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EXTRANJERO

**TEMA:**

Teaching English as a Foreign Language Application Process

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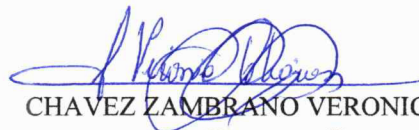
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## **CERTIFICADO DE DERECHO DE AUTOR PROPIEDAD INTELECTUAL**

Título del Trabajo de Investigación: Speaking Skill: Comparative Adjectives (Affirmative and Negative).

Autor: Jordy Steven Quinatoa Rodríguez

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Descripción del Trabajo:

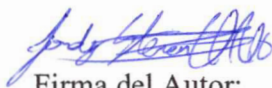
El presente trabajo de investigación tiene como objetivo principal realizar planes de clases orientados a cada destreza que se enseña en el idioma inglés basados en la metodología de TEFL (FMU, ECRIF, PDP and The Writing Process); adicionalmente en sus adjuntos tiene una parte descriptiva en la que el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

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## 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**

#### **Grammar of English in people's lives to speak fluently**

The grammar of a language includes basic axioms such as verb tenses, articles and adjectives (and their proper order), how questions are phrased, and much more. Language cannot function without grammar. It would simply make no sense—people require grammar to communicate effectively (Nordquist, 2020).

Generally, people need to master grammar to be able to express themselves to others, I completely agree with what the author is trying to communicate in this excerpt, either in a conversation with one person or with a large group of people listening and trying to understand. what is being communicated to them is what grammar is all about.

Studying English grammar in depth is essential to write and, above all, speak correctly so that others understand you without difficulty. In fact, there are areas in which it is especially important. For example, mastering grammatical verbs is highly valued in English-speaking countries as a pleasant way to speak their language clearly and fluently.

#### **Feelings:**

With all sincerity, grammar has brought me many positive and negative feelings at the same time, feelings of happiness for having a new challenge in my life to acquire new knowledge in learning the language with its respective rules, feelings of sadness, this is very common, when as much as I tried to resort to improving my grammar, I felt frustration and the feeling that learning grammar was difficult and impossible, that only a minority group of people could learn it, and that was my feeling of unease.

At school some classmates understood grammar when the teacher explained the classes and no matter how hard I paid attention I forgot and resorted to having my friends explain it to me, from there my feeling of sadness and even I am not going to lie felt frustration for those details.

Fear was also very recurring when I had to express something, because to formulate a sentence, grammar is necessary in everything and I felt the fear that I would not be doing it right, as I have to say, so many things were going through my mind that in the long run I was already losing motivation and seeing English with its grammar as a simple subject in unimportant classes to which it was impossible for me.

Anxiety can be described as a feeling of fear, tension, apprehension, nervousness and worry in the context of learning a foreign language (Wang, 2005). And this is how I felt when grammar came into my life but little by little the tension and worry that lived with me has been overcome.

In such a way that grammar was not being useful in my learning process and today I have a different mindset. I continue in this process with encouragement and desire to learn and learn every day to continue training and be a good teacher in the future for my students, and they may have effective and efficient grammar learning in their lives.

### **Thoughts:**

One of the thoughts that come to mind about grammar and how to know and explain it through sentences where grammar itself is not explained, rather unconsciously sentences will be created without having taught it and then reviewing them. It also requires a lot of patience and effort from both the teacher and the student who can be motivated to learn it interactively.

Grammar overall, is a challenging language skill. Even experienced English lecturers may face difficulties in explaining grammar to students (Kumayas & Lengkoan, 2023). At times I have come to wonder if English teachers, when they have to explain grammar to students, have a hard time or think that the subject is tedious, leading them to the nerves of teaching grammar to the point of making mistakes or that a student has many doubts and asks and the teacher evades that question for not explaining or knowing well. I think that this is one of the great fears in which I will expose myself at some point and that may be the thought of the teacher, not of all but of a minority group of teachers who may find it difficult to explain grammar to their students.

### **Learnings**



Grammar is a wide world of communication suitable for conversing English fluently like true natives. It should be noted that for children, learning English from an early age without grammar is a valuable benefit because they will develop grammar without having learned it and when they grow up, they will master the language perfectly. When it comes to them to explain how to write a correct sentence with their grammar, it will be easy for them to do so, because they have already mastered it perfectly. While for adults, learning grammar later will be difficult because it is a long and new learning process.

The archbishop and poet Richard C. Trench said: "Grammar is the logic of speech, just as logic is the grammar of reason." I fail to fully understand: the important role of grammar in the way we communicate as humans. Although grammar is a term with many facets in the field of linguistics, the Linguistic Society of the United States proposes: "For linguists, grammar is simply the set of principles that define how to put together a sentence" (Gramatica, 2022).

## **Applications**

Our approach as teachers is essential to clear up doubts and that the student's knowledge is not only to learn and memorize, but also to apply it in their daily life, now, how do we apply the teaching of grammar? Well, through useful and beneficial methodologies and tools that help us strengthen their growth. At first the grammar may sound broad or complex in all aspects, but with teaching materials it can be learned in a different way that the student will not realize that they are unconsciously applying and learning grammar in the process.

It is worth remembering that when we are going to teach English to students, we do not have to talk to them about grammar, but an effective way to apply it is by teaching without any pressure or tension so that they relax and see English as a way to express themselves and speak a language completely. new in a globalized world where it is extremely relevant.

## COMPARATIVE ADJECTIVES (AFFIRMATIVE AND NEGATIVE)

Level: A2

Number of students: 18 students

### FORM

### STRUCTURE

#### AFFIRMATIVE FORM

Noun (subject) + verb to be + comparative adjective + than + noun (object).

Examples:

- USA is bigger than Uruguay.
- You are more handsome than Logan.
- She is taller than him.
- My dogs are lazier than my cats.

#### NEGATIVE FORM

Noun (subject) + verb to be + not + comparative adjective + than + noun  
(object).

Examples:

- The forest is not more beautiful than the desert.
- Zebras are not faster than lions.
- The computer is not heavier than the refrigerator.
- My cousins are not bigger than us.

### COMPARATIVE SPELLING RULES

- **Rule #1**

One syllable adjectives that end in CVC, double the last consonant and add ER

**Examples:**

Big --- Bigger

Hot --- Hotter

Fat --- Fatter

- **Rule #2**

One syllable adjectives that do not end in CVC, we add ER

**Examples:**

Small --- Smaller

Fast --- Faster

Clean --- Cleaner

- **Rule #3**

One syllable adjectives ending in E, we add R

**Examples:**

Large --- Larger

Nice --- Nicer

Late --- Later

- **Rule #4**

Adjectives of one or two syllables that end Y, we remove the Y, we add IER

**Examples:**

Healthy --- Healthier

Happy --- Happier

Dry --- Drier

- **Rule #5**

Adjectives with two syllables that do not end in Y, and adjectives with three or more syllables, we add the words MORE or LESS

**Examples:**

Honest --- More/Less honest

Expensive --- More/Less expensive

Popular --- More/Less popular

- **Rule #6**

If the adjective is irregular, it does not follow any rule, its common form is simply different from its comparative form.

