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Título del Trabajo de Integración Curricular:

Teaching English as a Foreign Language Application Process

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Abstract

El presente trabajo de investigación tiene como objetivo principal enfocarse en las habilidades de escuchar, leer, escribir y hablar basados en la metodología de **TEFL (FMU, ECRIF, PDP and The Writing process)** se han elaborado planes de lección y se han implementado diversas metodologías y estilos de enseñanza, como el uso de materiales auténticos, ejercicios críticos de lectura, prácticas de escritura estructurada y actividades dinámicas para hablar, adaptándose así a las necesidades variadas de los estudiantes, adicionalmente ha incluido también sus experiencias académicas y preprofesionales.

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Introduction

The importance of the English language in Ecuadorian society is increasingly undeniable. As globalization advances, proficiency in English becomes a vital skill for personal, academic, and professional development. In Ecuador, the ability to communicate effectively in English opens doors to international opportunities and enhances intercultural understanding. Recognizing this need, my journey as a student of Pedagogy of Languages has been dedicated to mastering and teaching English, with a particular focus on the core skills of listening, reading, and writing. This commitment stems from a deep understanding of the transformative power of language education in broadening perspectives and providing access to a wealth of global knowledge and resources. By equipping myself with the necessary skills to teach English, I aim to contribute to the empowerment of individuals in my community, enabling them to compete on a global stage and engage with diverse cultures and ideas.

Throughout my studies, I have engaged in extensive practice through the completion of FMU journal, which encompass a wide range of activities aimed at enhancing listening, reading, and writing skills. This journal have provided a structured approach to self-reflection and continuous improvement, allowing me to monitor my progress and identify areas for further development. Additionally, the creation of lesson plans for these essential skills has equipped me with the pedagogical strategies necessary to effectively teach English in a classroom setting. The process of developing these lesson plans has been invaluable, as it has required me to think critically about how to present complex linguistic concepts in an accessible and engaging manner. By incorporating a variety of teaching methodologies and adapting my approach to meet the diverse needs of students, I have gained a deeper appreciation for the art of language instruction and the impact it can have on learners' academic and personal growth.

Speaking is a critical component of language learning, and my focus on this skill has been integral to my development as an English teacher. Mastery of speaking involves not only fluency but also the ability to articulate thoughts clearly and confidently. Through my pedagogical training, I have honed strategies to enhance students' speaking abilities, emphasizing pronunciation and conversational skills. By creating dynamic lesson plans that incorporate role-plays, discussions, and presentations, I ensure that students practice speaking in diverse contexts. My approach also includes techniques to build students' confidence, such

as peer feedback and real-life speaking scenarios, which are essential for effective communication. This comprehensive focus on speaking helps students to express themselves more precisely and engage meaningfully in various communicative situations.

Listening is a foundational skill in language acquisition, and my experience in this area has been enriched through diverse activities. By engaging with authentic audio material and designing a lesson plan that incorporate varied listening exercises, I have developed a keen understanding of how to enhance students' auditory comprehension. My journal document the progression from passive listening to active engagement, emphasizing the importance of context, prediction, and inferencing in understanding spoken English. Furthermore, I have explored the use of technology and multimedia resources to create immersive listening experiences that reflect real-world scenarios. This approach not only helps students improve their listening skills but also builds their confidence in navigating different accents and dialects. By fostering an environment where students feel comfortable practicing and experimenting with their listening abilities, I aim to create a dynamic and interactive learning experience that supports their overall language development.

Reading is an essential skill that fosters not only comprehension but also critical thinking and vocabulary acquisition. My academic journey has involved extensive reading practice, from analyzing literary texts to comprehending academic articles. Through the creation of reading-focused lesson plans, I have learned to design activities that encourage students to engage with texts critically and thoughtfully. My journals reflect the challenges and triumphs encountered in developing reading strategies that cater to diverse learning styles and proficiencies. Additionally, I have integrated various genres and formats into my reading lessons to expose students to a wide range of content, from fiction and poetry to informational texts and scholarly papers. This diversity not only enhances their reading skills but also broadens their cultural and intellectual horizons. By fostering a love for reading and promoting analytical thinking, I strive to equip my students with the tools they need to become lifelong learners and informed global citizens.

Writing, as a productive skill, is crucial for effective communication and academic success. My experience in developing writing skills has been multifaceted, involving the practice of various genres and writing techniques. The process of drafting, revising, and editing has been central to my growth as a writer. Additionally, my lesson plans for writing emphasize the importance of scaffolding and providing constructive feedback to students,

ensuring that they develop confidence and competence in expressing their ideas coherently and accurately. By incorporating peer review sessions and collaborative writing activities, I encourage students to learn from one another and refine their writing through constructive criticism. My focus on writing also includes teaching students how to structure their arguments, use appropriate tone and style, and incorporate research and evidence effectively. By providing a supportive environment where students can experiment with their writing and receive targeted feedback, I aim to help them develop strong communication skills that will serve them in their academic and professional endeavors.

One of the most enlightening aspects of my training has been the opportunity to conduct demonstrative classes. These experiences have provided invaluable insights into the realities faced by teachers in the classroom. Through hands-on practice, I have encountered the diverse challenges that educators must navigate, from managing classroom dynamics to addressing individual learning needs. These classes have reinforced the importance of adaptability, creativity, and empathy in teaching, shaping my approach to creating an inclusive and effective learning environment. Observing the varied ways in which students respond to different teaching methods has highlighted the need for flexibility and innovation in lesson planning. I have also learned the importance of building strong relationships with students, understanding their unique backgrounds and motivations, and creating a classroom culture that values respect and collaboration. By continuously reflecting on my teaching practices and seeking feedback from both peers and students, I strive to become a more effective and compassionate educator, dedicated to fostering a love for learning and helping each student reach their full potential.

1. Language module

FMU: Language Analysis

Future perfect tense

Form

Affirmative

Subject + will have + past participle + time expression (by the time) + complement

For example: I will have dressed up by the time you reach home.

Negative

Subject + will + not + have + past participle + time expression (by the time)+ the rest of the sentence

For example: I will not have dressed up by the time you reach home.

Interrogative

Will + subject + have + past participle + time expression (by the time) + the rest of the sentence +?

For example: Will I have dressed up by the time you reach home?

Yes/No Question short answer.

For example:

Will you have dressed up by the time they reach home?

Yes, I will / No, no I won't.

Meaning

The future perfect tense, according to the Cambridge Dictionary, is defined as “the form of the verb that is used to show an action will have been performed by a particular time.” According to the Collins Dictionary, the future perfect tense is defined as one “denoting a tense of verbs describing an action that will have been performed by a certain time.” The Merriam-Webster Dictionary defines the future perfect tense as a tense “relating to, or constituting a verb



tense that is traditionally formed in English with will have and shall have and that expresses completion of an action by a specified time that is yet to come.” According to the Britannica Dictionary, the future perfect tense is “a verb tense that is used to refer to an action that will be completed by a specified time in the future.” (Byjuss, 2022)

Use

- The Future Perfect tense is typically used to say that a likely future event will be completed before another one begins. **Example:** The children are very smart. They will have learned how to do it by themselves before we appoint someone else to teach them.
- The Future Perfect tense can be used interchangeably with the Simple Future tense when there is no real difference in meaning. **Example:** Linda will have left before you get there.
- To refer to an action or event which will happen before another action or event in the future. **Example:** The bus will have left by the time you reach the bus stop.
- To make a conviction about something that will or will not happen at a time in the future. **Example:** I don't think Martha will have cleaned the house completely by the time we reach.
- To refer to an action or event will be over within a certain time in the future. **Example:** Harry will have planted all the saplings in the garden by 4 p. m.

