with friends dancing making videos taking photos

singing listening to music playing the drums playing the guitar

working out doing gymnastics playing football skateboarding skiing

Vocabulary: Hobbies

Early during-stage 7 minutes

hobbies

Listen to audio #2 and choose the correct option

LISTENING EXERCISE HOBBIES

Exercise 1

People are talking about hobbies and pastimes. Listen and number the pictures.

Worksheet:

Later during stage 11 minutes

With the information from audio #2 choose the correct answer.

Exercise 2

Part I
Which activity does each person enjoy doing now? Listen and choose the correct answer.

1. Zachary
a. playing the guitar
b. playing in a band
c. playing the piano

2. Erica
a. collecting baseball cards
b. collecting comic books
c. gardening

3. Bradley
a. watching videos
b. hiking
c. playing video games

4. Evan
a. collecting stamps
b. collecting paintings
c. collecting baseball cards

5. Danielle
a. painting
b. writing children's books
c. reading

6. Marcus
a. reading the newspaper
b. playing golf
c. reading books

Worksheet:

Final during stage 7 minutes

IT´S YOUR TURN

INSTRUCTIONS:

1 Listen to the song and choose your favorite hobby or hobbies

2. Describe a short writing expressing what hobbies you like the most.

3. Some students will present their writing orally to the class.

EXAMPLE:

Hello my name is Marco. My favorite things to do re playing video games and drawing! I really enjoy playing in these cool virtual worlds and going on adventures with my friends online. When I'm not playing games, I like drawing in my sketchbook. Drawing helps me show my feelings and make lots of cool characters and things.

MODULE 4

READING LESSON PLAN

Reading Lesson Plan

Name: Anahí Macías   **Date:** 07/12/2023 **Level:** A2   **Grade:** 8th EGB

Action points. -

1. Teacher Talking Time
2. Time management

What are your Student Learning Objectives for the lesson?

- **By the end of the lesson, SWBAT show understanding of** the story "A day in the park" by reordering the paragraphs and **then** inferring and creating a new title for the story.

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 students reorder the paragraphs.
- When students infer and create a new title of the story.

Preliminary considerations:

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

- Expressing likes and dislikes.
- Parts of a story.
- Inferring.

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

- Students may find it difficult to understand complex thoughts or the main idea of the story.

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

- Students will have enough time to read the text several times and emphasize *the relevant vocabulary of the story.*

Time	Framework Stage	Procedure — Teacher will…	Procedure — Students will…	Interaction T-S/S-S VAKT	Materials Needed
6 Minutes	Pre-Stage	✔ Show a picture related to the story. - What can you see in the picture? - How is the weather like? - Where and when do you think this is taking place? - How does the picture make you feel? Is it happy, sad, mysterious, peaceful, or something else?	✔ Look at the picture. ✔ Answer the questions. ✔ Guess what the story is about.	T-S V	-Projector -Computer -Internet -Picture
7 Minutes	Early During-Stage	✔ Give students the printed story. ✔ Tell students to skim the text. ✔ Choose the best title.	✔ Get the printed story. ✔ Skim the story. ✔ Choose the best title for the story.	T-S V	-Pencil -Notebook -Printed story

Time / Stage	Teacher	Student	Interaction	Materials
10 Minutes Later During-Stage	✓ Give students a worksheet, to write down, complete, and compare their answers to activity #1 in pairs. ✓ Ask students to re-read the story and list activities of lIkes and dislikes.	✓ Receive the worksheet. ✓ Re-read the story and then, list the activities of likes and dislikes and compare their answers.	T-S S-S K	- Worksheet -Highlighter -Pencil
15 Minutes Final During-Stage	✓ Set in pairs. ✓ Tell students to reorder the paragraphs from the activity #2 in the worksheet.	✓ Set in pairs. ✓ Read and reorder the paragraphs according to the story.	T-S S-S K	-Pencil -Notebook
7 Minutes Post- Stage	✓ Set in pairs. ✓ Tell students to infer and create a new title for the story. ✓ Select some pairs to tell their title to the class.	✓ Set in pairs. ✓ Infer and create a new title. ✓ Present the new title of the story to the class.	T-S S-T V A	-pencil notebook

Materials:

Story: "A day in the park"

Name: Anahí Macías. **Date:** December 7th,2023.

