

# **UNIVERSIDAD LAICA “ELOY ALFARO” DE MANABÍ**

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

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**TRABAJO DE INTEGRACIÓN CURRICULAR**

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COMO IDIOMA EXTRANJERO**

**TEMA:**

Teaching English as a Foreign Language Application Process

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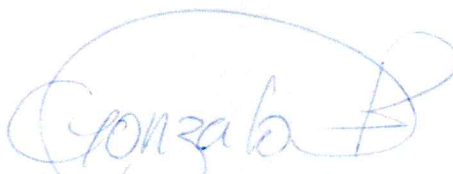
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Título del Trabajo de Integración Curricular:

### Teaching English as a Foreign Language Application Process

**Autor:** María Jesús Moreira Hurtado

#### Abstract

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

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Manta, 14 de agosto de 2024



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## INTRODUCTION

The following work is based on the knowledge acquired during my whole path through my studies to become an English teacher, also the experience I gained when I did my internships and pre-teaching services. This knowledge encompasses a deep understanding of the English language, its grammar, vocabulary, and idiomatic expressions. Additionally, I gained expertise in teaching methodologies, lesson planning, and classroom management techniques.

The internships and pre-teaching services I undertook during my studies provided me with invaluable practical experience. These opportunities allowed me to apply the theoretical knowledge I had acquired in real-world classroom settings. I had the chance to observe experienced teachers, interact with students, and gradually take on teaching responsibilities under the guidance of mentors. These experiences helped me develop essential skills such as adaptability, creativity, and effective communication.

The combination of theoretical knowledge and practical experience has profoundly shaped my understanding of the teaching profession. I have come to appreciate the complexity and challenges involved in educating students, as well as the immense satisfaction that comes with helping them grow and succeed. This understanding has instilled in me a deep sense of responsibility and a commitment to continually improving my teaching skills to better serve my students.



It is also necessary to highlight the content of lesson plans as an essential component in the training of any future teacher, since it establishes the foundations for an effective and meaningful teaching-learning process. As a student prepares to take on the role of educator, the ability to design well-structured lessons becomes a crucial skill.

These plans not only involve the selection of appropriate content and activities with different methodologies for each skill, but also the consideration of the needs and characteristics of the students, as well as the integration of various pedagogical methodologies. In this context, lesson planning is presented as a tool that allows the teacher to anticipate and organize learning, fostering an environment in which students can actively participate and develop their competencies in a comprehensive way.



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Artes y Humanidades

*Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros*

# MODULE 1

**THE LANGUAGE ANALYSIS  
(FMU)**



**FMU**

**Present Continuous Tense**

Name: \_\_\_\_\_ Students Level: A1 Class: 3<sup>rd</sup> EBG Date: September 18, 2023

**FORM**

**Present Continuous Tense (Structure)**

**Affirmative**

**Subject + Verb to be + Main verb + ING + Complement.**

Subject	+	Verb to be	+	Main Verb	+	Gerund (ING)	+	Complement
		Variable						
I		am		watch		ing		TV.
You		are		watch		ing		TV.
She		is		watch		ing		TV.
He		is		watch		ing		TV.
It		is		watch		ing		TV.
We		are		watch		ing		TV.
You		are		watch		ing		TV.
They		are		watch		ing		TV.

**Examples**

I am eating pizza right now.

She is listening to music.

They are reading the newspaper now.





**Negative**

**Subject + Verb to be + not + Main verb + ING + Complement.**

Subject	+	Verb to be	+	NOT	+	Main Verb	+	Gerund (ING)	+	Complement
		Variable								
I		am		not		watch		ing		TV.
You		are		not		watch		ing		TV.
He		is		not		watch		ing		TV.
She		is		not		watch		ing		TV.
It		is		not		watch		ing		TV.
We		are		not		watch		ing		TV.
You		are		not		watch		ing		TV.
They		are		not		watch		ing		TV.

**Examples**

I am not eating pizza right now.

She is not listening to music.

They are not reading the newspaper now.

**Interrogative**

**The verb to be + Subject + Main verb + ING + Complement + Question mark (?)**

Verb to be	+	Subject	+	Main Verb	+	Gerund (ING)	+	Complement	+	Question mark (?)
variable										
Am		i		watch		ing		TV		?
Are		you		watch		ing		TV		?



Is	he	watch	ing	TV	?
Is	she	watch	ing	TV	?
Is	it	watch	ing	TV	?
Are	we	watch	ing	TV	?
Are	you	watch	ing	TV	?
Are	they	watch	ing	TV	?

### Examples

#### Yes/No Questions

Are you eating pizza right now?

Is she listening to music?

Are they reading a newspaper now?

#### Short Answers

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

Yes, she is. / No, she is not.

Yes, we are. / No, we are not.

### MEANING

The present continuous is a tense that describes an ongoing action in the present. This tense is a way to convey any action or condition that is happening *right now*. It adds energy and action to statements, and its effect helps people understand *when* the action is happening.

### USE

We use the present continuous tense to talk about:

- Things that are happening now, at the time when we are talking.

I am eating ice cream.

- Temporary activities, even if it is not happening at the time when we are talking.

She is studying science at college.

### ANTICIPATED DIFFICULTIES



Difficulties may be encountered when:

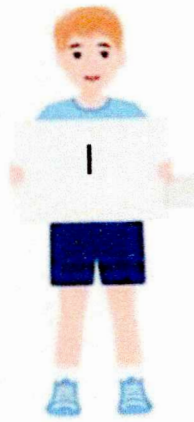
- Changing the position of the verb to be and the subject when we are asking questions in the present continuous tense.
- Students might get confused about why adding (ing) to verbs and its meaning.

### **COMPREHENSION CHECKING QUESTIONS**

- What are you doing right now?
- Are we studying science now?
- What is your sister doing?
- Is your brother cooking right now?

### **TEACHING IDEAS**

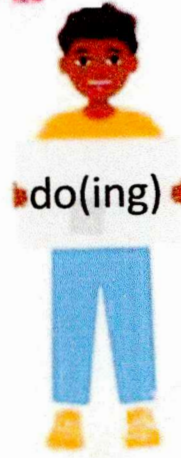
- The teacher will show some images and ask the students to describe what activities the people in the picture are doing.
- The teacher will provide the students with some words, each on a sheet of paper, then students will create sentences using the Present Continuous tense with these words to present the sentences in front of the class.



am



Is



homework





### Reflection wheel journal 1

Learning a new language can be seen as an elusive goal for many people, and it is challenging since it trains your brain to develop new skills. It also creates different connections among words and puts them into different situations and contexts. When people are learning a new language, they need to consider that grammar is essential because it lays the groundwork for effective communication. **Form, meaning, and use (FMU)** help students to understand the form to catch the meaning, and, as a result, the uses of the grammatical rules.

Once I understood how important the usage of FMU when learning a new language is, **I realized** that it is very important for my students to use accurate and proper grammar to clarify meaning. According to (Floris, 2022) Knowing **how and when** to use correct grammar will help speakers avoid errors that obstruct the intended meaning and cause misunderstandings. **I expect** this method will aid my students when they try to communicate to do it correctly.

The FMU approach **ensures** that learners learn about the form, meaning, and usage of a grammar item, thus making the teaching of it complete and more memorable. This method **provides** a variety of communicative activities and meaningful as well as interesting media so that the students have more opportunities to practice and use the language focus. It also allows students to participate in the class actively and are willing to take a risk and experiment with the language. Therefore, by using the FMU method, students can get the motivation which is important to help them learn the new language better.



**The form includes** pronunciation, spelling, and word parts. To master form, students should know what the word sounds like, and what recognizable parts are included. Think prefixes, suffixes, and root words. (Eller, 2022) The wedge representing form (structure) concentrates on “overt lexical and morphological forms that tell us how a particular grammar structure is constructed and how it is sequenced with other structures in a sentence or text. (Yilmaz, 2018)

**Meaning is** the concept conveyed by a word or by a phrase. It may require the learner to make associations between concepts. To master meaning, a student should know when a word can only be used in certain contexts, what other words are related, and what form or tense best expresses the intended meaning. (Eller, 2022) The meaning (semantic) wedge focuses on what the linguistic structure means and is suggested to vary between two different patterns: lexical or grammatical. (Yilmaz, 2018)

**Use includes** knowledge of grammatical functions such as gerunds, nouns, verbs, etc. It also includes recognizing a word as being used formally or casually and recognizing other words that typically go together - for example: in front of. To master use, a student should know where and when they can use a word in the "real" world outside the classroom and if certain patterns are needed - for example adjectives in front of nouns as in white car, blue house, etc (Eller, 2022)

**While I was teaching during my Pre-Service Teaching**, I could apply the FMU method even when **at first**, I did not about it. I focused on the form or grammar structure of each topic, then I explained the meaning or concepts, and finally, I showed the uses of grammar by setting my students in context about what they were learning but to be honest my topics were not that difficult so **now**, I can use this approach when teaching.