ANTICIPATED DIFFICULTIES

- Students may not understand the role that adverbs such as "after" or "since" play in the future perfect tense. **For example,** "By the time you finish your homework, you will have learned a lot about the subject."
- In the future perfect sentence "By the time you finish your homework, you will have learned a lot about the subject," the word "after" acts as an adverb to specify when the action of "having learned" will be completed. The word "after" is also used to indicate that the action of "have learned" will happen after the action of "finish your homework."
- Errors in the structure: Students may confuse the different irregular verbs.
- Correct use: It is essential that students already know previous tenses such as the simple past tense, present perfect tense, or future imperative tense to make the comprehension better.

COMPREHENSION CHECKING QUESTIONS

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

"After you finish the exam, you will have learned much about the subject."

What is the action that will happen after the exam?

Correct answer should be: The action that will happen after the exam is "have learned a lot about the subject."

What will the person have done after the exam is finished?

Correct answer should be: After the exam is finished, the person will have learned a lot about the subject.

What is the purpose of using the future perfect tense in the sentence?

Correct answer should be: The purpose of using the future perfect tense in the sentence is to indicate that the action of "having learned" will have already been completed by the time the action of "finish the exam" happens.

TEACHING IDEAS

From Incomplete to Complete–Finish the Story:

In this activity, students work in pairs to create a story using the future perfect tense. One student starts the story with an incomplete sentence, and the other student completes the sentence using the future perfect tense. For example, "By the time I finish my studies, I will have traveled to five different countries." This activity encourages students to be creative and to work collaboratively.

Interactive Online Games:

Use online game platforms like Kahoot! and Quizlet to review future perfect forms. You can make it competitive by dividing the class into teams and seeing who gets the highest score. The games have leaderboards, memes, music, and celebrations when students answer correctly - all things that make learning fun! Some game examples include Future perfect tense race, Future perfect trivia, and guess the sentence.

RESOURCES

Future Perfect Tense - Meaning, Definition, Formula, Uses, Structure with Examples." Byju's, 30 Aug. 2022, <https://byjus.com/english/future-perfect-tense/>

Kwantlen Polytechnic University. (2023). Future Simple, Future Continuous, and Future Perfect. Effective English for Teachers. Retrieved from <https://kpu.pressbooks.pub/effectiveenglish/chapter/future-simple-future-continuous-and-future-perfect/>

To-Teach.ai. (2023, October 26). Teaching the Future Perfect Tense Through Interactive Games [Blog post]. Retrieved from <https://www.to-teach.ai/blog/en/teaching-the-future-perfect-tense-through-interactive-games>

Journal 1

Language analysis: Form, Meaning, and Use

Language is a tool with which we communicate and the English language is not exempt from the grammatical rules that lead to effective communication. A highly qualified and effective teacher is crucial to the success of students in their academic journeys. An important aspect of a teacher's role is their capability to understand the underpinning topics, values, and principles of literacy, as well as their understanding of how these themes are manifest in the classroom. To help preceptors develop these chops, a concept known as FMU (Form, Meaning, and Use) has been developed. To better understand FMU, it is necessary to conduct an analysis of the expectations and feelings, new learnings, internship experiences, and the importance of FMU for teachers.

My expectations at the beginning were a bit between doubt and enthusiasm since FMU was a topic that had been mentioned to me before, but as I broke down this model point by point, I realized that what I knew about FMU was only superficial since this covers more things than I had learned and I found myself able to develop a correct analysis of this model with the guidance of my classmates and my tutor.

Over time, I have recently learned about the FMU framework to discover how it works and how this could improve my understanding of grammar to teach it correctly. As Celce-Murcia and Larsen-Freeman (2015) argue, teachers must understand what they will teach. As I delved deeper into this framework, I found that it was a useful tool for both teachers and students to engage with grammar in a more meaningful way, the FMU model can also help students understand and utilize proper grammar by focusing on the meaning behind the rules, also Roberts (1992) mentions "all dictionaries, bilingual and monolingual, provide only the most common significations of words" In this way, the student's understanding is only limited because they do not have a greater context of the meaning, real-world examples on FMU analysis can help eliminate any confusion and promote more effective communication. Yilmaz (2018) "It is necessary to provide a brief description of clauses in English and Larsen-Freeman's dimensions of grammar teaching to establish a clear

framework for the subsequent analysis of the target linguistic structure in writing skills” It is necessary for a good comprehension at teaching.

One of my own experiences as a student was that the FMU framework was not implemented by teachers during lessons. At the time, whenever we had a grammar lesson, the method involved me explaining the rules and writing them on the board, after which students were expected to memorize and later reproduce them. Although this approach provided a basic understanding of the rules, it lacked context and practical application. This often led to confusion and frustration among students, who struggled to grasp the purpose of certain grammar rules and how to apply them in various contexts. I soon recognized the importance of making grammar lessons more engaging and meaningful by incorporating the FMU framework. This method would not only offer students a deeper understanding of the rules but also provide the context in which these rules were used. Consequently, students would be able to comprehend the grammar rules more thoroughly, understand their significance, and apply them in real-life situations.

The FMU framework also proved beneficial during the second phase of my internship. In this phase, we were tasked with researching different aspects of the company, and our supervisor provided feedback on our progress. I noticed a significant improvement in my classes focused on writing skills compared to the first phase. If the FMU framework had been applied from the beginning of our internship, it could have further helped me develop and refine my ability to articulate my thoughts in class. Overall, the FMU framework was instrumental in my personal development, enhancing my skills as a communicator.

In conclusion, the Form, Meaning, and Use (FMU) framework is a valuable and effective tool for educators. By emphasizing the form, meaning, and use of language, the FMU framework allows teachers to create a more engaging and meaningful learning environment. This approach provides students with a deeper understanding of grammar and its practical applications. Furthermore, the FMU framework aids teachers in developing and refining their communication skills, resulting in students who are better equipped to express themselves in writing and speak with confidence.

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2. Speaking Module

Speaking Lesson Plan

Future perfect tense “By the end of the episode...”

Name: Johanna Mansilla Timias

Level: B1

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

- Use the projector effectively to enhance students’ understanding of the topics being taught.
- Move around the classroom frequently to engage with students and monitor their progress.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

- **USE** the future perfect tense
- **TO** describe actions
- **IN** a storytelling activity using the game “From Incomplete to Complete Story”

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

- During the "dialogue" activity, I will observe whether students correctly use the future perfect tense to complete the dialogue with the verbs in brackets.
- In the "quick description" activity, I will assess if students can accurately describe what they see in the pictures within twenty seconds using the future perfect tense.

Preliminary Considerations:

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

- Students already understand the simple past tense, present perfect tense, and future imperative tense, which will help them comprehend the future perfect tense more easily.
- Vocabulary related to future events and time expressions such as "by the time," "by next year," and "by the end of the month" is also essential.
- Students can write simple sentences.

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

- Students may struggle to differentiate the future perfect tense from other future tenses, such as the simple future or the future continuous.
- Understanding time expressions and adverbs commonly used with the future perfect tense, such as "by the time," "by next year," and "by the end of the month," might also be challenging.