**Examples:**

Bad---Worse

Good --- Better

Far --- Further/Farther

## MEANING

- ❖ Comparative adjectives are used to compare a certain characteristic or quality between two or more things, animals or people.

## USE

- ❖ To compare whether one object is bigger or smaller than the other.
- ❖ To describe positive or negative qualities of people.
- ❖ To follow the rules according to the words that are written.
- ❖ To understand how the rules of one, two or more syllables are placed in adjectives.

## ANTICIPATED DIFFICULTIES

- ❖ Getting confused with the irregular adjectives by placing double consonants, -er, -ier-, -r or more/less.
- ❖ Forgetting to add double consonant when the word ends in CVC.
- ❖ Getting confused adjectives of two or more syllables by adding -er, -ier, and -r.
- ❖ Confusion with adjectives that end in a syllable adding more/less.

### COMPREHENSION CHECKING QUESTIONS

- 1) Write a sentence with a comparative adjective in +.
- 

- 2) what is added to adjectives with one or two syllables that end in Y? and name three of these adjectives and their comparative form.

Add \_\_\_\_\_

Three adjectives: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

- 3) The following irregular adjectives change, mention its correct form.

Good \_\_\_\_\_

Bad \_\_\_\_\_

Far \_\_\_\_\_

- 4) Do we add -ier when the adjective ends in CVC? Yes/No? & Why?
- 

- 5) What is the negative structure of comparative adjectives.
- 

### TEACHING IDEAS

- ❖ Bring printed images to give to each of the students, then they will analyze each one and create sentences correctly using the rules of comparative adjectives.
- ❖ Choose two students at random and the class will say the positive and negative qualities of each one, emphasizing the adjectives.
- ❖ Bring objects for class interaction and practice, capturing the students' attention, saying for example: "Compare this object with the other one", "It will be big or small", "high or low", "heavy or light" and formulating sentences, etc.



## SOURCES

<https://www.ef.com/wwen/english-resources/english-grammar/comparative-and-superlative/>

[https://www.youtube.com/watch?v=x2\\_-XmYDH04](https://www.youtube.com/watch?v=x2_-XmYDH04)

<https://www.youtube.com/watch?v=81mDpzz4rrE>

<https://www.lewolang.com/gramatica-inglesa/7/comparatives-and-superlatives>

<https://www.britishcouncil.es/blog/como-formar-comparativos-superlativos-ingles>

# Speaking Module

## Reflection Wheel Journal 2

### **Speaking as a beautiful way to express yourself with others.**

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.

This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a "dialogue". Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation.

Children develop the ability to produce speech sounds at different ages. By For example, research shows that two-year-olds are between 50 and 75% understandable, while three-year-old children are between 75 to 100% understandable (Kelly & Navarro, 2000, 2019). That is to say, it is normal that a child of 3 years old speaks, and the adult only understands three quarters of what she talks or mentions, or that an adult can understand what a 3-year-old child can talk about.

Generally speaking, is the most efficient way to put communication into practice, children from a young age have an easier time learning it than adults.

### **Feelings:**

To begin, one of my favorite qualities since I was a child was always starting to speak accents, such as Argentinian, Chilean, Mexican, Colombian among others. It started as a simple routine and fun and I still love them to this day. Hence my passion for a new challenge to speak a new language and in this case it was English. The most beautiful feeling that has characterized me to come to love English is that it is not difficult for me to speak it, in fact, it is something special for me because I demonstrate my intonation and pronunciation technique when it comes to saying a word, whether known or new.

(Chacon, 2011), consider that learning the pronunciation of the second language in school-age children is significantly facilitated through recreational activities, in which psychomotor games are integrated with the language. I was able to learn words that I

didn't know in video games and also through signs that said new words in another language. That was the journey of learning what they meant and what those words were used for in everyday life.

I never felt that difficulty that it was going to be difficult for me to speak it, rather I felt joy and happiness that I was going to have the opportunity to express myself well with an almost perfect tone and I motivated myself. On other occasions, from my own perspective, I feel that there are people who try to learn to speak English, however, they become easily discouraged because there is no motivation from a daily person or they simply become demotivated because they think that they are not going to learn it, even if they study everything. a life, as the following author says.

Lack of motivation is a problem that affects students who are disengaged from learning. When motivation is lacking in the learning process, serious consequences can occur. (Rosado Morales, 2023). And it is a great truth that this reaches a point where learning a language for them and not learning it quickly, they do not care and they do not find that ideal help from someone who teaches them or encourages them to learn it. They really are beautiful feelings found everywhere, from kindergarten, to school, reaching College, High School and now at the University, in the same way that feeling of continuing to speak and pronounce more, continues because I am passionate about it and it is a daily habit.

### **Thoughts:**

When I started to speak and demonstrate my skills it was with the natives who came to Ecuador, I spoke the basics, one of the thoughts that came to my mind was when I talked to one of them and I said that when I speak English to them, they will say, they will cross me out. like a fool for maybe pronouncing something wrong, or they will just laugh at how funny it could be to pronounce a word wrong. Well there were different ways I thought about them. It should be noted that he was still a child, he was 12 or 13 years old at the time. However, it was the axis to continue growing and lose fear when talking to natives.

The thoughts about what others will say about me never affected or discouraged me in the slightest. I think that for many people it is difficult to talk to someone and have them make fun of you, but in my own experience what say people will never affect me,



because I know that what I am knowing and learning from the new language are gigantic opportunities in life, to go to another country, learn about different cultures, native dialects, see historic cities and everything that is around us. This is knowing how to speak English or another different language.

According to (Varo, 2000), English as a foreign language "occupies the number one position in the primary and secondary education curricula of almost all countries in the world." Just as learning another language, be it French, German, Arabic, Chinese, etc., which are Romance languages at their maximum splendor, English is super relevant because if I don't master one of those languages mentioned above, English can make it easier for me to communicate with others. Other people from different countries in the world because it is the number one language globally.

So, my thinking about all this is positive and there is a minority of negativity but it doesn't matter.

## **Learnings**

One of the most satisfying lessons that acquiring a new language has taught me is to never give up and continue with what you love most. I have learned from mistakes and if I tend to make them, I can guide myself on different platforms that help me know how to say them. Word by word in a real and effective way, as I mentioned, the world of the Internet is vast to investigate and investigate languages, cultures and idioms.

