

**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**

**AUTORA:**


**Santos Palma Joselyn Yamileth**

**TUTOR:**

**German Wenceslao Carrera Moreno**

**2024-2025**

**Uleam**

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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 SANTOS PALMA JOSELYN YAMILETH, 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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**Docente Tutor**

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

Título del Trabajo de Integración Curricular  
Teaching English as a Foreign Language Application Process

Autora:

Santos Palma Joselyn Yamileth

Fecha de Finalización:

22 de Enero del 2025

Descripción del Trabajo:

El presente portafolio 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 el que detallo mi experiencia académica y preprofesional en cuanto a la metodología aplicada.

Declaración de Autoría:

Yo, Santos Palma Joselyn Yamileth, con número de identificación 131668289-5, declaro que soy la autora original del trabajo de integración curricular titulado Teaching English as a Foreign Language Application Process. Este trabajo es el resultado del esfuerzo intelectual y no ha sido copiado ni plagiado en ninguna de sus partes.

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Manta, Miercoles, 22 de Enero de 2025

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## **Introduction**

The knowledge gained and the tutoring sessions provided by my professor have been crucial in shaping this academic work. This portfolio details the lesson plans and academic essays completed during the various stages of the Curriculum Integration Process, particularly in the design and implementation phases. This project has thoroughly explored the four language skills in TEFL, yielding insights into both theoretical understanding and practical application.

A key component of this stage was the reflection wheel journal, which describes experiences, expectations, acquired knowledge, and reflections. The goal is to illustrate how each skill taught through the corresponding framework can significantly assist the student in teaching and learning.

Additionally, as an initial phase, a grammatical analysis based on the Form, Meaning, and Use (FMU) model was conducted and taken into account for the subsequent speech skill module, and the ECRIF framework was employed to design the lesson plans.

The Pre, During, and Post planning (PDP) framework is also applied to the reading skills module in the next module on listening skills. PDP provides a strategic approach to creating engaging and interactive activities for receptive skills.

Finally, the last module focuses on writing skills, which encompass the steps of planning, drafting, rewriting, editing, and extending. The objectives were to learn vocabulary, correct grammar, and encourage students to write. Journals were included in each module; they help us understand and prepare for the classes, as well as share the experiences from the demonstration classes, which will assist others in avoiding mistakes or considering activities and strategies that benefit the students.

## LANGUAGE MODULE

### REFLECTION WHEEL JOURNAL 1 (FMU)

The For, Meaning, and Use (FMU) framework emphasizes the vital connection between grammar, semantics, and pragmatics in a language. This analysis serves as a guide for teachers in developing speaking lesson plans to meet the established student objectives. Consequently, in the following essay, I will outline some advantages for teachers to enhance their speaking lesson plans.

First, FMU can serve as a guide for teachers in selecting grammar aspects to teach in speaking. Crawford (2013, p. 4) mentions that “to understand the meaning of the sentences, students must use the correct structure.” I believe having knowledge about the forms and uses is very useful. However, learning a language is not just about following rules; according to Stegemann (2016, paras 8-9), “Students should understand the relevance and importance of the words for understanding the author's message.” Typically, when learners encounter a new word, they only look for its meaning and memorize it. Additionally, teachers can apply grammar in real contexts to facilitate communication, which can enhance motivation in the teaching process.

Second, I have not used the FMU in my speaking lessons during my pre-service teaching. During my internship, I focused solely on teaching vocabulary, emphasizing pronunciation and meaning. Teaching grammar to children who were just beginning to learn to write in Spanish was challenging; however, I believe FMU is important because it allows teachers to enhance their lessons and helps students develop their speaking fluency and accuracy. In her research on FMU, the author (Fausiani, 2018, p. 62) stated that “The use of the FMU Framework was effective in increasing the students’ speaking skills.” This

enables them to communicate more effectively, gain confidence, and improve their learning. Furthermore, it can be applied in various communicative contexts.

Finally, the significance of FMU for the teacher assists in pinpointing areas where students might struggle. Freeman (2015) notes that “when a student commits an error, a teacher can ascertain if it is an issue with the form, meaning, or use” (p. 262). Therefore, teachers aid students in identifying and correcting their mistakes. For this reason, it is essential for the teacher to provide appropriate feedback. Freeman (2015) states that this is “an essential function of language teaching” (p. 262). Additionally, it helps students enhance their language skills and apply them in real-world situations.

To conclude, FMU is a framework for teaching grammar in a communicative context, and its application provides numerous advantages in speaking classes. It serves as a guide for teachers on how to instruct grammar by focusing on understanding the meanings of words or phrases and applying them in various contexts. Additionally, it enables students to improve their fluency and accuracy in speech and facilitates feedback by helping to identify errors in form, meaning, or usage. Teachers can enhance student learning through their speaking lesson plans.



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**Level: A2**

## **FMU ANALYSIS OF STATIVE VERBS**

### ***FORM***

#### ***Positive***

Subject + stative verb + complement

- I like chocolate ice cream.
- He knows English, but he cannot speak it.
- This juice tastes amazing!
- Julia owns a beautiful house near the beach.
- My sister is listening to her favorite singer.

#### ***Negative***

Subject + do not /does not + stative verb + complement

- I do not like soccer.
- She does not believe in goblins.
- Eliza does not feel nervous before giving a presentation.
- We do not own a house.
- These strawberries do not weigh 3 pounds.

#### ***Question***

Wh- word/ do does + subject + stative verb + complement +?

- What do you want to do today?
- Does he prefer tea or coffee?
- Do you think she loves me?

### ***MEANING***

- Stative verbs describe a state, condition, or situation that is stable or unlikely to change for example (know, feel, believe) but not physical action which describes the action that the subject is performing such as: (run, jump, make).

### ***USE***

- Stative verbs are often used to describe feelings, thoughts, opinions, senses, positions, and qualities.

