UNIVERSIDAD LAICA "ELOY ALFARO" DE MANABÍ

FACULTAD DE EDUCACIÓN, TURISMO, ARTES Y HUMANIDADES

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

MODALIDAD:

TRABAJO DE INTEGRACIÓN CURRICULAR

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

TEMA:

Teaching English as a Foreign Language Application Process

AUTOR(A):

Diaz Alonso Anggie Domenica

TUTOR(A):

Lic. Gabriel Bazurto Alcívar, Mg

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CERTIFICO

En calidad de docente tutor(a) de la Facultad de Educación, Turismo, Artes y Humanidades de la Universidad Laica "Eloy Alfaro" de Manabí, CERTIFICO:

Haber dirigido, revisado y aprobado preliminarmente el Trabajo de Integración Curricular bajo la autoría de la estudiante DIAZ ALONSO ANGGIE DOMENICA, legalmente matriculada en la carrera de PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, período académico 2024-2025(2), cumpliendo el total de **384 horas**, cuyo tema del proyecto o núcleo problémico es *"TEFL Application Process"*

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

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Manta, Viernes, 13 de diciembre de 2024.

Lo certifico,

BAZURTO ALCIVAR GABRIEL JOSE
Docente Tutor

CERTIFICADO DE PROPIEDAD INTELECTUAL

Título del Trabajo de Integración Curricular:

Teaching English as a Foreign Language Application Process

Autora:

Díaz alonso Anggie Domenica

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Descripción del Trabajo:

El presente trabajo de titulación tiene como objetivo principal desarrollar planes de clases sobre cada destreza en el idioma ingles basados en la metodología de TEFL (FMU, ECRIF, PDP and the writing process); en el cual consta de apartados que describen la experiencia sobre el estudiante durante sus prácticas.

Declaración de Autoría:

Yo, Anggie Domenica Diaz, con número de identificación 1313315879, declaro que soy el autor del trabajo de integración curricular titulado Teaching English as a Foreign Language Application Process. Este portafolio es resultado de una investigación bibliográfica y de campo y no ha sido copiado ni plagiado en ninguna de sus partes.

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Firma del Autor
Anggie Domenica Díaz alonso
1313315879

Manta, 22 de enero de 2025

**FACULTAD DE EDUCACION, TURISMO, ARTES
Y HUMANIDADES
CARRERA DE PEDAGOGIA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS**

**TRABAJO DE TITULACION
TEFL APPLICATION**

STUDENTS' NAME:

ANGGIE DOMENICA DIAZ ALONSO

TUTOR:

LIC. GABRIEL BAZURTO ALCIVAR, MG

MANTA
2024-2025

CONTENT

Contenido

Introduction

The teaching of English goal is equipping students with language proficiency for academic success, for career growth and for establish communication with persons from all over the world.

The aim of this work is helping to future educators to teach English using this framework help to planning a class with activities, and materials that are useful for learners.

This portfolio explores the five modules on how to plan classroom lessons. Using methodologies such as FMU (Form, meaning, use) following with ECRIF (encounter, clarify, remember, internalize, fluency), PDP (Pre, During and Post stage) and final with (Preparation, Drafting, Revising, Editing, and Extension)

The first module "The language Analysis" (FMU) consists of present grammar structure to learners with activities that motivated the learning process such as group work, or express experiences.

The second module "Speaking lesson plan "That are structured with (ECRIF)which is based on role plays, conversations, and activities in groups which enhance learners learning in an innovative way.

The third module, "Listening lesson plan," is structured by (Pre-During-Post), which consists of presenting a video/audio to teach vocabulary, and practice comprehension of spoken messages that is needed for communication skills.

The fourth module "Reading lesson plan" (PDP) gives strategies for teaching reading activities like looking for information in a text, letters, or recipes.

The last and final module "Writing lesson plan) is defined as enhancing learners to write by knowledge acquired, such as emails, essays, or letters.

This framework has different activities to choose and adjust to your planification and the needs of the students, with this tool your classes will be more enjoyable, and the learners would not be frustrated or bored with English class.

MODULE 1.-
THE LANGUAGE ANALYSIS
(FMU)

FMU ANALYSIS
Name: Domenica Diaz Alonso   **Level: A2**

- **FORM**

Affirmative:

Subject + Modal verb + Complement.

Examples:
        I – can – speak – English.
        You – must – come - early.

Negative:

Subject + modal verb + (not/ n´t) main verb + complement.

Examples:
        She -should not - stay - at home.
        He -should not - eat - salt.