Learning to master speaking in a great way opens doors, it is obvious that one does not learn a language overnight but with practice, motivation and perseverance everything becomes easier. «A different language is a different vision of life», Federico Fellini.

At school, being really honest, I did not pay due attention to the teacher in English classes, not because I did not like English, but because I did not like the teacher's way of teaching. But even so, it is always good to pay attention to the person who teaches because in one way or another an unknown word or phrase that he mentions may stay with us and be useful when we speak the language. These are some of the great learnings and lessons that can be taught to me. Give your life later.

## **Applications**

Now, as a teacher, what would be the effective and efficient way to teach students to acquire and apply the language? later. Through different applications that exist in the world of the Internet, I would use methodologies such as role-playing, materials such as speakers with phrases or words to formulate conversations with each other, and a countless number of materials that in the long run will help me interact with the children. I would not do the typical classes like having one or 2 or 3 students participate and the class ends there, my classes will be very dynamic, very interactive, with videos, audios, flashcards among other ways to draw the student's attention that will strengthen their spirit, the passion and love towards English.

Speaking is incredible since it is the main degree of pronouncing words correctly, formally or informally, it has a little bit of everything, it is essential for communicating with people and it helps you know the level of English that you are putting into it. practice. Without speaking, English could not be expressed or communicated to others.

## Speaking Lesson Plan Exam

**Name:** \_\_\_\_\_ **Date:** 16/09/2023 **Target:** A2 (14-18 students)

**Grade:**

**Action points--**

1. Provide clear and short examples.
2. Carry out dynamic and entertaining activities.
3. Establish clear rules in the class, in case of not paying attention.
4. Ensure the participation of all students.

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

By the end of the lesson, SWBAT:

Use the comparative adjectives (affirmative and negative) to compare qualities of people in a pair's conversation.

**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 students' progress when doing these activities:

- Check if they answer the (CCQs) correctly in the clarify phase
- In the remember phase, I will check if they have done great or still have difficulty placing the adjective with their rule.
- In the internalization phase I will check if they have created sentences with the given adjectives with their correct rule.
- . In the fluency phase through conversation, I will check your creativity by comparing yourself in pairs with your other classmate.

**Preliminary considerations:**

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

- Familiar with common adjectives like big, small, fast, slow, etc.
- How to form basic sentences with adjectives, e.g. "Peter is tall. "
- Know that some adjectives change form (e.g. big -> bigger) while others use "more" or "less."

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

- The use of each rule such as, "-er, -ier" versus "more" for forming comparatives.
- They find it challenging to remember the exceptions about irregular adjectives.

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

- Visual Aids, how use charts and reference materials that outline the rules.
- Interactive Activities, how Incorporate games and activities that require students to create comparative sentences.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
45 minutes					
5 minutes	E	<p>Show students two pictures of people, and ask:</p> <ul style="list-style-type: none"> <li>- What do they observe?</li> <li>- What qualities do you find in both?</li> <li>- Make comparisons of these two characters (if possible)</li> </ul>	<ul style="list-style-type: none"> <li>- Pay a lot of attention to the teacher.</li> <li>- Look at the images and mention the qualities of each character.</li> </ul>	T-S	Projector Computer Graphics
10 minutes	C	<p>Introduce the topic, explain that comparative adjectives (Affirmative and negative), showing the rules and examples:</p> <p><b>Rule 1</b> End in CVC, double the C, and we add ER. Ex: Big – bigger/ Fat – fatter.</p> <p><b>Rule 2</b> Not end in CVC; we add ER. Ex: Small – smaller / Fast – faster.</p> <p><b>Rule 3</b> We add R to those that end in E. Ex: Nice – nicer / Wise – wiser.</p> <p><b>Rule 4</b> Ending in Y, we add IER. Ex: Healthy – healthier / Happy – happier.</p> <p><b>Rule 5</b> Three or more syllables, we add more/less. Ex: Honest/Popular – (more/less)</p> <p><b>Rule 6</b> Irregular adjective changes. Ex: Bad – worse / Good –</p>	<ul style="list-style-type: none"> <li>- Pay close attention to the explanations provided along with the rules and examples presented.</li> <li>- Answer the CCQs that the teacher asks about the examples and their rules.</li> </ul>	T-S	Power Point Computer Projector Board Markers

better.

Affirmative:

1. She is taller than him.
2. John is happier than Taylor.

Negative:

3. She is not taller than him.
4. John is not happier than Taylor.

Ask comprehension checking questions (CCQ)

- ❖ According to the explanation, Which example is correct?

“Marcos is more handsome than Juan.” Or “Marcos is handsomer than Juan.”

- ❖ How can I change this affirmative comparative sentence into negative?

Man is bigger than woman.

- ❖ How can I change these comparative adjectives with their respective rule?

Thin

Strong

Pale

Friendly

Patient

Far.

9 minutes	R	<ul style="list-style-type: none"> <li>- Indicate the activity, which is about filling in the blanks according to the given class.</li> <li>- Mention that they can check their answers with the classmates.</li> <li>- Ask for volunteers to check the correct or incorrect answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Pay attention to the teacher's instructions.</li> <li>- Exchange answers with their classmates.</li> <li>- Participate in classes and give the answers.</li> </ul>	<p>T-S</p> <p>Visual</p>	<p><a href="https://www.liveworksheets.com/w/en/english-language/372099">https://www.liveworksheets.com/w/en/english-language/372099</a></p> <p>pencil</p> <p>eraser</p>

9 minutes	I	<ul style="list-style-type: none"> <li>- Pass out some sheets of paper.</li> <li>- Give instructions on how to create sentences with those words.</li> <li>- Have two or three students participate in class.</li> </ul>	<ul style="list-style-type: none"> <li>- Take the sheets with the words.</li> <li>- Listen to the teacher's instructions and examples.</li> <li>- Participate calmly and create their sentences with the given words.</li> </ul>	T-S	eraser pencil pen Sheets of paper
12 minutes	F	<ul style="list-style-type: none"> <li>- Ask students to form pairs.</li> <li>- Indicate that the activity is free and together with your partner mention qualities of the other.</li> <li>- Make some pairs come to the front to check their progress.</li> </ul>	<ul style="list-style-type: none"> <li>- Form pairs.</li> <li>- Talk with their partner, mentioning qualities of the other.</li> <li>- Come to the front with their partner to be heard by the class.</li> </ul>	S-S	Class objects as:  ruler marker







## Comparative adjectives

Choose the correct adjective form to complete  
The sentences:



**Sally**  
Age: 25  
Height: 1.82  
Weight: 67  
Intelligent: \*\*\*  
Happy: ++  
Good: +



**Ellen**  
Age: 15  
Height: 1.60  
Weight: 54  
Intelligent: \*\*  
Happy: ---  
Good: \*\*\*

## Remember

When comparing between 2 things  
we use:

Adjective + **er** + **than**  
*with short adjectives*

Or

More + adjective + **than**  
*with long adjectives*

1. Ellen is ..... than Sally.

Young

younger

more young

2. Sally is ..... than Ellen

Tall

taller

more tall

3. Ellen is ..... than Sally

Happyer

happier

more happier

4. Sally is ..... than Ellen

Intelligent

intelligenter

more intelligent

**Create sentences with the following adjectives, placing the correct comparative according to the rules stated.**

- Beautiful
- Fast
- Happy
- Good
- Large
- Big

# Listening Module

## Reflection Journal 3

### **Listening as a fundamental part of learning a new language**

Listening is receiving language through the ears. Listening involves identifying speech sounds and processing them into words and sentences. When we listen, we use our ears to receive individual sounds, letters, accents, rhythms and pauses and use our brain to convert them into messages that mean something to us.