**Feeling verbs** (like, love, hate, prefer, want, need, care) ...

**Thoughts and opinions verbs** (know, understand, believe, forget, agree) ...

**Senses verbs** (feel, hear, smell, taste, look) ...

**Position verbs** (belong, own, have) ...

**Being/ qualities verbs** (be, are, is, weigh, contain, Involve, consist) ...

**Exceptions** (think, have, see, taste, mind) ...

- State verbs are not used in continuous tenses (-ing) with the exception of such verbs as think (I am thinking about a new house.), have (I am having a hard time.), see (I am seeing Ana this morning.), taste (she is tasting the rice to check the salt.), mind (Do you mind if I open the window?)<sup>1</sup>.

### **ANTICIPATE DIFFICULTIES**

- Confusion when using verbs that can be both stative and dynamic.

- I don't **see** any problem with that. (correct)
- They've been **seeing** each other for a month now. (correct)

- Confusion when using the wrong tenses with stative verbs.

- He **is knowing** exactly what needs to be done. (incorrect)
- He **knows** exactly what needs to be done. (correct)

- Confusion when identifying a stative verb type.

- I **believe** it's true. (Incorrect)
- I **think** it's true. (correct)

Note: "Believe" means to have faith or confidence in something, while "think" refers to the formation of ideas or opinions.

### **COMPREHENSION CHECKING QUESTIONS**

What do you like to do on weekends?

I like playing video games.

How do you feel today?

I feel delighted.

### **TEACHING IDEAS**

Play tingo-tango and the teacher mentions a stative verb for which the selected student will have to say a sentence with that verb. He has 10 seconds to say it and can't repeat their classmates' sentences.

---

<sup>1</sup> Recuperado de <https://www.scribbr.com/verbs/stative-verbs/>

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## SPEAKING LESSON PLAN

**Name:** Joselyn Santos

**Level:** A2

**Action points:**

- Provide meaningful activities for students learning.
- Look into the eyes of students.

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

By the end of the lesson, SWBAT:

USE stative verbs **TO** answer questions about personal preferences **IN** a roleplay.

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

First, when students can make their sentences, I can see if my explanation was clear. Then, with the Onion ring activity, I can see how the students can develop their ideas and work with all their partners. Finally, in the free activity, they have to work in groups and create a roleplay.

**Preliminary considerations:**

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

- Simple present
- Wh questions.

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

- I expect the students may have difficulties knowing when and how to use stative verbs.
- Confusion when identifying a stative verb type.

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

- Give a clear explanation about the use of stative verbs (to describe feelings, thoughts, opinions, senses, positions, and qualities)
- Explain the difference about some verbs like "Believe" means to have faith or confidence in something, while "think" refers to the formation of ideas or opinions.

TIME (45 MIN)	STAGE	PROCEDURE		INTERACTION T-S/S-S/ VAKT	MATERIAL NEEDED						
		THE TEACHER WILL	STUDENTS WILL								
5 Min	<b>ENCOUNTER</b>	<p>Ask ss to match pictures with the description.</p> <p>Ask: Can you recognize the verbs in each sentence? What do you think will be the topic for today?</p>	<p><b>Activity 1</b></p> <p>Look at the picture and match with the best description. share their ideas.</p>	<p><b>T-S</b></p> <p><b>V-A</b></p>	<p>Pictures slides Whiteboard</p>						
10 Min	<b>CLARIFY</b>	<p>Give some examples to introduce the structure of stative verbs and explain the use of stative verbs.</p> <p>Give examples of dynamic and stative verbs.</p> <table border="1" data-bbox="613 975 1223 1278"> <thead> <tr> <th>Dynamic</th> <th>Stative</th> </tr> </thead> <tbody> <tr> <td>She <b>walked</b> to the store to buy some groceries.</td> <td>He <b>knows</b> the answer to the riddle.</td> </tr> <tr> <td>The ice <b>melts</b> quickly.</td> <td>They <b>believe</b> in the power of friendship.</td> </tr> </tbody> </table>	Dynamic	Stative	She <b>walked</b> to the store to buy some groceries.	He <b>knows</b> the answer to the riddle.	The ice <b>melts</b> quickly.	They <b>believe</b> in the power of friendship.	<p><b>Activity 2</b></p> <p>Raise their hands and answer CCQs with the correct stative verbs.</p>	<p><b>T-S</b></p> <p><b>V-A</b></p>	<p>Markers slides Whiteboard</p>
Dynamic	Stative										
She <b>walked</b> to the store to buy some groceries.	He <b>knows</b> the answer to the riddle.										
The ice <b>melts</b> quickly.	They <b>believe</b> in the power of friendship.										

		<p>-Stative verbs are not used in continuous tenses (-ing) with the exception of such verbs as think (I am thinking about a new house.), have (I am having a hard time.), see (I am seeing Ana this morning.), taste (she is tasting the rice to check the salt.), mind (Do you mind if I open the window)</p> <p>Ask CCQ's:</p> <p>When do you consider it a stative verb?</p> <p>When do we use the present continuous? Give an example.</p> <p>Which of the following verbs can be stative or dynamic depending on the context?</p> <p>a) Love      c) Have b) See      d) Run</p>			
5 Min	<b>REMEMBER</b>	<p>Divide the class in pairs.</p> <p>Give stative verbs cards to students with the following verbs: want, imagine, understand, forget, own, have, look and taste.</p> <p>Give an example about a dialogue using the verb:</p> <p>A: Hello. Is Mario the owner of this building? B: No, He doesn't own any property in this city. A: What about Carla?</p>	<p><b>Activity 3</b></p> <p><b>Dialogue</b></p> <p>Listen to the instructions and think in their answer, to speak with their partner, using the correct form of stative verbs.</p>	<p><b>T-S</b></p> <p><b>S</b></p> <p><b>V-A</b></p>	Verbs cards

		<p>B: She owns a beautiful vintage car.</p> <p>Monitoring the students.</p>			
<p>10 Min</p>	<p><b>INTERNALIZE</b></p>	<p>Show the model of the following dialogue:</p> <p><b>Lily:</b> I really <u>want</u> to try that chocolate cake. It looks amazing!</p> <p><b>Tom:</b> I <u>understand</u>! I hope it <u>tastes</u> as good as it looks.</p> <p><b>Lily:</b> Last time, the dessert was fantastic. What do you <u>have</u> in mind?</p> <p><b>Tom:</b> I have my eye on the cheesecake. It <u>tastes</u> incredible!</p> <p><b>Lily:</b> Let's order both and <u>have</u> a taste test!</p> <p>Ask students to identify the stative verbs</p> <p>Divide the class in half.</p>	<p><b>Activity 4</b></p> <p>Dialogue</p> <p>Identify stative verbs</p>	<p><b>T-S</b></p> <p><b>S-S</b></p> <p><b>A-K</b></p>	