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

- Introduce the future perfect tense using a timeline to help students visualize actions completed at specific points in the future.
- Provide clear explanations and varied examples of the future perfect tense, including the use of time expressions and adverbs.
- Engage students with interactive activities and exercises, such as role-playing, games, and real-life scenarios, to practice using the future perfect tense.
- - Encourage both spoken and written practice of the future perfect tense, offering feedback and corrections as needed



Time	Framework Stage	Procedure Teacher Will... Students Will...	Ts/ Ss	Materials
3	Encounter	Show the first half of a video and write the character names in a bubble on the board. Ask students to make predictions about what will happen by the end of the video.	S-s A-V	Speaker Projector Marker Board



8	Clarify	<p>Write a sentence in the future perfect tense based on the previous video (e.g., "Hilary will have [verb] before Will gets there.").</p> <p>Explain the structure of the future perfect tense: Subject + will have + past participle + the rest of the sentence, e.g., "the end of the chapter" or Subject + will not have + past participle + by the end of the chapter or Will + subject + have + past participle + by the time/by the end of the chapter?</p> <p>Have students practice converting sentences into negative and question forms. Example sentences: "By the end of the chapter, Hilary will not have made the turkey." "By the end of the chapter, Hilary will have made the turkey."</p> <p>Use CCQs to check understanding (e.g., "What is the action that will happen before the chapter ends?").</p>	<p>Making a prediction.</p> <p>Form sentences using the future perfect tense based on the video. Convert these sentences into negative and question forms. Answer CCQs to demonstrate understanding.</p>	<p>T-S</p> <p>V-A</p>	<p>Projector</p> <p>Marker</p> <p>Board</p>
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Time	Framework	Procedure	Students Will...	Ts/ Ss	Materials
6	Remember	<p>Provide worksheets with dialogues.</p> <p>Explain the LOOK UP and SAY, ONION RING techniques for dialogue practice.</p>	<p>Dialogue</p> <p>Fill in the blanks of the dialogue given by the teacher with the correct form of the verb in parentheses, considering the future perfect form and practice the dialogue with the techniques LOOK UP and SAY, ONION RING.</p>	<p>S-S</p> <p>V</p>	<p>Worksheets</p> <p>Pencil</p>
6	Internalize	<p>Show pairs of students a sequence of pictures and instruct them to describe the events using the future perfect tense in positive, negative, and question forms.</p>	<p>Pairs conversation</p> <p>Discuss the pictures in pairs and create sentences in positive, negative, and question forms using the future perfect tense.</p>	<p>S-S</p> <p>V-A</p>	<p>Pictures</p>
20	Fluently use	<p>Explain the roleplay activity and provide an example. Instruct students to create a storytelling using the future perfect tense..</p>	<p>Creating a roleplay.</p> <p>Work in groups of three to create and perform a storytelling using the future perfect tense.</p>	<p>S-S</p> <p>V-A</p>	<p>Pictures</p>



Time	Framework Stage	Procedure Teacher Will...	Students Will...	Ts/ Ss	Materials



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Resources

[The Fresh Prince of Bel-Air | Thanksgiving with the Banks | HBO Max](#)





In this dialogue you must fill in the blanks and change the verb in brackets according to the structure of future perfect tense for the dialogue to make sense. The you are going to fill practice the dialogue with a partner.

Claire: Hey, do you think we will have finished our project by Friday?

John: I think so. By Friday, we _____ (complete) all the tasks.

Claire: That's great! But what about the report? _____ (you/write) it by then?

John: Unfortunately, no. I _____ (not/start) writing it because I've been busy with other tasks.

Claire: Oh no! We need to present it on Monday. Do you think we _____ (finish) it by then?

John: I'm confident we _____ (finish) it by Monday. We can work on it over the weekend.

Claire: Awesome! So by the time we present, we _____ (complete) everything and be ready.

John: Absolutely! But let's make sure we stick to our schedule. Otherwise, we _____ (not/meet) our deadline.

Claire: Agreed. Let's do this. By next week, we _____ (impress) everyone with our work.

John: Yes, we _____ (impress) them for sure!



ANSWERS

- 1. will have completed**
- 2. Will you have written**
- 3. will not have started**
- 4. will have finished**
- 5. will have finished**
- 6. will have completed**
- 7. will not have met**
- 8. will have impressed**
- 9. will have**



PAIRS CONVERSATION



Example: Mom will have bathed the dog by the time her daughter arrives.

Mom will not have bathed the dog by the time her daughter arrives.

Will mom have bathed the dog by the time his daughter arrives?



Example: The boy will have finished decorating the christmas tree by the time his parents arrive.

The boy will not have finished decorating the christmas tree by the time his parents arrive.

Will the boy have finished decorating the christmas tree by the time his parents arrive

Journal 2

Speaking Lesson Plan

One of the major challenges in teaching English as a second language (ESL) is ensuring students develop effective speaking and communication skills. The Evaluation and Correction of Intergenerational Forms (ECRIF) framework has been hailed as a revolutionary model for teaching speaking skills to students and its use has expanded beyond ESL to other language areas. To understand it better, it is essential to analyze expectations, feelings, new learning, experiences, and problems that ECRIF aims to solve

The expectations for this module were very encouraging because it was interesting to see how each component would be developed to enhance speaking skills in classes. This knowledge will be of great help to me in using effective activities that benefit my students. In speaking lessons, we use the FMU framework, where language analysis is employed in the first stage of ECRIF.

One aspect I noticed during my pre-service teaching practice was the difficulty many students faced when it came to speaking in English. Despite their proficiency in other areas, their speaking skills were holding them back from fully engaging with the language. Through my experience with ECRIF, I have seen firsthand the positive impact it can have on a student's speaking abilities. Caiza (2021) highlights that exploring the planning and alternative teaching media used by English teachers to develop speaking skills is essential. This paper explores the benefits of ECRIF for students learning English as a second language, focusing on its impact on students' confidence and fluency. Amaya (2021) argues that "ECRIF is a framework to be developed in the classroom, which pretends to guide and give the necessary tools to the English teachers to accompany and guide students in the process of their language acquisition." Using ECRIF in this way can help students learn more words and remember them more accurately, leading to greater language proficiency, especially when learning vocabulary.

During a demonstrative class, I observed that some students struggled with the correct use of tenses. This highlighted the importance of ensuring there are no mistakes on the worksheets, as errors can confuse students. Examples must be clear and accurate, and teachers need to be very agile in providing correct information and immediate feedback. Missteps in teaching materials can lead to misunderstandings, making it crucial for educators to maintain precision and clarity in their instructional content.

AlSaleem (2018) mentioned that through ECRIF, all students should encounter and apply vocabulary before they learn it and can ask their teachers for further explanations to help them understand the meaning of the target vocabulary. In my experience, this is true; students always have more doubts the more they are tested and at the same time, they feel quite attracted to activities where they have significant participation. Some effective activities include role-playing, where students can play different roles in particular situations; debates, where students can explore diverse opinions on a topic and argue their points; group discussions; toastmasters, where students can improve their speaking skills by delivering short speeches on random topics; speed speaking, where students can practice speaking at a fast pace; storytelling, where students can narrate a story from a book, movie, or personal experience; presentations; song/poem reciting, focusing on correct pronunciation, intonation, and delivery; improvisational comedy, where they respond humorously to a scenario; and voice acting/imitation, where students read scripts and interpret different characters' voices.

In conclusion, ECRIF is an effective model for promoting effective speaking and overall language proficiency in multilingual language learners. Based on personal experience and academic research, using ECRIF in the classroom can enhance students' confidence, fluency, and overall language proficiency. ECRIF's emphasis on correction, evaluation, and formative feedback provides students with a greater sense of control over the language, allowing them to communicate more effectively and engage more fully in the learning process.