Listening in any language requires concentration and attention, it is a skill that some people need to work on more than others, people who have difficulty concentrating are often poor listeners. Like babies, we learn this skill by listening to people who already know how to speak the language, this may or may not include native speakers.

It is argued that we listen better when we have a specific objective. Therefore, it points out the importance of introducing listening strategies in the class in which the student is given reasons to listen. (Andrade, 2006).

### **Feelings:**

The first time I heard English in my life was at school, where I remember that the teacher told us to pay attention to the English subject, she began to tell us the basic things that we should know to become familiar with this subject. Every time the English subject came, I was listening to what the teacher was trying to tell us in class, it was logical that being still a child I could not understand what she was expressing, but through signs, or when she wrote on the blackboard, the difference was noticeable. and I managed to understand a certain part.

My feelings and desire to continue listening to the teacher were great because she followed step by step how she said a word in Spanish and then said it in English, which my ears liked. In the old days, the classes were without much didactic material and the Internet was not known, it was practically difficult for the teacher to have a computer or project in the class, it was impossible at that time.

“Improving Listening Skills” is aimed at improving listening skills through narrated stories, using computer tools. (Moreno, 2010) . It was what the teacher mentioned that he did not use that computer resource, what I do remember is that the Government books were given to us, but it was not advanced, however, they were useful in my learning process.

Something that I want to emphasize that would have been feasible is that the books that were delivered back then, came with a record or else with a quote to listen to on the radio. In general, I get a lot of positive emotions that I experienced during that time of falling in love with listening to my teacher's English, and not only that, I was even more enchanted when I heard that of the native Americans who arrived in the country and spoke their language perfectly.

### **Thoughts:**

To be very honest, my thought when I heard the English language spoken was funny because it was practically a new language for me, I didn't understand anything, and when I heard it through my teacher it gave me a lot of internal laughter in a good way. Then I began to like it and, therefore, to practice it in my daily life in the basic and easiest ways.

“The degree to which listeners use one process more than the other will depend on the purpose of listening, the characteristics of the learner, such as language level, proficiency, and the context of the listening event.” (Vandergrift, 2007)

It should be noted that listening is a very everyday process and that it can take time to understand what they are telling us, but it is incredible, because your ears are trained and that is what happened to me, when I listened to my teacher and the native people when there was the possibility, that was my purpose of listening and knowing the new language.

The thoughts were positive in every way, beyond the laughter when I heard in my first moments when I truly knew English, I took it as a way to learn something new, not everything was rosy because I did have somewhat negative thoughts, where I have to meditate and say, I will be able to learn it and master it perfectly at some point, but I was able to realize that if you have confidence, if you do your part and are constant in continuing to learn, then I will become more easy to master it very well and to this day I continue on that path of continuing and continuing to learn more and more.

## **Learnings**

Listening is a very important branch in learning English because it allows us to know through our ears, people's speaking, therefore, is essential in listening, without listening it is impossible to know what they are communicating to us and in the Language is considered a fundamental piece in teaching and learning in schools, colleges and universities around the world.

In my learning, putting our ears to use is essential in practice, we can know the language and have studied a lot ourselves, but what is the point of studying it without even listening to a native or listening to a practice through audio without understanding

what that person says? audio or video of listening practice, that is why practicing listening so much will always be important.

### **Applications**

Now, as I would apply listening in my classes when I am a teacher, first bring material, in this case very short and striking audios to attract the attention of the students, it is known that when material is brought, especially if it is of interest to the student, It becomes a very entertaining and fun class.

I would apply listening through games such as jumping or running in an open and not closed environment because that makes the student bored, with control fully focused on the class and I would bring speakers which is necessary if you want to have a quality class. for student learning and knowledge.



PDP Listening Lesson Plan Form

**Name:** \_\_\_\_\_ **Date:** 01/10/2023 **Level:** A2 (14 students)

**Action points--**

1. Provide a short, clear and understandable video.
2. Encourage the participation of all students.
3. Give very detailed and clear instructions to students.
4. Carry out activities according to level and age.

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

By the end of the lesson, students will be able to **show understanding** of the "I love sports" video **by** summarizing of what the two people in the video think about each sport **and then** discussing in groups about their favorite sports.

**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 students' progress when doing these activities:

- They take notes from the audio "I love sports".
- Respond correctly to the questions asked.

**Preliminary considerations:**

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

They already know the vocabulary of sports.

They know the imperatives.

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

They may have difficulties understanding the vocabulary in the video.

When explaining their favorite sports in class, they may feel pressured or nervous.

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

As a teacher, I will have to repeat the video as many times as necessary for the students' understanding, be clear and concise with the instructions and ensure that the classroom environment makes the students feel comfortable and motivated to learn.

Time	Framework Stage		Procedure		Interaction	Materials needed
			Teacher will	Students will	T-S/S-S VAKT	
6 min	Pre-Stage		-Explain that they will pass the ball and I will ask: What is your favorite sport? The students continue passing the ball; the student who gets it has to remember what the last student said and also give his/her reply.	-Listen to the teacher  -Pay attention to the teacher's instructions.  -Everyone will participate in the dynamic.	S – S	- Ball
8 min	During Stage	Early during stage	-Give instructions to students "Watch and listen carefully to the following video and then answer which sports the girls in the video mentioned."  -Ask them to take notes  -Play the video with good audio.	-Pay attention to the teacher's instructions  -Watch the video with great concentration.  -Take notes to answer the questions from the teacher.	T – S	- Computer - Video - Projector
8 min		Later during stage	-A worksheet will be given to students.	- Pay attention to the teacher's instructions.	T – S	- Worksheet - Video - Projector