Question:
Wh + modal verb + subject + verb + complement?

Examples:
         Why should Marcos go to the party with us?

- **MEANING**

✓ Modal verbs are verbs that provide additional and specific meaning to the main verb of the sentence.
✓ These help to express obligation, permission, ability, probability, opinion.
✓ We use can and could denote ability, we use should denote necessity and must and have to denote obligation.

- **USE**
   The modal verbs are used along with main verbs to represent the ability and probability of a subject to do an action and emphasizes the necessity of an action.

1. Can / could (it is used to indicate ability and permission)
   Example: Julie can swim
            Could I use your phone please?
2. Should (it is used to indicate advice or necessity): You should try to lose weight.

2

3. May / might (it is used to express possibility or permission): it might rain / may I borrow your pen?
4. Must (denote obligation): we must arrive on time.
5. Would (express a request or possibility) would you pass the pizza?

ANTICIPIDED DIFICULTIES

- They might get confused using it.
- May get confused about the use of any extra words like is not, does not, or was not using this with modals is incorrect.

COMPEHENSION-CHECKING QUESTIONS

Can you come to the promo with me?   Yes, I can.
                                                                     Yes, I can come to the promo with

you.

Would you like to watch a movie?   No, I would not.
                                                                     No, I would not watch a movie.

What are modals?
Verbs that are used to express permission, necessity, and ability.

TEACHING IDEAS

Students will perform a conversation in which they have to give suggestions and advice using modal verbs though the conversation.

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Proofreading.co.uk. (s.f.). What is a modal verb? Definition, usage, and examples. Recuperado de https://www.proofreading.co.uk/blog/what-is-a-modal-verb-definition-usage-and-examples/

Reflection Wheel Journal

Journal #1 (FMU)

This FMU work is definite as teaching not only grammar is teaching through experiences in real life for communicative purposes. This contains grammar, semantics, and phonetic systems, but the professors focused on teaching grammar and structures about a new language learning.

Doing this FMU analysis has factors for teaching English to new learners because it is easier to understand and less complex. being dynamic with the activities during the class for getting attention and conducting learning more effectively.

Teaching grammar could be a problem for students, but at the same time is necessary for acquiring a new language. "Grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey'' (Thornbury, 1999, p. 13). It is certain that the use of grammar for learning a foreign language is necessary. For that reason, the teaching of grammar is essential and necessary. Teach by focusing on context, and students will be more engaged according to the environments that facilitate their learning.

The educator's role is providing structure and encouragement to ensure our students overcome challenges for having a learning outcome. "We want them to be free to explore the language for their own purposes, but it is also our job to guide our students to focus their attention on the learning challenge and to help them to move beyond" (Larsen-Freeman, 2014).

My experience during pre-service was when you teach you must be motivated to give students new knowledge, students learn more effectively for this, we must teach with innovative activities and new strategies of teaching to learn a second language.

This framework allows students to learn autonomously and at the same time share ideas with others to encourage more effective learning not just in traditional way. I consider that the

objective of FMU is to focus on what we want to express during your teaching and what are the topics and activities to practice in class and try not to be tedious and always calling the attention of the students, the grammar must be clearly and specific for learners remembered.

To conclude, FMU is a pedagogical approach that the main option is teaching grammar in aspects of communicative contexts, creating an environment more delightful for each student, which helps understand English culture that we live daily. It also helps to create activities according to the necessity for each student.

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MODULE 2.-
SPEAKING LESSON PLAN (ECRIF)

Speaking Lesson Plan

Name: Angie Diaz Alonso   **Level:** A2

Action points

1. Management of the class
2. Explanations were confusing.

What are your Student's Learning Objectives for the lesson?

By the end of the lesson, SWBAT: **Use** modals verbs **to** recognize how to use them **in** everyday situations with a role-play.

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

I will check the students' progress in the group activity where they must give solution of a problem using the modals verbs.

Preliminary considerations:
a. What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?
 Students know how to use modal verbs, rules, and vocabulary.

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

The students could get confused on the rules of the topic.
The pronunciation of the modal verbs will be difficult to speak during the role play activity.
c. How will you avoid and/or address these problem areas in your lesson?
By giving students activities for practicing, which may help them remember the rules.
during the activities provide help on the common mistakes.

