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UNIVERSIDAD LAICA  
ELOY ALFARO DE MANABÍ

TEACHING ENGLISH AS A FOREIGN LANGUAGE - TEFL

POTAFOLIO

TRABAJO DE INTEGRACIÓN CURRICULAR

Facultad De Educación, Turismo, Artes y Humanidades

Pedagogía de Idiomas Nacionales Y Extranjeros

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## CERTIFICO

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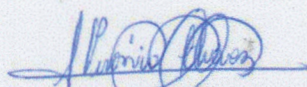
Haber dirigido, revisado y aprobado preliminarmente el Trabajo de Integración Curricular bajo la autoría del estudiante OLIVES SOSA CRISTOPHER AGUSTIN, legalmente matriculado en la carrera de PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, período académico 2024- 2025(1), cumpliendo el total de **384 horas** , cuyo tema del proyecto o núcleo problémico es "*TEFL Application Process*"

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## CERTIFICADO DE PROPIEDAD INTELECTUAL

Título del Trabajo de Integración Curricular:

### Teaching English as a Foreign Language Application Process

**Autor:** Cristopher Agustin Olives Sosa

#### Resumen

Este documento es un portafolio que resume el proceso de aprendizaje y enseñanza del inglés como lengua extranjera. Refleja las experiencias del autor durante pasantías y servicio comunitario, enfocándose en la importancia de dominar las cuatro habilidades principales del lenguaje: hablar, escuchar, leer y escribir. A lo largo del portafolio, se presentan diferentes módulos y planes de lecciones que abordan cada una de estas habilidades, utilizando un enfoque estructurado basado en el análisis de la forma, el significado y el uso (FMU) del idioma.

Se destaca a la importancia de una enseñanza efectiva, enfatizando a la necesidad de que los educadores tengan un sólido entendimiento de al gramático y metodologías de enseñanza bien fundamentadas. Además, el portafolio subraya a la utilidad de materiales auténticos y estrategias prácticas para mejorar tanto al comprensión y producción oral como escrita. El portafolio también incluye reflexiones sobre las lecciones demostrativas realizadas, los desafíos encontrados y las estrategias empleadas para superarlos. Finalmente, concluye que el dominio del inglés es esencial para a la accesibilidad global y que un enfoque metódico y reflexivo en la enseñanza puede mejorar significativamente las habilidades lingüísticas de los estudiantes.

Declaración de Autoría:

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Manta, 07 de agosto de 2024



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## Introduction

The main and fundamental objective of the following work is to show step-by-step the reflective journals and lesson plans, which are based on the need for students to be able to acquire a new language in an effective and efficient way. Through lesson plans, it is of utmost importance to know and apply them in the daily life of the teacher because it helps to develop new and different productive strategies to involve students to draw attention to learning the language with different teaching methods and also using fundamental linguistic tools such as listening, speaking, reading, and writing, since they are the main bases when learning English.

Through this portfolio, we will talk a lot about the elaboration of a lesson plan and how it is applied in a real way for the students. The TEFL method (Teaching English as a Foreign Language) was used to apply the demonstration classes along with the five relevant language modules: speaking, listening, reading, and writing. In each of them, different sources are applied for the correct class, having stages such as ECRIF and PDP, which are based on the mentioned modules, and in the writing part, the way of competition is different and very productive.

In the first phase, the diaries that contain reflections on concepts, feelings, thoughts, the way of learning, and how it is applied as a teacher are discussed personally. It should be emphasized that this was based on how I can develop indispensable tools in teaching.

Below is the elaboration of the FMU (form, meaning, and use), which consisted of choosing a specific topic and the one that I liked the most, thus having a correct grammatical and linguistic structure.

The next phase was the production of the ECRIF framework, or, in other words, encounter, clarify, remember, internalize, and fluently. The model that was used was speech.



On this occasion, as a responsible teacher, I monitored the teaching and learning process by which students discover something new and, therefore, create and develop knowledge.

The penultimate phase consisted of the PDP framework (pre-stage, during, and post-stage), which works on listening and reading skills, respectively. It focuses mainly on developing entertaining and interactive activities with students to motivate them to acquire the new language.

Finally, the writing phase, which has as its main stages preparation, writing, revision, editing, and expansion, is different from the rest with a different and very attractive teaching method for the teacher. This stage encourages participation and the use of students' communication skills through dynamic activities.

To conclude, all the methods and approaches that have been acquired and learned are of great satisfaction because they help us as teachers to promote learning for students. Thanks to the FMU, ECRIF, and PDP, we develop new and innovative methodologies to continue growing as teachers and as people. Learning English is the door to a better future.



# Language Module

## REFLECTION WHEEL JOURNAL 1 FORM – MEANING – USE

### Introduction

Grammar is the study of all the contrasts of meaning that it is possible to make within sentences. The 'rules' of grammar tell us how. (Crystal, 2020)

The word grammar comes from the Greek, meaning "craft of letters." It's an apt description. In any language, grammar is: The systematic study and description of a language (as compared with usage). A set of rules and examples dealing with the syntax and word structures (morphology) of a language. (Nordquist, 2020)

### Feelings:

In my opinion, when doing the analysis of the FMU, I felt that, the fewer rules, the less frustration, in fact, more could be learned. Obviously try to make the class dynamic and active at the time of conducting, because this would help the student to be able to develop their skills and concentrate on learning new grammatical form

I felt happiness when I proposed myself as a personal challenge to learn so that I could explain to someone else. Every time I understood a topic and put it into practice I felt too much happiness in my heart, although in some circumstances I felt afraid, because I questioned myself if I was really learning and if in the future, I would be an excellent teacher.

### Thoughts:

Teaching English language grammar has been a topic under debate, but very important because it is one of the fundamental parts of both learning and teaching since it addresses linguistic theory and methodology

One of the thoughts I have had about grammar is that it must be explained in details to make it easier for students to learn, since it can be a bit complicated. Grammar is important because it provides information that helps the reader's comprehension. It is the structure that conveys precise meaning from the writer to the audience

### Learnings

Knowing about grammar opens a window into the human mind and into our amazingly complex mental capacity of knowing and learning a specific language. We always associate grammar with errors and correctness. But keep in mind, knowing about grammar also helps us understand what makes sentences and paragraphs clear and interesting, pleasant and precise.



