UNIVERSIDAD LAICA ELOY ALFARO DE MANABÍ EXTENSIÓN CHONE

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TEFL COMMUNITY SERVICE

TITULO:

Design of a Speaking lesson plan in an English teaching-learning process.

Autor:

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Tutor:

Diana María Rojas Zambrano

Chone – Manabí - Ecuador

2026

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TUTOR CERTIFICATION

Lic. Diana María Rojas Zambrano, M. Sc, professor of Universidad Laica Eloy Alfaro de Manabí, Extensión Chone, as the tutor of the degree work

CERTIFICATION

The present degree work, called "Design of Speaking Lesson Plan in the English Teaching- learning process," has been exhaustively reviewed in several work sessions. It has been concluded, and it is ready for its defense.

The options and concepts expressed in this degree work are the result of the perseverance and originality of its author, who is solely responsible for the Speaking lesson plan in the English teaching and learning process.

Chone, Febrero 2026

Lic. Diana María Rojas Zambrano

TUTOR

UNIVERSIDAD LAICA ELOY ALFARO DE MANABI

CHONE

DECLARACIÓN DE AUTORÍA Y CONSENTIMIENTO DE DERECHOS

Quien/es suscriben la presente: Sheyla Maoly Chávez Chinga estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, declaro/ declaramos para constancia que el siguiente trabajo de titulación: "Desing of a speaking lesson plan in the English teaching-learning process", es de autoría propia y ha sido desarrollado respetando derechos intelectuales de terceros y consultando las referencias bibliográficas que se incluyen en este documento.

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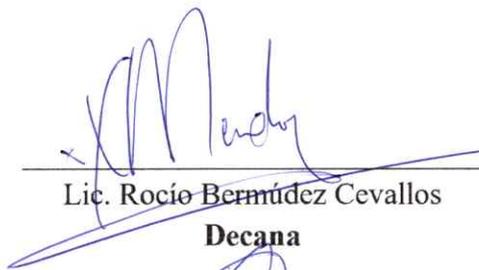
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UNIVERSIDAD LAICA ELOY ALFARO DE MANABI
CHONE

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Los miembros del Tribunal Examinador aprueban el informe de proceso de solicitud de TEFL community service sobre el tema ¨Speaking lesson plan in the English teaching-learning process¨ del año lectivo 2025, elaborado por el estudiante Sheyla Maoly Chávez Chinga.

_____
Lic. Rocío Bermúdez Cevallos
Decana

_____
Lic. Diana María Rojas Zambrano
Tutor

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Primer Miembro del Tribunal

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Segundo Miembro del Tribunal

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Secretaría de la Extensión Chone

Chone, Febrero 2026

Dedication

I want to express my deepest love and gratitude to my grandparents, Clara and Agapito, whose guidance, support, and affection served as the light that inspired me.

To my parents, Martha Chinga and Yinson Chávez, for being my driving force and role models. Their love, sacrifice, and constant guidance have been an endless source of perseverance and values.

At the same time, I mention my cat Dominik, her presence, gestures, and love gave me strength in this process. Her spirit remains with me and is part of this achievement.

In the end, we are made up of everyone who has walked into our lives, and I am grateful that some of them are an essential part of who I am today.

Sheyla Maoly Chavez Chinga

Acknowledgment

I want to express my sincere gratitude to the Eloy Alfaro Lay University for welcoming me into its academic community and providing me with the necessary tools for my personal and professional growth. My deepest gratitude to my professors, whose dedication, patience, and unwavering commitment have been instrumental in shaping my academic journey.

I am deeply grateful to the Leader Kids and Magaly Masson educational institutions, which kindly welcomed me during my internship and provided me with invaluable opportunities to put my knowledge into practice and further develop my skills. Special recognition goes to the Gabriela Mistral and Braulio Zambrano Loor Educational Unit, where I had the privilege of growing professionally. My deepest gratitude to its principals for trusting in my abilities and allowing me to contribute to the Carmelite and Alliance communities.

Finally, I wish to express my profound gratitude to my mentor, Diana Rojas, for being an exceptional guide throughout this journey. Her support, understanding, and encouragement have been fundamental to my academic and personal development. To each of you, I offer my sincere thanks for being an integral part of this journey and for shaping me into the professional I am today.

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Introduction

Currently, access to quality education in rural areas remains a constant challenge in Ecuador, especially in the canton of Chone, Manabí province. In this context, the TEFL Community Service program (Teaching English as a Foreign Language with a focus on Community Service) emerges as a key tool to promote English language learning in rural communities, where educational resources and opportunities are often limited.