Time 45 min	Framework stage	PROCEDURE		Interaction T-S/S-S	Material needed
		Teacher will….	**Students will….**		
3 min	**Warm up activity**	Start the class with an activity called "Broken Phone." After that will explain the ss this activity. Tell a phrase and the others ss should repeat in silent.	Listen to the teacher and the instructions for the activity. Whisper the phrase to the next classmate and continue with the others. Then tell aloud the phrase.	**T-S/ S-S**	
5 min	**Encounter**	Show a picture and ask ss what actions can you recognize? What do you think it will be the topic for today?	Activity 1. Look at the picture and match with the best description. Share their ideas with the class.	**T-S/ S-S**	Images Marker
7 min	**Clarify**	Introduce the modal verbs with sentences and explain the use for each one: You **can** go to the party if you finish your homework. (it is used to express ability) You **might** get wet if you do not bring an umbrella. (Possibility) You **must** wear a helmet when riding a bike(obligation) You **should** drink more water (advice) You **could** ask your teacher for help. (Request). Ask ss: Is it necessary to wear a uniform at school? Can we use a cellphone in class? Can you speak Spanish?	Raise hands and answer the CCQs with the correct use of modal verbs.	**T-S**	Slides

15 min	**Remember**	Give students a worksheet and give instructions.	Activity 2 Complete the missing word in the worksheet	T-S S-S	Board Markers
5min	**Internalize**	Divide the class into five groups of 6 students. Give a situation to the ss where they must solve using and choosing the correct modal verb for each situation. Situation: Can: "You are at a party. You want to know if you can borrow someone's phone." Could: "You're at a store and want to ask for help politely." Should "your friend is feeling sick, give them advice." Must " Might "its cloudy. What do you think the weather might be like." Monitoring the students and asking them to share with the class.	Divide into groups, tell a solution about the situation, and discuss how to solve the problem. Share with the class.	T-S	Worksheet
15 min	**Fluency**	Tell an everyday situation and ask ss to make it through a role play. Give a modal verb to talk in the role play.	Choose a partner to work with, make a role play about a situation, and provide a solution with the use of the verbs. Each couple is going to talk about: asking for permission, giving advice, making predictions, and offering help.	S-S	

Activities

Activity 1 Encounter

They can speak English	She can sing
You should drink more water	You should not smoke here

Remember and Internalize

Activity 2

Modal Verbs

Choose the most suitable option:

1.-Be careful with the speed. You ……… have an accident. (must/ may)

2.-My sister is a sportive woman. She ……… run very fast. (have/can)

3.-The children ……… swim in the swimming pool. (may/have/should)

4.-She speaks English fluently, so she ……. teach you. (has /can)

5.-It's forbidden. You ………drive if you are under 18 years. (can/can't)

6.-Take an umbrella. It ……….. rain. (must/may)

7.-Don't eat …..so much. You ………. start a diet. (could / have)

8.-You ……… be tired. You got up very early. (must/have)

9.-Excuse me, ………. I have some more tea? (should/can)

10.-Hurry up! We ……….. catch the 6.00 train. (might/have)

11.-Marta ………… come back home so late. (should/shouldn't)

12.-Victor, you ………..to study for the final exam. (have/can)

13.-If you have pain in your arm, you …….visit the doctor. (couldn't/should)

14.-If I have enough money, I …….. invite you to the theatre. (may/have)

The speaking module (ECRIF)
Journal # 2

The use of ECRIF allows students to develop the capability to feel more confident when speaking during class, with the help of the teacher to practice and not be afraid to make mistakes during learning. It is necessary to recall the correct use of activities to practice speech. Create the ECRIF method and focus on innovative strategies for the students to develop better teaching for them.

The article ´ ECRIF framework system´ mentioned that "The ECRIF method is a framework system of a way of looking at how students learn a language. By means of this framework system, the teacher can understand how they do the effective foreign language learning, the object of this method is to supply what to do or what not to do, and in which style students can learn better."

"The purpose of ECRIF framework is to be focused on the learning process, and teachers can check that by means of which activities students can learn better. By means of this, the teacher can plan the classroom activities." (Tosuncuoglu, 2017). Although the ECRIF framework the main objective is developing activities for need of learners, as mentioned by (Silva, 2023) " The aim of ECRIF in teachers role is that teacher can use ECRIF as a tool to see learning from the perspective of a student and know what necessities exist and use this information in order to create or adapt content and activities to fulfill these necessities that students could present"

"In the juggling lesson, the teacher creates a real-world context by demonstrating what juggling looks like at the beginning," on this student could learn about experiences. Additionally,

(Alsaleem, 2018) pointed out that the "ECRIF framework enables how people learn. Rather than prescribing what teachers should or should not do, the purpose of this framework is to help analyze student activities and the content." To empathize with this, we already know that teaching with activities provides a better understanding to students, and it is necessary to prioritize the needs of each student. In addition, the use of ECRIF in creating lesson plans facilitates the relation and control by the teacher on activities with teacher-student on the ambit of speaking learning.