8 min			<ul style="list-style-type: none"> <li>-Have students watch the video, it will be repeated 2 or 3 times, if needed.</li> </ul>	<ul style="list-style-type: none"> <li>- Watch the video</li> <li>- Identify and put a tick to the phrases that Becky says in the conversation.</li> </ul>		<ul style="list-style-type: none"> <li>- Pen</li> <li>- Pencil</li> <li>- Eraser</li> </ul>
	Final during stage	<ul style="list-style-type: none"> <li>-Give indications of the last activity.</li> <li>- Show the students the video again and they will have to summarize what the two girls think about the sports or games.</li> <li>- Ask them to read what they summarized.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher's instruction.</li> <li>-Take notes on what the 2 girls think about sports.</li> <li>- Read what they wrote down.</li> </ul>	T – S	<ul style="list-style-type: none"> <li>- Papers</li> <li>- Pen</li> <li>- Pencil</li> <li>- Eraser</li> </ul>	
15 min	Post Stage		<ul style="list-style-type: none"> <li>- Instruct them to form 3 groups</li> <li>- Tell each member to think of favorite sports and they must say why they chose said sports.</li> </ul>	<ul style="list-style-type: none"> <li>- Form groups</li> <li>- They will think of favorite sports and why they chose them.</li> </ul>	S – S	<ul style="list-style-type: none"> <li>- Pen</li> <li>- Pencil</li> <li>- Sheets of paper</li> </ul>

**Link:**

<https://www.youtube.com/watch?v=AEiTDkn4VMc>



**LATER DURING STAGE:**

- Watch and listen to the video, then select the sentences the girl mentions.

1. What parts does Becky mention in the video?

- I like to play ball and run a lot. \_\_\_\_\_
- Soccer player in a few years. \_\_\_\_\_
- I love swimming. \_\_\_\_\_
- I get bored when I swim. \_\_\_\_\_
- I have two friends who play tennis. \_\_\_\_\_
- Remember when we played chess. \_\_\_\_\_
- I can't live without sports. \_\_\_\_\_

# Reading Module

## Reflection Wheel Journal 4

### The importance of reading in daily life

Reading is the process of looking at written symbols and letters and understanding the meaning of them. It's one of the four main language skills alongside listening, speaking and writing. Reading is usually the third language skill that you learn in your native language - it comes after listening and speaking. When we read, we look at written symbols (letters, punctuation, spaces) and use our brains to convert them into words and sentences that have meaning to us.

Reading is an important gateway to personal development, and to social, economic and civic life (Holden, 2004). Although, it is really positive to know how to read, to get hooked on it to know how to deepen a topic that interests us and when we have already read and understood that reading of a book or story or any other text, we will immediately have ideas of what said reading was about. and, finally, it is the gateway to the personal.

Although the cornerstone for lifelong reading is laid in the early years, we also know that it is never too late to start reading for pleasure (Sheldrick-Ross, 2005), I take reference from what the author mentions, reading is not just reading a book because you want to investigate something, but choosing a very interesting and interesting book so that we ourselves read it with a lot of passion or with pleasure, as mentioned.

The passion of reading a good book is a reference to discovering new things in the daily life of human beings, it generally encourages us to be good readers, inquirers, discoverers, including being a good writer when we learn to read correctly.

**Feelings:**

People usually have different feelings about reading in their lives. And we believe that reading is a source of comfort and a way to escape negative feelings, while others enjoy reading for the joy and beauty of the experience.

To be really honest, I am not a passionate lover of reading, but when it is necessary to read something for reflection or work, I do it. The way you should read has to be with great enthusiasm without the need to read for a task or work that is going to be done and taking into account relevant points from said reading.

Some people may have that feeling of difficulty with reading if it is not in their native language, but they may discover that reading becomes more pleasant as their language skills improve, which leads to having preferences for book genres: some enjoy of non-fiction, autobiography, fantasy, adventure, drama and romance, while others prefer horror or science fiction.

I remember that for part of my life at school, we had to do a research project that the teacher had explained to us was about reading a story, but since it was left out since reading was not one of my strong points, I had to read just a small piece of paragraph and write what the story was about, reaching the wrong conclusion about what the reading really wanted to be about and therefore, my teacher lowered my grade since it was to present and explain it without even going into depth about the story.

**Thoughts:**

Reading is not only based on discovering something new in society, but it is also about clearing the mind and chatting with oneself, it serves as an escape door from the

problems and negative thoughts that we have throughout life, Although I am not a good reader, I now understand that reading will always be useful and of great benefit to my life, although many people do not believe that, but it is a great reality.

### **Learnings**

Although reading is not one of my main strengths, it is an important branch in the field of knowing a new language, I have a number of valuable learnings left as a teacher who will impart knowledge to students. Through the learning that I would give my students is to encourage reading with short texts to begin a reflection according to what they have read, I have integrated the children into the conversation. Reading is based on reading calmly, showing contribution and knowing what I have read to transmit it to the children, all of this encompasses learning and having a love for reading.

### **Applications**

From my personal point of view, I would apply reading as a future teacher to my students in a different way, encouraging them to love reading, to develop their critical points of view and draw conclusions based on the student's contributions and support. A great way for the children to have that interest could be by bringing them books of interest to each one of them, and therefore, from that reading, decipher the most outstanding or refutable of what they read, in this part the reinforced interest is applied in dynamics not only reading but through dynamic and entertaining games that I as a teacher would apply.



## PDP Reading Lesson Plan

**Name:** \_\_\_\_\_ **Date:** 19/10/2023 **Level:** A2 (14 students)

### **Action points- –**

- Provide a comprehensible and not very extensive reading.
- Promote all students' participation.

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

By the end of the lesson, students will be able to **show understanding** of the reading "Two Young Musicians" by comparing Frank and Jimmy in saying 3 or 4 types of music that the characters listen to **and then** in groups, students mention their musical tastes, bands and what music they like.

### **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 students' progress when doing these activities:

- Answer properly the questions posed.
- Participate actively in their groups by giving ideas and creating a description.

### **Preliminary considerations:**

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

- They know vocabulary about description "Two young musicians".
- They have the ability to create a description.
- They know new words to raise ideas and make a description.
- The students are clear about the activities in the paragraph.

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

-It is possible that certain students do not understand certain vocabulary.

-They may find challenging to create a story and put ideas forward.

-When participating in classes, they may feel nervous or pressured.

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

As a teacher I will have to involve the students in reading the text again in order to mention some vocabulary from the reading and review them for the student's comprehension and understanding.