The TEFL program aims not only to provide students with linguistic skills but also to promote cultural and social integration through community service. This approach fosters a collaborative bond among educators, volunteers, and rural educational units, strengthening English teaching in a practical and contextualized manner.

The implementation of this initiative in Chone has a significant impact as it addresses the need to improve communicative competencies in English, preparing students for an increasingly globalized world. At the same time, it fosters values such as cooperation, service, and community development, contributing to the educational and social progress of rural areas.

The Pedagogy of National and Foreign Languages program at the Universidad Laica "Eloy Alfaro" de Manabí, through the TEFL in Community Service graduation modality, seeks to enhance trainee teachers' competencies in "planning and executing the English language teaching process as a foreign language to improve the English proficiency level of students in public or semi-private educational institutions within Ecuador's Planning Zone 4." (Pine-Uleam, 2022)Under this premise, the Chone branch enables its students to intervene in educational practice aimed at transforming and organizing learning processes in the rural areas of the canton.

The "Gabriela Mistral" educational unit, part of the Chone-Flavio Alfaro 13D07 Education District and covered under the inter-institutional framework agreement between the university and the Ministry of Education, provides the university community with an opportunity to address unmet educational needs. Consequently, the challenge for trainee teachers is: (Caldera, 2008) How can English language learning in rural communities be supported through community service by systematizing lesson plans based on the TEFL model? Strengthening social responsibility ties enables students to contribute to improving the community's quality of life through service-learning.

The planning process was a crucial component. The Speaking Lesson Plan focused on vocabulary related to the solar system, engaging students in interactive games, drawing planets, and presenting their features to peers, which encouraged collaboration. The Writing Form aimed to teach numerical literacy through activities such as writing numbers in words and numerical form and using real objects for counting.

The listening lesson plan emphasized developing students' comprehension skills through activities such as listening to audio recordings, where students had to identify physical features, such as main ideas or specific details. These activities supported the use of specific strategies, such as predicting and inferring meanings from context.

Similarly, the reading lesson plan focused on developing students' ability to comprehend and analyze written texts. Activities included identifying and extracting main ideas from the text, looking for specific details, answering comprehension questions, encouraging critical thinking, and reinforcing vocabulary acquisition.

Finally, the goal is to analyze the experiences lived during the service-learning practice, in the context of teaching English. Through the implementation of different pedagogical models, such as ECRIF, PDP, and the writing process, the goal is to reflect on how these methodologies were applied in a real environment, facing the challenges.

General Objective

To contribute to strengthening education in vulnerable communities through the TEFL model for teaching English as a foreign language.

Specific Objectives

Develop lesson plans to enhance English language skills and sub-skills according to the TEFL model.

Reflect on the community service experience through the theoretical and practical foundations of the English language teaching-learning process.

Systematize the community service experience by transferring knowledge according to the TEFL model to strengthen methodological and linguistic competencies for the graduate profile.

What were your expectations regarding teaching in community service?

Before starting my community service, I thought it would be more similar to my previous internship. However, it was a real challenge because I learned things not taught in classrooms, such as adapting to economic constraints. I had to create support materials for each class since there were no English textbooks or teachers in the institutions who could guide me. Self-learning became my best ally, as I used various online resources and books to design worksheets that I used as a class-by-class guide for both schools.

"Teachers in rural areas often rely on self-directed learning and creativity to overcome the lack of resources and provide effective instruction." (Rodas-Auquilla, 2022)

Teaching students who, although they had a small foundation in English, faced their own learning challenges was something that truly shaped me as a person and helped me develop my soft skills. Often, their impulsivity and heightened sensitivity, more noticeable than in typical children, required patience and adaptability. This motivated me to continue studying, because even though we are not psychologists and not trained to diagnose learning disorders, attempting to facilitate their learning gave me strength and continues to do so. More importantly, it was a reality check about what teaching truly entails.

"Working with students with diverse learning needs can enhance teachers' interpersonal skills, empathy, and adaptability, providing valuable personal and professional growth" (Sanz-Angulo, 2025)

And of course, one exception I always had was to see if rural areas were more pleasant and welcoming, like home. I am grateful that this was the case at two institutions where I was fortunate enough to work. They gave me unparalleled affection and love. The children were always enthusiastic about learning, and their parents constantly expressed that this was a motivation for them

"Parental involvement and positive community engagement in rural schools significantly enhance students' motivation, participation, and overall educational experience." (Chauke, Ngozwana, Machobane, & Maphuthi., 2025)

What was the reality of the educational context (infrastructure and facilities) in your social service experience?