		<p>One half stand in a circle, the other half stand in a wider circle around them.</p> <p>Explain the rules for the game, and give the questions:</p> <p><b>A: Do you like chocolate?</b> <b>B:</b></p> <p><b>A: What is your favorite type of chocolate?</b> <b>B:</b></p> <p><b>A: Why do you like dark/white chocolate so much?</b> <b>B:</b></p> <p><b>A: Do you remember the first time you tried dark/white chocolate?</b> <b>B:</b></p> <p><b>A: Do you think there's a special time or occasion to enjoy dark/white chocolate?</b> <b>B:</b></p>	<p><b>Onion ring activity</b></p> <p>Practice the conversation</p>		
--	--	--	--	--	--

		Monitoring the students and control time for speaking.  At the end Ss will share the information that they have.			
20 Min	<b>FLUENTLY USE</b>	Give clear instructions about the free activity.	<b>Activity 5</b>  <b>Free activity: Role Play</b>  In groups, students <b>create</b> a dialogue using stative verbs, then they <b>practice</b> it, and finally they <b>present</b> it in front of the class.	<b>S-S</b>  <b>K</b>	

**Resources.**

**Encounter (Activity 1)**

Match the description with the picture:



Do you prefer tea or coffee?



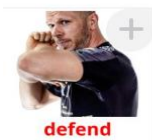
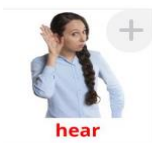
She loves ice cream.



He doesn't like sports.

**Remember (Activity 3)**

Verb cards: <https://kids-flashcards.com/es/free-printable/verbos-estatales-tarjetas-didacticas-en-ingles>



## DEMO CLASS



## REFLECTION WHEEL JOURNAL 2

Language teaching requires strategic planning and innovative methods to help students develop their communicative skills. The speaking lesson plan is fundamental in language education; it is designed to enhance students' speaking abilities. However, I disagree that only innovative strategies and methods are necessary. It is also important to include the framework that will guide the lesson plan's design, allowing you to clearly define what and how to teach the students.

First, my expectations and feelings regarding speaking lesson plans as a primary goal are to achieve the proposed objective for effective learning. Additionally, creating a speaking lesson plan based on the ECRIF framework allows you to visualize how the class will unfold, which is exciting. I consider several important factors when developing a speaking lesson plan tailored to the students' speaking abilities. They should feel confident and unafraid of making mistakes, and incorporating creative activities motivates students to learn and apply their skills in real-life situations.

Second, new insights from reading. The ECRIF framework benefits the development of students' speaking skills. According to Eduardo (2023), “ECRIF is a modern framework used by few teachers in Ecuador, but it provides the opportunity to adapt interactive activities that allow students to think and work independently without needing the teacher.” (p. 5) This framework gives teachers a guide for each lesson that should be applied, as the activities must be engaging and not monotonous. MUÑOZ (2023) states, “Making connections and increasing knowledge require inspiration, just like active involvement.” (p. 15) Teachers can apply this framework not only for lesson

planning. According to Zambrano (2024), they can “evaluate where students are in their learning process during a lesson and analyze student learning afterwards.” (p. 21)

Third, in my experience with pre-service teaching, I observed that some teachers do not apply what they outlined in their lesson plans. Instead, they come to class primarily to assign homework or activities. As a result, students do not gain knowledge or develop language skills. I believe that the ECRIF framework in lesson plans for speaking skills serves as a guide for teachers on how to conduct their classes. Additionally, the activities designed for each stage help teach the new language more interactively, which aids in developing students' skills. For example, when I plan using the ECRIF framework, it is quite interesting because I can implement activities that benefit the students. One such activity is the onion rings activity, which promotes active participation among students, giving them equal opportunities to speak, facilitating the exchange of ideas, and enhancing fluency and confidence.

Finally, the strategies employed in a lesson plan should be rooted in real-life contexts to develop students' communicative skills effectively. This approach aids students in better understanding the language and applying it in various situations. MUÑOZ (2023) research found the following:

Communication strategies in dialogue, presentations, descriptions, and discussions are crucial for pair groups. Message abandonment, literal translation, code-switching, use of the all-purpose term, self-repair, requests for assistance, mumbling, and fillers were among the communication strategies students primarily utilized to redirect fluent communication. (p. 41)

Using these strategies can help when learning a language because communication is fundamental; you can interact with other people, and learning about their culture can also help improve your fluency, pronunciation, and understanding of words.

In conclusion, language teaching involves the use of strategic, innovative methods along with a solid framework to guide the educational process. Creative and innovative approaches are essential for maintaining students' interest and encouraging their active participation in learning. By incorporating the ECRIF framework into the design of speaking lesson plans, teachers can visualize how each lesson will unfold and determine the most appropriate activities to foster the development of students' communication skills. Additionally, this approach enables more accurate assessments of student progress and provides more effective feedback to enhance learning.

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## LISTENING LESSON PLAN

**Name:** Joselyn Santos

**Level:** A2

**Action points:**

- Improve voice tone
- Class management

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

By the end of the lesson, SWBAT:

**Show understanding** of the audio video about “Hooked by Stress” **by** completing the blanks activity and **then** write their opinion about the message.

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

Teacher will check students’ progress when they can choose the correct words for each blank space, in that way, the teacher can recognize if the listening comprehension is working for the final activity.

**Preliminary considerations:**

**A. What vocabulary/grammar/information/skills do your students already know about today’s lesson?**

- Present continuous.
- Regular and Irregular verbs.

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

- Students may find it difficult to understand the audio because of the accent.