Journal 4 (PDP) Reading

Although many people believe reading is hard, it is essential if we are learning English, even if we can listen to and comprehend words in the language. Reading in English helps you acquire other abilities like grammar, vocabulary, and writing. Numerous readers have demonstrated how reading improves various cognitive skills, including vocabulary development. Learning to read and pronounce words in English is essential to achieving our educational goals as citizens of English-speaking nations.

(Herrity, 2023) express that reading skills are abilities that pertain to a person's capacity to read, comprehend, interpret, and decode written language and texts. Exceptional reading skills can be highly beneficial to assimilating and responding to written communications like emails, messages, letters, and other written messages.

As a pre-service teacher, I entered the exploration of reading lesson plans with a mix of anticipation and trepidation. I expected to find strategies that would engage and motivate students while promoting comprehension and critical thinking skills. The emotional aspect involved a blend of excitement at the prospect of implementing innovative approaches and a hint of anxiety about the challenges that might arise in the classroom.

Student teachers should learn what reading comprehension is, what the characteristics of a good reader are, and know which aspects of a reader influence the reading and reading comprehension process, and the role of metacognitive knowledge in learning and reading. They should learn what reading strategies are, and which strategies have been proven to work through research, and they should practice these strategies until their use (and instruction) becomes automatic (Klapwijk, 2015)

According to (Küçükoğlu, 2013) Teachers can help improve student comprehension through the instruction of reading strategies. Predicting, making connections, visualizing, inferring, questioning, and summarizing are strategies shown by research to improve reading comprehension (Block & Israel, 2005)

As a teacher, it is essential to maintain that all scholars develop reading skills so that student can interconnect their thoughts and every PDP plan is put into real life. (Sastoque, 2015) The PDP framework (pre, during, post) helps teachers plan and provide

effective listening, this context is based on research, and using it helps ensure students are motivated, the goal of PDP is for students to be focused and motivated throughout the lesson plan.

The stages of the framework are:

- ✓ "Pre": Students can predict what the text or audio will be about.
- ✓ "During": They focus their attention on listening and complete tasks that develop and deepen their understanding of the text progressively.
- ✓ "Post": students incorporate the understanding and knowledge they earned from working with the listening text into other skill areas.

During my Pre-service Teaching, I encountered diverse challenges in reading lessons, including student engagement, comprehension difficulties, and varied reading levels within the same classroom. A PDP framework can address these issues by offering ongoing professional development opportunities for teachers, focusing on personalized learning strategies and classroom management techniques.

The PDP framework has the potential to address issues such as lack of differentiation, insufficient use of technology, and limited understanding of individual student needs. By providing targeted training sessions, mentorship programs, and resources, the PDP framework can empower teachers to create more inclusive and effective reading lessons.

Incorporating technology-assisted reading activities, such as online discussions or interactive e-books, can enhance student engagement and cater to diverse learning preferences. Differentiated instruction, including tiered reading groups and the integration of multimedia resources, can address varying reading levels and maintain a dynamic learning environment.

While both PDP Listening and Reading Lesson Plans aim to improve language skills, the key difference lies in the modalities. Listening lessons often focus on auditory comprehension, while reading lessons emphasize visual and cognitive processes. PDP frameworks tailored for reading instruction should encompass strategies specific to decoding written texts, analyzing content, and fostering critical thinking skills.

To sum up, this essay has underscored the significance of reading in the process of learning English, emphasizing its crucial role in developing essential language skills such as grammar, vocabulary, and writing. As educators, our commitment to fostering reading skills ensures that students not only acquire language proficiency but also develop the cognitive and metacognitive abilities necessary for effective communication and comprehension in a language-rich environment.

This journal has also emphasized the transformative potential of a Professional Development Plan (PDP) framework in pre-service teaching. By focusing on personalized learning strategies, classroom management techniques, and the integration of technology, the PDP framework has been identified as a valuable tool for empowering teachers to overcome challenges in reading instruction.

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APPENDIX 3

LIKES AND DISLIKES

ANAHI MACIAS
LEVEL: A2-8TH CLASS

PRE-STAGE 6 MINUTES

GUESS!

- What can you see in the picture?
- How is the weather like?
- Where and when do you think this is taking place?
- How does the picture make you feel? Is it happy, sad, mysterious, peaceful, or something else?