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Demonstrative lesson

Picture 1

Speaking Lesson



The photograph captures a scene of a class in progress in a classroom and the teacher plays an active role as a guide and facilitator of learning, while students actively participate in the process of knowledge construction, in this part was explaining the structure of future perfect tense.

3. Listening module

Listening Lesson Plan Work-life balance

Name: Mansilla Timias Johanna **Level:** B1

Action Points (These are two things you are working on in your teaching):

1. Use real-world scenarios for fluency activities.
2. Reduce Teacher Talking Time (TTT).
3. Provide ample opportunities early in the class for students to internalize new vocabulary and identify it through listening (so they can use the new vocabulary, not just recognize it, by the end of the lesson).

Student Learning Objectives for the Lesson:

By the end of the lesson SWBAT:

- Demonstrate understanding of the audio on “work-life balance” by answering questions in pairs and then discuss their opinions on the topic and relate it to their reality/social context.

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?

- Preliminary considerations:

- Students' progress will be checked by their ability to answer a worksheet correctly.

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

- Basic vocabulary related to everyday life and common issues (e.g., “stress,” “time management,” “work,” “life”).
- Fundamental listening skills for identifying main ideas and key details.
- Basic grammar structures necessary for discussing personal experiences and opinions.

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

- They may have difficulty understanding the audio recording on the first attempt.

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

- The teacher will repeat the audio recording as many times as necessary



Time	Framework stage	Teacher Will...	Students Will...	Interaction	Materials needed
10 min	Pre stage	<ul style="list-style-type: none"> Write "Work-life Balance" on the board. Ask students what they think it means and discuss briefly. Show pictures vocabulary related to work and leisure activities and match with the concept. 	<ul style="list-style-type: none"> Share their initial thoughts on what work-life balance means. Participate in the discussion and learn new vocabulary. Make predictions based on the images shown.. 	T-S / S-S VAKT S-S A	Marker Board Wordwall https://wordwall.net/es/resource/75947 518
10 min	Early during stage	<ul style="list-style-type: none"> Pre-teach vocabulary from the content of the audio they are going to listen. Ask students to predict the content of the audio and write down their predictions. Play the audio for the first listening. Hand out worksheets with specific information from the audio. 	<ul style="list-style-type: none"> Make predictions based on the images shown. Listen to the audio without writing during the first listening. 	S-S A	Worksheet Speaker Pencil/pen
10 min	Later During stage	<ul style="list-style-type: none"> Hand out worksheets with specific information from the audio. 	<ul style="list-style-type: none"> Answer specific comprehension questions while 	S-S	Worksheet Speaker



10 min	Final During stage	<ul style="list-style-type: none"> • Play the audio again for the second listening. • Ask students to compare their answers in pairs. • Reproduce the recording audio. • Answer the task “put the ideas in the correct group” 	<ul style="list-style-type: none"> • listening for the second time. • Compare their answers in pairs and discuss discrepancies. • Pay attention to the audio and instructions. • Ask the questions 	A	Pencil/pen
5 min	Post Stage	<ul style="list-style-type: none"> • Ask students to work in pairs. • Play the audio recording. • Ask students to work in pairs and think “How do you think today’s “work-life balance” is different compared to before? Why?” • Do you think “working overtime” is a good idea? Why? Why not? 	<ul style="list-style-type: none"> • Discuss the provided questions in pairs or small groups. • Share their group’s ideas with the class. 	S-s A	Pencil worksheet Board Marker

Listening B1: Work-life balance - 1

Choose the best answer.

How popular is Chris Svensson's book?

- Not very popular
- Very popular
- It's new. People don't know it yet.

Finish Try again

6 items remaining



RESOURCES

Listening B1: Work-life balance - 1

Choose the best answer.

What is the work-life balance like in traditional workplaces?

- Work lives and private lives are clearly divided.
- People work too much overtime and so they have no private life.
- People are free to manage the balance themselves.

Finish Try again

6 items remaining



Listening B1: Work-life balance - 2

Put the ideas in the correct group.

Hobbies and sports can be done at some times, also during the day. Fixed working hours

Possible to work weekends or while on holiday. Flexible working hours. No working at weekends or on holiday

Hobbies and sports only in the evening or at weekends

Traditional workplaces

Modern workplaces

Finish Try again

6 items remaining

Listening B1: Work-life balance - 1

Choose the best answer.

How often do people do overtime?

- Often
- Sometimes
- They don't.

Finish Try again

6 items remaining





Listening B1: Work-life balance - 1

Choose the best answer.

In traditional workplaces, do people work at weekends or when on holidays?

Yes, it's normal.

No, never.

Usually, they don't.

Finish Try again

5 items remaining

Listening B1: Work-life balance - 1

Choose the best answer.

How has technology helped people work with more flexibility?

They can send and receive emails from their phones from home.

Their working hours can be easily tracked.

Robots can do their work for them.

Finish Try again

5 items remaining

<https://learnenglish.britishcouncil.org/skills/listening/bl-listening/work-life-balance>

0:47

		<input type="text"/>	Working hours beyond the standard work schedule, which can impact personal time and contribute to work-life imbalance.
		<input type="text"/>	Enjoyable activities done in free time for relaxation and recreation, like hobbies, sports, and socializing.
		<input type="text"/>	The state of having an appropriate allocation of time and energy between work and personal activities.
		<input type="text"/>	An unhealthy compulsion to work excessively and compulsively, often at the expense of personal life and well-being.
		<input type="text"/>	The ability to adapt work hours and locations to fit personal and professional needs, allowing for a better balance between work and personal life.
		<input type="text"/>	Working from a location outside the traditional office, often from home, which can reduce commute time and provide a more flexible schedule.
		<input type="text"/>	A state of physical, emotional, and mental exhaustion caused by prolonged and excessive stress, often related to overworking.



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<https://wordwall.net/es/resource/75947518>



Journal 3

Listening Lesson Plan PDP

In today's fast-paced world, effective listening has become a critical skill for individuals in all walks of life. Communication and collaboration have become integral factors for achieving success both personally and professionally. As educators, we must instill these skills in our students so that they can navigate their lives with confidence and competence. One of the most effective ways to improve student engagement and success is by using the PDP framework, a holistic approach to teaching and learning that is designed to foster critical thinking and independent learning. This is why it is necessary to explore the PDP framework and how it can enhance listening skills and improve student engagement and success.

The role of the teacher and the student in the PDP framework in listening skills is crucial for the success of the learning environment. The teacher and the student play vital roles in teaching and learning, with the teacher providing the necessary guidance and support for the student to reach their full potential. In listening skills, the teacher's role is to plan and teach the material engagingly and effectively, using techniques such as storytelling, games, and discussions to help students develop their listening skills. The teacher also needs to set clear prospects for what the student is anticipating to do during the assignment and give formative feedback to help them improve their listening skills. For their part, the students also have a critical role to play in the PDP framework. They need to actively listen during the lesson, ask questions related to the topic being discussed, and engage in discussions and activities to enhance their understanding of the material. The student should also practice active listening techniques such as repeating back key points of the lesson to ensure that they understand the material being taught. Dávalos (2023) says "In the educational field referring to learning English as a foreign language, one of the most difficult skills to develop is listening comprehension". On the other hand, Rodriguez (2021) mentions that "Listening comprehension is an underestimated skill because it is not only about listening, it is related to understanding what is said to keep a conversation and achieve an effective communication to retain the information for the future" Because, above all, what is sought in the students is that, apart from listening, they understand the content.