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

- Repeating the audio conversation so that they listen to the audio as many times as they need to achieve a better understanding

Time (45 Min)	Stage	Procedure		Interaction T-S/S-S/ VAKT	Material Needed
		The teacher Will	Students Will		
10 Min	<b>Pre-Stage</b>	Show the vocabulary for the audio with pictures. Activity 1. Write sentences according to the pictures. <ul style="list-style-type: none"> <li>● He called me <u>out of the blue</u>.</li> <li>● We were <u>cruising along</u> in the new boat.</li> <li>● He felt a fish pull at his <u>hook</u>.</li> <li>● The fisherman used worms as <u>bait</u> to catch the big fish.</li> </ul>	Listen and repeat the pronunciation of the sentences.  Guess the meaning of the words or phrases through reading of the sentences.	T-S  V-A	computer  Pictures  slides

<p>8 Min</p>	<p><b>Early During Stage</b></p>	<p>Give instructions for activity 2 Play the audio (Repeat the audio 1 or 2 times)</p> <p>Ask Ss:</p> <ul style="list-style-type: none"> <li>• How many people do you hear in the audio?</li> <li>• How are emotions presented during the video?</li> <li>• What place is the story presented in?</li> </ul>	<p>Pay attention to the instructions. Listen to the audio.</p> <p>Ss discuss in pairs the answers, and then raise their hands to answer each question.</p>	<p>T-S  V-K</p>	<p>Computer Projector Speaker</p>
<p>9 Min</p>	<p><b>Later During Stage</b></p>	<p>Give instructions for the Activity 3 Provide a worksheet to each student.</p> <p>Read the first instruction of the worksheet "Listen carefully to the audio and complete the blanks with the following words"</p> <p>Repeat the audio recording 2 or 3 times.</p> <p>Ask students to share their answers.</p>	<p>Fill the blanks activity. Listen to the teacher. Pay attention to the instructions. Listen to the audio video. Fill in the blanks with the correct word or phrase.  Check answers with classmates.</p>	<p>T-S  S-S A-T S</p>	<p>Computer Projector Speaker Worksheets Pencil or Pen</p>

<p>8 Min</p>	<p><b>Final During Stage</b></p>	<p>Give instructions for the Activity 4 Ask students to work in pairs.</p> <p>Give the pairs a worksheet, where they have to discuss and choose the best answer for each question.</p> <p>Ask students to share their answers.</p>	<p>Multiple choice activity. Work in pairs.</p> <p>Listen to the teacher and follow the instructions.</p> <p>Select the best answer Check answers with classmates.</p>	<p>T-S  A-T  S-S</p>	<p>Computer Projector Speaker Worksheets Pencil or pen</p>
<p>10 Min</p>	<p><b>Post-Stage</b></p>	<p>Give instructions for the last activity.</p> <p>Ask students to write their opinion about the audio message and how to apply it in our daily life.</p> <p>Ask Ss to write the response on post it notes anonymously. Then they should stick them on the board. Next, each student reads a note for the class. Finally, the class can choose the best opinion.</p>	<p>Group Work Activity: Write the advice.</p> <p>Read aloud and stick it on the board.</p> <p>Choose the best advice of the class.</p>	<p>S-S</p>	<p>Post it notes Pencil or pen Whiteboard</p>

**RESOURCES**

Link: <https://www.youtube.com/watch?v=qYyoor5Hk4>

**PRE-STAGE**

**Activity 1.**



-He called me out of the blue.



-We were cruising along in the new boat.



-He felt a fish pull at his hook.



-The fisherman used worms as bait to catch the big fish.

**LATER DURING STAGE**

**ACTIVITY 3**

Listen carefully to the audio and complete the blanks with the following words:

Snap back	Thinking	Stressed-out	Bait
Thoughtful	Bugs you	Go your way	

Have you ever been having a great day, having fun, feeling good?

cruising along when someone or something, 1 \_\_\_\_\_ out of the blue what do you?

choose to do you 2 \_\_\_\_\_ and take the 3 \_\_\_\_\_ like a seriously

4 \_\_\_\_\_ on a hook, or do you make a different choice? Are you more like this  
5 \_\_\_\_\_ fish who didn't take the bait and just swam along having fun feeling  
just fine so next time something doesn't 6 \_\_\_\_\_ and you have a stressful feeling  
remember you have a choice you don't have to snap and react without 7. \_\_\_\_\_  
will you let stress hook you or refuse to take the bait it's up to you.

#### **FINAL DURING STAGE**

#### **ACTIVITY 4**

Circle the correct answer:

1. What is the message of the video?
  - a. How to ignore things and just keep it for yourself?
  - b. The consequences of being hooked in the ocean, with emotions, food, and friends.
  - c. Revolves emotional control and mindfulness in response to stress or provocations.
2. What is the metaphor used to describe someone who reacts impulsively?
3.
  - d. A fish on a hook.
  - e. A fish in the ocean
  - f. A fish with a bait.
4. Who is giving a thoughtful response?
  - a. The fish when snap back and takes the bait.
  - b. The fish who makes the bait.
  - c. The fish that didn't take the bait.
5. What do you do when something bugs you out of the blue?
  - a. You ignore it and keep having fun.
  - b. You snap back and take the bait.
  - c. You swim away like a fish.
6. What choice does the audio suggest when faced with stressful feelings?
  - a. React without thinking.
  - b. Remember to take a deep breath.
  - c. Recognize that you have a choice in how you respond.

## DEMO CLASS



### REFLECTION WHEEL JOURNAL 3

The Pre, During, and Post (PDP) framework is vital for enhancing English language listening skills. It's important to acknowledge that listening to a foreign language can be challenging for students. However, the activities included in this framework can increase students' motivation, engagement, and participation at each stage. Teachers can also plan and assess listening comprehension skills. Consequently, this essay explores experiences related to its application to improve learning by utilizing the PDP framework.

Expectations and feelings about the listening lesson plan using the PDP framework. When I first encountered the PDP framework, I anticipated that it would offer a structured way of teaching listening that could make lessons more dynamic and student-centered. At first, I felt both excitement and anxiety about the PDP framework. I was excited about being able to actively engage students at every stage of the listening process. At the same time, I was thinking about potential implementation challenges, such as selecting appropriate materials and designing meaningful post-listening activities.