**When teaching grammar**, we must be aware of its FMU. This unit was specially designed for change activist teachers. The ones who know that teaching grammar is important but at the same time are aware that classes must be learner-centered and that we have to integrate skills. and on top of it all, help our students to grow in the L2. The form-meaning-use framework could be used in grammar teaching with particular focus on writing skills (Yılmaz, 2018)

**The importance** of teaching the language system, of a truth, cannot be overemphasized. Language system constitutes the formidable foundation on which language skills are built. Phonetics, vocabulary, grammar, and so on are part of the elements that make up the language system. Speaking, reading, writing, and listening skills are constantly being overlooked in many ESL classrooms. (Ejitokun, 2019)

**To sum up**, I can say that the framework “For, Meaning and Use” is important when planning to teach English activities for better timing, and use of resources to motivate understanding of the students since it provides grammatical appropriateness to the language. This aim helps students to use grammar accurately, meaningfully, and appropriately and gives a tool to teachers who want to lead their classes in the target language in a natural and sophisticated way.

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# **MODULE 2**

## **SPEAKING (ECRIF)**



### ECRIF Lesson Plan Form

**LEVEL: A1 - 5th CLASS**

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

1. TTT (TEACHER TALKING TIME)
2. Achieve meaningful learning

**What are your Students Learning Objectives for the lesson?**

By the end of the lesson, students will be able to **use** the present continuous tense **to** talk about actions that are happening now and temporary activities **in** a pair conversation.

**When/How in the lesson will I check students'**

**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 can use the ING at the end of the verbs to describe the action.
- When Ss can talk about activities that are happening now in meaningful activities.

**Preliminary considerations:**

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

They already know the vocabulary about sports and activities they do at school and at home.

They already know basic action verbs.

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

Students might get confused when changing the position of the verb to be and the subject when asking questions in the present continuous tense and about adding (ing) to verbs and their meanings.




Students might get confused when apply the progressive form to action and state verbs. SS might use ING with state verbs.

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

Giving examples using the tense with activities the students are doing at the moment.

Helping my students in creating some sentences in the affirmative, negative and question forms.



Time	Framework Stage	Procedure	Interaction T-S/S-S VAKT	Materials needed
8 min	Warm up	<p>Teacher will...</p> <p>Pass a box with some pictures inside it and sing "tingo tingo tango" to help students to recognize the actions they do.</p>	VAKT	Box Pictures
12 min	Encounter and Clarify	<p>Show a picture of people at school doing some activities. Ask students about what people are doing in that place.</p> 	T-S  S-T	



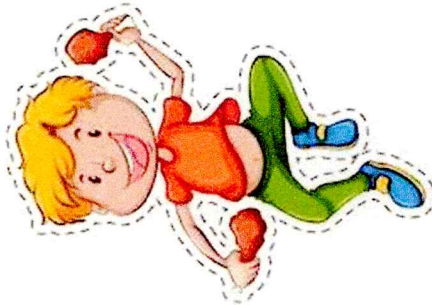
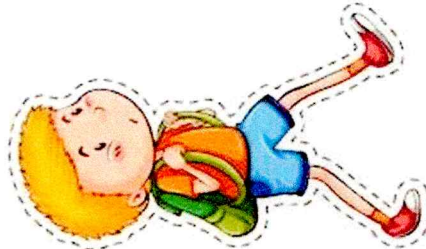
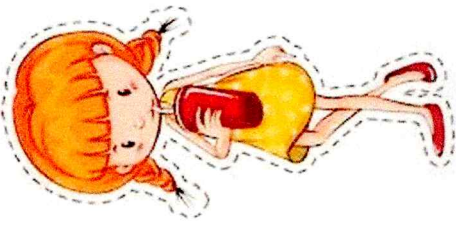
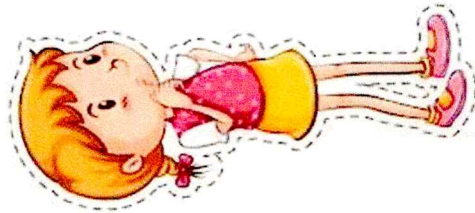
15 min	Remember and Internalize	<p>Ask some questions (CCQs)</p> <p>Comprehension Checking Questions</p> <ul style="list-style-type: none"> <li>• What are you doing right now?</li> <li>• Are we studying science now?</li> <li>• What is your sister doing at school?</li> <li>• Is your classmate dancing?</li> </ul> <p>How and when do we use the Present Continuous Tense.</p> <ul style="list-style-type: none"> <li>• We use the PC to talk about things that are happening now, at the time when we are talking. (I am eating ice cream. - He is watching a movie.)</li> <li>• Temporary activities, even if it is not happening at the time when we are talking. (She is studying English at college. - We are working at a cafe.)</li> </ul> <p>Rules to add (ing) to the verbs:</p> <p><b>1. If it ends in -y or -w we do not double.</b> This is because in English phonetics <i>y</i> and <i>w</i> are considered semivowels. <i>Play</i> → <i>playing</i>    <i>buy</i> → <i>buying</i>    <i>draw</i> → <i>drawing</i> <i>borrow</i> → <i>borrowing</i></p> <p><b>2. If the stress does not fall on the last syllable*, we do not double.</b> <i>listen</i> → <i>listening</i>    <i>remember</i> → <i>remembering</i></p>	Ss will listen and answer some questions.	T-S S-T	Board Markers Eraser Pencils Notebook Paper
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10 min	Fluently Use	Make pairs and provide each group with 2 sheets of paper with an information gap activity.	Students will participate: - Creating questions using the Present Continuous by using the information given. - Student A ask to Student B. Then they switch the roles.		Flashcards.
		Set pairs and provide each group with some flashcards to have a conversation.	Use the verbs in the cards and ask 3 questions to each member of the group.		



 clap	 cry	 close	 draw	 jump
 dance	 fly	 hug	 hop	







**A** What is \_\_\_\_\_ doing? What are \_\_\_\_\_ doing?

<i>She is playing football</i>			
Jenny	Rinzin	James	the baby

**B** What is \_\_\_\_\_ doing? What are \_\_\_\_\_ doing?

	<i>He is brushing his teeth.</i>		
Jenny	Rinzin	James	the baby

Sources:

<http://curso-gratis-ingles.euroresidentes.com/2014/12/reglas-spelling-ing.html>

<https://en.islcollective.com/english-esl-worksheets/grammar-topic/present-continuous-progressive-tense/information-gap-present-continuous-q-a/144462>





## Reflection Wheel Journal 2

**ECRIF, which stands for Encounter, Clarify, Remember, Internalize, Fluency**, is a systematic approach designed to enhance the process of learning and retaining new information. Rooted in principles of cognitive psychology and effective learning strategies, **ECRIF provides a structured framework for students to engage with and master a wide range of subjects**. By guiding learners through a series of deliberate steps, ECRIF not only helps in initial comprehension but also facilitates the deepening of knowledge and the development of fluency in a given subject matter. This innovative method is designed to empower individuals to not only communicate but also enhance one's speaking skills.

As a teacher, **I have high expectations for both me and my students**. I expect that this lesson will not only provide them with an opportunity to enhance their language skills but also boost their confidence in using spoken English. **I feel a sense of duty in this endeavor**. It's not just about delivering content; it's about creating an inclusive and supportive environment where each student feels comfortable expressing themselves.