The most challenging skill to develop is indeed listening. Based on my pre-professional internship experience, I can say that students often experience confusion and frustration when they first encounter listening activities. This is why my initial approach to listening activities did not involve direct conversations. Instead, I started with clear and slow songs to help them build confidence in their abilities. According to Nunan (2003), and Brown (2001), the primary objective of a PDP lesson plan is to enhance students' listening skills. The PDP framework for listening skills with music can play a vital role in enhancing the learning experience for students. This framework provides a structured approach for teachers to plan and deliver lessons that engage students and promote active listening and critical thinking. By using music, teachers can increase student engagement and attention, making learning more enjoyable. The difference between speaking and listening lesson plans within the PDP framework lies in the focus on comprehension, interaction, and active participation in the listening plan, compared to the more passive reception and presentation of information in a speaking plan.

Among the activities that can be effective in implementing listening skills, we found song analysis, where students listen to a song and then analyze the lyrics. This can be entertaining as they are exposed to musical genres they may not have heard before. Students can answer questions about the meaning of the words, rhyme scheme, and discuss the song's message. Another activity is radio news reporting, where students create their news reports by listening to an audio clip and summarizing it, noting any questions they may have. Role-playing is also beneficial, as students act out different roles in a conversation, helping them improve their ability to listen for meaning and make connections between ideas. In storytelling, students listen to a story and then retell it to the class, adding their touches to make it more interesting. Finally, podcast creation allows students to create their podcast and listen to it after recording. This helps them learn how to communicate effectively and listen to different perspectives. These methods, among others, can be highly effective for a listening class.

In a recent demonstrative class, I observed a significant boost in student engagement and interest when we delved into the topic of "work-life balance." This subject struck a chord with the students as it was directly relevant to their daily lives, leading them to actively share their personal insights and opinions. The use of pertinent vocabulary facilitated their ability to articulate their thoughts and place them in the right context. For example, when discussing



terms like "stress management" and "personal time," students effectively connected these ideas to their own experiences, which greatly enhanced their understanding and involvement. This real-life application not only deepened their comprehension but also underscored the value of linking theoretical concepts to practical, everyday situations to make learning more engaging and meaningful.

To sum up, the PDP framework is a revolutionary approach to teaching and learning that can significantly enhance student engagement and improve their skills in various ways. Effective listening is a critical skill for success, both in the classroom and in life. By incorporating the PDP framework into our teaching practices, we can equip students with the tools and strategies they need to become more engaged and successful learners. This involves the active participation of students, appropriate guidance from teachers, and a variety of creative activities that make the learning experience more enjoyable and memorable. Ultimately, the goal of education is to help students become independent and successful learners, and a comprehensive approach like the PDP framework can help us achieve this goal effectively.

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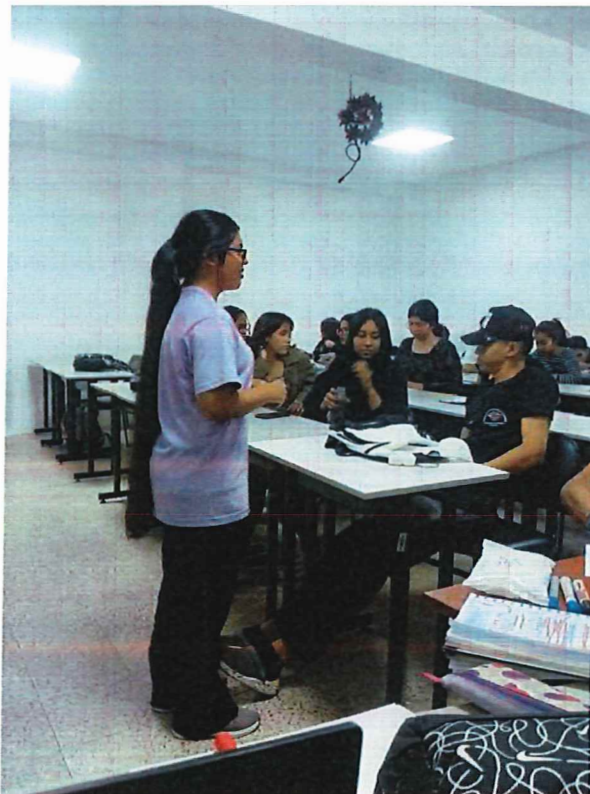
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Demonstrative lesson:

Picture 2

Listening lesson



The picture captures a scene of a class in progress in a classroom, in which I explain what we are going to do in the second stage, students are listening very carefully to the instructions before listening to the audio.



4. Reading Module

Reading Lesson Plan

“Pollution and its effects on environment” Article

Name: Johanna Mansilla Timias Level: B1

Action Points

1. Reduce TTT (teacher talking time)
2. Use real-world scenarios for fluent use activities

Student Learning Objectives

By the end of the lesson, students will be able to (SWBAT):

Show understanding of the article "Pollution" by answering a questionnaire.

And then present a proposal on how to reduce pollution.

Progress Check

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?

- By skimming and scanning the article.
- By answering the questions correctly.

Preliminary Considerations

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

- Basic environmental vocabulary and concepts related to pollution.



- Simple present tense for describing general truths and habits.

- Skills in identifying main ideas and details in a text.

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

- Understanding specific details in the article.

- Formulating a coherent proposal in English.

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

- Provide a vocabulary list and pre-teach difficult words.

- Use guided questions to help students identify key information in the text.

- Offer a structured template for the proposal to help organize their thoughts.



Time	Framework stage	Teacher Will...	Students Will...	Interaction T-S/ S-S	Materials
8	Pre- stage	<ul style="list-style-type: none"> • Ask students what they know about pollution. • Lead a discussion on different types of pollution (air, water, soil, noise). • Introduce key vocabulary: pollutants, emissions, biodegradable, ecosystem, contamination. • Show the title and any images from the article. • Ask students to predict what the article might be about. • Write their predictions on the board. 	<ul style="list-style-type: none"> • Share their prior knowledge about pollution. • Participate in the discussion and listen to the teacher's explanations. • Look at the title and images. • Make predictions about the article's content. • Share their predictions with the class. 	<p>S-S</p> <p>V</p>	<p>Markers Board Wordwall</p> <p>https://wordwall.net/es/resource/75526986</p>
8	Early during stage	<ul style="list-style-type: none"> • Instruct students to quickly skim the article to get a general idea of the content. • Ask students to read the article silently. 	<ul style="list-style-type: none"> • Skim the article to get a sense of the overall content. • Note any headings, subheadings, and important terms 		<p>Sheets</p>



15	Later during stage	<ul style="list-style-type: none"> • Encourage them to highlight key points, unfamiliar words, and main ideas. • Guide students to identify headings, subheadings, and any highlighted or bolded terms. • Provide a set of comprehension questions to guide their reading: <ul style="list-style-type: none"> • What are the main types of pollution mentioned in the article? • How does pollution affect human health and the environment? • What are some proposed solutions to reduce pollution? • Organize students into small groups. • Ask students to discuss their answers to the comprehension questions. • Encourage them to compare their initial predictions with the actual content of the article. 	<ul style="list-style-type: none"> • Read the article silently. • Highlight key points, unfamiliar words, and main ideas. 	S-S	Projector
		<ul style="list-style-type: none"> • Use the guided questions to focus their reading. <ul style="list-style-type: none"> • Answer the comprehension questions based on the article. • Discuss their answers to the comprehension questions in small groups. • Compare their initial predictions with the content of the article. 	T-S	V	