A DAY IN THE PARK

Once upon a time in the small town of Sunnyville, there lived a young girl named Emily. One bright and sunny Saturday morning, Emily decided to spend her day at the town park. She loved going to the park because there were so many fun activities to do.

As Emily walked to the park, she thought about all the things she liked and didn't like. She liked playing on the swings, riding her bike, and having picnics with her friends. However, she didn't like the big, scary dog that sometimes wandered around the park.

When Emily arrived at the park, she saw her friend Jake playing on the swings. "Hi, Jake!" she exclaimed. "I like playing on the swings too! Can I join you?"

Jake smiled and said. "Sure, Emily! I like having company." So, Emily and Jake spent a joyful time swinging back and forth, laughing and chatting about their favorite games.

After a while, Emily suggested they ride their bikes around the park. Jake agreed, and they pedaled through the winding paths, enjoying the warm breeze. "I really like riding my bike," Emily said. "It's so much fun!"

As they rode, they came across a group of kids playing soccer. Emily loved soccer, so she asked Jake if he wanted to join the game. "I like playing soccer," she said. Jake hesitated a bit because he wasn't a big fan of soccer, but he decided to give it a try for Emily's sake.

The soccer game turned out to be a blast, and even Jake found himself having fun. After the game, they decided to have a picnic by the colorful flower beds. Emily had packed her favorite snacks, and they shared stories while enjoying their lunch.

As they sat there, the big, scary dog approached. Emily tensed up because she didn't like the dog, but Jake reassured her. "Don't worry, Emily. I like dogs, and I know this one is friendly." To Emily's surprise, the dog wagged its tail and sat down beside them, becoming a friendly companion.

The day at the park turned out to be wonderful, filled with activities both Emily and Jake liked. As they walked home together, Emily couldn't help but feel grateful for such a great day with her friend. She realized that even though people might have different likes and dislikes, they can still find common ground and have a fantastic time together.

GET THE TEXT AND BE READY TO SKIM

SKIM

SKIM THE TEXT AND CHOOSE THE BEST TITLE.

A. A Day in Emily´s life.

B. A Day in the Park.

C. Emily falls in love.

D. I like my day.

Once upon a time in the small town of Sunnyville, there lived a young girl named Emily. One bright and sunny Saturday morning, Emily decided to spend her day at the town park. She loved going to the park because there were so many fun activities to do.

As Emily walked to the park, she thought about all the things she liked and didn't like. She liked playing on the swings, riding her bike, and having picnics with her friends. However, she didn't like the big, scary dog that sometimes wandered around the park.

When Emily arrived at the park, she saw her friend Jake playing on the swings. "Hi, Jake!" she exclaimed. "I like playing on the swings too! Can I join you?"

EARLY DURING STAGE 7MINUTES

RE-READ THE STORY

According to the story list activities of likes and dislikes.

LIKES	DISLIKES

LATER DURING STAGE 10 MINUTES

RE-ORDER THE PARAGRAPHS

FINAL DURING-STAGE 15 MINUTES

A day in the park

Date: _____   Name: _____

Write a number next to each item to show the correct order

A As they rode, they came across a group of kids playing soccer. Emily loved soccer, so she asked Jake if he wanted to join the game. "I like playing soccer," she said. Jake hesitated a bit because he wasn't a big fan of soccer, but he decided to give it a try for Emily's sake. ○

B Once upon a time in the small town of Sunnyville, there lived a young girl named Emily. One bright and sunny Saturday morning, Emily decided to spend her day at the town park. She loved going to the park because there were so many fun activities to do. ○

C As Emily walked to the park, she thought about all the things she liked and didn't like. She liked playing on the swings, riding her bike, and having picnics with her friends. However, she didn't like the big, scary dog that sometimes wandered around the park. ○

D As they sat there, the big, scary dog approached. Emily tensed up because she didn't like the dog, but Jake reassured her. "Don't worry, Emily, I like dogs, and I know this one is friendly." To Emily's surprise, the dog wagged its tail and sat down beside them, becoming a friendly companion. ○

E The day at the park turned out to be wonderful, filled with activities both Emily and Jake liked. As they walked home together, Emily couldn't help but feel grateful for such a great day with her friend. She realized that even though people might have different likes and dislikes, they can still find common ground and have a fantastic time together. ○