In this listening module, I will discuss new insights that have helped me enhance my lesson plans. The importance of incorporating scaffolding boosts students' confidence, activates prior knowledge, facilitates understanding, and increases class participation (Londoño, 2021). She states that "scaffolding is a very useful tool to promote student empowerment." The activities should progress from the easiest to the most complex. Therefore, in the pre-scaffolding stage, I will introduce vocabulary related to



the audio that the students will listen to, using images and placing the words in context so that the students are prepared to engage with the audio presented.

On the other hand, when designing lesson plans, it's important to select listening materials that are both interesting and convey a message that encourages students to think critically, enabling them to apply that knowledge in their everyday lives. Gardner and Lambert (1972), cited by Srilakshmi Movva (p. 1), assert that to engage students, teachers must present content in a vibrant and compelling way. Teachers should also consider various types of aids to enhance English performance and boost motivation. They can incorporate internet applications such as YouTube, Spotify, podcasts, etc. Peachey (2011) notes that listening activities serve a purpose in the “during” phase, helping students focus on key elements instead of trying to grasp every single word. Students will need to listen to the audio multiple times to understand the pronunciation and the speed at which the speaker is talking. In the post-listening stage, activities are conducted that require students to reflect on and relate to what they have heard. Srilakshmi Movva (p. 22) indicates that post-listening activities primarily focus on reflecting, evaluating, encouraging the transfer of skills, and assessing various levels of achievement.

During the pre-service teaching, the challenges presented in applying the lesson plan were evident. One challenge was giving clear instructions so that the students were not confused about how to perform the activity before presenting the audio. The PDP framework offers a solution by clearly detailing the instructions to be followed so that the teacher can be guided and apply what is mentioned in the lesson plan step by step, thus avoiding confusion for the students and achieving the objective.

Difference Between Listening and Speaking Lesson Plans While listening and speaking lessons are interconnected, their planning differs significantly. Listening lessons focus on receptive skills and often require carefully curated audio materials, emphasizing activities that develop comprehension and analysis. Speaking lessons, on the other hand, prioritize productive skills and typically involve activities that promote fluency, accuracy, and interaction. The PDP framework's organized methodology is particularly effective for listening lessons, as it prepares learners to be well-prepared, actively involved, and thoughtful about their learning. In contrast, speaking lessons often rely more on interactive communication and immediate feedback.

To enhance real listening lessons, the PDP framework can incorporate technology and interactive activities. For instance, pre-listening activities can utilize multimedia resources to engage students both visually and audibly. You could employ digital tools like Kahoot or Google Forms for tasks such as fill-in-the-blank exercises or listening comprehension questions. This approach ensures that listening lessons are not only effective but also enjoyable.

In conclusion, the PDP framework is highly effective for improving English listening skills, providing a structured approach that engages students at every stage of the process. It promotes active participation, builds confidence, and enhances comprehension through thoughtfully designed activities. By selecting relevant materials and integrating technology, teachers can create engaging and effective listening lessons. The framework aids students in developing critical thinking skills and applying what they have learned in real-life contexts. Teachers should explore various tools and strategies to

meet the needs of their learners. Overall, implementing the PDP framework can boost student outcomes, increase language proficiency, and promote deeper learning.

## **References:**

Londoño, C. (24 de agosto de 2021). *Elige educar*. Obtenido de <https://eligeeducar.cl/acerca-del-aprendizaje/6-estrategias-de-andamiaje-que-puedes-usar-con-tus-alumnos/>

Peachey, N. (26 de 11 de 2011). *British Council*. Obtenido de <https://www.teachingenglish.org.uk/professional-development/teachers/planning-lessons-and-courses/articles/framework-planning>

Srilakshmi Movva, P. R. (1 de 08 de 22). The Effect of Pre, While, and Post Listening Activities on Developing EFL Students' Listening Skills. *Theory and Practice in Language Studies*. doi:<https://doi.org/10.17507/tpls.1208.05>

## READING LESSON PLAN

**Name:** Joselyn Santos

**Level:** A2

**Action points:**

- Reduce Teacher Talking Time
- Improve teaching resources

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

By the end of the lesson, SWBAT:

**Show understanding** of the tale “The Ant and the Grasshopper” **by** discussing in pairs the moral, then writing a short paragraph about how they would apply the moral in their daily life.

**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?**

In activity 4, I will check students’ progress when they work in pairs and discuss the comprehension questions of the story. If the students answer correctly, the teacher will realize that they have understood the main idea; then the students can continue doing the last activity, which is to give their opinion about what they would apply in their daily life according to the moral of the tale, using their own thoughts.

**Preliminary considerations:**

**A. What vocabulary/grammar/information/skills do your students already know about today’s lesson?**

- Past Simple and Present continuous

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

-Students may find it difficult to understand the tale from some words

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

- Provide the meaning of words with examples.

TIME (45 MIN)	STAGE	PROCEDURE		INTERACTION T-S/S-S/ VAKT	MATERIAL NEEDED
		TEACHERS WILL	STUDENTS WILL		
10 Min	Pre-Stage	<p>-Show a picture about the story.</p> <p>-Show the vocabulary for the reading with sentences.</p> <ul style="list-style-type: none"> <li>● Miguel was <b>carrying</b> a lot of books.</li> <li>● She helped me <b>carry</b> the boxes out to my car.</li> <li>● I thought I had <b>plenty</b> of time, but now I'm late for my meeting.</li> <li>● The village has <b>plenty</b> of shops and two cinemas.</li> <li>● I have to take certain pills for my <b>tummy</b>.</li> <li>● She might have a <b>tummy</b> ache caused by stress.</li> <li>● I hope I didn't make any <b>silly</b> mistakes.</li> </ul>	<p><b>Activity 1</b></p> <p>Guess what story it is.</p> <p><b>Activity 2</b></p> <p>Listen and repeat the pronunciation of the sentences.</p> <p>Guess the meaning of the words or phrases through reading of the sentences.</p>	T-S V-A	Picture Whiteboard Markers