**There are several activities in teaching speaking** (Harmer, 1991) 1) Role playing, encouraging students to develop their perception, creativity, and imagination; 2) Problem-solving activities, where the teacher gives questions to students orally or in writing. Students need to complete an assignment by solving a given problem; 3) Simulation, students act as if they were in real-life situations; 4) Speech, the teacher gives students several ways to determine the content of the conversation before they prepare a speech (Murcia, 2001) 5) Information gap, encouraging students to use English to share information. 6) Jigsaw activity,



the teacher gives different parts of the topic being studied to several groups, and they teach the topic to other members or groups; 7) Discussion, the teacher arranges appropriate and interesting topics according to the level to make students motivated to participate in the discussion. (Puspita\*, 2022)

**ECRIF is associated with active learning strategies**, that are embodied in centering on the procedures that are required to observe the learner's activities and analyze his performance during the learning process. **These procedures can guide the teachers to create an accurate plan for classroom flow.** These are the key procedures that can be related to the ECRIF framework:

1. Planning lessons and knowing the educational materials.
2. Focusing on the student's performance in the learning process and estimating his level.
3. Reflecting after a lesson by contemplating on the students' performance.

Cordero & Perez (2014) claim that many goals can be accomplished through ECRIF for both instructors and students. The ultimate goal is to increase opportunities for observing

learners' performance during their learning process. **ECRIF is valuable for instructors** as it equips them with procedures to monitor content and activities based on students' learning. (CEDEÑO, 2022)

The appropriate use of methodologies in the learning process is essential, unfortunately, the lack of knowledge or domain on these topics produces a barrier to achieving the stated goals. Teachers are compelled to apply updated methodologies



and strategies. Furthermore, students are afraid, and they feel awkward speaking in front of the class. **ECRIF framework helps teachers to follow the process of speaking with their students.** According to (Tosuncuoglu, 2017) “The ECRIF is a framework system of a way of looking at how students learn a language” (p. 131). **During this process, teachers can observe, analyze, and give support according to the students’ needs,** this method also guides teachers on the way students learn better, and teachers then can switch from one activity to another. (Amaya Noguera Amparo Nohemí, 2021)

**ECRIF framework does not explain how the lesson is to be conducted,** unlike **it gives an idea to the teacher how the learning process is going on,** and they can have an idea of what the students think during the lesson. We can say that the teachers’ aim is to provide the students with an excellent learning activity. Students can be willing to have a positive attitude and good learning habits toward English. Students with a positive attitude, thus, using so-called methods and techniques keeping on effectual learning habits can lead to efficient learning. (Tosuncuoglu, 2017)

**During my pre-service teaching experience,** I had the opportunity to conduct speaking lessons, which proved to be a valuable and transformative experience. Working with diverse groups of students, I learned the importance of creating a supportive and inclusive classroom environment to encourage students to express themselves confidently. Additionally, I had the chance to adapt my teaching methods to cater to individual learning styles and needs, which allowed me to witness significant progress in my students’ ability to communicate effectively.



**I consider we can solve some issues with the ECRIF framework** by encouraging students to first encounter new information, and then clarify their understanding through active questioning and discussion, **the framework promotes deeper comprehension and critical thinking.** It also, ensures that students can apply their knowledge confidently and effectively in real-world contexts.

**In real speaking lessons,** it's crucial to engage students with relevant and stimulating ideas that encourage meaningful conversation and language practice. One effective approach is to use thought-provoking topics such as current events, global issues, or controversial subjects to stimulate discussion. Additionally, incorporating role-playing scenarios can help students apply language skills in practical contexts, enhancing their communication abilities. Encouraging students to share personal experiences and anecdotes fosters a more authentic and relatable learning environment, facilitating the development of conversational fluency.

**To conclude I can say that** the ECRIF framework has proven to be an invaluable tool in structuring effective speaking lesson plans. By guiding learners through the stages of encounter, clarifying, remembering, internalizing, and fluency, educators can create a comprehensive and engaging learning experience. Embracing this approach empowers both teachers and students to cultivate effective communication skills that will serve them well in several personal and professional contexts. Through ECRIF, we enable language learners to embark on a journey of self-expression and effective communication that will enrich their lives and open doors to countless opportunities.



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# APENDIX 1



# SCHOOL ACTIVITIES

LEVEL\_A1 - 5TH CLASS



HELLO EVERYONE,  
LET'S PLAY  
A GAME

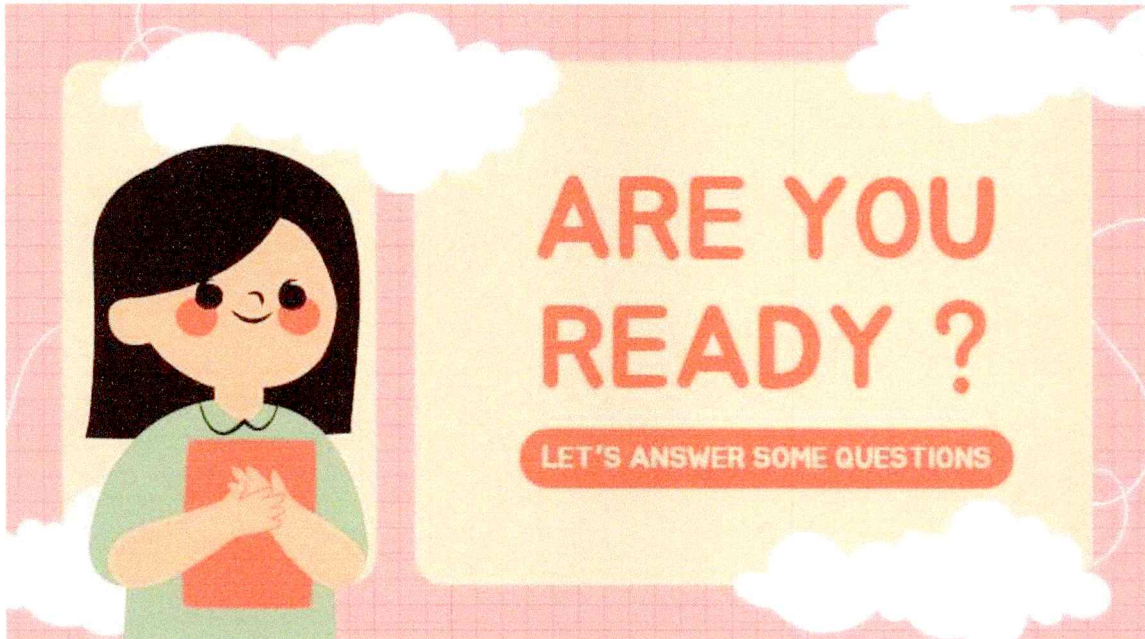
WARM UP





ENCOUNTER AND CLARIFY

**Look at the picture and tell what people are  
doing in this moment**

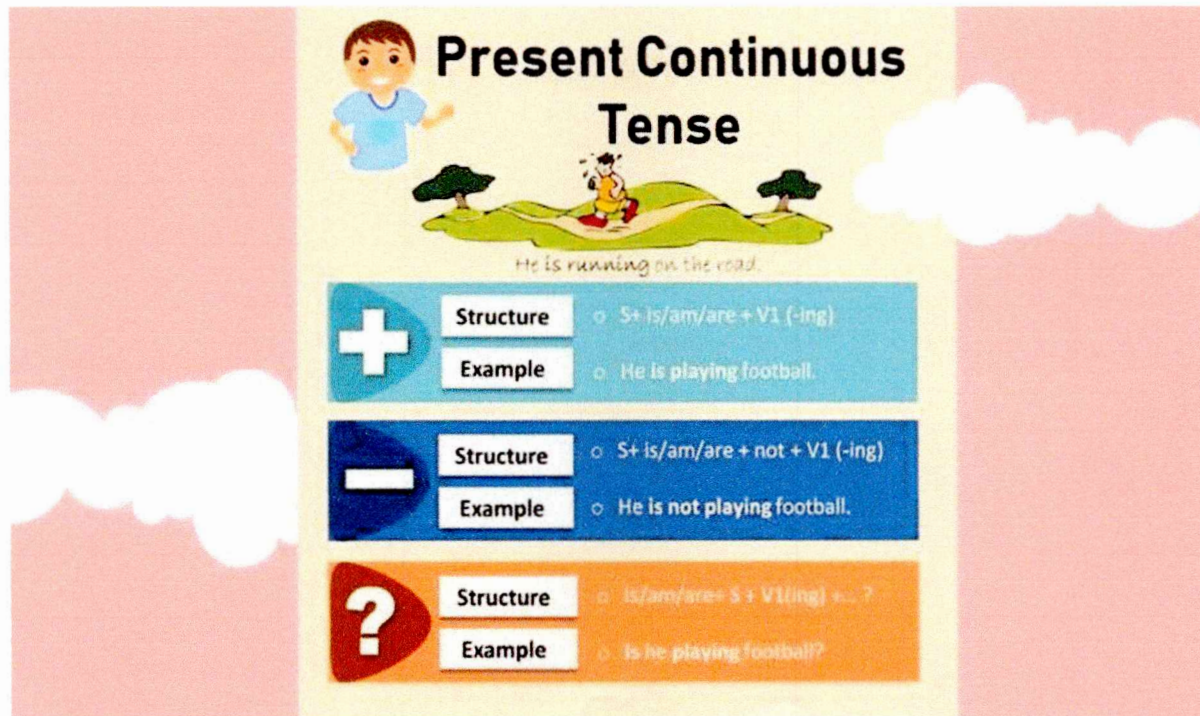







**REMEMBER AND INTERNALIZE**

- WHAT ARE YOU DOING RIGHT NOW?
- ARE WE STUDYING SCIENCE NOW?
- WHAT IS YOUR SISTER COOKING?
- IS YOUR CLASSMATE DANCING?