(Pachina, 2019) In other words, it is said that grammar helps us to develop and improve in a certain way the skills associated with language, that is, it gives us openness to be able to communicate properly.

**Applications:**

I consider that is clearly important to know the subject to be treated, based on the FMU, as a general help to make pacifications of classes and that they are developed in the best way, its theory should not be extensive, your examples must have activities that draw the attention of the student, the grammar must not be exaggerated so that, make a class that does not stress the student or the student that does not help you learn to the student if not that the benefit of and be able to demonstrate your skills and what you can do able to do or learn.



**FMU**  
**PRESENT CONTINUOUS**

**Name:** Cristopher Olives Sosa.

**Level B1**

**Form**

**Present continuous**

**Affirmative**

**Subject + verb to be+ [verb + "ing"] + complement.**

He **es walking** in the park.

**Negative**

**Subject + verb to be+ not + [verb + "-ing"] + complement.**

He is **not walking** in the park.

**Interrogative**

**Verb to be + subject + verb "-ing" + complement?**

Is she **walking** in the park?

**Meaning**

- Present continuous as "the verb form used for actions or events that are happening or developing now." According to the Collins Dictionary, the present continuous tense is defined as "a verb form consisting of an auxiliary be in the present tense followed by a present participle and used specially to indicate that a present action or event is in progress, being repeated, or of a temporary nature or to express the future." The present continuous tense is "the tense used to talk about actions or behavior that are in progress now or planned for the future", according to the Macmillan Dictionary.

**Use**

When using the present continuous tense, make sure you follow the sentence structure exactly.

- It is used to represent an action that is happening or progressing in the moment that the speaker is speaking.



- Like the simple present tense, the present continuous tense is also generally used to talk about an action that is taking place in the present. The only difference is that it denotes an action that is continuing to happen or progressing at the current moment.
- Always start with the subject when it is a positive or negative sentence and with the helping verb when it is in the interrogative format.
- A sentence with the present continuous tense consists of a helping verb ('to be' form of verbs) and a main verb. The helping verbs can be 'am' for the pronoun 'I', 'is' for singular subject and 'are' for a plural subject.
- Just note that like the other pronouns, the pronoun 'am' cannot be used in the negative form in an interrogative sentence. Instead of 'amn't', 'aren't' is used.

### Formation of -ing

- Most verbs take -ing. talk → talking
- Verbs ending in -e, drop the -e before the -ing. come → coming
- Verbs with one syllable ending in one vowel + one consonant, double the consonant before the -ing. stop → stopping
- Verbs with two or more syllables ending in one stressed vowel + one consonant, double the consonant before the -ing.  
begin → beginning **but** answer → answering
- Verbs ending in a stressed syllable +-l, double the -l before the -ing.  
propel → propelling **but** travel → traveling
- Verbs ending in -ie take -ying.  
die → dying

Time expressions
now, right now

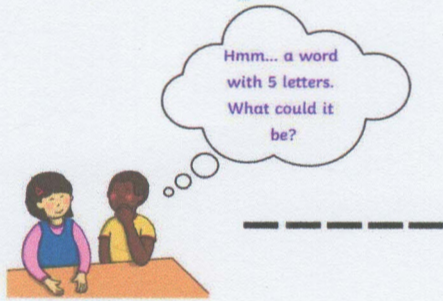
### Anticipated difficulties

- Just note that like the other pronouns, the pronoun 'am' cannot be used in the negative form in an interrogative sentence. Instead of 'amn't', 'aren't' is used.
- The present continuous tense can never be used with stative verbs

### COMPREHENSION CHECKING QUESTIONS

#### Guess the word





Each student, students choose a word while the others have to guess the letters and the word.

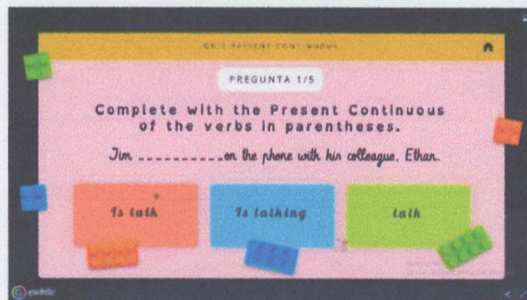
Each student has two chances to guess the word if that student misses the answer to these different questions:

- What is the affirmative form of the present continuous?
- When to use the present continuous?
- What is the negative form of the present continuous?
- Writing a sentence with the present continuous
- What is the interrogative form of the present continuous?

### TEACHING IDEAS

Growth mindset is the idea that continuous effort and a positive attitude will increase achievement.

Use technological games where students participate and answer questions




<https://view.genial.ly/64545a55e2bc060011d21e11/interactive-content-quiz-images>



**? The sentences below are true or false.**


Raymond is working on his laptop.



He isn't working on his laptop.

He is using his cell phone.


Steve and Henry are downloading a movie.



They \_\_\_\_\_

They \_\_\_\_\_


Jason is playing a video game on his tablet.



He \_\_\_\_\_

He \_\_\_\_\_

Tracey is studying right now.




She \_\_\_\_\_

She \_\_\_\_\_

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**? One the prompts to make questions. Then look at the pictures and answer the questions, as in the example.**

Lindsay / work?




Is Lindsay working? No, she isn't. She's walking in the Park.

Peter / study alone?



\_\_\_\_\_

Sally and her daughter / have lunch?



\_\_\_\_\_

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<https://view.genial.ly/64545a55e2bc060011d21e11/interactive-content-quiz-imagen>

<https://view.genial.ly/6454529727994d0018d9da9b/interactive-content-quiz-cubo>

### SOURCES CONSULTED

H.Q. Mitchell – Narileni Malkogianni American edition Pioner workbook

[www.richmonddelt.com/personalbest](http://www.richmonddelt.com/personalbest)

[www.educacion.gob.ec](http://www.educacion.gob.ec)



## **Speaking Module**

### **Reflection Wheel Journal 2 SPEAKING SKILL DEVELOPMENT**

Speaking is an important part of the language learning process, and one of the challenges is often students are afraid of produce the language and talk with others as they do not want to make mistakes in their intonation, pronunciation or they do not remember the word in this new language.