		<ul style="list-style-type: none"> <li>It is a <b>silly</b> fish that is caught twice in the same bait.</li> </ul>			
8 Min	<b>Early During Stage</b>	<p>Hand out the students the reading.</p> <p>Tell SS they must skim the text.</p> <p>Ask SS to answer these questions:</p> <p>What are the characters of the story?</p> <p>What attitude does the grasshopper have about work?</p>	<p><b>Activity 3</b></p> <p>Skim the story.</p> <p>Then read aloud their answers and share with the class.</p>	T-S V-A	<p>Passage worksheet</p> <p>Pencil</p>
9 Min	<b>Later During Stage</b>	<p>-Ask SS to read a second time.</p> <p>-Ask students to work in pairs.</p> <p>-Provide pairs a worksheet to complete the activity</p> <p>-Check the answers as a whole class</p>	<p><b>Activity 4</b></p> <p>SS will read the tale and answer Comprehension question about the tale in pairs</p>	S-S V-A	<p>Worksheet</p> <p>Pencil</p> <p>Eraser</p>
8 Min	<b>Final During Stage</b>	<p>- Write on the board “Work hard today to get ready for tomorrow”</p>	<p><b>Activity 5</b></p> <p>Read the moral of the tale and discuss their opinion with classmates.</p>	S-S A	<p>Whiteboard</p> <p>Markers</p>

		-Ask students to work in groups of five and discuss about the moral.	Choose a new tittle for the tale.		
10 Min	<b>Post Stage</b>	-Ask students to write a short paragraph about how they would apply the moral in their daily life. For example:  Have you ever been in a situation when you let the things for later, and then you feel overwhelmed because you can't finish them on time? What would you do?	<b>Activity 6</b>  Write a short paragraph about a situation of your daily life where they can apply the moral of the story.	S-S  T	Pencil  Paper.

**Resources.**

**Activity 1.**



**Activity 2.**



Miguel was **carrying** a load of books.  
She helped me **carry** the boxes out to my car.



I hope I didn't make any **silly** mistakes.  
It is a **silly** fish, that is caught twice in the same bait.



I thought I had **plenty** of time, but now I'm late for my meeting.  
The village has **plenty** of shops and two cinemas.



I have to take certain pills for my **tummy**.  
She might have a **tummy** ache caused by stress.





### Activity 3

<https://es.scribd.com/document/628211942/The-Ant-and-the-Grasshopper-Story>

## The Ant and the Grasshopper

One day, a grasshopper was relaxing in a field, eating as much grass as he could. When his tummy was full, he began to play some music. He was having a great time in the sun.



Then, an ant walked by. The ant was carrying some corn.

"Come and sing with me!" said the grasshopper. "No," said the ant. "I am busy getting food for the winter."

"Don't worry about the winter!" said the grasshopper. "We have lots of food and it is sunny today."

But the ant went on his way and carried on collecting food.

"What a silly ant!" said the grasshopper. "He can worry about winter when it is winter!"



When winter came, the grasshopper had no food. The ant and his family had plenty to eat.

"Please can I have some of your food?" said the grasshopper. "No!" said the ant. "You said I was silly!"

The grasshopper was hungry all winter. He learnt a very hard lesson.



**Work hard today to get ready for tomorrow.**



#### Activity 4

Comprehension questions.

#### The Ant and the Grasshopper

☐ Where is the story developed?

---

---

☐ What does the ant do during the summer?

---

---

☐ What does the grasshopper do during the summer?

---

---

☐ What happened to the grasshopper in the winter?

---

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#### Activity 5

The new title could be:

- a) The giant Ant and silly the Grasshopper.
- b) The Ant's Adventures.
- c) The hardworking Ant and the lazy Grasshopper.

## DEMO CLASS



## REFLECTION WHEEL JOURNAL 4

Reading is a fundamental skill for learning a new language. It allows you to acquire new vocabulary, learn phrases, and improve grammar. Additionally, it enhances critical thinking and problem-solving skills. However, many people are not fond of reading. The PDP model provides a clear and effective approach to tackle common challenges in reading lessons while encouraging active learning and fostering interest in reading.

My expectations and feelings when designing a lesson plan focused on reading were positive, as I had already used the PDP framework with listening skills. Therefore, I began searching for an engaging reading selection that would address the students' needs and enhance the reflective analysis, like the story "The Ant and the Grasshopper." Additionally, the activities outlined in the module greatly assisted me in developing my lesson plan and reaching the intended objective.

The new knowledge I acquired while completing this module is the importance of the type of reading we choose. As mentioned by Pryle (2024), "Critical reading is the ability not only to read something and question its form, authenticity, and intentions but also to name and examine one's feelings, perceptions, and reactions during the experience." In the first stage, pre-reading activities help create a meaningful context for learners, as noted by Norhayati (2024, p. 5). The purpose of these pre-reading or listening activities is to prepare learners for successful reading or listening experiences. In the next stage, several activities require the students to read. There are various reading approaches, such as intensive reading, extensive reading, scanning, and skimming. As you can see in my lesson plan, I have indicated that they should skim the text and then answer questions to check if they have done the fast reading (Ramírez, 2018, p. 14). He states that both

skimming and scanning strategies allow readers to grasp the main idea of the text and identify the information that is important to them.

During the pre-service instruction, the students were interested in the type of reading I provided, and the activities helped them understand the text. The last activity also helped them a lot because they had to apply the moral of the text to something that could happen to them in their lives.

You can implement several ideas in your reading lessons. One effective strategy is to conduct more guided reading circles, which encourage collaboration during the practice stage by grouping students to discuss specific parts of the text. Additionally, you might include meaningful verification questions. For example, instead of asking, “What happens at the end of the text?”, consider asking, ‘Why do you think the author chose to end the story that way?’ This approach helps students engage more deeply with the text and reinforces their learning.

While both PDP Listening and Reading lesson plans follow a similar structure, their focus and execution differ. For instance, listening activities often require shorter, segmented practice due to the transient nature of spoken language, while reading allows for re-examining the text. Reading activities may involve summarizing or analyzing the text, whereas listening tasks typically focus on identifying specific details or responding to spoken prompts.