## Present Continuous Tense

He is running on the road.

+	<b>Structure</b>	o S+ is/am/are + V1 (-Ing)
	<b>Example</b>	o He is playing football.
-	<b>Structure</b>	o S+ is/am/are + not + V1 (-Ing)
	<b>Example</b>	o He is not playing football.
?	<b>Structure</b>	o Is/am/are+ S + V1(Ing) +... ?
	<b>Example</b>	o Is he playing football?



USAGE	EXAMPLES
Actions happening now.	He <b>is playing</b> football now.
For expressing time at the moment of speaking	We <b>are performing</b> our duty at the moment.



**SPEAKING TIME**

**LET'S WORK IN PAIRS**  
Information gap activity





## Fluently use

IN THE SAME PAIRS LET'S USE SOME  
FLASHCARDS TO HAVE A CONVERSATION

### Example:

**A: Are you listening to music?**

**B: Yes, I am. I like music a lot.**

**A: What are you doing?**

**B: I am reading a book.**

You have 8 minutes



**Thank You!**



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# MODULE 3

## LISTENING LESSON PLAN



## **Listening Lesson Plan**

**LEVEL\_ A1 - 5TH CLASS**

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

1. TTT (TEACHER TALKING TIME)
2. Class and time management

**What are your Students Learning Objectives for the lesson?**

**By the end of the lesson, SWBAT show understanding of “daily routine” by completing the information required through worksheets and then write some true meaningful sentences about their own daily routine.**

**When/How in the lesson will I check students’**

**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 Ss can describe their daily routines at home.
- When they can write true and meaningful sentences about their routines.

**Preliminary considerations:**

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

They already know how to use the Simple Present Tense to describe routines. They already know how to use time expressions.

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

Students might get confused when listen different accents on the videos or audios.

Students get confused when they need to write sentences or completed ideas.

- b) How will you avoid and/or address these problem areas in your lesson?**

Let them listen the audios one more time if they need.

Helping them organizing and writing their thoughts in a very clear way.



Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials needed
5 min	Pre-Stage	Teacher will... Show a video of Dan talking about his daily routine. Ask the students which activities they could listen in the video.	Students will... Take turns to share their answers.	T-S	Computer Projector Speaker
7 min	Early During Stage	Give flashcards to some students randomly, and ask them to come to the front to set the activities according to the audio order.	Students will make a time line by ordering the activities they have heard.	S-T	Flashcards Speaker
17 min	Later During Stage	- Present vocabulary about daily routine/activities by playing a burst balloon game with the students. - Give the students a worksheet and ask them to put a number below each activity in the order they listen. Play the video 2 times. - Ask students to share answers with the class and compare.	- Students will listen to the audio with the activity and burst some balloons to write the word. - Ss will listen carefully and number the pictures, - Share their answers	T-S S-T	Board Worksheets Eraser Pencils Computer Projector Speaker



10 min	Final During Stage	Give the students a worksheet with two more activities: - Fill in the gaps with missing words - Follow a sequence and select a picture Play the audio 2 times	- Listen and write the missing words - Listen and follow the sequence. Then select the best picture.		Worksheet Speaker Pencil Eraser
6 min	Post-Stage	Ask the students to write 5 true meaningful sentences about their own daily routine. Use time expressions. Ask to few students to share their sentences.	Write 5 true meaningful sentences about their own daily routine. Share their sentences with the class.	T-S	Notebook Pencil Eraser



Materials:

Pre Stage:



[Daily Routine Listening British Council - YouTube](#)

Early During Stage:



<https://learnenglishkids.britishcouncil.org/grammar-vocabulary/word-games/daily-routines>

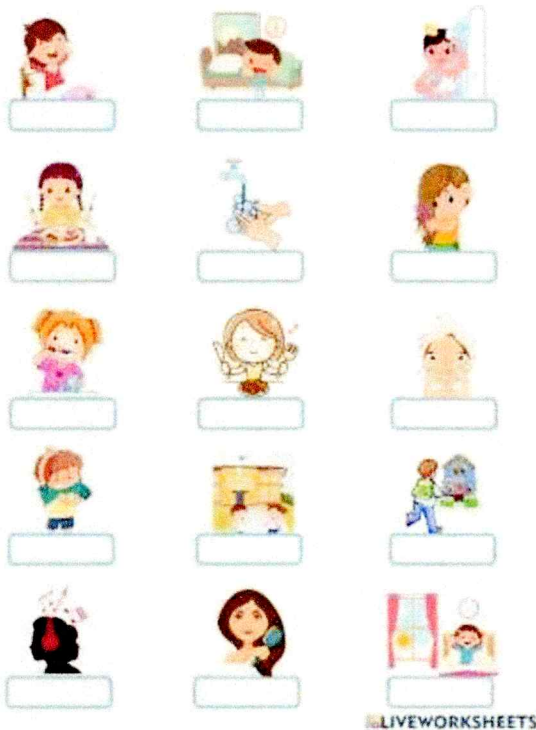




<https://learnenglishkids.britishcouncil.org/grammar-vocabulary/word-games/daily-routines>

Later During Stage

### Daily routines




[https://www.youtube.com/watch?v=qD1pnquN\\_DM&ab\\_channel=EnglishSinging](https://www.youtube.com/watch?v=qD1pnquN_DM&ab_channel=EnglishSinging)



### Final During Stage

1) Play the audio (you can click the pause button to help you) and write the missing word.



This is my daily routine:  
On weekdays I \_\_\_\_\_ get up at \_\_\_\_\_, then I have a shower and go back to my room to get dressed.  
\_\_\_\_\_, I go downstairs and I have \_\_\_\_\_ with my parents.  
I always \_\_\_\_\_ brush my teeth after breakfast. \_\_\_\_\_ I pack my school bag and I \_\_\_\_\_ forget to make my bed before going to \_\_\_\_\_.

2) Listen and choose the correct picture.

Monday	Tuesday	Wednesday	Thursday	Friday	Weekend

<https://www.liveworksheets.com/w/en/english-second-language-esl/2210979>



### Reflection Wheel Journal 3

A Listening Lesson Plan is a structured framework designed to enhance students' listening skills through a systematic approach, encompassing pre-listening, during-listening, and post-listening stages. This pedagogical strategy recognizes the multifaceted nature of effective listening comprehension and aims to guide educators in fostering a comprehensive learning experience. **The pre-listening stage** involves preparing students for the listening task by activating relevant background knowledge, introducing key vocabulary, and setting a purpose for listening. **During the listening stage**, learners engage with the auditory material, employing various listening sub-skills such as discrimination, prediction, and interpretation. **The post-listening stage** focuses on consolidating understanding, promoting reflection, and reinforcing the acquired knowledge through follow-up activities.

**As a teacher, my expectations and feelings about incorporating the PDP Framework** into my Listening Lesson Plans are deeply rooted in the belief that this structured approach will significantly enhance the efficacy of my teaching. In the pre-listening stage, I anticipate the framework will provide a solid foundation for activating students' prior knowledge, building their curiosity, and establishing a clear purpose for the upcoming listening task. The during-listening stage, with its focus on various listening sub-skills, holds the promise of fostering active engagement and honing my students' ability to decipher and interpret spoken language. Post-listening activities within the PDP Framework offer an opportunity to solidify understanding, encourage reflection, and facilitate meaningful discussions, ensuring that the learning experience is not merely passive but transformative.