Time	Framework Stage		Procedure		Interaction T-S/S-S VAKT	Materials needed
			Teacher will	Students will		
6 min	Pre-Stage		-Show only the topic of the reading “Two young musicians” to the students so that they predict ideas of what the reading is going to be about.	-Observe the topic shown by the teacher and give ideas of what the reading will be about.	T – S	- Computer - Project
8 min	During Stage	Early during stage	- Ask five ss to read the text aloud and appropriately, while the others read it silently. - Ask the ss to answer the following questions: What is the story about? Who are the characters in the story? What does Frank do? What does Jimmy do?	- Participate in the reading either reading the text aloud or silently. -Answer the questions: What is the story about? Who are the characters in the story? What does Frank do? What does Jimmy do?	T – S	- Computer - Projector
8 min		Later during stage	-Give the ss a worksheet -Indicate that they have to read the text again and mark with a tick if some statements are true, false or doesn't say	-Pay attention to the instructions from the teacher. -Carry out the activity: mark if some statements are true or false or doesn't say according to the text.	T – S	- Worksheet - Pen - Pencil - Eraser

8 min		Final during stage	<p>-Give instruction on the last activity.</p> <p>-According to what they read, they will participate by comparing Frank and Jimmy and mentioning 3 or 4 types of music that these characters listen to.</p>	<p>-Pay attention to the activity indicated by the teacher.</p> <p>-Participate and mention 3 or 4 types of music that the characters in the description listen to.</p>	S – S	<ul style="list-style-type: none"> <li>- Papers</li> <li>- Pencil</li> </ul>
15 min	Post Stage		<ul style="list-style-type: none"> <li>- Indicate that they must form groups.</li> <li>- Say that each group must make a brief description about their musical tastes and bands that each one thinks of.</li> <li>- Indicate that a member of the group will come and read what they did together.</li> </ul>	<ul style="list-style-type: none"> <li>- Form groups</li> <li>- Talk in groups and make a brief description of their musical tastes and bands.</li> <li>- Come up to the front to read what they have done together.</li> </ul>	S – S	<ul style="list-style-type: none"> <li>- Sheets</li> <li>- Pencil</li> <li>- Eraser</li> <li>- Pen</li> </ul>

Link: [https://www.liveworksheets.com/w/en/english-second-language-](https://www.liveworksheets.com/w/en/english-second-language-esl/459937)

[esl/459937](https://www.liveworksheets.com/w/en/english-second-language-esl/459937)

## Early During Stage

- Read the description “Two young musicians” carefully to complete the worksheet.



### Two young musicians

Frank and Jimmy are music students. They live in the same house and they are good friends but they like very different kinds of music.

Frank comes from a family of musicians. His father is the conductor of one of England's top youth orchestras and his stepmother gives lessons in classical guitar. Frank is studying classical music. He can play the violin very well and he's also learning the viola. He practises every evening and sometimes he plays for three or four hours. He also loves listening to classical and modern tango and plays the violin in a modern tango group called Tangota. Tangota play once a month at a small nightclub.

Jimmy is doing a university course in pop music. He likes listening to many kinds of music. He listens to slow music when he's stressed, he listens to jazz when he's tired, and when he's in a really good mood he listens to reggae or rock music. He loves going to concerts but he doesn't have a lot of money so he can't do that very often. Jimmy's a big fan of Tangota but he doesn't like listening to Frank's violin every evening when Frank is practising, so he listens to loud music on his headphones. Jimmy also plays in a band. It's a rock band called Happy Sunday. They usually get together once a week to practise. Jimmy's friend has a club and the band can practise there in a large room upstairs. At the moment they're meeting twice a week because they're making an album.

## Later During Stage

- Read the description again and choose the best answer according to the reading.

### Worksheet activity

#### Reading Comprehension practice

A- Read the text and choose A, B, or C

1 Frank and Jimmy both live in a flat.

A True  B False  C Doesn't say

2 They study at the same university.

A True  B False  C Doesn't say

3 Frank's father works with young people.

A True  B False  C Doesn't say

4 Frank's band has a recording contract.

A True  B False  C Doesn't say

5 Jimmy's parents are musicians.

A True  B False  C Doesn't say

6 Jimmy likes Frank's group's music.

A True  B False  C Doesn't say

7 Jimmy sings in a band.

A True  B False  C Doesn't say

8 Happy Sunday normally meet once a week to practise.

A True  B False  C Doesn't say

9 Jimmy's band is practising every night at the moment.

A True  B False  C Doesn't say

10 Jimmy's band is making its first album.

43 A True  B False  C Doesn't say

## Writing Module

### Reflection Wheel Journal 5

#### **Writing as a beautiful way to express yourself with others.**

Writing is the process of using symbols, such as letters of the alphabet, punctuation, and spaces, to communicate thoughts and ideas in a readable form. It involves creating a persistent representation of human language through a set of symbols and rules that encode aspects of spoken language. Writing is a cognitive and social activity that results in a series of physically inscribed, mechanically transferred, or digitally represented symbols, known as a "text." It is a means of encoding language to be read by others across time and space, complementing spoken language by creating durable forms of communication. Writing involves a complex interaction among tools, intentions, cultural customs, cognitive routines, genres, and writing systems. It serves various purposes, from personal enjoyment to communication with targeted or unknown audiences. Writing is an essential skill that plays a significant role in daily life, work environments, and academic settings, requiring a combination of creativity, problem-solving, and communication skills

The reasons that drive writing are multiple. They range from the intellectual, social, cultural to the aesthetic and moral. This, precisely “because of the indisputable benefits that are derived: solace or aesthetic pleasure, instruction, work, learning, a means to organize or clarify ideas, mnemonics and even some type of therapy” (Niño, 2006)

The use of writing as a teaching-learning instrument, however, would imply that the teacher assumes the challenge not only of training in the respective discipline, but also of helping to "develop in his students attitudes and skills that allow him to understand and problematize the contents specific to their disciplinary field” (Arcienagas & Lopez, 2000)

**Feelings:**

I could say one of my main virtues in that sense is to write, but not to write for the sake of writing but because this way I can verify my progress and evolution and the things I have to improve to avoid making the same mistakes. The feeling for writing began when some time ago foreigners arrived in Manta and offered pamphlets with English writing. My curiosity was what it said in that writing and I was pleased to see how to decipher what it said. So, an important point was to feel that attachment to the language and therefore, wanting to know and write something with the language.

Although not everything turns out the way you want, since when you want to learn in depth the level of difficulty increases and sometimes, I was left empty of vocabulary and new words to know and learn, but with time and dedication they are included in words never seen before in our minds and then write them down and discover their meaning to make an essay or summary.

**Thoughts:**

In general, most people think that writing is boring or even unimportant, since I had that anecdote, I quite like it and I like it because I can see how far I can go and know. Writing, like everything else, cannot be completely enjoyable, it is true that sometimes it tends to be hard on a personal level, but it is very important to write, because this way we keep our mind engaged and thinking when it comes to writing a paragraph or striking text typical of clear and coherent manner. I think that writing has all the unique and true nuances to express ourselves clearly and give a message to students.