51

- INFER AND CREATE A NEW TITLE
- IN PAIRS
- PRESENT THE NEW TITLE TO THE CLASS

POST-STAGE 7 MINUTES

"SOME BOOKS ARE SO FAMILIAR THAT READING THEM IS LIKE BEING HOME AGAIN." — LOUISA MAY ALCOTT

MODULE 5

WRITING LESSON PLAN

Writing Lesson Plan

Name: Anahí Macías   **Level:** A2   **Grade:** 8 th EGB

Action points

   3. Giving clear instructions.
   4. Time management

What are your Student Learning Objectives for the lesson?

- By the end of the lesson, **SWBAT** write a paragraph about the topic "animal habitats" **by** expressing their thoughts using the vocabulary writing a paragraph, **and then** read it aloud to the class.

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 express their thoughts using the vocabulary in the paragraph.
- When students correct and edit their paragraph using the "per editing symbols guide" provided by the teacher.

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

- Students already know some vocabulary related to "animal habitats".
- Students have the prior knowledge to elaborate sentences.

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

- Students may find difficult the structure of the paragraph.

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

- Clarify how to structure a paragraph.

Time	Framework Stage	Procedure		Interaction T-S/S-S	Materials Needed
		Teacher will…	**Students will…**		
8min.	Preparation	✓ Show pictures of animal habitats. ✓ Give vocabulary ideas ✓ Ask: what are the images about? What is the habitat of your favorite animal?	✓ Analyze the pictures ✓ Takes notes of the vocabulary ✓ Answer the questions	T-S / S-S	Pictures Computer Projector Pencil Notebook
17min.	Drafting	✓ Present the hamburger paragraph writing model. ✓ Ask to write a paragraph using the following prompt: "Choose an animal that interests you, describe its typical habitat in detail, plants and features you might find there"	✓ Pay attention to the writing model. ✓ Create the writing draft.	T-S	Notebook Computer Projector Pen/ pencil
10min.	Revising and editing.	✓ Ask to exchange their draft with a classmate for peer revision. ✓ Provide and explain the "peer editing symbols." ✓ Provide help with corrections and notes if needed. ✓ Ask to write down the final draft with the corrections made.	✓ Check their partner's mistakes, focusing on the grammar and structure of the paragraph. ✓ Use the symbols to revise the draft.	T-S SS	Pen Pencil Paper Pencils colors

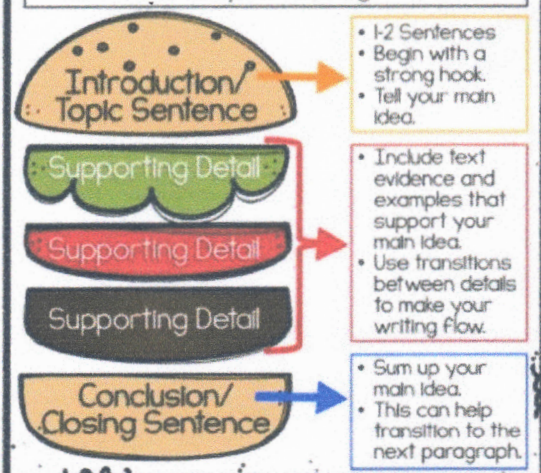|		
		• Grammar mistake GR • Topic sentence TS • Supporting details SD • Concluding sentence CS ✔ Ask for help if they need it. ✔ Write the final draft.	S-S	Notebook
10 min	Extension	✔ Ask some students to read out loud their paragraph to the class.	✔ Read their paragraphs out loud to their classmates.	

MATERIALS

HAMBURGER
Paragraph Writing
What is the hamburger writing model?

The hamburger model is a paragraph writing organizer that visually separates the topic sentence, body, and closing sentence.

Introduction/ Topic Sentence
- 1-2 Sentences
- Begin with a strong hook.
- Tell your main idea.

Supporting Detail
Supporting Detail
Supporting Detail
- Include text evidence and examples that support your main idea.
- Use transitions between details to make your writing flow.

Conclusion/ Closing Sentence
- Sum up your main idea.
- This can help transition to the next paragraph.