10	Final during stage	<ul style="list-style-type: none"> • Bring the class back together to share insights from their group discussions. • Summarize the main points of the article on the board. • Ask students to write a short paragraph about what they can do to reduce pollution in their daily lives. • Invite some students to share their responses with the class. 	<ul style="list-style-type: none"> • Share insights from their group discussions. • Listen to the summary and contribute additional points if needed. • Write a short paragraph reflecting on how they can reduce pollution. • Share their reflections with the class if selected. 	S-s V	Worksheets pencil
4	Post stage	<ul style="list-style-type: none"> • Review the main points discussed in the lesson. • Address any remaining questions or misconceptions about pollution. • Ask students to think about one action they can take to help reduce pollution. • Encourage students to think about realistic and achievable actions. 	<ul style="list-style-type: none"> • Ask any final questions they have about the article or the topic of pollution. • Reflect on what they have learned and clarify any misunderstandings. • Write down a few practical actions they can take to reduce pollution in their daily lives. • Share their action plans with a partner or the class 	S-s A-K	Sheet pencil



Resources

Develop Your Reading Skills. Read The Following Text On Pollution And Its Effect On The Environment. Then Answer The Comprehension Questions

Pollution is the degradation of natural environment by external substances introduced directly or indirectly. Human health, ecosystem quality and aquatic and terrestrial biodiversity may be affected and altered permanently by pollution.

Pollution occurs when ecosystems can not get rid of substances introduced into the environment. The critical threshold of its ability to naturally eliminate substances is compromised and the balance of the ecosystem is broken.



The sources of pollution are numerous. The identification of these different pollutants and their effects on ecosystems is complex. They can come from natural disasters or the result of human activity, such as oil spills, chemical spills, nuclear accidents ... These can have terrible consequences on people and the planet where they live: destruction of the biodiversity, increased mortality of the human and animal species, destruction of natural habitat, damage caused to the quality of soil, water and air ...

Preventing pollution and protecting the environment necessitate the application of the principles of sustainable development. We have to consider to satisfy the needs of today without compromising the ability of future generations to meet their needs. This means that we should remedy existing pollution, but also anticipate and prevent future pollution sources in order to protect the environment and public health. Any environmental damage must be punishable by law, and polluters should pay compensation for the damage caused to the environment.

Comprehension

- The damage caused by pollution might be irreversible:
 - True
 - False
- The ecosystem
 - can always cope with pollutants
 - may not always be able to cope with pollution.
- Pollution
 - is always caused by humans.
 - may sometimes be caused by natural disasters.
 - An ideal solution to prevent pollution would be to
 - refrain the development of some countries.
 - continue developmental projects.
 - take into consideration the future generations need to live in a healthy environment.

0:02

		The upper layer of earth in which plants grow, consisting of a mixture of organic matter, minerals, gases, liquids, and organisms.	The variety of plant and animal life in a particular habitat or in the world as a whole, often considered a measure of the health of an ecosystem.
		The process by which organisms or is damaged, particularly in quality condition, or function over time	A biological community of interacting and functioning together as a unit.
		Subject to legal penalties or sanctions for breaking a law or regulation.	Referring to the land or the earth's surface, as opposed to aquatic (water) or aerial (air) environments (plants or animals).
		Harm or injury that reduces value, usefulness, or normal function, often resulting from external forces or actions.	A level, point, or value above which something starts to happen or have an effect, such as the limit at which an ecosystem can endure environmental stress without collapsing.
		A catastrophic event caused by a process of earth such as earthquakes, hurricanes, floods, or volcanic eruptions.	



Enviar respuestas



Journal 4

Reading lesson plan

Teaching and learning reading skills in ESL (English as a Second Language) are crucial for language acquisition and development. Reading plays a significant role in learning a new language process, as it exposes students to varied sentence structures, grammar, and vocabulary, ultimately helping them build speed and fluency. To better understand this process, it is essential to analyze expectations and feelings, new learning experiences, and problems to be solved using the PDP (Pre, During, Post) framework.

The expectations for this module were very encouraging because it is intriguing how each module will be developed to enhance teaching effectiveness, particularly for reading skills. This knowledge will greatly assist me in implementing engagement activities that benefit my students. Additionally, using the PDP framework in reading allows for a comprehensive evaluation of students' knowledge.

One observation from my internships was that students struggled significantly with understanding English texts because they lacked a clear strategy for approaching them. My experience with the PDP framework for reading skills revealed that it makes reading comprehension much easier and less stressful for students. This structured approach provides a clear step-by-step guide for students to achieve the class objectives.

Boyobic (2010) argues that “Reading is not merely a process of exact identification of letters, words, and ultimately sentences leading to comprehension built from letter to word to phrase to sentence.” This suggests that reading involves a complex process that leads to comprehension through various linguistic elements. This aligns with the importance of reading in ESL teaching, as it significantly influences language acquisition and the development of language skills. Guided reading, a powerful tool for teaching reading skills to ESL learners, supports this by emphasizing cognitive strategies to improve reading proficiency. Ruiz de Zarobe (2011) also argues that “reading motivation is fairly limited research focused explicitly on reading abilities.” This imbalance is noteworthy, as research indicates that reading motivation and engagement play a pivotal role in informing policies aimed at enhancing reading achievement. Collins & Bolt (1980) mention, “There are a number of cues that signal when a particular idea is the main point of a paragraph or expository text. For example, if an idea is mentioned in a heading or opening sentence, it is likely to be a main point.” This

highlights the importance of teaching students to identify key ideas in texts, making reading activities more engaging and less traditional.

In my recent demonstrative lesson, students showed a keen interest in the topic, which highlighted the importance of incorporating effective skimming and scanning strategies. These strategies are crucial as they help students quickly identify relevant information and understand the text's main ideas. By providing students with targeted techniques for skimming and scanning, we can enhance their reading efficiency and comprehension, ultimately contributing to their overall writing skills.

In conclusion, teaching and learning reading skills in ESL are crucial for language acquisition and development. Reading plays a significant role in learning a new language by exposing students to varied sentences, grammar, and vocabulary, ultimately helping them build speed and fluency. The PDP framework is a valuable tool for teaching reading skills to ESL learners, as it assists teachers in planning and delivering effective reading lessons. The framework emphasizes the importance of prioritizing various skills and competencies, ensuring that the reading activities meet the language development needs of the learners.

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Demonstrative lesson

Picture 3

Reading lesson



The picture captures a scene of a class in progress in a classroom teacher plays an active role as a guide and facilitator of learning while students actively participate in the process of knowledge construction. In this part, students were reading carefully the text.

5. Writing Module

Writing Lesson Plan

A descriptive paragraph “My favorite place”

Name: Johanna Mansilla Timias **Level:** B1

Action points

1. Set up real-world scenarios for fluent use activity.
2. Reduce TTT (Teacher Talking Time)

What are your Student Learning Objectives for the lesson?

Student Learning Objectives

By the end of the lesson, SWBAT (Students Will Be Able To):

Write a descriptive paragraph about their favorite place, **to** use descriptive vocabulary and correct grammar structures relevant **then** share with the class.

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

- Students will write a brainstorming, outline and draft of their descriptive paragraph, which will be peer-reviewed in pairs or small groups. During this activity, students will provide and receive constructive feedback based on a checklist of descriptive writing elements.

Preliminary Considerations

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

- Students have a basic understanding of descriptive vocabulary, such as adjectives (e.g., beautiful, serene, bustling) and sensory words (e.g., sounds of waves, smell of flowers).
- Students are familiar with the present simple and past simple tense.
- Students have previously written short paragraphs on various topics.