The school infrastructures were never a major problem, as all of them had sufficient benches, chairs. And at least two computers each. However, some resources were missing, such as secure enclosures to protect the students. In one school, the fences were only metal bars. While in the other, they were somewhat deteriorated. There were also no printers, so I had to find alternative ways to cover printing costs, which was difficult given my financial situation.

"Inadequate infrastructure and limited access to resources in rural schools can create challenges for both teachers and students, requiring them to find alternative solutions" (Chauke T. A., 2025)

Nevertheless, I am grateful to parents in the community, who adapted to these shortcomings and helped find solutions. Their support demonstrates the importance of community involvement in education.

"Parental and community participation can significantly enhance the learning experience, especially in settings where institutional resources are limited" (Simbaña Cabrera, 2024)

It is important to mention that the shortage of English teachers is debatable, as it is essential for any teacher within an institution to have someone to discuss topics with or even serve as a guide for those doing internships. In my experience, I was always accompanied during the internship, which helped me with questions about both the students and the English subject itself. However, since there were no other teachers at both schools, I admit that it was quite challenging for me to decide which direction to take. Nevertheless, my tutor was completely supportive.

"Mentorship and support from experienced teachers during are crucial for guiding novice teachers, enhancing their decision-making, and improving their confidence in managing classrooms independently." (Darling-Hammond, 2017)

What were the results of the initial diagnosis of the student's English proficiency?

The average result of the diagnostic evaluation allowed me to notice that, although students had been exposed to English in previous years, they were unable to retain the

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knowledge. It was clear that they remembered having seen the content before, but they could not recall writing it or what it meant.

"Retention of second language knowledge strongly depends on continued exposure and meaningful use; when learners are not given opportunities to practice, previously learned material tends to fade over time." (Alrabai, 2016)

Fortunately, in both schools, the children did not struggle afterwards, as my best strategy was to look for resources that helped them remember what they had already seen. In addition, I used association as a learning method since it is no secret that it is easier to remember something when we connect it to something common in our daily lives.

"Meaningful learning occurs when new information is related to learners' existing knowledge, allowing them to create connections that make the content easier to recall and apply." (Ausubel, 2000)

This entire diagnostic process led me to reflect on how important it is for teachers to create meaningful learning experiences so that knowledge can be remembered and even applied in students' daily lives.

"Meaningful learning enables students to connect classroom content with real-life situations, promoting long-term retention and the practical application of knowledge beyond the school context." (Merrill, 2002)

What were the advantages and disadvantages of planning and executing lessons using ECRIF, PDF, and the Writing Process models?

ESCRIF

Advantages:

- It helps students easily conceptualize the first lesson by activating their prior knowledge through the use of resources such as images, readings, and audios.
- It promotes assertive communication and an interactive model where students can clarify their doubts through discussion and feedback.
- It strengthens memory through multiple exercises that help students recall and retain language more effectively.

Disadvantages:

- It requires strong skills in lesson planning, as activities must be carefully designed and well-structured.
- Is application can be demanding for students with limited communication or introverted personalities since one of its main principles is oral expression.
- Because it focuses primarily on student-centered learning, teachers must develop soft skills and create a close connection with learners to ensure participation.

"The ESCRIF framework supports students' progressive mastery of language through meaningful practice and feedback. But its effectiveness relies on the teacher's ability to design engaging and well-sequenced tasks that match learners' needs." (Scrivener, 2011)

PDF

Advantages:

- It contributes to the creation of varied exercises such as filling in the blanks, forming sentences, and answering or asking structured questions.
- It allows students to express themselves creatively during the production stage, particularly in oral activities.
- It reduces errors by helping learners relate new terms to their daily lives and familiar contexts.

Disadvantages:

- It prioritizes accuracy, providing limited opportunities to develop fluency.
- The teacher becomes the central figure in the process, which can make lessons monotonous for students.
- It limits interaction between teacher and students, reducing the open and communicative exchange present in more student-centered approaches.

"The PDF model offers a clear structure for language instruction. Promoting accuracy through controlled practice, yet it has been criticized for limiting communicative opportunities and learners' autonomy in real-life contexts." (Harmer J. , The Practice of English Language Teaching (4th ed.), 2007)

Writing

Advantages:

- Simulates creativity, allowing students to share personal experiences, use new vocabulary, and express critical thinking.
- Prevents distractions since each stage keeps students actively engaged.
- Promotes writing practice and vocabulary retention through constant use and reflection.