During my practices, I observed that most English teachers tend to teach with the same monotonous activities instead of activities that make a learning more meaningful. I think that professors should be more capable of creating useful activities through ECRIF and creating lesson plans according to what they need to learn.

ECRIF, as mentioned before, allows a better communication between students-teacher with develop a significant learning. The beneficial aspect of ECRIF can provide a way of what to do or not during teaching, this provides correct tools the professor can use from the perspective of each student.

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MODULO 3.- LISTENING LESSON PLAN

Listening Lesson Plan

Name: Domenica Diaz Alonso,   Level: A2

Action points
1. Management of the class
2. Give clear instructions.

What are your Student Learning Objectives for the lesson?
By the end of the lesson, SWBAT:
Show understanding of the audio of "Social media and teenage health" **by** completing the chart of their ideas about the main topic, **then** give tips to reduce social media time.

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 student's comprehension by asking questions related to the audio "social media and teenage health."
Writing tips to reduce time spending on social media
Preliminary considerations:
a. What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?
I expect students to know vocabulary related to the audio.
b. What aspects of the lesson do you anticipate your students might find challenging/difficult?
Not listening or comprehending words of the audio.
c. How will you avoid and/or address these problem areas in your lesson?
I will give correct feedback of the vocabulary from the audio.
By repeating the audio and ask ss if they get the information and until ss complete the activities.

PROCEDURE

Time 45 min	Framework Stage	Teacher will…	Students will…	Interaction T-S/S-S	Materials Needed
5 min	**Pre-stage**	Show a picture and ask questions about the image and ask ss what will be the topic for the class. Present vocabulary from the audio (Adolescents, Chronic, Gambling, Research). Start a game called mystery word which consists of tell the meaning of the words and students should guess it.	Telling what they think about the image. Make guesses of topic class Guess the word with clues that teacher tells the class.	T-S	Board Pictures Marker
10 min	**Early During Stage**	Ask students this question before the audio starts. 1. Is it healthy to spend hours on social media? 2. Does social media make teenagers feel happy? 3. Can social media affect our health? https://youtu.be/g8q-Nq-ajx8?si=KyWj4PoRHMM5lvy7 Play the audio twice and ask students to complete a worksheet about the audio.	Listen to the audio. Raise their hand and share their ideas in class. Activity 1 Complete the missing gap in the conversation.	T-S	Speaker Worksheet
10 min	**Later During Stage**	Play the audio. https://youtu.be/g8q-Nq-ajx8?si=KyWj4PoRHMM5lvy7 Ask students to share the answer to each question with the class	Activity 2 Answer the questions and give short answer	T-S	Worksheet Speaker
10 min	**Final During Stage**	Give instructions for the next activity. Ask ss to complete a chart according to their opinions and thoughts about the main topic of the audio.	Activity 3 Complete the chart about their thoughts, about the main topic "social media and teenage health." In class, share your answers.	T-S	Worksheet

10 min	**Post Stage**	Ask ss to write 5 tips to reduce social media time.	Write 5 tips to reduce time on social media and share with the rest of the class.	T-S	Paper.

ACTIVITY

Pre stage Foto

Early During Stage activity: Audio (social media and teenage health)

https://youtube.com/watch?v=g8q-Nq-ajx8&si=eyAn01WT5GCctLf9

Worksheet

1. Complete the missing words from the box according to the audio	Later during stage	Final during stage	
Gambling - Research – Revenue- Surveys - Algorithm Plenty	2. Responded the questions according to the video	3. Complete the chart about what you think	
However, there are _____ of studies out there looking at how social media affects mental health with some saying it can be as addictive as _____. _____ in the US has found that adolescents who spend more than 3 hours a day on social media have double the risk to develop depression. They have revealed in _____ that social media makes them feel worse about their body image. And that is the vital message here of any of these apps, is that their _____ comes from advertising. The content is addictive because social media uses __.	1. What apps were mentioned on the video _____ 2. What problems in health can cause social media? _____ 3. What is the age of an adolescent? _____ 4. What are algorithms? _____ 5. Why is social media so addictive? _____ 6. What do you think about social media? _ 7. Do you think you are addicted to social media? _____	**Negative effects of social media**	**The apps more addictive in these days**