Consequently, to break down this barrier in the students, is crucial the use of ECRIF framework as it is divided by stages, where students can feel comfortable, acquire vocabulary trough ECRIF stages and developed a cooperative work, in which make possible the use of different strategies to facilitate the learning of the students. (Caisaguano, 2022)

### **Feelings**

Speak another language is such a journey, with a lot of feelings meanwhile you are doing it. I remind the first time, when I listen the English language was trough a song when I was a teenager and then I learnt the lyrics of the song, I was so proud and excited about it, but I was ashamed that others could hear me and do not understand what I was saying.

For that reason, I do not like to speak in my English class at the high school, also my teacher hardly ever provides activities where we could speak in our classroom, and that make me stuck for a while. However, when I start the University, I feel comfortable and have more determination to improve my speaking skill, as this is going to be part of my profession, in this case I try to find online resources to improve my vocabulary, watch series to recognize the sounds, and finally I could say I am not afraid of speak, I feel more confident now, and it is been a large process of learning, but is worth it.

### **Thoughts**

One of my currently thoughts are about the motivation of the student to speak in their classroom, why the professors do not give the opportunity to the students, to develop a topic that they like it, and make a presentation about it. Nowadays, exists a lot of materials and trending's on the internet that would make easier the process of motivate the students to speak.



Besides, professors need to be aware the use of tics, as in these days represent a big part of the population.

## **Learning**

All the things, that I have learnt during my internships made me realize that students have different ways of learning. Teaching English with authentic and innovative methods can make students enthusiastic and get involved in the classes and turn more enjoyable and productive for them.

Therefore, the use of framework like ECRIF, helps the students to give a direction during the time that will be developed the lesson, in this case the stages are going to be essential to the students can acquire vocabulary from the beginning and use them until the final stage is 'fluently usage', enabling the learner to develop, employ, and practice vocabulary fluently (Caisaguano, 2022).

In fact, students feel comfortable when they discovered things by themselves, step by step, as in that way they do not feel overwhelmed about what it could be the score or if they get it. When I did my community service, I try to make activities like roleplays, or describing pictures with them, to produce the language with their ideas.

## **Application**

As it mentions by Bahrani & Soltani. (2012), "To help students develop communicative efficiency in speaking, instructors can use activities that combine language input and communicative output". As the students can provide his knowledge in real time with an activity like a short dialogue, monologue or roleplay, to produce the language.

Another way is applied the communicative language teaching activities (CLT), based on group work and task work, where the purpose is to increase the motivation of the students and oral expression skill, with new and different activities, making the process of learning dynamic and effective (Oviedo & Mena, 2021)



## Speaking Lesson Plan

Name: Cristopher Olives

Level: B1 (20 Ss)

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

1. Correct transmission of knowledge
2. Promote participation
3. Talking about sports.

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

By the end of the lesson, SWBAT:

Will use the present continuous to describe what people do in pictures in a paired dialogue.

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

When they complete the activities:

I will check students' progress in performing these activities:

- Organizing sentences correctly.
- Participating and responding correctly.
- Completing the sentences.
- Correctly using the present continuous when asking questions and describing the picture.

**Preliminary considerations:**

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

Ss already know some sports.  
They know some action verbs.

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

Students might find difficult grammar rules for example where to double consonant in some verbs (CVC) when they are writing.

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

Listen carefully before answering.



Time	Framework Stage	Teacher will...	Procedure Students will...	Interaction T-S/S-S VAKT	Materials Needed
45 minutes					
8min	E	<p>-Play video about the present continuous with e sports around the world.</p> <p>Ask students.</p> <p>-What is your favorite kind of sport?</p> <p>- What sport would you like to practice?</p>	<p>- Watch video</p> <p>-Give their ideas</p> <p>-Listening to opinions</p>	<p>T-S</p> <p>Visual</p>	<p><a href="https://www.youtube.com/watch?v=JHaUgbHFavM">https://www.youtube.com/watch?v=JHaUgbHFavM</a></p>
7min	C	<ul style="list-style-type: none"> <li>Explain why we use the present continuous</li> <li>Present how to use the present continuous (structure)</li> </ul> <p>- <b>Positive:</b> He is drawing a picture (to be "is" + verb-ing)</p> <p>- <b>Negative:</b> We aren't sleeping (to be "are" + "not" + verb-ing)</p> <p>- <b>Wh questions:</b> What are you doing? (Wh question + to be "are" + verb-ing)</p> <p>- <b>Yes/No questions:</b> Is she playing tennis? (to be "is" + verb-ing)</p> <ul style="list-style-type: none"> <li>Ask Comprehension checking questions:</li> </ul> <p>- If I want to describe something that happens at the moment. I need to say "I play soccer or I am playing soccer"</p> <p>If I want to describe what my father is doing: What is the correct form "He are playing" or "He is playing"?</p> <p>Write this interrogative sentence in the board and ask 1 student to correct the mistake. "What is the players playing??"</p>	<ul style="list-style-type: none"> <li>Listen the instructions</li> <li>Answer: I am playing soccer</li> <li>Answer He is playing</li> <li>Answer: What are the players playing?</li> </ul>	<p>T-S</p> <p>visual</p>	<p>Board</p>
10min	R	<ul style="list-style-type: none"> <li>Give instructions:</li> </ul> <p>-Give a worksheet. "Read the sentences and unmix the sentence.."</p>	<ul style="list-style-type: none"> <li>Identify the structure of the sentences and place them in the correct column.</li> <li>Check their answers.</li> </ul>	<p>T-S</p>	<p>Worksheet</p>