To sum up, the PDP framework provides a clear and effective method for teaching reading skills, assisting students in developing comprehension and critical thinking strategies. Authors such as Pryle (2024) and Norhayati (2024) highlight that this model not only enables the exploration of the form and authenticity of texts but also fosters deep reflection on students' perceptions and emotions during reading. My experience in applying this methodology to lesson planning reaffirms its effectiveness, as it fosters

meaningful and lasting learning. Teachers should implement strategies like skimming and scanning in their lessons to encourage interaction with the text and prepare students for more in-depth activities. Therefore, I urge educators to integrate this approach into their daily practices, as it enhances not only reading comprehension but also interest in reading and independent learning. If applied consistently, the PDP framework can transform how students approach reading, leading to improved educational outcomes and a positive impact on their academic and personal development.

## References:

Norhayati, M. U. (22 de January de 2024). The Implementation of PDP Framework in Developing Reading. *Jurnal of English Education Linguistics and Literature*.  
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RAMÍREZ, L. P. (April de 2018). Skimming And Scanning For Reading Comprehension. 115.

## WRITING LESSON PLAN

**Name:** Joselyn Santos

**Level:** A2

**Action points:**

- Time management.
- Avoid extending the class with explanations.

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

By the end of the lesson, SWBAT:

Write a postcard about their experience of visiting a place in Ecuador using a pattern provided by the teacher **and then** read it out loud to the class.

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

The teacher will check students' progress when they can complete each activity provided by the teacher; for example, write each part of the postcard, rewrite the sentences using contractions, and Ss will create their own postcard.

**Preliminary considerations:**

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

- Simple present
- Wh questions.

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






- Ss might find it difficult to put their ideas together with coherence.
- Ss might find it difficult to structure the message logically.

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

- The teacher will provide examples for students to have a guide.
- The teacher will be constantly assisting during the writing time.



TIME (45 MIN)	STAGE	PROCEDURE		INTERACTION T-S/S-S/ VAKT	MATERIAL NEEDED
		THE TEACHER WILL	STUDENTS WILL		
5 Min	<b>PREPARATION</b>	<p>Show three pictures about the places of Ecuador.</p> <p>Ask ss: What other places have you visited in Ecuador? What was your experience?</p>	<p>Describe the pictures and guess the city.</p> <p>Share their experiences in pairs.</p>	<p><b>T-S</b></p> <p><b>V-A</b></p>	<p>Pictures</p> <p>Poster</p>
15 Min	<b>DRAFTING</b>	<p>Present a model of a postcard and explain about each part that contains it and tips for writing.</p> <p>Give instructions for activity 1.</p> <p>Use ICQ</p>	<p><b>Activity 1</b></p> <p>Create the draft following the instructions given.</p> <p>Write a postcard following the instructions given and using one of the following prompts: "Write about your experience of visiting a place in Ecuador."</p>	<p><b>T-S</b></p> <p><b>V-A</b></p>	<p>poster</p> <p>Worksheet</p> <p>Pencil</p> <p>Eraser</p>

<p>5 Min</p>	<p><b>REVISING</b></p>	<p>Ask students to exchange their drafts with a classmate for peer review.</p> <p>Provide students symbols to identify mistakes.</p>	<p><b>Activity 2</b></p> <p>Read the text and identify writing mistakes focusing on grammar, and postcard structure.</p> <p>Use symbols to revise the draft:</p> <p> Capitalize word</p> <p> Grammar mistake</p> <p> Make a spelling correction</p> <p> Change to lower case</p> <p> Delete</p>	<p><b>T-S</b></p> <p><b>S</b></p> <p><b>V-A</b></p>	<p>Worksheet</p> <p>Pencil</p> <p>Eraser</p>
<p>5 Min</p>	<p><b>EDITING</b></p>	<p>Ask Ss to correct mistakes and write the final text.</p> <p>Monitoring the student.</p>	<p><b>Activity 3</b></p> <p>Correct mistakes and write the final text.</p> <p>exchange their drafts</p>	<p><b>T-S</b></p> <p><b>S-S</b></p> <p><b>A-K</b></p>	<p>Worksheet</p> <p>Pencil</p> <p>Eraser</p>

<p>15 Min</p>	<p><b>EXTENSION</b></p>	<p>Ask students to paste postcards on the board.</p>	<p><b>Activity 4</b></p> <p>Read the works and choose the best three ones.</p> <p>Ss winners read out loud the postcard.</p>	<p><b>S-S</b></p> <p><b>K</b></p>	<p>Worksheet</p>
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**Resources.**

**PREPARATION.**

- What other places have you visited in Ecuador?
- What was your experience?



**DRAFTING**

Parts of the postcard.

**GREETINGS**

Hi Eric!

We're having a great holiday here in Scotland. We're staying in a hotel in the centre of Edinburgh. It's got a swimming pool but it's too cold to swim! There are lots of things to do. The people are very friendly, but sometimes I can't understand them.

Last week we went to Loch Ness but we didn't see the monster, unfortunately. Scotland is very beautiful but the weather is awful. It's very cold and windy and it rains every day!

Are you having a good holiday at the beach?

See you soon

Jenny x

**MESSAGE**

**CLOSING**

**STAMP**

Affix stamp here

**RECIPIENT'S ADDRESS**

Eric Johnson  
12 Lake Avenue  
Brighton  
BN1 2AQ

Edinburgh

## Top Tips for writing

Use contractions in informal writing.