The Listening Module (PDP) Journal #4

First, when we refer to listening lessons, it is important to consider how to conduct the materials, tasks, activities, dialogues, and lectures. For teachers, this can be challenging to implement in class, but always try to focus on this aspect before creating a listening lesson plan. this methodology

(Sondy Thasya, Mandasari Belinda, 2023) Mentioned that nowadays, the phenomenon of relying on technology as a way of life for students has both positive and negative effects, technology allows them to access a wide variety of information and interact with anyone, these applications are helpful for learning material in English to increase the capacity of listening because it makes more interested to learn (Babayed , 2023)

According to (Gavilanes, 2022) the peer-teaching program provides students the opportunity to receive personalized and authentic learning experiences. Likewise, changes in the educational setting, especially when a more meaningful learning environment is necessary, to provide effective listening lessons. These frameworks showed clearly that the ECRIF framework, which is a systematic process, helps students to speak, and the PDP framework, which is designed to teach receptive skills, helps teachers to the shift from a traditional to a more active learning approach produces significant changes in the educational setting, especially when a more meaningful learning environment is needed.

It is important to empathize that the use of videos or audios is a helpful appliance for teaching English in an accomplished way, to be more understandable for the learners and classes would not be monotonous and stressful.

In my experiences during practice, I can observe that the students seem bored and difficult for teaching English. For that reason, it is important to look for creating lessons with this

framework to be more innovative and engaged when teaching a class being comprehended for students.

PDP framework is based on listening skills, when teaching listening is necessary to focus on activities like ordering ideas, labeling pictures and check relevant information and using videos material for the teaching, vocabulary, grammar, and practice all the principles skills.

Listening and speaking are always correlating, because both focus on promoting the interaction between students, which enhances their ability to talk, will help to develop their confidence in class, they may share ideas, and not be afraid to ask questions. Listening to students talk, the teacher can identify what activities they can implement in a class. It cannot be difficult to perform listening without involving speaking as well, because both are fundamental frameworks for better effective communication when learning a language.

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MODULO 4.- READING LESSON PLAN

Reading lesson plan

Name: Angie Diaz Alonso   **level: A2**

Action points

1. Management of the class
2. Confused with the explanations

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT: **show understanding** of the reading "A summer festival in the UK" **by** finding a part of the text that is questionable for them and **then** write a brief description about what other festivals are celebrating here in Ecuador.

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 check the students' progress by choosing the best option for the reading and giving examples of what other festivals are known by students.

Preliminary considerations:

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

   Students know vocabulary and irregular verbs.

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

   The definitions of certain words in the reading, or phrases.

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

   By repeating these words and giving example.

Time 45 min	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will…	Students will…		
5 min	**Pre-Stage**	Present an image of the most famous festivals around the world. Ask questions to the students. 1. Have you ever been to a festival? 2. Do you think that everyone can enjoy that place? 3. What about concerts of music? Do you like them or not? Ask students according to the images what the class is about	Look at the pics and mention the countries they can identify.

Try to guess the class topic, raise hands, and share ideas. | T-S V A T | Collage Images |
| 10 min | **Early During Stage** | Present the topic of the reading: Festivals

Give them sheets with a reading passage, "A really popular summer festival in the UK" | Read the paper given. Then scan the text about and choose the best answer. Check the answer in class. | T-S/S-S | Worksheet |
| 10 min | **Later During Stage** | Explain the next activity. Scan the text, find the words, and check the correct meaning. | Find the words in bold in the text, then choose the correct definitions. | T-S/S-S | Worksheet ,pen |
| 10 min | **Final During Stage** | In the next activity ask students to read again the text and highlight a part of the reading that they find questionable, controversial, or incorrect and tell reasons . | Highlight a part of the reading that find questionable or incorrect during reading and tell the reasons. | T-S/S-S | Worksheet |

10 min	**Post Stage**	Ask students to divide in couples and write a brief description of what others festival are celebrating here in Ecuador. Use ideas such as: where is the festival, how popular is it, why should I go to it?	Provide a brief definition of other festivals celebrating here in Ecuador	T-S/S-S	Piece of paper

Activities

THE READING

A popular summer festival in the UK

One of the most popular summer festivals in the UK is the Edinburgh Festival. It is not one festival; eight festivals are. held in the city **[1]simultaneously**, including the Art Festival, the Book Festival, the International Festival, the Fringe, and the Royal Edinburgh Military Tattoo.