		<ul style="list-style-type: none"> <li>• Tell Ss to join with a partner and check their answers. - Identify the structure of the sentences and place them in the correct column.</li> <li>• - Check their answers.</li> </ul>			
10min	I	<ul style="list-style-type: none"> <li>• Give instructions for the second activity. "Choose the correct options".</li> </ul> <p>Ask students to join with a partner and read the sentences.</p>	<ul style="list-style-type: none"> <li>• Individually choose the correct word</li> <li>• In pairs they will read the sentences</li> </ul>	T-S	Paper Pencil/pen
10min	F	<ol style="list-style-type: none"> <li>1. Ask them to write the sentences with the information in the gap.</li> <li>2. Project the picture in a big screen or board.</li> <li>3. Listen carefully students sentences and their descriptions from the picture.</li> <li>4. Give some recommendations, and observations to the mistakes.</li> </ol>	<ul style="list-style-type: none"> <li>• Use the correct form of the present continuous.</li> <li>• And describe what they are doing on the pictures.</li> </ul>	S-S	Picture



## Resources

1. Unmix the sentence.

Ball is hitting the The player

2. Unmix the sentence.

player ball. kicking The is the

3. Unmix the sentence.

playing They in stadium. volleyball are the

4. Unmix the sentence.

many people football. There are playing

## Present Continuous and Sports

1) Write the sports: football, tennis, volleyball, badminton, baseball, basketball, boxing, golf



a) \_\_\_\_\_



b) \_\_\_\_\_



c) \_\_\_\_\_



d) \_\_\_\_\_



e) \_\_\_\_\_



f) \_\_\_\_\_



g) \_\_\_\_\_



h) \_\_\_\_\_

2) Write what they are doing: hitting, kicking, running, throwing, catching, holding, jumping



a) She is \_\_\_\_\_



b) He is \_\_\_\_\_ the ball.



c) She is \_\_\_\_\_ the ball.



d) He is \_\_\_\_\_



e) They are \_\_\_\_\_



f) She is \_\_\_\_\_ the ball.

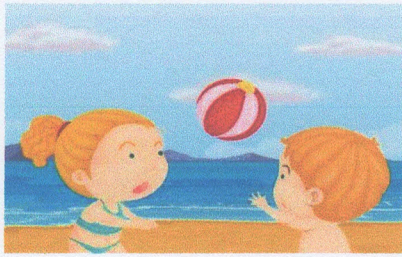


g) He is \_\_\_\_\_ the ball.



h) He is \_\_\_\_\_ the ball.







## Listening Module

### Reflection Journal 3

#### **LISTENING SKILL DEVELOPMENT**

One of the important things, meanwhile we learn a language is listen to the language, as in that way we can new words and expressions by hearing them frequently. In Ecuador, in public schools the use of material to develop the listening skill is limited by the audios from books that are provided for the government, which is difficult to the student to comprehend as they do not understand the native speakers.

For that reason, is important the use of different tools such as songs, audiobooks, tv programs, TED talks, podcasts and so on. Besides, to enhance the listening skill is beneficial that the students feel motivate to acquire the language.

#### **Feelings**

The domain feelings meanwhile I was creating the listening lesson plan, were surprised, confidence, and excited. I feel surprised as in these days exists a lot learning tools to improve students' listening comprehension, it can start with fill the blanks with the lyrics of a song, and at the same we learn vocabulary, and the intonation of some words.

Confidence is important when you teach, as you need to provide to the students and let them feel that they are doing an amazing job, as they are putting all their effort, and step by step it can be created a certain knowledge. As a result, after few weeks, they can understand some words or notice them in audio, which it makes the process of learning easier.

Finally, I feel excited because when I was in high school, my professor hardly ever uses the audios to improve listening skill, because my classmates never understood that, and he gave up. But now I realize the thing is find good resources, a good planning, and a speaker, as when I was in my internships, the children where excited when they listen the rhythm of their favorite song or the teenager where surprised when they listen a short dialogue of his favorite movie, good learning experiences are all about good resources.



## Thoughts

To become a fluent speaker in English, you need to develop strong listening skills. Simultaneously, you can understand not only what people are saying to you, but also helps you to speak clearly to other people. As when we listen, we are receiving information of the sender, and in that way we can communicate and listen the point of views of other people.

I have often noticed that students when they listen an audio, they ask to the teacher to repeat the audio twice. The first one, to select choice or what the activity request, and the second one is to make sure if his choice was correct, and in both cases they are focus and give all his attention, which is a good way to manage the classroom.

EFL students do not perceived listening as an important skill, as in some cases they feel frustrated, as they do not understand some accents from the English native speakers, or they are focus on improving his speaking or writing skill. But the main point, is that is important to domain the four skills as they complement one each other.

## Learning

“Listening has been a foundation of many SLA theories regarding the effective input form that may aid language acquisition” (Rost, 2011, as cited in Shouket, et. al,2022). As input is the exposure that learners must use the authentic language, in this case it could be tv programs, podcast, songs and so on, in which learners can create a certain knowledge according to their likes.

Domain this skill is important as it occupies about 45 per cent of the time adults spend in communication, as all of us are constantly sending voice notes to share ideas or make phone calls during the day. (Ahmed, 2015). Therefore, in the listening skill, students will involve in five stages: hearing, understanding, remembering, evaluating, and responding (Tyagi, 2013, as it cited in Colle, 2022).

Hearing is about the perception of the sounds. Understanding is to the learn the meaning of the message. Remembering is not only received and clarified a message, is but have also have a certain knowledge in our mind. Evaluating is have critical thinking



in this stage, it is valid or not. Finally, the responding stage, is give a verbal or non-verbal feedback.

## **Application**

Teaching listening it can be an excited process when you have the correct resources, for that reason, is important previous the lesson you can ask the students what they like, as its good way when it will develop the lesson, you can catch the students attention. Accordingly, exist four types of listening are appreciative, empathic, comprehensive, and critical, and all of them have specific purposes for instance, appreciative it belongs to music, as you enjoy it. Empathic is when you listen a podcast about real life motivation stories and you feel them as yours. Comprehensive is when listen the news, and the last one is critical when we listen the different perspectives about something. These different types are in our daily life, we just need to focus on them, more deeply and create our own vocabulary list.

Often what we listen, it can help to create of own ideas about things that happen around us. EFL needs to comprehend that to achieve the fluency in a foreign language is crucial to listen what other says and then answer with the key words that we listen before, as it is not necessary to speak a lot, first we need to be good listener to answer what they want to hear. Like babies they listen the phonemes, to answer with them and step by step they can communicate better in a range of time. Another point is that listening can be promoted at home, as teacher we just need to give good recommendations to students can convert this into a habit.