Teachers can take advantage of different strategies and activities that expose students to learn and practice listening in the school time and with their classmates. They should introduce their learners to a variety of listening experiences that improve their responses in real life, so students practice the most realistic situations that help them to build a great attitude toward listening comprehension activities. Listening comprehension lessons should be carefully planned. Moreover, listening activities should start with simple to more complex and structured tasks. These activities must demand students' participation and immediate feedback should be provided by the teacher, so students can keep concern and motivate about the lessons. Educators' instructions and practices should be long-term, and in a similar vein, approaches, frameworks and strategies should be implemented for boosting students' skills. (Flores Soto & Guido Garcia, 2021)

Richards & Renandya 2010 (as cited in Solak, 2016, p. 30) say that “the listening skill has received little attention and has been categorized as a passive function in language teaching and learning settings due to the teaching methods have focused on productive skills”. However, Rost 1994 (as cited in Yıldırım, S & Yıldırım, 2016) points out that “Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning cannot begin.” (p. 4). Through Rost's thinking, it is possible to see the importance of teaching listening within language learning environments. It provides learners with a first encounter with the target language by providing them with a context of meaning to produce dialogues. (Pilatasig, 2022)

Underwood (1990) mentions some kinds of difficulties in listening that are directly related to the students themselves. One of the problems is based on the fact



that students have established learning habits in the sense that they have been encouraged to understand everything by listening carefully to teachers who probably speak slowly and clearly. Hence, when they fail to understand every word while listening, they stop listening and lose the thread, which seems to be the reason for the state of panic and worrying they usually show before and during listening. In relation to those problems, we cannot deny that students' motivation plays important role in learning listening. We can create interesting and motivating activities when listening such as using English songs. Thus, the students will be stimulated and not be frightened or worried when they are practicing listening. (REINA ARÉVALO, 2010)

In the classroom, teachers should strive to expose students to a range of listening experiences (in an effort to connect what they're doing in class to their lives outside of it) and ways of processing information (both top-down and bottom-up), make listening purposeful and meaningful (not just a memory test), help students understand the process of listening and how they might approach it (i.e. teaching listening strategies like planning, monitoring, and evaluating, which align well with the three stages of the lesson framework below), and build students' confidence in their own listening ability. Furthermore, teachers need to consider the text (i.e. relevance, interest, and background knowledge), level of difficulty (i.e. length speed, density, culture, lexis, etc.), and authenticity (e.g. tv shows, movies, music, internet content, etc.), be clear about the aim of both the lesson and individual steps, always give students a specific task, provide any necessary scaffolding while listening, build on success, and review, recycle, and make connections with other course content. (Smith, 2019)



**During my pre-service teaching,** I could notice various challenges in facilitating effective listening lessons. One notable issue was the difficulty some students faced in maintaining sustained focus during listening activities, resulting in incomplete comprehension. The Framework presents a valuable solution to these challenges by incorporating engaging activities, the framework can capture students' interest and activate relevant prior knowledge, thus addressing issues of attention and comprehension. Integrating the PDP Framework into my teaching practices promises to tackle these issues systematically, creating a more enriching and impactful listening learning experience for my students.

**In designing real Listening Lessons,** a spectrum of engaging ideas can be implemented to captivate students' attention and foster active participation. Incorporating authentic audio materials, such as podcasts, interviews, or real-life conversations, can provide students with exposure to natural language variations and contextual nuances. Interactive activities like dictation exercises, comprehension quizzes, and role-playing scenarios encourage students to apply their listening skills in practical contexts. Furthermore, incorporating music or song lyrics into lessons not only adds an enjoyable dimension but also aids in developing rhythm and intonation awareness. By integrating these varied ideas, Listening Lessons can become vibrant, authentic, and effective platforms for honing students' listening comprehension skills.

Listening and Speaking Lesson Plans differ in their primary focuses and instructional strategies. **A Listening Lesson Plan typically centers around developing students' ability to comprehend spoken language,** emphasizing activities that enhance discrimination, prediction, and interpretation of auditory material. In contrast, a Speaking Lesson Plan centers on fostering students' expressive



abilities, encouraging them to articulate thoughts, opinions, and ideas verbally.

**Listening lessons often involve exposure to authentic audio sources**, while speaking lessons may include structured dialogues, debates, or presentations.

The assessment criteria also differ, with listening lessons often evaluating comprehension accuracy and speaking lessons assessing fluency, pronunciation, and the ability to convey ideas coherently. While both skills are integral to effective communication, the distinction between Listening and Speaking Lesson Plans lies in their unique objectives: one aims to improve receptive skills, and the other focuses on honing expressive language abilities.

To sum up I can say that, a well-structured Listening Lesson Plan not only cultivates students' ability to comprehend spoken language but also encourages critical thinking, collaboration, and language retention. By systematically incorporating the PDP Framework, educators empower students to not just passively absorb information but to actively engage with and analyze the auditory content. As the lesson progresses through its pre, during, and post stages, students develop not only enhanced listening skills but also the capacity to think critically about the context, collaborate with peers to share interpretations, and retain language in a more profound and lasting manner. Finally, the integration of the PDP Framework elevates the listening lesson beyond a singular skill-building exercise, transforming it into a dynamic platform for comprehensive language development and meaningful cognitive engagement.

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# APENDIX 2



**Pre-Stage**

What the video of Dan talking about his daily routine.  
<https://www.youtube.com/watch?v=rvEFnBmwqZk>



Which activities could you identify ?



**Early During Stage**

Put the flashcards in the order that you hear

<https://learnenglishkids.britishcouncil.org/grammar-vocabulary/word-games/daily-routines>
















**Later During Stage**

Let's play to learn the vocabulary

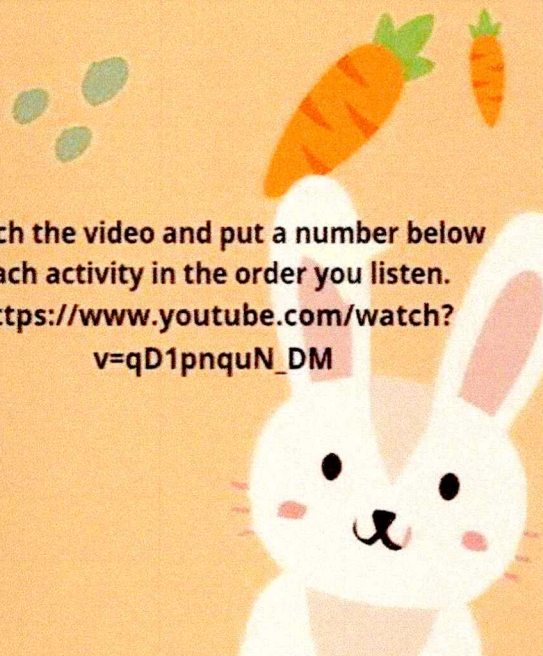
<https://learnenglishkids.britishcouncil.org/grammar-vocabulary/word-games/daily-routines>



**Daily routines**

 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>

Watch the video and put a number below each activity in the order you listen.  
[https://www.youtube.com/watch?v=qD1pnquN\\_DM](https://www.youtube.com/watch?v=qD1pnquN_DM)



**Final During Stage WORKSHEET**

1. Fill in the gaps with missing words
2. Follow a sequence and select a picture

<https://www.liveworksheets.com/w/en/english-second-language-esl/2210979>

8 min





**Post Stage**

Now, write 5 sentences about your daily routine. Use time expressions.

Examples:  
I eat breakfast at 8 o' clock.  
I take a shower before go to sleep.

The slide features a light green background with a white rectangular area containing text. It is decorated with orange streamers at the top and bottom, and two cartoon girls are illustrated on the sides. The text is in a simple, friendly font.

Thank you

The slide has a light green background with a white rectangular area in the center. The words "Thank you" are written in a large, bold, green font. There are orange streamers at the top and small yellow stars scattered around the text.



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# **MODULE 4**

## **READING LESSON PLAN**



## Reading Lesson Plan

**LEVEL\_ A1 - 5TH CLASS**

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

1. TTT (TEACHER TALKING TIME)
2. Achieve meaningful learning

**What are your Students Learning Objectives for the lesson?**

**By the end of the lesson, SWBAT show understanding of** the story “Echo and Hera **by** skimming and scanning the story **and then** writing a new ending to the story and sharing 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?**

- While they can scan and skim correctly.
- When Ss can change the end of the story.