HAMBURGER PARAGRAPH PRINTABLE

Hamburger Paragraph

Topic Sentence:

Detail #1

Detail #2

Detail #3

Concluding Sentence:

THEHOMESCHOOLDAILY.COM

Journal Writing

Effective writing skills are indispensable in academic and professional spheres, making the development of comprehensive writing lesson plans crucial in language education. This academic essay delves into the expectations, emotions, and insights derived from exploring writing lesson plans, delving into three pertinent academic papers. Furthermore, it reflects on personal experiences during Pre-service Teaching and examines the potential of this methodology in addressing writing-related challenges.

Linse 2005, stated in (Pratiwi, 2016) that writing is a productive skill because the focus is on producing information. However, when they are writing, they have more time to think about what they want to say than they are speaking.

(Pratiwi, 2016) mentioned that as students progress, they are increasingly expected to express what they know about many different subjects through writing. If a student fails to develop certain basic skills, he will be unable to write with the speed and fluency required to excel as these demands increase. Indeed, for a student struggling with a writing problem, the writing process itself interferes with learning. Students faced with such difficult odds have trouble staying motivated.

Mckay 2006, stated in (Tuanany, 2019) (a) the ability to write to suit purpose and audience; (b) the ability to organize paragraphs logically; (c) knowledge of a growing range of vocabulary; (d) knowledge of a growing range of grammatical structures; (e) ability to punctuate; (f) ability to employ connectives appropriately; (g) ability to follow through a drafting procedure; (h) explicit knowledge of text structures (genres); and (i) ability to write independently.

Approaching the exploration of writing lesson plans, there was a sense of anticipation and curiosity. The expectation was to uncover strategies that would not only engage students but also foster their creativity, critical thinking, and expression. Emotionally, there was a mix of enthusiasm at the prospect of facilitating students' writing journeys and a sense of responsibility to instill a love for writing.

Additionally, teachers who are aware of these differences are less influenced by biases related to students' expected proficiency in contrast to that of their L1. The evolving nature of process writing provides teachers with the opportunity to guide students' understanding of the expected outcome of their writing as they work on it. Although process writing emphasizes the process over the product, teachers can inform students about how this tool helps them develop their writing competence, which affects their overall language proficiency (Martínez, López, & Elica, 2020)

"**A PDP is a structured process** that reflects on your current learning, work experience and performance which is then developed into a plan for your future personal, educational and career development." (Spooner, 2017) As a teacher, it is indispensable to hold that all scholars build writing skills, so that student can interconnect their thoughts and every PDP plan is put into real life, it will help you to visualize what you are doing and keep track of your achievements.

During my Pre-service Teaching, writing lessons presented challenges such as varying writing proficiency levels, student motivation, and the need for personalized feedback. This methodology, however, showcased potential solutions. By adopting a structured approach and incorporating formative assessment strategies, it became apparent that these challenges could be effectively addressed.

A real writing lesson could benefit from incorporating peer review sessions, allowing students to engage in constructive feedback and collaborative learning.