## LISTENING LESSON PLAN, PDP

Name: Cristopher Olives

Date: 05/14/24

Level: B1

Grade: 2 BGU (28 students)

### Action points:

- Providing clear instructions for all the students.
- Time management

### What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

**Show understanding** of "A healthy lifestyle" audio recording **by** choosing the correct answer for a set of questions and **then** create a list of recommendations for a healthy life in a roleplay.

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

Teacher will check students' progress when they can choose the answer for each question, in that way teacher can recognize if the listening comprehension is working for the final purpose to create the list with their own ideas.

### Preliminary considerations:

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

-Daily activities

- A few phrasal verbs

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

- Certain phrases might be challenging
- Ss would get confused in the instruction of the activities.

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

- ✓ Teacher must repeat the audio as many times as necessary.
- ✓ Teacher must be clear in the instructions.



TIME (45 MIN)	STAGE	PROCEDURE		INTERACTION T-S/S-S	MATERIAL NEEDED
		TEACHERS WILL	STUDENTS WILL		
5 MIN	<b>PRE-STAGE</b>	<p>Ask students to sit in a circle. Then they have to choose between three cards (food, sports, daily activities)</p> <p>Explain them "You have 10 seconds to think in a name of food. After that, they have to start with "A ship comes loaded of cereal" ... If the ss repeat the same food the activity ends".</p>	<p>Listen to the teacher.</p> <p>Pay attention to the instruction.</p> <p>Participate in the activity.</p>	<b>S-S</b>	Cards
7 MIN	<b>EARLY DURING STAGE</b>	<p>Explain students "Listen carefully to the following audio recording, and then answer How many people are talking?".</p> <p>Ask students What do you think is the relationship between the speakers? They are close or not?</p> <p>Ask students whether they recognized all words, if not provide the meaning of words students did not recognize.</p>	<p>Listen to the teacher.</p> <p>Pay attention to the instruction.</p> <p>Listen to the audio recording.</p> <p>Participate in the activity.</p> <p>Ask for the meaning of words they did not recognize.</p>	<b>T-S</b>	Computer Projector Speaker



<p>7 MIN</p>	<p><b>LATER DURING STAGE</b></p>	<p>Provide a worksheet to each student.</p> <p>Read the first instruction of the worksheet "Listen carefully to the audio recording and answer the question according to the audio".</p> <p>Let students read the options of each question.</p> <p>Repeat the audio recording 2 or 3 times.</p> <p>Ask students the steps.</p>	<p>Listen to the teacher.</p> <p>Pay attention to the instruction. Read the options of the activity.</p> <p>Listen to the audio recording.</p> <p>Ask for audio recording repetitions.</p> <p>Choose the answers and share with class</p>	<p><b>T-S</b></p>	<p>Computer Projector Speaker Worksheets Pencil or Pen</p>
<p>8 MIN</p>	<p><b>FINAL DURING STAGE</b></p>	<p>Ask Ss to work in pairs.</p> <p>Give Ss instruction for the activity, where they have to discuss and reorder the events to how to get a healthy life?</p> <p>Monitor the students.</p> <p>Share ideas with the class.</p>	<p>Work in pairs.</p> <p>Ss have to discuss in pair about what could be the numbers for each event according to their opinion and what they listen before.</p>	<p><b>S-S</b></p>	<p>Worksheets Pencil or pen</p>



<p>7 MIN</p>	<p><b>LATER DURING STAGE</b></p>	<p>Provide a worksheet to each student.</p> <p>Read the first instruction of the worksheet "Listen carefully to the audio recording and answer the question according to the audio".</p> <p>Let students read the options of each question.</p> <p>Repeat the audio recording 2 or 3 times.</p> <p>Ask students the steps.</p>	<p>Listen to the teacher.</p> <p>Pay attention to the instruction. Read the options of the activity.</p> <p>Listen to the audio recording.</p> <p>Ask for audio recording repetitions.</p> <p>Choose the answers and share with class</p>	<p><b>T-S</b></p>	<p>Computer Projector Speaker Worksheets Pencil or Pen</p>
<p>8 MIN</p>	<p><b>FINAL DURING STAGE</b></p>	<p>Ask Ss to work in pairs.</p> <p>Give Ss instruction for the activity, where they have to discuss and reorder the events to how to get a healthy life?</p> <p>Monitor the students.</p> <p>Share ideas with the class.</p>	<p>Work in pairs.</p> <p>Ss have to discuss in pair about what could be the numbers for each event according to their opinion and what they listen before.</p>	<p><b>S-S</b></p>	<p>Worksheets Pencil or pen</p>



<p>18 MIN</p>	<p><b>POST-STAGE</b></p>	<p>Explain students "In groups of four, imagine you are a personal trainer of a celebrity and you need to create a list of recommendations for a healthy life Then in each group one will be celebrity, manager, personal trainer and chef.</p> <p>Monitor the students.</p> <p>Ask for volunteers.</p>	<p>Listen to the teacher.</p> <p>Pay attention to the instruction.</p> <p>Ask for a better instruction if the last one was not clear.</p> <p>Write a list.</p> <p>Participate in the activity.</p>	<p><b>S-S</b></p>	<p>Computer Projector Speaker Worksheets Pencil or pen</p>
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## Resources

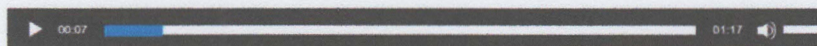
### Link

<https://www.esl-lab.com/intermediate/healthy-lifestyle/>

## Later During Stage

### Listening Exercise

A. Listen to the recording and answer the questions.



The man wants to \_\_\_\_\_.

join a soccer club

run a mountain marathon

try out for the company basketball team

The woman is worried that \_\_\_\_\_.

the man works too much

her husband's health isn't good

her husband is becoming a fitness freak

First, the woman suggests that her husband \_\_\_\_\_.

start with light workouts

visit with a fitness trainer

see a doctor

Her husband should \_\_\_\_\_.

eat more protein

consume less salt

eat less fatty foods

Why does the man's wife recommend cycling?