## **Learnings**

Learning leaves a significant impact on me personally, as it helps me to have self-knowledge, that is, to reflect and have a specific understanding, which can influence decision-making and the way in which challenges are addressed. Something that also catches my attention is that I can learn to develop creative writing, which makes it easier for me to write something interesting. And finally, it improves communication, the practice of writing can improve communication skills by helping to clarify ideas and express them in an affective way.

## **Applications**

In an effective and appropriate way when applying writing to my students as a teacher, I would do it in a very interesting way, placing images about the interests of young people and once the graph is shown, explain to them very clearly the activity that They will express what catches their attention about the graph, then they will receive an idea and start writing. I really find it very interesting because it is not the same writing teaching of always writing about something irrelevant. With this method I would apply it in an interesting way so that the student digs into his mind and obtains a clear brainstorm for the writing.



Lesson Plan Form (Use ECRIF Stages)

**Name:** \_\_\_\_\_ **Date:** 25/10/2023 **Target:** B1 (14 students)

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

- Choose the topic based on the students' interests.
- Carry out short and entertaining activities.
- Give clear and detailed instructions to students
- Encourage the participation of all students.

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

By the end of the lesson, Students will be able to **write** a synopsis to describe a whole popular movie briefly **in** a group work, **then** exchange the synopsis in groups and guess the name of the movie it belongs to.

**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 it when:

- Write the synopsis according to the focus of the movie they have chosen.
- Focus on the structure of the synopsis and the paragraphs they saw.
- If the writing of the synopsis gives the reader an impact of knowing more about it.

**Preliminary considerations:**

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

- Each of them has their favorite popular movies and what they are based on.
- The students have already read a synopsis before.
- They are very creative.

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

- The difficulty may be that students do not know how to start writing the synopsis and, therefore, do not apply the structure correctly, which makes it difficult for them to write paragraphs with the detailed steps of the synopsis.
- The students may feel tempted to copy the synopsis from the internet to save time.

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

- Provide a detailed explanation about the synopsis structure.
- Give feedback when necessary.
- Forbid the use of cellphones only physical dictionaries.
- Show them again the steps of the synopsis structure so that they can correct any mistakes.

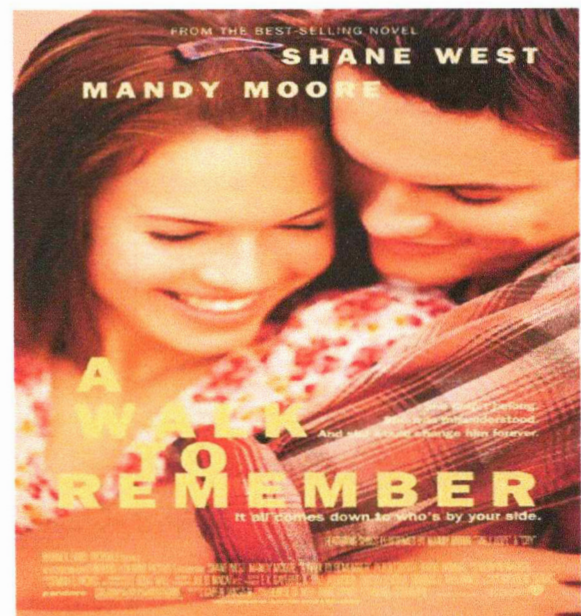
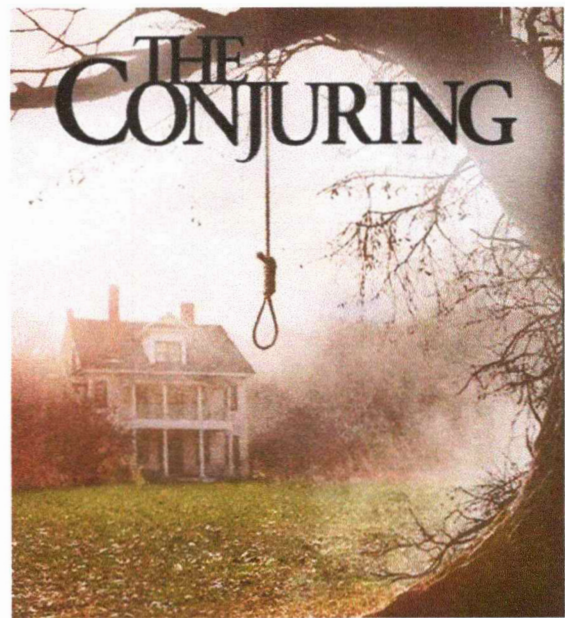
Time 45 minutes	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
11 minutes	<b>Preparation</b>	<p>Show some type of images about some movies to the students and ask:</p> <p>Which of these movies do you find most interesting or catches your attention the most?</p> <p>- Ask the student about each image shown and they will say what type of movie it is, for example I ask: What is it? A romantic movie? A science fiction movie? A horror movie?</p> <p>Then ask: How do you think a movie synopsis is structured? Any ideas? -Explains the parts of the synopsis of a movie through an image or projected image.</p> <p>Now ask the Ss: -What is the main objective of the synopsis? -How many paragraphs should a synopsis have? -In which part of the paragraph does the resolution of the synopsis go? -Is the synopsis written as one wishes or in chronological order?</p>	<p>-Listen carefully to the teacher's instructions and participate in what the teacher indicates.</p> <p>-Take notes to explain the structure of a movie.</p> <p>-Respond to the teacher's (CCQ) Questions.</p>	T – S	<ul style="list-style-type: none"> <li>- Projector</li> <li>- Laptop</li> <li>- Whiteboard</li> <li>- Markers</li> <li>- Images</li> <li>- Whiteboard eraser</li> </ul>

17 minutes	<b>Drafting</b>	<ul style="list-style-type: none"> <li>- Divide the students into groups of 3.</li> <li>- Give the instructions to the students, each group will think of a favorite movie they've watched, if there is more than one movie that they love, they will only choose one.</li> <li>- Tell students that they will write a paragraph synopsis of the movie they chose.</li> <li>- Each member must contribute with ideas to the group and write the synopsis draft.</li> </ul>	<ul style="list-style-type: none"> <li>- Form groups of 3 and listen to the teacher's instructions.</li> <li>- Create a synopsis of a movie with the steps they already know without writing the name of the movie.</li> </ul>	T – S	<ul style="list-style-type: none"> <li>- Sheets</li> <li>- Pencil</li> <li>- Pen</li> <li>- Eraser</li> </ul>
7 minutes	<b>Revision</b>	<ul style="list-style-type: none"> <li>- The teacher will indicate that they should review their synopsis and if they have to correct something, they can do so.</li> <li>- The teacher will clear up any doubts if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>- Review their work and correct anything that is incoherent.</li> <li>- Ask the teacher if they have any doubts about their work in order to clarify it.</li> </ul>	T – S	<ul style="list-style-type: none"> <li>- Pen</li> <li>- Pencil</li> <li>- Eraser</li> <li>- Sheets</li> </ul>
5 minutes	<b>Editing</b>	<ul style="list-style-type: none"> <li>- Monitor that each group is making corrections or adaptations for given suggestions to their drafts.</li> <li>- Finally, ask the students to conclude the synopsis by placing the last details.</li> </ul>	<ul style="list-style-type: none"> <li>- Correct the last details.</li> <li>- Finish their drafts.</li> </ul>	T – S	<ul style="list-style-type: none"> <li>- Pencil</li> <li>- Pen</li> <li>- Eraser</li> <li>- Sheets</li> </ul>