The Edinburgh Festival has happened in August every year since 1947, except for 2020. The idea for a festival came from Rudolf. Bing, an Austrian who loved and **[2]sponsored** the arts. Bing was the general [3]**manager** of the famous Opera House at Glyndebourne in the South of England. He wanted to organize an international festival of music and opera to help fund the Opera House. Different cities were considered, including Oxford, but finally, Edinburgh, which already had a long history of festivals, was. **[4]chosen.**

Two important events took place during the first International Festival. Firstly, a week-long film festival was [5]**organized** by the Edinburgh Film Guild. Secondly, eight theatre groups arrived **[6]uninvited**. They were not allowed to perform in the International Festival, so they set up their shows in other venues in the city. That became the 'Edinburgh Festival Fringe.'

Attending the festival is a great experience, but planning is a good idea. Hundreds of thousands of people attend each year, so, you'll need to book [7]**accommodation** and tickets for popular shows in advance. But do not plan too much! You will find out about great, little-known shows and performers while you are there, and You will be **[8]disappointed** if you are too busy to attend.

Activities

1. **Choose the correct option of the questions according to the lecture**.

a) Which is the most popular festival in the UK?
- Art festival
- Book festival
- Edinburgh

b. How many festivals are held in the city?
- One festival
- Eight festivals
- Many festival

c. Since what year does this festival occur?
- 1947
- 2020
- 1988

d. Who was the creator of the festival?
- Mark Ruffins
- Rudolf Bing
- Street Gillians

e. What festival performs classical music?
- Military festival tattoo
- The fringe festival
- Grand finale

2.	Choose the correct definition of the word.
Chosen	To decide something To divide something To make something
Accommodation	A place to stay, like a hotel. A place to live. Doing something common
Manager	Someone who direct work of something A person who travels around the world A man who works at the hospital
Organized	To plan or arrange something. To make someone happy To buy something
Disappointed	Unhappy Sad Make a wrong decision
Uninvited	Someone who is not invited. A person that insult people

	Not asked or allowed to join
Sponsored	To give money to a television show
	To pay for doing something
	To give advice
Simultaneously	Happening or done at the same time
	Something different
	Something unusual

Anexo

The Reading Module (PDP) Journal (#4)

Reading is an important skill when we are learning, especially for kids because develops skills and stimulates the imagination and concentration which is important for the development of their memory.

Reading is necessary to practice the lecture with books that catch the attention of the students, it can be books of fiction, narrative, topics such as astronomy or nature for those kids who like animals, or fairy tales to stimulate the imagination. Compared to videos, reading is a better way of concentrating, enhancing retention, and an effective learning process. At the same time, planning with this framework helps teachers to create more activity according to the needs of the students, and helps a class be organized.

(Smith, 2021) mentioned that PDP is important for skills (reading and listening) development since enhance a better comprehension because includes interpretation and receptiveness. Reading helps students to develop a wide range of social skills and linguistic aspects. It is necessary to promote reading because it cultivates imagination and love for curiosity.

(Abata & Gavilanes, 2024) **"**PDP framework with appropriate strategies such as predicting and answering questions contributed to listening comprehension of the audio presented in class" As was mentioned this framework provides the useful tools for creating activities that ensure that students actively engage with the materials presented and develop a deeper understanding.

The ability to read fluently is also an important part of reading comprehension, as readers who spend too much time decoding words often lose their understanding of what they are reading (Saxena, 2022) Thus, It's important the use of PDP framework because

helps teachers to developed strategies for innovative activities also there are a lot of benefits for learners, and a better comprehension.

During my practices, I could notice that the students seem afraid when the teacher asks for reading a paragraph, they feel embarrassed or feel insecure because think that the other classmates are going to make fun of them when reading. This framework helps to organize activities to practice reading on students, to enhance the lecture, and developing an effectively learning. It is a good strategy changing the tedious classes of English.

Practicing reading in class is an innovative idea is highlighting the words that the students did not know the meaning of and in groups comments or ideas what they think the meaning could be, and always with the help of the teacher. Also, engaging activities will help students to a better comprehension.

Both frameworks are based on comprehension, but that what makes difference is that listening is hearing in real time while reading must analyze the material, Whereas, during the activities listening require answering questions while hearing, but in reading involves underlining words.

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MODULO 5.-
WRITING
LESSON PLAN

Writing Lesson Plan

Name: Domenica Diaz   **Level: A2**

1. Time management
2. Give clear instruction

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:
Write an informal email to a classmate to share an experience about a recent event, such as travel or achievement.

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?

The teacher will check the students' progress through the writing of the informal email.