It helps strengthen the heart.

It is good for improving muscle tone.

It helps develop mental toughness.



**FINAL DURING STAGE.**

Reorder the events from 1 to 5 according to how to get a healthy life?

You should take up a little weight training to strengthen your muscles \_\_\_\_

You need to watch your diet and cut back on the fatty foods \_\_\_\_

You need to have a physical before you begin \_\_\_\_\_

You should try eating more fresh fruits and vegetables \_\_\_\_

You need to sleep at least 7- 8 hours daily \_\_\_\_\_



## Reading Module

### Reflection Wheel Journal 4

## READING SKILL DEVELOPMENT

Reading is one of the most interesting skills of learning a language, as in that way our brain is connected eyes and perception to follow the words of the story and transport with our imagination to the context that we read.

For that reason, is important to create a habit in kids for reading, as they have a lot of imagination, and can improve the relationships with others to be emphatics, respectful and dreamers. Exists a lot of resources like stories of fairy tales, magazines, books, comics as they are acquiring new vocabulary with a real context in life.

### Feelings

Being honest I do not read as much as I would like to do, because in these days I have too many things to finish, or I forget to do it. Besides, find a good book is complicated sometime some books does not catch my attention at all, but here is what I think of create a balance, perhaps I do not have time to read a whole book, instead of that, I read the newspaper, short digital stories about my interest or blogs.

Therefore, “ reading motivation is defined as a certain kind of feeling which makes readers to be close to or refrain from a reading context” (Readence et al., 1989, as cited in Li, & Gan 2022), from my point of view, its important to look forward stories, with a real correlation with your interest, as in that way you can always go back, as you do not feel like is an obligation, your own brain assume is something pleasant. As a future teacher, we need to find good stories to our students, so they can turn the reading into a habit.

### Thoughts

According to the opinion of people and was part of my thoughts when I was a child, it was reading is boring because there are too many words and formal phrases that sometimes does not make sense for them or is confusing as appears different characters in each chapter. Consequently, teachers need to be aware of the different strategies to introduce reading in the classroom, depending on the age of the students to enhance reading comprehension and vocabulary knowledge.



Thus, teacher can help students with an early intervention, for those students who has reading difficulties, as may be crucial in efforts to break down negative feedback and limitations, that sometime comes to the mind of the students, and replace them with motivation, good resources and positive feedback.

## **Learning**

I learned for a rapid acquisition of reading skills, exists three processes: phonological, syntactic, and work memory, and shows good increases in development. (Siagel, 1993). In which makes easier all the process as it can be teach step by step with sounds, morphemes, and short phrases to mixed with a reading comprehension in the case of young EFL learners.

Besides, I learned about Dynamic Assessment who try to leave behind the traditional test, and is focus on what an individual has achieved as a result of this capability plus environmental factors such as education and parental support.( Sternberg & Grigorenko, 2002 as cited in Dixon,2023). In case of reading skill, is based in how the individuals can retain information through the time, which represents a certain knowledge.

## **Application**

In my experience with my internships, in the school I hardly ever use a passage, because the students mention that it was bored, or they do not understand as they do not have an English teacher before. Therefore, I used flashcards and the students were allowed to repeat after me, as it was mentioned before reading is a process that turns into a habit with the time, and with good and catchy strategies.

Consequently, in this case is properly use intrinsic motivation, in which is acceptable the use of different types of materials for reading like comics, magazines or even manhwas, with activities like guess the final in the literature circles, or make your own final chapter, according to the story, all of this with topics of interest to the students and look for readings that motivate them and cause interest in them, even more so when they are things from real life.



PDP Reading Lesson Plan

Name: Cristopher Olives

Date: 05/14/24

Level: B1

Grade: 2 BGU (28 students)

**Action points:**

- Providing clear instructions for all the students.
- Time management

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

By the end of the lesson, SWBAT:

**Show understanding of reading** "Adventure travel" by summarizing the text in their own words and **then** describe in a conversation their best holiday in pairs.

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

I will check the students' progress through the activity of the holidays conversation which will be developed at the end of the lesson.

**Preliminary considerations:**

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

- Simple past
- Extreme sports

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

- Students might be finding difficult the meaning of some words
- Some words difficult to pronounce

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

- ✓ Allow the use of the dictionary for the reading.
- ✓ Clarify the pronunciation of new words.



TIME (45 MIN)	STAGE	PROCEDURE		INTERACTION T-S/S-S	MATERIAL NEEDED
		TEACHERS WILL	STUDENTS WILL		
5 MIN	<b>PRE-STAGE</b>	<p>Show students some pictures related to the text and ask them:</p> <p>Match the words with the pictures</p> <p>Ask: What do you think is the topic for today?</p>	<p>Listen to the teacher.</p> <p>Pay attention to the instruction.</p> <p>Participate in the activity.</p>	<b>S-S</b>	<p>Pictures</p> <p>Markers</p> <p>Whiteboard</p>
7 MIN	<b>EARLY DURING STAGE</b>	<p>Hand out the worksheets to the students and then will read the text with the them.</p> <p>Tell students that they should use a dictionary to find the meaning of the new words.</p> <p>Ask students to highlighting the parts of the text: Tittle, sub-headings, paragraphs, sidebars.</p>	<p>Listen to the teacher.</p> <p>Pay attention to the instruction.</p> <p>Use the dictionary</p> <p>Participate in the activity.</p>	<b>T-S</b>	<p>Worksheet</p> <p>Dictionary</p> <p>Highlighter-pen</p>



7 MIN	<b>LATER DURING STAGE</b>	<p>Ask the students to read the text again and categorize the activities with the holiday.</p> <p>Help students in any doubts they might have related to the text and verify answers.</p>	<p>Listen to the teacher.</p> <p>Pay attention to the instruction.</p> <p>Answer according to the text, to make it right student will scan the text to find key words to answer correctly.</p>	T-S	Worksheets Pencil
8 MIN	<b>FINAL DURING STAGE</b>	Request students to make a summary of the text read with their own words.	Summarize the information from the text in their own words.	T-S	Pen Sheet
18 MIN	<b>POST-STAGE</b>	<p>Divide the class in pairs.</p> <p>Write on the board the next questions: What's the best holiday you have ever had? Where did you go? What did you do?</p> <p>Ask students to discuss and answer the questions.</p> <p>Monitor the students.</p> <p>Ask for volunteers to share their experiences.</p>	<p>Listen to the teacher.</p> <p>Pay attention to the instruction.</p> <p>Share ideas with the class.</p>	S-S	Whiteboard Marker