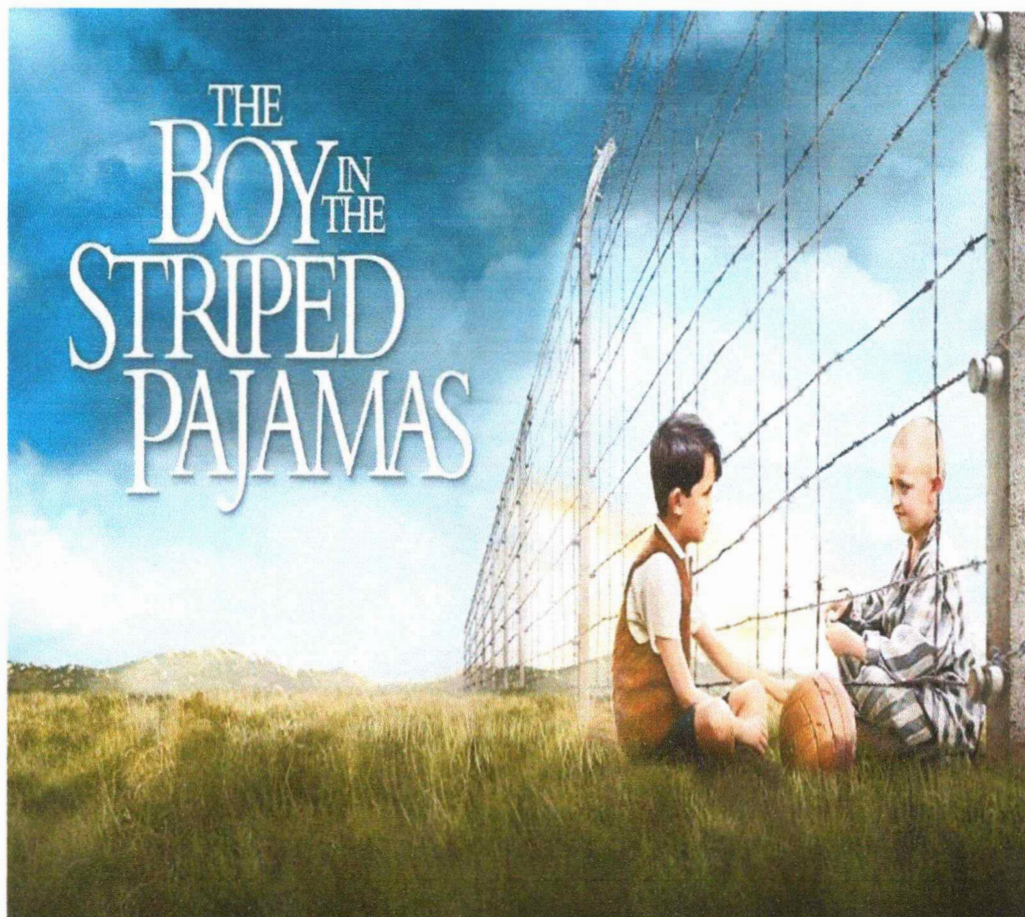
5 minutes	<b>Extension</b>	<ul style="list-style-type: none"><li>- Indicate that each group will read their work and that their group will not participate but that the rest of the groups will guess their synopsis.</li></ul>	<ul style="list-style-type: none"><li>- Read their work and their classmates from other groups will guess it.</li></ul>	S - S	<ul style="list-style-type: none"><li>- Sheets with their written synopses</li></ul>
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## Preparation

Show students some pictures about movies



**Ask students:** How do you think a synopsis is structured?



**The boy in striped pajamas.** Eight-year-old Bruno is the spoiled son of a Nazi officer. When his father is promoted, the family is forced to leave their comfortable home in Berlin and move to an isolated area where the lonely boy has nothing to do and no one to play with. Bored to death and attracted by curiosity, Bruno ignores what his mother tells him: he should not go beyond the garden under any circumstances. Bruno heads towards the 'farm' that can be seen in the distance and meets Shmuel, a boy his age who lives a strange and parallel existence on the other side of a fence. Bruno's encounter with the boy in the striped pajamas leads him to enter in the most innocent way into the adult world that surrounds them. The two children establish a deep friendship whose consequences will be terrible.

### **Order of the synopsis**

The synopsis of a movie is written in paragraphs. Each paragraph represents an aspect of the film to highlight and tell. The final paragraph should include the outcome.

Although its structure should not be rigid, synopsis usually present four paragraphs:

**1st paragraph.** Present the scene and the initial problem.

**2nd paragraph.** The problem of the film is presented in its entirety.

**3rd paragraph.** The twist or turn of the story is shown.

**4th paragraph.** The outcome or ending is presented with its resolution.

### **Characteristics of a synopsis**

- Does not take into account dialogues.
- It is written in the form of a chronological story.
- It tells the main plot and does not focus on the details.
- It must contain the end of the story.



## Conclusions

In this wonderful process of teaching and learning, I have learned many important things for my teacher training, such as the use of PDP and ECRIF planning. I can say that it is essential to learn them to develop a good class for the students and, through that, to know how to lead them to the objective of the class in general.

Through the experiences in my pre-professional practices and the links, I have been greatly strengthened in being dynamic with the students, using tools for class work so that the children learn through dynamic games, and that the class is entertaining for everyone. Being a teacher has led me to instill not only teaching but also the values and respect that students and teachers should have.

To conclude, being a teacher does not only imply teaching and teaching, but also, as a person, acquiring new knowledge and strengthening methods that will help me later develop skills. Furthermore, teaching a second language like English opens many doors for me in the future, and teaching children or young people during my internship has helped me to be more sociable and treat each student as a teacher in learning English through games and group work that are interesting for their development and ability in the language.

## Recommendations

- When we make lesson plans, we must take into account the main objective of the class, the time and what we want to achieve with the students.
- The teaching materials in a class will always be important because they help to attract the attention of the students and promote more entertaining and interactive learning.
- Creating a cheerful, dynamic and effective environment will help students learn the new language more quickly.
- It is important to know that not all students learn the same way and that others take time to learn the language. As a teacher, helping these students will be a challenge and a lot of patience will be required to achieve the goal with them.

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