**Preliminary considerations:**

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

They already know the difference between Scanning and Skimming while reading.

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

Students might take too much time when finding a different ending to the story.

They might need help to put their ideas together while writing.

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

Ss will be helped in finding ideas about a new ending.

I’ll help them organizing their ideas.



Time	Framework Stage	Procedure	Interaction T-S/S-S	Materials needed
		Teacher will...	<b>VAKT</b>	
5 min	Pre-Stage	<ul style="list-style-type: none"> <li>Show a picture related to the story and ask: What do you think the story is about? How many characters do you think there are in the story?</li> </ul>	T-S	Picture
5 min	Early During Stage	<ul style="list-style-type: none"> <li>Give to the students a paper with the printed story.</li> <li>Tell the students to skim the text and find unknown words to write them in their notebooks.</li> </ul>	S-T	Papers Pencil Pen Notebooks
5 min	Later During Stage	<ul style="list-style-type: none"> <li>Tell the meaning of the words that students have written to create a new vocabulary in their notebooks.</li> <li>Ask the students to choose one word from the vocabulary and create a sentence,</li> </ul>	T-S S-T	Notebooks Eraser Pencils







Materials: Pre Stage:



Early During Stage:

<https://learnenglishkids.britishcouncil.org/read-write/reading-practice/level-2-reading/echo-hera>

Worksheet: Final During Stage

Put the sentences in the correct groups. 8 items remaining

This person helped Zeus.    This person was married to Zeus.    This person was angry with Echo.

This person was married to Hera.    This person ran into the forest.

This person had a beautiful voice.    This person was unhappy.    This person wanted to hide.

This person lived in the forest.

Hera

Echo

Zeus

## Reflection Wheel Journal 4

**Planning a reading lesson** is a nuanced and strategic endeavor that involves careful consideration of various elements to create an engaging and effective learning experience. Crafting a well-rounded reading lesson plan requires a deep understanding of students' needs, the selection of appropriate reading materials, and the incorporation of diverse instructional strategies. Teachers must not only align the lesson with curriculum objectives but also cater to individual learning styles and proficiency levels within the classroom. Additionally, incorporating activities that promote critical thinking, comprehension, and active participation further enhances the overall impact of the lesson. This introductory phase **sets the stage for the intricate process of designing a reading lesson plan** that not only fosters literacy skills but also instills a lifelong love for reading in students.

As a teacher designing a reading lesson plan, there is a **sense of anticipation and responsibility** that accompanies the task. **The foremost expectation is** to create a lesson that not only engages students but also fosters a love for reading. The goal is to cultivate critical thinking skills, comprehension abilities, and a genuine interest in the material. **There's a mix of excitement and challenge** in tailoring the lesson to accommodate diverse learning styles, ensuring that each student can connect with the content. Alongside this, **there's a desire** to create an inclusive and supportive learning environment, where students feel encouraged to express their thoughts and interpretations. As a teacher, **the hope is** that the lesson plan will spark curiosity, promote discussion, and ultimately contribute to the development of lifelong readers. Balancing these expectations with the awareness of the unique needs of the students adds an emotional dimension to the planning process, creating



a sense of fulfillment when witnessing the positive impact on the students' learning journeys.

The overall aims of reading and the types of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension is achieved when the reader knows which skills and strategies are appropriate for the type of text, and understands how to apply them to accomplish the aims and objectives of reading.

The ultimate target of teaching reading can be summarized as under:

- Reading to know
- Reading to learn and study
- Reading to understand
- Reading to think
- Reading to apply the skills to speaking and writing. (Khan, 2011)

Whole language became a comprehensive way to teach reading and other language skills with concrete suggestions for how teachers can deal with instructional, psychological, and institutional factors. For the whole language approach, it is essential to provide a literate classroom environment with a wide variety of relevant texts that are attractive to learners. Even though students will make mistakes in word recognition, spelling, and pronunciation, they eventually will be able to create meaning out of words and sentences by using textual cues and their own background knowledge to figure them out. (Baker, 2008)

Making sense of text can occur in one point therefore the process of it would be before, during and after reading. The process occurs before reading or pre-reading process covers some aspects such as previewing, predicting, setting the purpose and choosing



appropriate teaching method. Previewing a text can be done by looking at the title, picture, diagram or graphic in order to remind and activate memories, experiences or schemata. Then predict the text based on previewing in order to help understanding the text. After predicting, find the purpose of reading and the last, choose the appropriate teaching method related to the purpose of the text. As a result, reading comprehension is a complex process since it needs more than activity relationship that, reading comprehension is conceived of four conceptions, they are: 1) transmission, 2) translation, 3) interaction, and 4) transaction. (Tampubolon, 1914)

In its essence, the reading process comprises an interaction between reader, text and (socio-cultural) context, and reading comprehension results from an interaction among the reader, the strategies the reader employs, the material being read, and the context in which reading takes place. (Klapwijk, 2015)

**During my pre-service teaching in reading,** I gained invaluable insights into effective pedagogical practices and strategies to foster literacy development in students. Engaging with diverse learners allowed me to tailor my approach to meet individual needs, utilizing differentiated instruction to address varying skill levels. I learned the importance of creating a supportive and inclusive classroom environment that encourages a love for reading. Implementing various teaching methodologies, such as guided reading and interactive read-aloud, enhanced my ability to scaffold comprehension and critical thinking skills.

**To plan a successful reading class,** consider a multifaceted approach that caters to diverse learning styles. Select reading materials that align with students' interests, incorporate genres, and incorporate interactive activities. Implement comprehension



strategies, use technology, and encourage students to express their thoughts. Regularly assess progress through discussions, quizzes, and project presentations to ensure a well-rounded and engaging learning experience.

**The difference between PDP listening and reading lesson plans** lies primarily in the nature of the skills being targeted. In a PDP listening lesson plan, the emphasis is on developing students' auditory comprehension and processing skills. The lesson typically begins with pre-listening activities to activate prior knowledge, followed by the actual listening task, and concludes with post-listening activities to reinforce understanding. On the other hand, a PDP reading lesson plan focuses on honing students' reading abilities. It starts with pre-reading activities to preview the text, proceeds to the reading task itself, and concludes with post-reading activities to deepen comprehension. While both lesson plans share the PDP structure, they cater to distinct language skills, adapting teaching strategies to the specific demands of either listening or reading comprehension.

To conclude, effective reading lesson plans serve as invaluable roadmaps for educators, guiding them in fostering a dynamic and engaging learning environment. These plans not only address the diverse needs of students but also promote critical thinking, comprehension, and a lifelong love for reading. By incorporating innovative strategies, interactive activities, and assessment tools, teachers can create a vibrant space where literacy skills flourish. As we reflect on the significance of well-crafted reading lesson plans, we recognize their pivotal role in shaping literate and empowered individuals, equipping them with the tools necessary to navigate the complexities of the written word in our ever-evolving world.



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# APENDIX 3





LEVEL - A1 - 5TH CLASS


# ECHO AND HERA

Pre-Stage

- What do you think the story is about?
- How many characters do you think there are in the story?



**Early during Stage**

 **Skim the text and find unknown words, then write them in your notebooks.**

### Echo and Hera

Echo was a magical nymph. She lived in the forest and everyone knew two things about her. She had a beautiful voice and she was very kind.


One day Zeus ran into the forest. He wanted to hide from his wife, Hera. Hera was angry with him because he did not love her enough. Zeus saw Echo. 'Please help me,' he said. Echo was afraid of Zeus and because she was kind she agreed to help him.


A few minutes later, Hera came into the forest, looking for Zeus. She was unhappy. Echo stopped her and started to chat. 'Hello, Hera, how are you today?' she asked. Hera chatted with Echo and soon she forgot about Zeus.

After that day, every time Zeus wanted to hide from Hera, he went to the forest and looked for Echo. Every time Hera went to look for Zeus she found Echo. They chatted for a while and Hera forgot about her husband.

Finally, Hera understood that Echo was helping Zeus. She was very angry. She decided to punish Echo. She went to the forest and took away Echo's voice. From that day Echo could only repeat the last few sounds she heard. She never spoke again.

Today we call a sound that is repeated again and again 'an echo'.