Preliminary considerations:

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

Students already know how to use WH questions.

b. **What aspects of the lesson do you anticipate your students might find challenging/ difficult?**
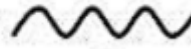
Students will find difficult the structure of the email.
Students will find difficult the content and how to divide the paragraph.
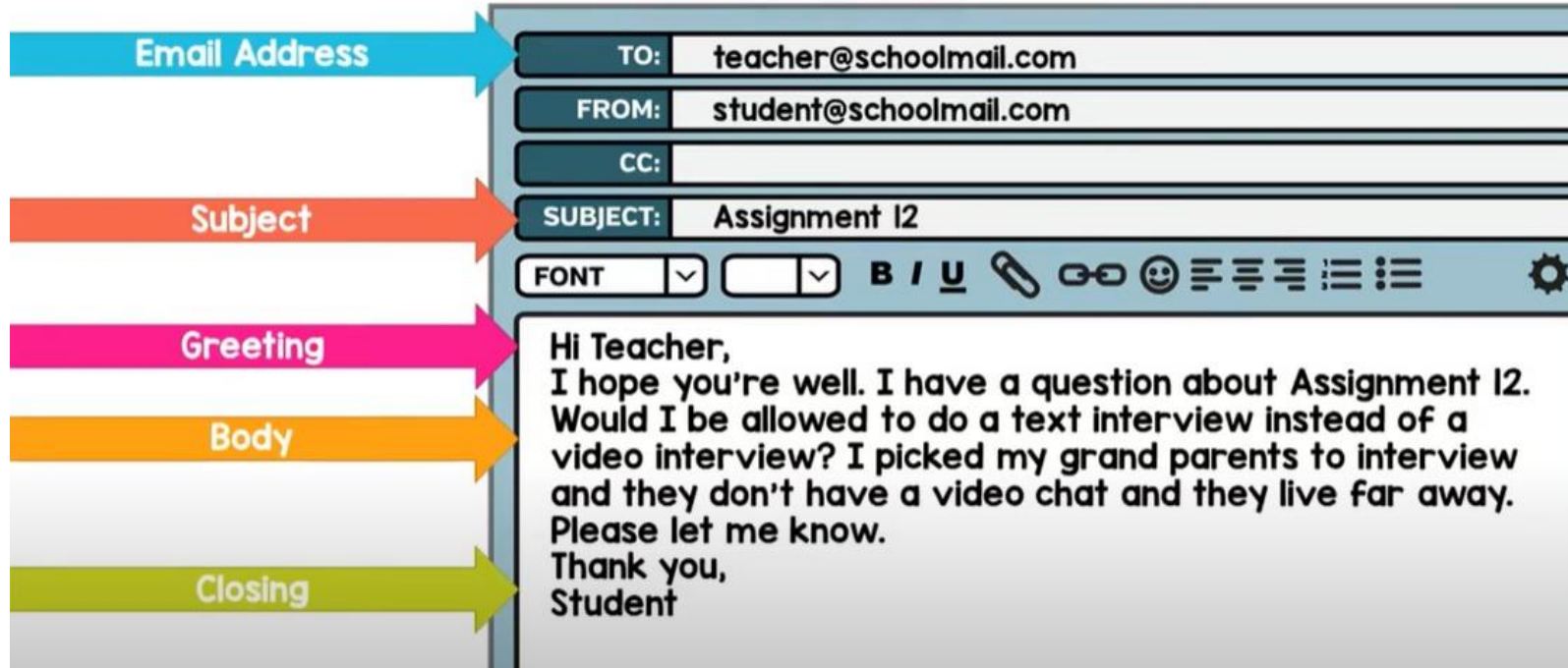
c. **How will you avoid and/ or address these problem areas in your lesson?**

As a teacher I clearly give explanations and correct examples of the materials in class.

Time	Framework Stage	Teacher Will….	Students Will…	Interaction	Materials needed
5 min	**Preparation**	Start by askingstudents about their experience of the topic: What has been your experience writing an email? What was the reason for it?	Write their experience about the questions. Raise your hand and share the answers with the class.	T-S	Markers
10 min	**Drafting**	Present a model of an e-mail and explain the parts that contains. Give instructions for the activity. Use ICQ: 1. From whom is the email? 2. To whom is the email? 3. When is the date? 4. What is the subject of the email? 5. What is the purpose of the email?	Put in order the parts of the email. Write the draft e-mail with the following instructions given. Write the draft an e-mail to a classmate about sharing an experience (about a recent event, such as travel or achievement)	T-S/S-S	Model of an email Market Paper
10 min	**Revising**	Divide the class in pairs and exchange their written email. Ask them to correct the error. Remind them to check for spelling, grammar, and punctuation errors.	Students will read the email identifying the mistakes spelling marking with peer editing symbols. Use editing symbols to correct the mistakes on emails. Verb error △ Wrong word ⌀	S-S	Paper Market Pen