Additionally, the inclusion of multimedia tools, such as digital storytelling platforms, can enhance creativity and cater to diverse learning styles. Differentiated writing tasks and opportunities for self-expression should be integrated to foster a sense of ownership over the writing process.
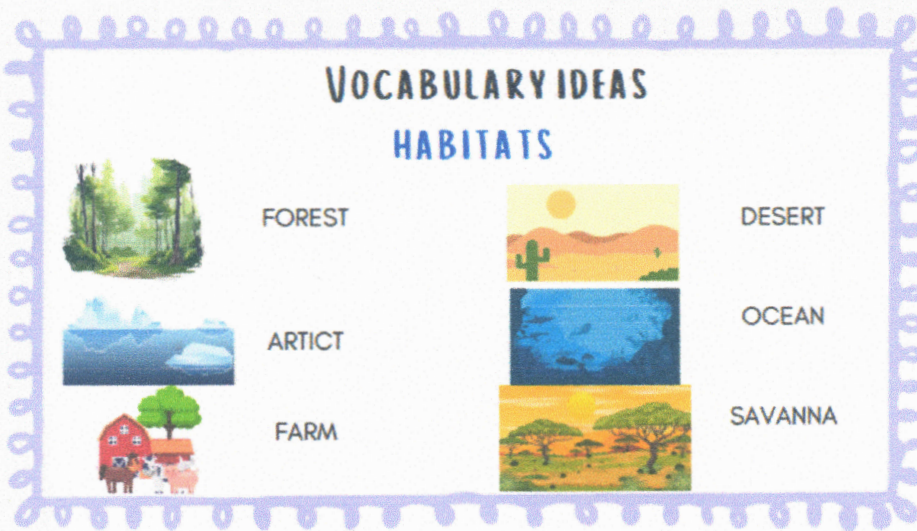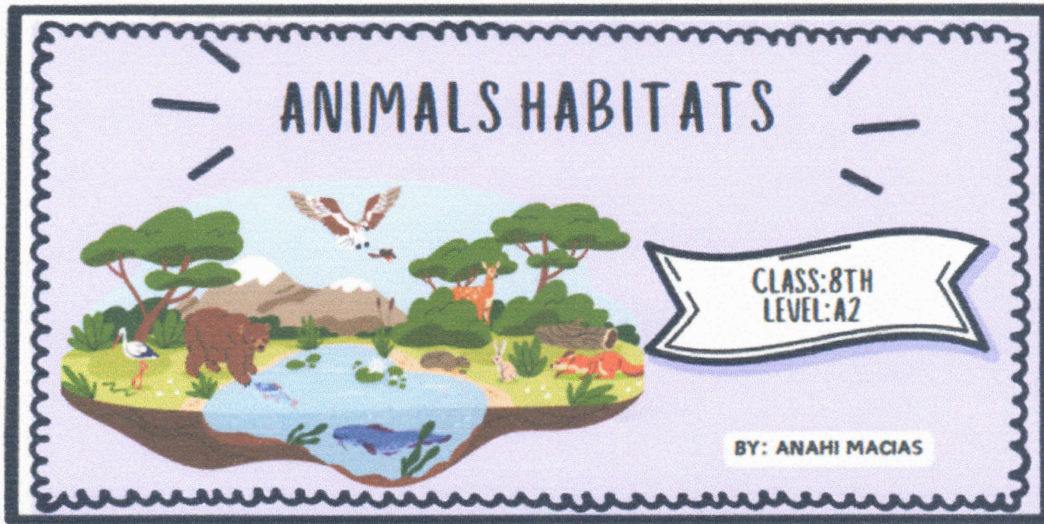
The writing process, encompassing pre-writing, drafting, revising, editing, and publishing, is vital for cultivating effective communication skills. It not only allows for the development of technical proficiency but also nurtures creativity, critical thinking, and self-reflection. Understanding the importance of each stage empowers students to approach writing as a holistic and iterative process.

To summarize, this essay has underscored the indispensable nature of effective writing skills in academic and professional contexts, highlighting the crucial role of comprehensive writing lesson plans in language education, additionally, advocates for the integration of Personal Development Plans (PDPs) in teaching, recognizing the importance of continuous development and the implementation of learned strategies in real-life teaching scenarios. In essence, effective writing instruction not only hones technical proficiency but also nurtures creativity, critical thinking, and self-reflection, empowering students to approach writing as a dynamic and iterative process.
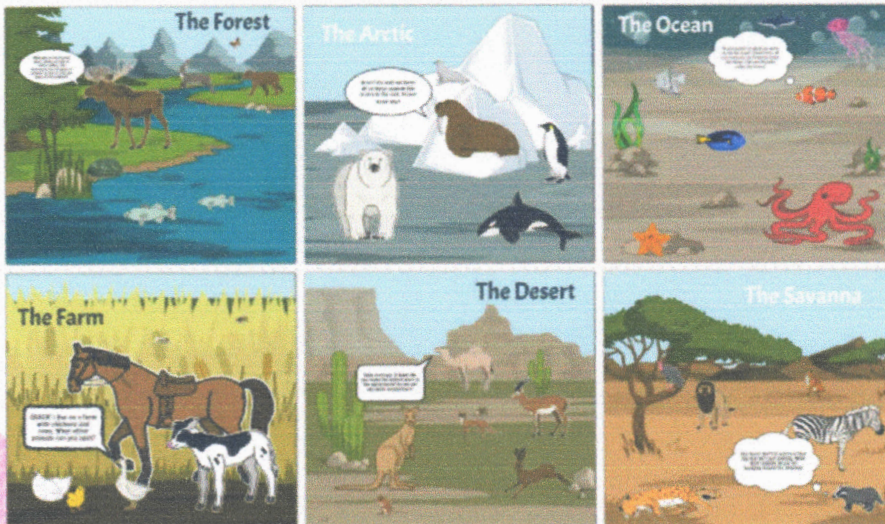
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APPENDIX 4