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

- Selecting appropriate descriptive vocabulary to create vivid imagery.
- Structuring their paragraphs coherently, ensuring a logical flow of ideas.
- Balancing between providing enough detail without being overly repetitive.

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

- Provide a list of descriptive vocabulary and phrases that students can refer to while writing.
- Show a sample descriptive paragraph and analyze its structure, pointing out the introduction, body, and conclusion.
- Use graphic organizers, such as mind maps or outline templates, to help students organize their thoughts before writing.
- Conduct a mini-lesson on the use of sensory details to enhance descriptions.



Time	Framework stage	Teacher will...	Students Will...	Interaction T-S/S-S VAKT	Material Needed
10 min	STAGE 1 PREPARATI ON	<ul style="list-style-type: none"> • Ask students to choose a topic for their descriptive paragraph (e.g., a favorite place, a memorable person, an interesting object). • Guide students to brainstorm and write down words and phrases related to their topic using the vocabulary list. • Help students organize their ideas into a simple outline (topic sentence, three supporting details, concluding sentence). 	<ul style="list-style-type: none"> • Choose a topic for their descriptive paragraph. • Brainstorm and write down related words and phrases. • Organize their ideas into an outline. 	<p>S-s</p> <p>Visual</p> <p>Auditory</p>	<p>Projector</p> <p>Markers</p>
20 min	STAGE 2: DRAFTING/ REVISING/ EDITING	<ul style="list-style-type: none"> • Show a model writing draft based on the outline on the whiteboard, thinking aloud as you write. • Emphasize that the focus is on getting ideas down rather than on perfect grammar or spelling. • Ask students to write their first draft based on their outline. • Walk around the classroom, providing support and encouragement as needed. 	<ul style="list-style-type: none"> • Watch and listen as the teacher models drafting. • Write their first draft based on their outline. • Exchange drafts with their partner. • Use the writing checklist to give and receive feedback. 	<p>S-S</p> <p>Auditory</p> <p>Visual</p> <p>Tactil</p>	<p>Board</p> <p>Marker</p> <p>Projector pencil sheet</p>



10 min	STAGE 3: EXTENSION	<ul style="list-style-type: none"> • Model how to revise and edit a paragraph using a writing checklist. • Pair up students and ask them to exchange drafts with their partner. • Provide a writing checklist and guide students to give constructive feedback on their partner's work. 	<ul style="list-style-type: none"> • Revise their paragraphs based on feedback. 	S-S Visual	Pencil Sheet
		<ul style="list-style-type: none"> • Invite a few students to read their revised paragraphs aloud. • Encourage the class to give positive feedback and ask questions about the descriptions. • Summarize the key points of the lesson. • Highlight the importance of descriptive writing and the process of drafting, revising, and editing. • Ask students to share their paragraphs on the padlet. 	<ul style="list-style-type: none"> • Read their revised paragraphs aloud if chosen. • Give positive feedback and ask questions about their classmates' descriptions. • Listen to the summary. • Share their paragraphs on the padlet. 		



Example of paragraph.

"The cozy little café on the corner of Maple Street is my favorite place to relax. The aroma of freshly brewed coffee fills the air, blending perfectly with the sweet scent of pastries. The soft hum of chatter and the gentle clinking of cups create a comforting ambiance. Sunlight streams through the large windows, casting a warm glow over the rustic wooden tables and colorful cushions. This charming spot feels like a peaceful oasis in the middle of a bustling city."

Drafting Your Paragraph
- Example Draft:

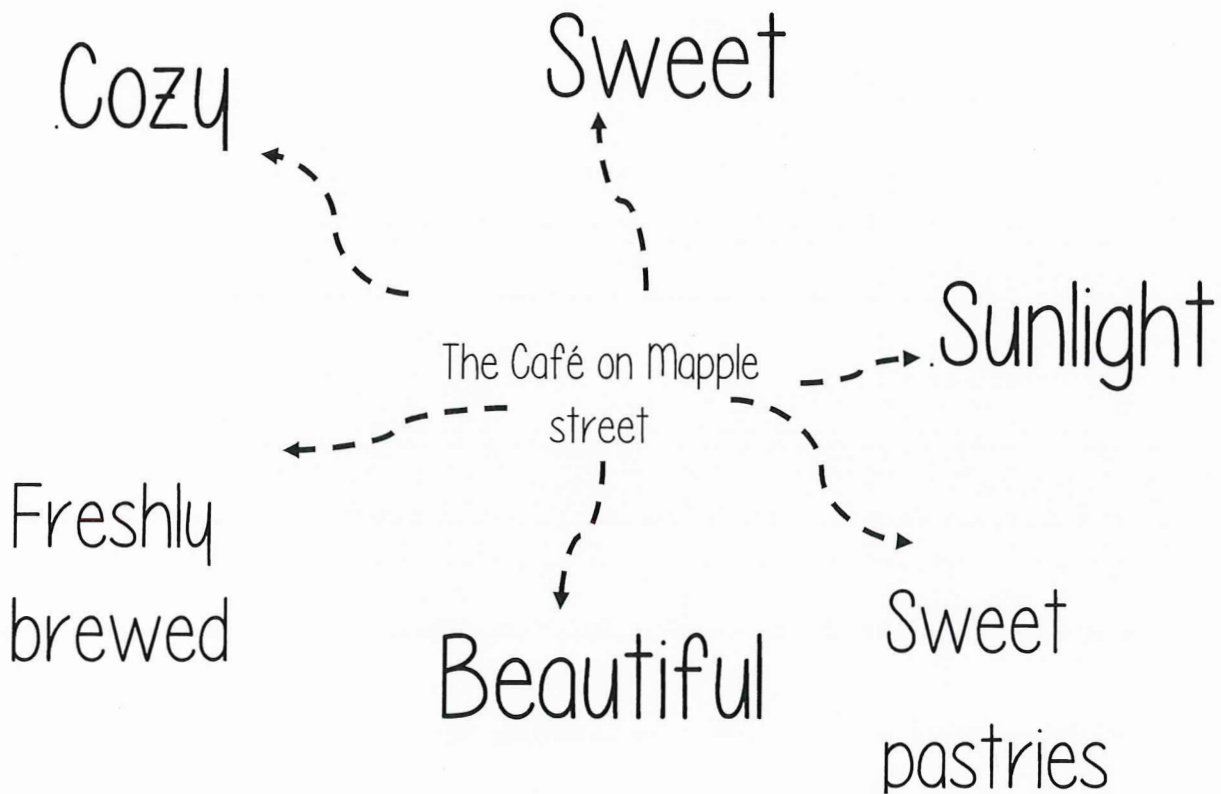
- "The cozy little café on Maple Street is my favorite place to relax. The aroma of freshly brewed coffee fills the air, blending perfectly with the sweet scent of pastries. The soft hum of chatter and the gentle clinking of cups create a comforting ambiance. Sunlight streams through the large windows, casting a warm glow over the rustic wooden tables and colorful cushions. This charming spot feels like a peaceful oasis in the middle of a bustling city."

- Checklist:

- Content: Is the description clear and detailed?
- Organization: Is the paragraph structured well?
- Language: Are adjectives and sensory details used?
- Grammar and Spelling: Are there any errors?