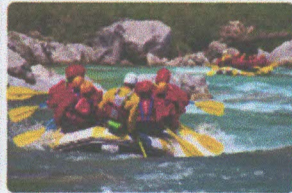


## Resources

### Pre- Stage

Match the words with the pictures

white water rafting   trekking   kayaking   desert   snowboarding   ancient ruins



### EARLY DURING STAGE

Link: <https://learnenglishteens.britishcouncil.org/skills/reading/b1-reading/adventure-travel>

### ADVENTURE TRAVEL

Time for an adventure?

Are you a bit bored with your nine-to-five routine? Have a look at our exciting range of holidays and decide what type of adventure you'd like.

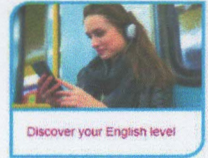
#### Activity holidays

Our activity holidays are for everyone, people who love danger or who just like sports. We have a huge variety of water, snow or desert holidays. We'll take you SCUBA diving in the Red Sea or kayaking and white water rafting in Canada. If you prefer snow, you can try skiing or snowboarding in the Alps or even igloo-building. For those who like warmer weather, we also have sandboarding (the desert version of skateboarding) or camel safaris.

#### Polar expeditions



Take a cruise to Antarctica or the northern Arctic; explore a land of white natural beauty and wonderful wildlife. Our experts will explain everything about the two poles as you watch the penguins in Antarctica or whales and polar bears in the Arctic. There's no greater adventure than travelling to the ends of the earth. A once-in-a-lifetime experience!



### Cultural journeys

Our cultural journeys will help you discover ancient civilizations: India, Thailand, Egypt and many more. Visit temples, palaces and ancient ruins – just remember to bring your camera! Get to know local ways of life by exploring markets, trying exotic foods and meeting local people.

### Trekking tours

We have trekking holidays to famous places such as Machu Picchu or the Everest Base Camp Trek, as well as some nearer to home in the Highlands of Scotland. You don't need to be very sporty, just fairly fit. You'll have a great time enjoying nature with a group of new friends. Some of the holidays include camping, but we'll transport the tents for you!

### Wildlife holidays

We organize small-group tours to get closer to nature in Africa, Asia or South America. Go on safari in Africa and watch lions and giraffes. Meet the famous turtles of the Galapagos Islands. Look for tigers in India, or take an elephant safari in Sri Lanka. We use local guides and stay in a range of accommodation, from tents to tree houses.

## LATER DURING STAGE

### Adventure travel

Put the activities under the correct holiday.

10 items remaining

- see lions
- learn about foreign cultures
- go kayaking
- visit Scotland
- try different local food
- visit the South Pole
- climb mountains
- try different sports
- follow a local guide
- see whales

Activity holidays

Polar expeditions

Cultural journeys

Trekking tours

Wildlife holidays



## Writing Module

### Reflection Wheel Journal 5

As stated by Chicho (2022), writing is a special attitude that writers can set their opinions into words with it. Throughout writing skills, they mentally interact with words and messages. Writing is an integral fragment of language practice. Using a set of symbols also represents the language in a textual medium. However, writing is a challenging ability, and it is difficult to write coherently. It needs the ability to combine words and sentences

In other words, writing is one of the challenging skills from the students, as it needs to be careful of using the correct grammar rules to give a meaning of our own words and make sense to the others. For that reason, I consider that is important to recognize the value of writing, as in that way we can express our thoughts, ideas, wishes to the world.

### **Feelings**

I always get surprised when I see how people avoid writing, and it reminds me when I started my English degree, as I do not like either. For me writing it was like a lot of frustration, overwhelmed and time loss, as I do not see properly use it, instead of that I thought it was more important improve my speaking or my listening as in that way I could learn English faster.

Even though, I was wrong as leaning a new language is a whole process that complements all the skills to create a certain knowledge, and I could change my mind, in second semester, when I realized is important to express my thoughts, not only speaking but also writing as in that way I can more people can notice my own perspective, perhaps in a blog, letters or in a section of a magazine, as in these days we have a lot of ways to communicate.

Perhaps it was not easy to change my mind, as I was afraid of make mistakes, but I understand that doing it, I could improve my self-learning, and now I still learning and I try at least to write once in a week to become a habit and make easier the process of writing, as every challenge needs to be treated with discipline, effort, and conviction.



## **Thoughts**

I have this idea, if you do not like something, but it is necessary for your life or a good development in your work, you need to find other ways to accept them and make easier the process. For this reason, when it comes the time to write, we can do it about a topic we are interest in, in that way our ideas can be fluently in our mind, perhaps we can make some mistakes, but we can check that later, the important thing is do not give up until we achieve the goal.

Besides, what I could learnt from my own process to write, is not necessary to write a whole page at the beginning or doing all days, as I would feel overwhelming, the crucial part is doing step by step, we can start with answer a question, then a paragraph and after that keep increasing the numbers of word until we feel comfortable and not for an obligation, we can do that into a habit.

## **Learning**

Writing skill is one of the processes that requires more attention, as some students find out difficult from them, for that reason “writing needs to be taught as a process, rather than as a product, giving continuous feedback to learners is very helpful” (Khazrouni 2019). Thus, specifies that we need to pay attention in the weakness of the students, to give good feedback, and create a good and satisfactory learning process.

According to Yamsom & Borong (2022) the uses of metacognitive can provide a good growth of student’s proficiency in the five components of writing —content, organization, vocabulary, use, and mechanics, as they provide videos to improve the writing skill, related to what they saw and understand.

Finally, Baker (2016) states that peer review is an established strategy to improve the quality of student writing, besides this study was focus on the primary school, as the author mention that is a good way that kids can improve his writing abilities and transform into a habit, an in that case they do not have problems in the future.