			Spelling error 〰〰〰		
			Incomprehensible ??		
			In pairs identify the errors in the email written before.		
	Editing	Ask them to write down the final paragraph with the corrections made.	Correct the mistakes in the rewriting the final e-mail.	S-S	
	Extension	Ask ss to show and explain what mistakes they could find while they were writing the email. Ask students to present their finals.	Ss will share their ideas and opinions about what was the most difficult part for writing an email. Show their final work. Give your email to your classmate and they will read it aloud.	T-S/S-S	

Activity

Peer editing symbols

Write an informal email to a classmate about sharing an experience about a recent event, such as travel or achievement.

Guide to Editing Symbols

Verb error △	Incorrect word order ∼
Wrong word ⊘	Don't translate word-for-word { }
Agreement error □	Omit [ ]
Spelling error ∧∧∨	Accent needed ↙
Word(s) missing ⌀	Incomprehensible ??
Need new paragraph ¶	Very nice +
No new paragraph No ¶	Other symbols:

To:

Subject:

From:

Send   Attach ✎

Journal #5 (Writing)

This framework is extremely useful for creating lesson plans, helps to futures professor to conduct a class with new strategies for keep students more engaged in class using topics and activities that are relevant to them with the use of activities and powerful tools that foster the participations of the students.

It is important mentioned that the use of the writing lesson helps to Create a supportive classroom environment where students feel comfortable sharing their writing and receiving feedback. some students may feel uncertain about their writing abilities. This method helps to encourage a supportive environment where mistakes are seen as learning opportunities for all students which may give clear stamens for writing.

Proficient writing skills are essential for academic success across various subjects. Students need to write essays, reports, research papers, and exams throughout their education. According to the author (Klimova, 2013), it's believed that writing is important and frequently used in people's daily lives as individuals, such as writing application letters or messages. Writing in education considers the importance of having the ability and good skill of writing. Yet, it is not easy to define the ability of writing. The author mentioned that for writing, it is necessary to have a development vocabulary, but it is not necessary because, with the help of this method, the students will not be afraid of sharing their ideas through an essay or letter.

Writing is not only a technical skill, but it is also related to the development of critical thinking. (Bean, 2011) notes that integrating writing and critical thinking activities into the classroom improves student readiness, enriches discussions, and improves academic performance. This aligns with the idea that the most productive nations emphasize complex, higher-order skills

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in their education systems. For that reason, it is necessary to keep in mind the strategies to use in class to motivate the students in class, writing does not just help to improve communication and enhance a development of the thinking.

The use of writing techniques as an activity to develop writing skills in the English language could help the student to become accustomed to the use of them to optimize the student's written communication process and feel more confident in expressing his ideas. Hence, the need to make a conscious study of writing techniques and scientifically substantiate them to use the most convenient ones and help the student to write better in the English language. (Lopez, 2015)

During my practices, I could notice that most of the students do not like to write even in Spanish, even worse at English. Future teachers should try to avoid getting them stressed about writing, asking students to write according to their needs. This methodology will help to create correct activities to improve the writing process for learners and avoid getting difficult environments for them.

A good activity for practicing writing is to show students a picture or a series of pictures and ask them to write a paragraph describing what they see. This encourages creativity and helps them practice describing scenes and events.

In the educational context, explicitly teaching the writing process helps students become more competent writers. By demystifying the act of writing and showing that there is a clear process, students can feel more empowered and able to produce texts that inform, persuade, and entertain.

The writing process is essential not only to improve the quality of writing, but also to increase the confidence of writers. By structuring writing into clear stages and allowing for

revisions, a more effective and less stressful approach is facilitated, leading to better writing outcomes.

In conclusion, writing plays a fundamental role in students' educational journey and beyond. It equips them with essential communication, critical thinking, and expressive skills that are integral to academic success, career readiness, personal development, and lifelong learning.

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Conclusions and Recommendations

In summary, the work presented highlights the importance of planning with this framework that helps future teachers develop plans of classes focusing on activities that enhance the learning of the students. Moving forward, this work contains different methodologies using each skill to develop motivation for all the learners. It is recommended that these frameworks be applied in schools to teach English in an innovative way that encourages the learning process.

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