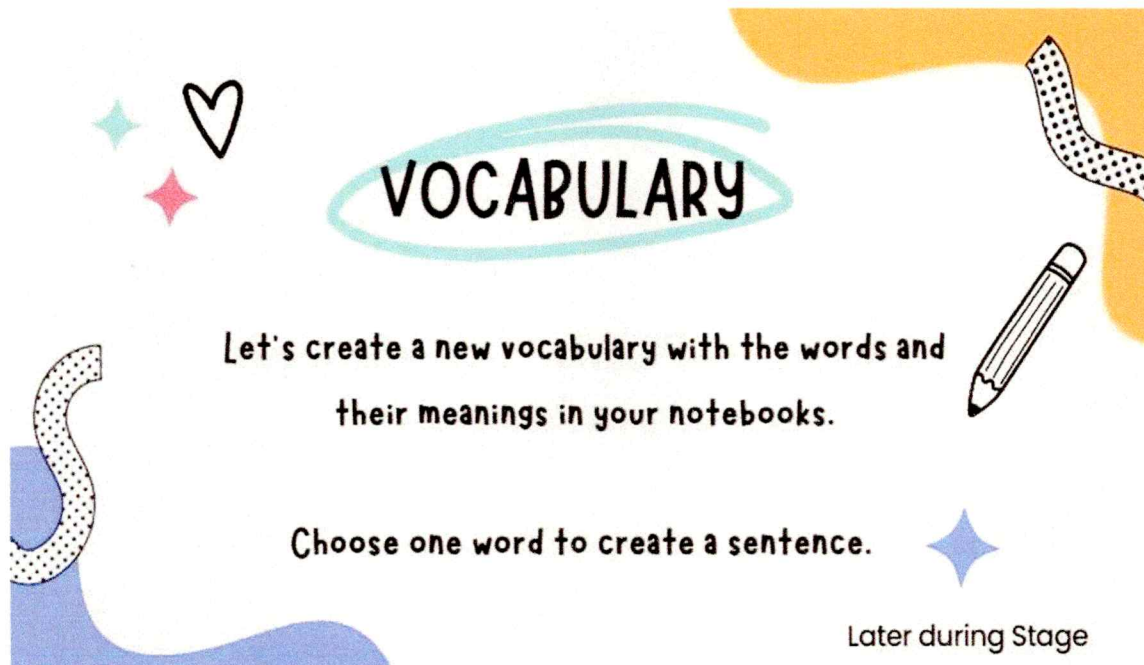


**VOCABULARY**

**Let's create a new vocabulary with the words and their meanings in your notebooks.**

**Choose one word to create a sentence.**

**Later during Stage**





## FINAL DURING STAGE



Let's read the story again and highlight characteristics of each character.

# LET'S READ OUT LOUD




LET'S ANSWER SOME QUESTIONS ABOUT  
THE READING:  
ECHO AND HERA | LEARNENGLISH KIDS (BRITISHCOUNCIL.ORG)

**WORKSHEET TIME**

Put the sentences in the correct groups.

This person helped Zeus.	This person was married to Zeus.	This person was angry with Echo.
This person was married to Hera.	This person ran into the forest.	
This person had a beautiful voice.	This person was unhappy.	This person wanted to hide.
This person lived in the forest.		

 **5 min**

Hera	Echo
Zeus	



## Post-Stage



IMAGINE A NEW ENDING TO THE  
STORY AND WRITE IT DOWN IN A  
PIECE OF PAPER



10 min

SHARE IT WITH THE CLASS

**THANK YOU**



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# MODULE 5

## WRITING LESSON PLAN



## Writing Lesson Plan Form

### LEVEL\_ A1 - 5TH CLASS

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

1. Achieve meaningful learning
2. Giving clear instructions

**What are your Students Learning Objectives for the lesson?**

**By the end of the lesson, SWBAT** write a paragraph about their last vacations **by** using the hamburger method **and then** telling their paragraph out loud.

**When/How in the lesson will I check students’**

**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 the students apply correctly the hamburger method while writing their paragraphs.
- When they can write a paragraph talking about their last vacation.

**Preliminary considerations:**

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

- They already know how to write paragraphs

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

Students might need help when order their thoughts.

Students get confused when use the hamburger method to create their paragraphs.

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

Helping them organizing their ideas.



Assisting them when they are applying the hamburger method.



Time	Framework Stage	Procedure	Interaction T-S/SS VAKT	Materials needed
		Teacher will...		
5 min	Preparation	Do an speaking-up activity by showing pictures to the students of some activities to do in vacation. Ask the students: Which activities they did in their last vacations.	T-S	Flashcards
15 min	Drafting	Present the hamburger paragraph writing model. Present an example of a short story. Ask the students to write a paragraph answering the next questions: Where did you go in your last vacation? And, what did you do?	S-T	Computer Projector Notebooks Pencil
20 min	Revising and editing.	Set pairs of students and ask them to exchange their drafting. Provide and explain some "peer editing symbols." and tell the students to use those symbols to make corrections. Ask the students to return their paragraphs to correct the mistakes. Helping them correcting mistakes if they need.	T-S S-T	Pencil Computer Projector

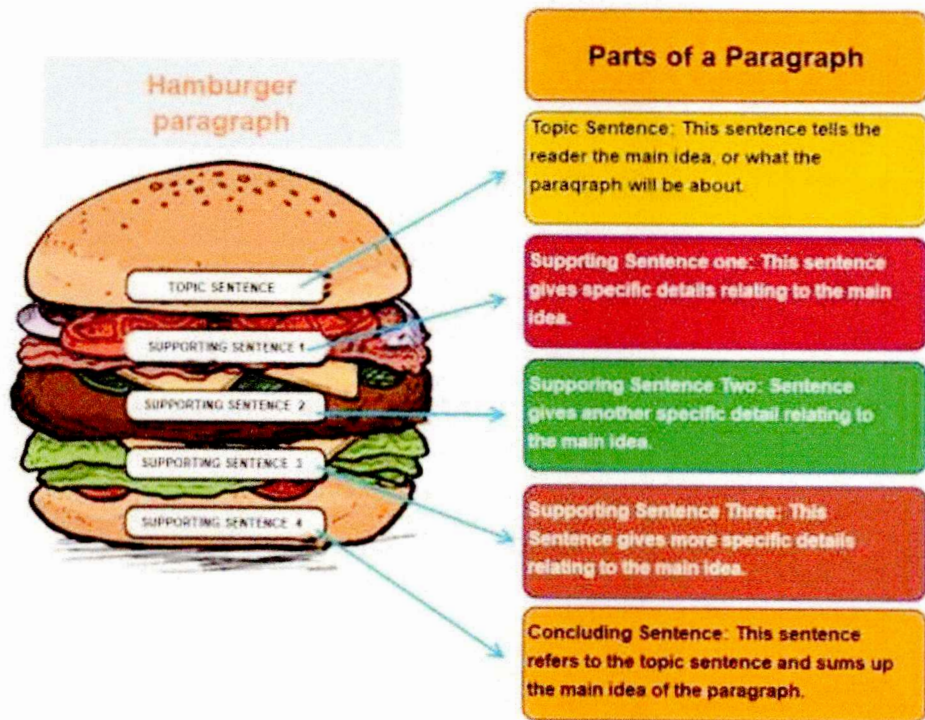


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5 min	Extension	Ask the students read their paragraphs in front of the class.	They will read their paragraphs.	S-S	Notebook
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## Reflection Wheel Journal 5

**Planning a writing lesson** can be an engaging and effective process, especially when incorporating structured methods like the "hamburger method." Similar to assembling the layers of a burger, this approach breaks down the writing process into distinct components, offering students a clear and memorable framework for crafting well-organized and cohesive essays. Just as the layers of a hamburger consist of a top bun, various fillings, and a bottom bun, the writing process involves an introduction, supporting details, and a conclusion. By using the hamburger method, educators can guide students in constructing essays that are not only flavorful and substantial but also demonstrate a deeper understanding of essential writing elements. This approach promotes both creativity and structure, making the writing lesson an appetizing and educational experience for learners.

**I feel excited** about this upcoming writing lesson plan, filled with anticipation and curiosity. I can anticipate capturing students' creative sparks and tailoring the lesson to cater to diverse learning styles. **I also feel nervous** about balancing guidance and individual expression, but filled with fulfillment by guiding students on a self-discovery journey.