ANIMALS HABITATS

CLASS: 8TH
LEVEL: A2

BY: ANAHI MACIAS

VOCABULARY IDEAS

HABITATS

FOREST

DESERT

ARTICT

OCEAN

FARM

SAVANNA

PREPARATION STAGE
8 minutes

WHAT ARE THE PICTURES ABOUT?

The Forest

The Arctic

The Ocean

The Farm

The Desert

The Savanna

PREPARATION STAGE
8 MIN.

HAMBURGER Paragraph Writing

What is the hamburger writing model?

The hamburger model is a paragraph writing organizer that visually separates the topic sentence, body, and closing sentence.

Introduction/ Topic Sentence
- 1-2 Sentences
- Begin with a strong hook.
- Tell your main idea.

Supporting Detail
Supporting Detail
Supporting Detail
- Include text evidence and examples that support your main idea.
- Use transitions between details to make your writing flow.

Conclusion/ Closing Sentence
- Sum up your main idea.
- This can help transition to the next paragraph.

Topic sentence: what about paragraph will be about

Supporting details: additional information, examples.

Concluding sentence: summarizes or concludes main idea.

DRAFTING STAGE 17 MIN.

EXAMPLE

My favorite animal is the dolphin. These intelligent creatures live in many parts of the world's oceans, from shallow coastal bays to the deep open water. Even though some dolphins prefer warmer waters, there are even species that live in the cold Arctic! With so many habitats, dolphins are truly amazing animals that can thrive in a variety of environments.

TOPIC SENTENCE

SUPPORTING DETAILS

CONCLUDING SENTENCE

YOUR TURN

Write a paragraph using the "Hamburger Paragraph Writing Model" about animals habitats. Use the following prompt to start writing:

Choose an animal that interests you. Describe its typical habitat in detail. What kind of plants and features might you find there?

DRAFTING STAGE 17 MIN.

✧ PEER REVISION ✧

PEER EDITING SYMBOLS GUIDE

- Grammar mistake **GR**
- Topic sentence **TS**
- Supporting details **SD**
- Concluding sentence **CS**

Exchange your draft with a classmate for peer revision. Use the "peer editing symbols guide" to check it. You have 5 minutes for this task.

When time is up, return the draft and write your final paraph with the corrections made.

SHARE YOUR PARAGRAPH

Some of you will share your paragraph with the class.

Conclusion

My community English teaching experience has been structured and successful due to the application of the ECRIF and PDP models. These frameworks provide a strong foundation for engaging and effective language learning.

The ECRIF model has been particularly useful for introducing new language by presenting relevant and meaningful content. Its emphasis on clarifying ideas and encouraging inquiry fosters deep understanding.

Additionally, the PDP model's pre-during-post structure helps establish clear learning goals and employ effective teaching strategies. Interactive and varied activities create a stimulating learning environment during lessons.

To conclude, combining the ECRIF and PDP models has enhanced my English teaching practice. Students have become active learners with a strong grasp of the language. This experience has significantly improved my teaching abilities.

Recommendations

To create effective lesson plans and implement them successfully, teachers should consider several key factors. Initially, when designing speaking lessons, it's crucial to introduce the topic in an engaging and relevant manner. Visual aids, audio clips, or a combination of both can be used to capture students' attention and establish the lesson's context. Encouraging students to share their existing knowledge and make predictions through open-ended questions is also beneficial.

Subsequently, providing clear and concise explanations of vocabulary and grammar is essential. Examples, exercises, and interactive questioning can reinforce understanding. For the final stage of the speaking lesson, creating opportunities for authentic language use is vital. Activities such as debates, role-plays, and simulations can facilitate real-world language practice.

When applying the PDP model, setting clear and attainable learning goals is paramount. Identifying necessary content, materials, and student needs allows for tailored instruction. Regular assessment of student progress and providing constructive feedback is essential. Ultimately, flexibility and adaptability are key to creating effective lesson plans.