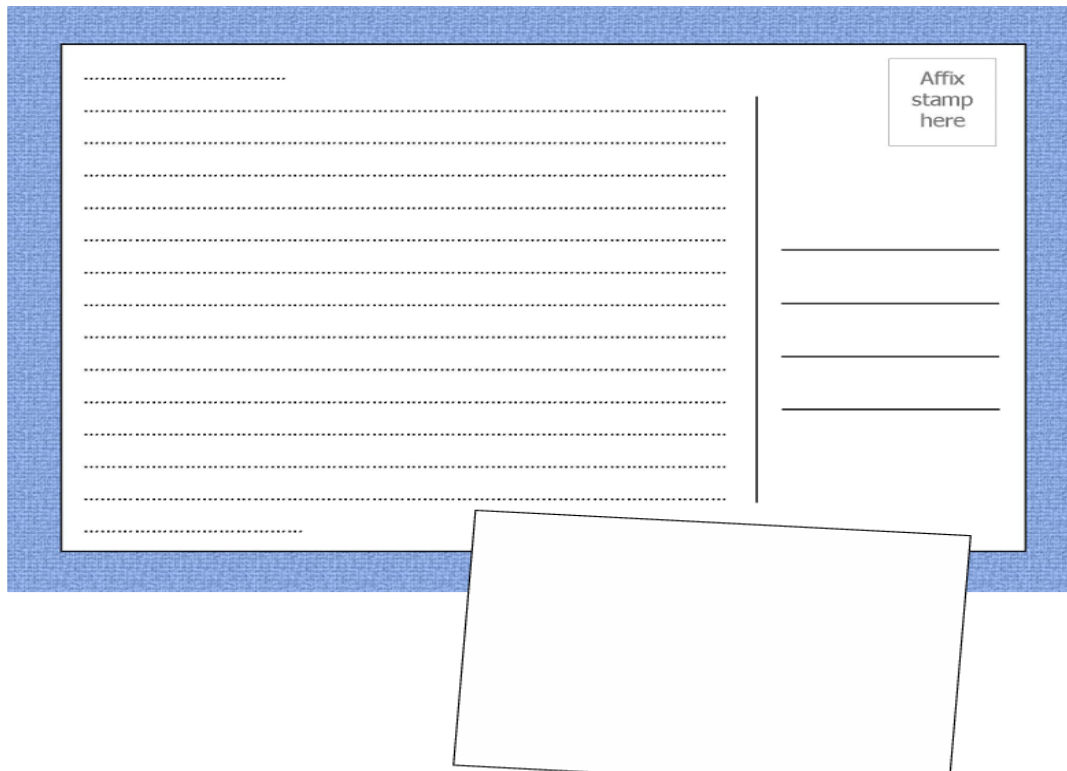
*We are* having a great holiday = *We're* having a great holiday

*It has got* a swimming pool = *It's got* a swimming pool

*It is* very cold and windy = *It's* very cold and windy

### Activity 1: DRAFTING

Write a postcard to a friend or family member. Think about these questions: Who will you write to? Where are you? Are you having a good time? Where are you staying, and what's the place like? What are the people like? What's the weather like? What did you do yesterday? What are you doing tomorrow?



## DEMO CLASS



## REFLECTION WHEEL JOURNAL 5

The teaching of writing is an essential component in the integral development of students, it fosters linguistic and cognitive skills, i.e., learning a new language through writing allows you to strengthen your vocabulary, avoid grammatical errors and understand sentence structure. This journal reflects on expectations, learning and experiences related to writing lesson planning, as well as strategies to improve this process during teaching practice.

Expectations and Feelings about a Writing Lesson Plan, As I began planning writing lessons, I was excited to guide students in their writing process, how each activity relates to the one before it, and how it fosters their learning and motivation to write.

The new learning, I have acquired in this module. It is the importance of making clear and specific objectives that respond to the student's needs. According to (Harmer, 2004), “this is fundamental because it facilitates more meaningful and effective learning, since the objectives act as a framework that guides both teachers and students” is not only essential for learning it also promotes to have a motivating educational environment. There are strategies to improve students' writing skills. Among them I found one that I found interesting “collaborative writing”, it allows students to do together the to plan, draft, revise and edit their compositions.(Graham, S., & Perin, D, 2007 p. 16) mentions “It shows a strong impact on improving the quality of students' writing”. Another fundamental part is the commitment to student learning, the teacher must be interested in their students learning. (Dornyei, 2007 p.59) He mentions some ways in which students will feel that the teacher takes an interest in imparting their knowledge; among these are:

- offering specific help.

- encouraging and encouraging students to do additional work and offering help.
- Allowing students to call us when they have a problem.
- Correcting tests and assignments promptly.

Implementing writing lessons during the internship was a rewarding, albeit challenging, experience. One of the common difficulties was motivating students to engage in the writing process fully. However, it was observed that by including collaborative activities, such as discussing their experiences and revisions of the writing as a group, students showed greater willingness to engage.

Ideas to Be Used in a Real Writing Lesson, in a real writing lesson, it was useful to include symbols in the revision phase to help them recognize and correct their grammar. This article (Copy Editing Marks - University Style Guide, 2024) mentions many of the symbols we can use for example:

Three lines under a lowercase letter mean to make it a capital.

dean Jean Wilson

The writing process is fundamental because it allows students to reflect on their ideas, organize them coherently, and improve their language skills. In addition, it fosters critical and creative thinking, skills needed in the academic and professional world. According to Graham, S., & Perin, D. (2007), process-based instruction significantly improves the quality of written texts and students' confidence in their ability to write.

In conclusion, planning writing lessons is not only a technical component but also an opportunity to positively influence students' learning. Integrating process-based



approaches and implementing innovative strategies can overcome challenges and ensure that writing becomes a powerful tool for communication and learning.

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## CONCLUSION AND RECOMMENDATION

In conclusion, this work mentions very interesting frameworks such as ECRIF which is used with speaking skills, PDP which is used with listening and reading skills, and finally the steps for the writing process. Also, in each journal, I describe my experiences applying each one of them, where it was mentioned that the activities proposed in each one were interesting for the students and of great help for the learning of the English language. This document not only highlights the strategies and activities applied at each stage of the lessons but also mentions my mistakes and how they could be improved.

In addition, you could design your lesson plans by integrating the activities presented here and adapting them according to your student's needs and can be very useful for reflection, inspiration, and continued growth as a teacher.

I recommend using the frameworks to design your lesson plans according to the students' needs. In addition, implementing interactive strategies and methods that encourage students' continuous participation during class and increase their motivation to learn a new language is fundamental. These practices not only make the teaching process more dynamic but also make it possible to evaluate students' progress and ensure that they are understanding each topic addressed.