## **Application**

When I was in my internships, it was really difficult make the students write as they are in primary school, and they do not like to write because they do not have the enough vocabulary to do it, and in that case is important as a teachers do a better job and



motivate the students, in this case I learnt that from the main teacher in the classroom as I was in a particular school. After that, in my teaching service community I try to give students worksheets with activities like gap filling, unscrambled words, soup of letters and things like that, where students can enjoy it



## WRITING LESSON PLAN

Name: Cristopher Olives

Date: 05/29/24

Level: B1

Grade: 2 BGU (28 students)

### Action points:

- Provide interesting topic to engage students
- Time management

### What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

**Show** understanding of how they can create an opinion essay **by** highlighting the parts of the essay **then** create an opinion essay about the video games for teenagers.

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

-When students can be able to make a brainstorming about the topic, I can guide them that could be the thesis statement about the topic and developed it.

-Students will practice their writing skills during the class, and I can notice when they have problems and help them

-When the students create the essay, I will know their progress.

### Preliminary considerations:

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

- Students know verb in present

-Transitions words

-How to structure sentences with simple present

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

- Students might be finding difficult the structure of an essay
- Students might be finding difficult connect one idea with other

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

- ✓ Provide example of the structure of an essay
- ✓ Provide tips for writing



TIME (45 MIN)	STAGE	PROCEDURE		INTERACTION T-S/S-S	MATERIAL NEEDED
		TEACHERS WILL	STUDENTS WILL		
5 MIN	PREPARATION	<p>Write on the board the statement and make a brainstorming:</p> <p>Are video games a good way to keep fit?</p> <p>Ask students to share their main idea about that</p>	<p>Listen to the teacher.</p> <p>Pay attention to the instruction.</p> <p>Participate in the activity.</p>	T-S	Markers Whiteboard
9 MIN	PREPARATION	<p>Show an example about an opinion essay.</p> <p>Ask a student to read it for the class.</p> <p>Explain the structure of an opinion essay.</p> <p>Ask students to highlight the parts of an opinion essay in the example given</p>	<p>Listen to the teacher.</p> <p>Pay attention to the instruction.</p> <p>Participate in the activity.</p>	T-S	Projector Whiteboard Computer highlighter



15 min	<b>DRAFTING</b>	<p>Explain how to use connectors words to connect sentences and give opinion</p> <p>Teacher gives tips for writing.</p> <p>Ask students to write their first draft about: Are video games a good way to keep fit?</p>	<p>Pay attention Follow the instructions Create a draft about the statement given by the teacher.</p>	<p><b>T-S</b></p> <p><b>S</b></p>	<p>Whiteboard Marker</p>
11 min	<b>REVISING AND EDITING</b>	<p>Ask students to exchange the draft with a partner, and then identify the mistakes based on the model given at the beginning of the class.</p> <p>Ask students to make the corrections to present the final work</p>	<p>Exchange their draft to another partner and identify mistakes by following the instructions of the teacher and the model given at the beginning of the class</p> <p>Make the correction and prepare the final paper</p>	<p><b>S-S</b></p>	<p>Notebook Pencil Eraser</p>
5min	<b>EXTENSION</b>	<p>Ask the students to share their work with a partner to read it.</p>	<p>Read their works to the class.</p> <p>Students make comments on works.</p>	<p><b>S-S</b></p>	<p>Voice Notebook</p>



## RESOURCES

**Link:** <https://learnenglishteens.britishcouncil.org/skills/writing/b1-writing/opinion-essay>

## Preparation

### Are video games a good way to keep fit?

Nowadays, many teenagers have got video consoles at home and they often like playing active video games. These are good for you for a number of reasons.

**First of all,** I think that active video games are a good way to keep fit. There are lots of different types of exercise you can do such as basketball, water-skiing and dance and, what's more, you can play them in the comfort of your own home. **In my opinion,** these games are fun and interactive because you can play them with friends and, if you play online, you don't need to be in the same place as your friend to play.

**In addition,** you can play them whenever you want. **Some people think** that it's better to do exercise outside in the fresh air. Although this is true, it's actually difficult to play outside when it's raining or very hot so video games are a good alternative.

**To sum up,** I believe that video games are a fun and social way to keep fit. I think they are a good option when you can't play outside and they might encourage people to do more exercise.

## Opinion Essays STRUCTURE:

### 4. Introduction:

*Paragraph 1: Present the topic and give your personal opinion.*

### 5. Main Body:

*Paragraph 2: Give reasons to support your opinion.*

*Paragraph 3: add more (different) reasons to support your views. You may mention the opposing opinion and why you find it unconvincing.*

### 6. Conclusion:

*Paragraph 4: You restate your opinions using different words.*

## Drafting

### Top Tips for writing

1. Write your essay in clear paragraphs. Use phrases like *First of all*, *In addition* and *To sum up* to start each paragraph.
2. Express your own opinion using *I think*, *In my opinion* or *I believe*. Mention other viewpoints with phrases like *Some people think* and say whether you agree or disagree with them.



## Conclusions

During this incredible learning and teaching I had during my teacher training, with the implementation of these two planning models ECRIF and PDP. It is important to mention the importance that they give us to obtain strategies that help us to prepare ourselves as future teachers. During this incredible process of learning and teaching, I have acquired skills that allow me to improve and develop a good class for my students.

Through my personal experiences during my pre-professional internship, I have found that creativity and fun with students, using the right tools in a class can be very entertaining and interesting for them. Teaching allows to obtain many personal skills that should be implemented every day.

In conclusion, being a teacher does not only mean teaching, it also means learning continuously from all those around us. In addition, teaching English allows us to engage with new cultures, traditions, customs, ideologies and perspectives, transforming our way of seeing and understanding reality.



## Recommendations

In my personal experience, I can recommend that when creating lesson plans, we innovate with creativity to awaken curiosity and thus be able to effectively transmit what we want to teach. Another recommendation is that at the time, empathy with our students must be very important because not everyone learns in the same way, which is why developing this skill requires an extra effort but with an incredible environment to teach effectively.



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