For a new teacher, one way to begin planning instruction is to ask one last question from the students' perspective: "What are the steps necessary for me to meet the goal?" A great way to frame these steps is by completing the assignment you have identified or created in the previous step of planning. There are three great benefits to this. As you complete the assignment, take note of the strategies you employ to do so. This becomes the crux of your instruction. Additionally, as you have already done what the students will do after you've taught the lesson, your feedback will be more concise and empathetic. (Ayres, 2023)



A writing lesson involves training learners to develop writing skills. By definition, a skill is an ability developed through training and practice. Nobody is born a writer; we become writers. Even native speakers need to be taught how to write. The sub-skills involved in writing range from the knowledge of the alphabet to the ability to produce a coherent text. (RHALMI, 2021)

As an approach, process writing is a suitable approach to developing and supporting learner's second language writing proficiency, which benefits the learners in many ways. The need for process writing emerges from the many challenges students face when trying to write in the target language. Accordingly, Aziz (2015) observes that "students have difficulties getting ideas, organizing ideas and developing details, choosing correct words and structuring ideas in (actual) correct sentences, as well as maintaining paragraph unity". That is why process writing provides an opportunity for students to orderly organize ideas and incorporate them into drafts as it offers students a process to follow. For instance, if students experience difficulty organizing their ideas, these can be addressed in the prewriting stage, in which the teacher provides learners with the appropriate brainstorming strategies. (Martinez, 2019)

To apply Hamburger strategy in the classroom, the teacher should master the procedures of hamburger strategy itself. Some different experts give their points of view about procedures that should be followed by the teacher when applying hamburger strategy. Reading Rockets (2012) states that there are four important steps in applying hamburger strategy.



- ✓ Discuss with the students the three main components of a good essay.
- ✓ Ask students to write a topic sentence that introduces their whole essay.
- ✓ Have the students write a few detail sentences that explain about the thesis statement.
- ✓ Have the students write a recommendation that sums up the whole essay. (Desti Nopita, Adzanil Prima Septy, & Khairul Harha, 2012)

**During my pre-service teaching experience,** I gained valuable insights into the art and science of effective teaching. One of the key lessons was the importance of adapting my teaching style to accommodate diverse learning needs among students. I discovered the significance of creating a supportive and inclusive classroom environment that fosters open communication and collaboration. Through trial and error, I honed my ability to design engaging lesson plans that cater to various learning preferences and skill levels. Additionally, **I learned the significance of providing constructive feedback to empower students and guide their academic growth.** This experience has not only enriched my understanding of pedagogy but has also reinforced my passion for education, highlighting the dynamic and ever-evolving nature of the teaching profession.

**When planning a writing class,** it is essential to consider a variety of key elements to ensure a comprehensive and engaging learning experience. Start by clearly defining the objectives and outcomes you want students to achieve, whether it's mastering specific writing styles, enhancing grammar skills, or developing creative expression. Tailor your curriculum to cater to diverse learning styles and skill levels within the class, incorporating a mix of individual and collaborative writing exercises.

**The writing process plays a vital role in teaching** as it serves as a multifaceted tool that not only hones students' communication skills but also fosters critical thinking and creativity. Through the stages of prewriting, drafting, revising, editing, and publishing, students learn to articulate their thoughts coherently, organize ideas effectively, and refine their expression. Writing assignments encourage students to delve into research, analyze information, and construct arguments, thereby enhancing their analytical abilities.

**In conclusion**, crafting effective lesson plans is a skill that empowers educators to create engaging and purposeful learning experiences for their students. By carefully considering learning objectives, incorporating varied instructional strategies, and accommodating diverse learner needs, teachers can cultivate an environment that fosters curiosity and knowledge acquisition. The art of lesson planning extends beyond a mere outline; it is a dynamic process that evolves with student feedback and educational trends. As educators continue to refine their lesson planning abilities, they contribute not only to the academic growth of their students but also to the overall enrichment of the teaching profession.

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# APENDIX 4



## Free Talk

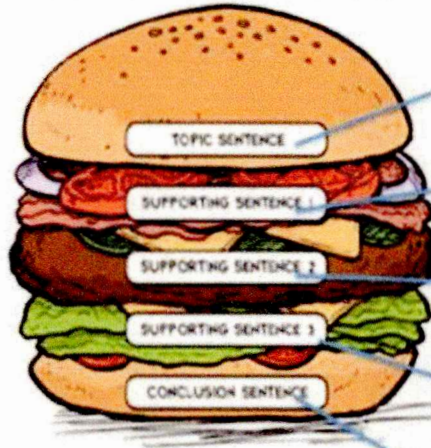
Which  
activities  
did you do  
in your last  
vacations?



**5 min**



## Hamburger paragraph



## Parts of a Paragraph

**Topic Sentence:** This sentence tells the reader the main idea, or what the paragraph will be about.

**Supporting Sentence One:** This sentence gives specific details relating to the main idea.

**Supporting Sentence Two:** This sentence gives another specific detail relating to the main idea.

**Supporting Sentence Three:** This sentence gives more specific details relating to the main idea.

**Concluding Sentence:** This sentence refers to the topic sentence and sums up the main idea of the paragraph.

## My last vacation

My last vacation was a rejuvenating escape to the serene beaches of Maui. The moment I stepped onto the soft, white sand, I felt all my stress melt away. The warm Hawaiian sun enveloped me as I explored the lush landscapes and sparkling waters, snorkeling among vibrant coral reefs teeming with marine life. Each day brought new adventures, from hiking through dense rainforests to savoring traditional Hawaiian cuisine at local markets. As the sun set each evening in a spectacular blaze of oranges and pinks, I found myself grateful for the memories made and the tranquility found on this unforgettable vacation in paradise.



## YOUR TURN!


Write a paragraph where you apply the hamburger model telling where did you go and what did you do in your last vacations following the last example.


10 min





Now, change your pieces of written with a partner to correct them.

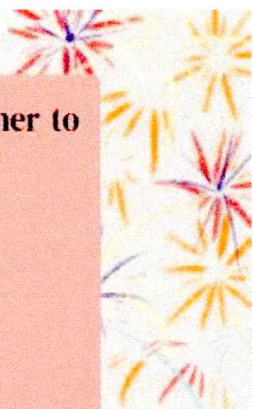
Look for their partners mistakes and mark them by using the symbols:

Verb error 

Wrong word 

Incorrect word order 

Spelling error 





**Let's return  
the writing  
to correct  
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**Thank you**

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## CONCLUSION

To conclude it is important to say that lesson planning is a fundamental skill that every future teacher must master to ensure effective and meaningful learning. Through the development of lesson plans, students can structure their educational objectives, select appropriate resources, and design activities that encourage active student participation. In this sense, planning becomes a reflective process that enhances the creativity and adaptability of the teacher.

The pre-professional internship and community service have provided me with a valuable opportunity to apply the theoretical knowledge acquired in the classroom. These hands-on experiences have allowed me to observe and participate in the school environment, interacting with students from diverse realities and contexts. This direct contact with the educational reality has enriched my training, allowing me to better understand the dynamics of the classroom and the individual needs of its students.

Finally, by combining lesson planning with the experiences gained throughout the degree I have learned to be more reflective and critical in my pedagogical approach, developing greater empathy towards students and a deeper understanding of diversity in the classroom. These experiences have not only contributed to my professional growth, but have also cemented my commitment to education as a tool for social transformation.



## RECOMENDATIONS

### 1. Include detailed lesson plans

Be sure to include comprehensive and well-structured lesson plans that show how you have defined learning objectives, selected relevant content, designed creative activities, and chosen appropriate teaching resources.

### 2. Highlight Innovative Activities

Select a few lessons that include innovative and creative activities that have captured students' attention and promoted their active participation. Explain how these activities aligned with the learning objectives and how they fostered skill development and knowledge acquisition.

### 3. Include Evidence of Implementation

Include evidence of the implementation of your lesson plans, such as photographs, student papers, or reflections on how the classes unfolded. This will show that your plans translate into effective learning experiences in the classroom.

### 4. Sample Diversity of Strategies

It includes lessons that showcase a variety of creative teaching strategies, such as project-based learning, cooperative learning, or problem-based learning. This will demonstrate your ability to tailor your approach to your students' needs and learning styles.

### 5. Reflect on the Process

It includes reflections on the planning process, highlighting the challenges you faced, lessons learned, and how you would improve your future planning.