Share it on the padlet

Conoce tu ipix <https://ipix.net/links/1610>



Journal 5

Writing Lesson Plan

Writing is a fundamental skill essential for effective communication, academic success, critical thinking, creativity, and professional preparedness. It enables students to articulate their thoughts clearly, fostering better understanding and reducing misunderstandings. Strong writing skills are crucial for performing well in essays, research papers, exams, and reports, impacting grades and overall academic performance. Additionally, writing encourages critical analysis and logical argumentation, promoting independent thought. Teaching writing involves guiding students through the writing process, which includes pre-writing, drafting, revising, editing, and publishing. This structured approach helps students produce well-organized, clear, and polished texts, improving their ability to express ideas effectively. Therefore, developing strong writing skills is crucial for students' academic and professional success, providing a valuable tool for clear and effective communication it is why is important to analyze the writing process.

Drafting is where students begin to translate their ideas into written form. Hyland (2019) emphasizes that drafting is essential because it allows students to focus on the flow of ideas without being hindered by the need for perfection. During this stage, students can freely express their thoughts and develop their arguments or narratives comprehensively. Drafting provides an opportunity for students to experiment with their writing style and structure, knowing that they will have chances to refine and improve their work later. This stage is crucial for exploring different ways of presenting ideas and honing one's voice and style. Encouraging students to embrace the drafting process as a time for exploration rather than finalization helps build their confidence and resilience as writers (Richards & Renandya, 2020).

Revising involves reviewing and modifying the initial draft to enhance its content and structure. Ferris and Hedgcock (2018) highlight that revision is critical for refining ideas and improving clarity. During this stage, students critically evaluate their work, identify areas that need improvement, and make necessary changes. Emphasizing revision helps students understand that writing is a process of continuous refinement and that initial drafts are not meant to be perfect. This stage teaches them to look at their work from a reader's perspective,

ensuring that their writing effectively communicates their intended message. By focusing on the strengths and weaknesses of their drafts, students learn to develop their critical thinking skills and improve their ability to self-edit.

Editing focuses on correcting grammatical errors, punctuation, and spelling mistakes. While it might seem less significant than other stages, editing is vital for ensuring that the final piece of writing is polished and professional. Ferris and Hedgcock (2018) also note that attention to detail during editing affects the reader's perception and understanding of the work. Effective editing ensures that the writing is clear, coherent, and free of distracting errors, enhancing the overall readability and impact of the text. This stage helps students develop their attention to detail and reinforces the importance of accuracy in writing. By prioritizing editing, students learn to produce writing that meets high standards of professionalism and readability.

Publishing or sharing the final piece of writing provides students with a sense of accomplishment and purpose. Hyland (2019) suggests that when students know their work will be read by others, they are more motivated to produce high-quality writing. Publishing can take various forms, such as sharing with peers, posting on a blog, or submitting to a school publication. This stage reinforces the value of students' efforts and encourages them to take pride in their writing, fostering a sense of ownership and confidence in their abilities. By presenting their work to an audience, students experience the culmination of their writing process and gain a deeper appreciation for the impact of their words. During a demonstrative class focused on descriptive adjectives in the topic "My Favorite Place," I observed that students often struggled with using connectors effectively. Connectors are essential for creating coherence and logical flow in writing, linking ideas and ensuring the text reads smoothly. This difficulty highlighted the need to place greater emphasis on teaching connectors during the writing process. Providing explicit instruction on how to use connectors, along with practice activities, can significantly improve students' writing structure and coherence. Addressing this challenge will help students produce more cohesive and polished pieces of writing, enhancing their overall communication skills. This experience underscored the importance of integrating targeted instruction on specific writing elements into the lesson plan to address common areas of difficulty.

To sum up, each stage of a writing lesson plan is integral to developing students' writing abilities. From generating ideas during brainstorming to refining their work through

revision and editing, each step contributes to the final quality of the writing. Incorporating insights from Richards, Renandya, Hyland, and Ferris and Hedgcock, it is clear that a comprehensive approach to teaching writing can significantly enhance students' skills. Additionally, addressing specific challenges, such as the use of connectors, ensures that students can produce coherent and polished pieces of writing. A structured writing lesson plan not only improves students' writing proficiency but also builds their confidence and fosters a lifelong appreciation for the writing process. Through careful instruction and practice, students develop the skills needed to communicate effectively and express themselves with clarity and precision.

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Demonstrative lesson

Picture 4

Writing Lesson



The picture captures a scene of a class in progress in a classroom, and the teacher plays an active role as a guide and facilitator of learning, while students actively participate in the process of knowledge construction. In this part, the teacher was explaining the second stage of drafting, in which they had to refine their initial ideas, focusing on organizing their thoughts coherently and ensuring that their arguments were well-supported with evidence. This stage involved revising their drafts to improve clarity, coherence, and overall structure, with the goal of developing a polished and persuasive piece of writing.

Conclusions and Recommendations:

Conclusions:

- Holistic Language Proficiency: Language serves as a multifaceted tool for both personal and academic communication, encompassing the ability to articulate thoughts, emotions, and ideas. By employing the form, meaning, and usage (FMU) approach in grammar instruction, educators can enhance students' grammatical understanding and application, making their language use more versatile and contextually appropriate.
- Comprehensive Speaking Skills: Effective speaking is crucial for both social interaction and academic success. Well-structured speaking lesson plans are essential for building students' confidence and improving their oral abilities. The use of frameworks like ECRIF (Encounter, Clarify, Remember, Internalize, and Fluently Use) can create interactive and impactful learning experiences, better-preparing students for real-world communicative situations.
- Enhanced Listening Abilities: Listening is integral to understanding and engaging with others, strengthening interpersonal relationships, and facilitating better communication. Implementing targeted listening activities in lesson plans is vital for developing students' receptive skills, thereby creating a rich learning environment where students can actively engage with spoken content and improve their overall comprehension.
- Reading is fundamental for academic achievement and cognitive development. Lesson plans that emphasize reading strategies such as skimming and scanning are crucial for improving students' reading speed, comprehension, and critical thinking. Engaging topics and varied reading materials can motivate students and enhance their analytical skills.
- Writing not only enhances communication but also encourages creative expression. Designing lesson plans that are both engaging and relevant to students can transform their perception of writing from a daunting task to a creative endeavor. Incorporating activities like collaborative writing and creative exercises can make writing more accessible and enjoyable, helping students to articulate their ideas clearly and effectively.

Recommendations:

- -Ensure that lesson plans provide clear, concise instructions for each activity. This clarity helps students understand their tasks and expectations, making the learning process smoother and more effective. Detailed guidelines will support students in navigating complex tasks, such as skimming and scanning texts or engaging in structured speaking exercises.
- Select topics that are both interesting and relevant to students' experiences and interests. For speaking and writing activities, incorporating real-life scenarios and current events can make lessons more engaging and meaningful. Similarly, for reading, choose texts that resonate with students' interests to foster a deeper connection and motivation to read.
- -Introduce students to a range of scenarios and contexts in speaking and writing activities. This approach helps them apply language skills in different situations, enhancing their adaptability and confidence. For example, simulate real-life conversations or write for various purposes, such as emails or persuasive essays.
- Encourage students to share their thoughts and opinions in both speaking and writing tasks. Create opportunities for peer feedback and collaborative work, which can foster a supportive learning environment and stimulate further engagement. This practice not only improves language skills but also builds confidence and communicative competence.
- -Develop lesson plans that balance all language skills—speaking, reading, writing, and listening. For instance, integrate listening activities that complement reading texts or include speaking tasks that encourage the use of new vocabulary and grammar points from writing exercises. This holistic approach ensures that students develop well-rounded language abilities.