Disadvantages:

- It is a slow process that requires considerable time for each stage.
- Writing must be continuously reviewed to provide proper feedback.
- Teachers need strong feedback skills to guide students effectively and ensure understanding.

The process writing approach encourages students to see writing as a recursive process that involves planning, drafting, revising, and editing, which enhances creativity and learning. However, it demands significant time and effective teachers' feedback to be successful.

"Process writing focuses on the different stages of writing and recognizes the role of feedback and revision in developing writing skills." (Badger, 2000)

How and what elements did your community social service contribute to your personal and professional growth?

First, my perception of what it means to teach and conduct classes changed significantly after spending an extended period in the institutions. It showed me that while it is possible to apply models, theories, and resources learned at the University, these cannot always be implemented in the same way. Each institution operates as a completely different world, and both the work and student environments vary, even within the same rural area. Their perspectives and approaches were so diverse that I learned in a professional way that it is necessary to remain in constant adaptation.

"Teaching theories and methodologies must be adapted to the specific context, as educational environments differ in resources, culture, and learners needs, requiring teachers to be flexible and context-sensitive practitioners." (Richards, 2011)

Second, I developed my soft skills by constantly interacting with children, teachers, and the community in general. This experience helped me improve my personal life and feel

a lot of empathy for the situations that occurred in the two schools, and at the same time made me more aware that respect, trust, and transparency principles must be established from the very beginning for a healthy and positive coexistence.

"Interpersonal skills such as empathy, communication, and trust are essential for teachers, as they directly influence classroom management, student engagement, and the overall learning environment." (Organización para la Cooperación y el Desarrollo Económicos, 2019)

Finally, this professional exploration taught me that I truly wanted this vocation. I was motivated by seeing myself doing something I love every day, overcoming both weaknesses and strengths, and reaching the conclusion that I feel a deep passion for teaching. The result of our influence can profoundly change and shape the lives of our students.

"Teacher motivation and a strong sense of vocation are directly linked to student outcomes, as educators' enthusiasm and commitment significantly influence learning, engagement, and personal development." (Day, 2004)

What were your weaknesses as a student-teacher?

To begin with, one of the weaknesses I still find challenging is classroom management. Although I used techniques such as rewards and punishment, discipline remained inconsistent. Sometimes the class proceeds smoothly, while other times the children are very restless. Therefore, what I would recommend both as a student and a teacher is to use didactic materials, how as coloring pages, music, and give students a short break, which helped significantly.

"Effective classroom management combines structured activities, positive reinforcement, and engaging learning materials to support student focus and behavior, particularly in young learners" (Evertson, 2013)

Another challenge I faced in one of the schools was building a strong relationship with the students. Although it was not a personal weakness as a teacher, and even while constantly adapting, I often encountered student apathy. This factor was so demanding that, on one occasion, it was necessary to open up to my students and share the reality that, as teachers, we also experience frustration, pain, sadness, and even exhaustion, just like them. This conversation turned out to be my best strategy, as discipline improved,

and often the students emphasized so much that they would encourage me to rest while they worked on an autonomous activity.

"Teacher-student relationships based on empathy, transparency, and mutual understanding are crucial for classroom management and student engagement, as they foster trust and improve cooperative behavior." (Pianta, 1999)

The last point to mention was the excessive planning required. At university, we were taught to create daily lesson plans rather than weekly ones, which often led to frustration when I could not cover everything listed in my plans. However, through mutual learning with the teacher at one of the schools, I understood how to improve my planning and adapted it to a weekly format, as used by the Ministry of Education.

"Effective lesson planning requires flexibility and adaptation to the real classroom context, allowing teachers to respond to students' needs while maintaining curriculum objectives." (Tomlinson, Developing materials for language teaching, 2014)

What do you consider necessary to be included in the subjects of the degree?

One of the subjects that, in my opinion, is most needed in the degree program is the design and creation of didactic materials. Although we studied a lot of theory about didactic materials, from physical to digital resources, we did not have the opportunity to experiment as in other fields. We could not create something from scratch with our own hands, such as stories, puppets, or other physical materials that would be very helpful in rural areas or in places with limited access to digital tools. Having made these materials beforehand would have been a great advantage when arriving in the classroom.

"Hands-on experience in designing and producing teaching materials enables educators to create resources that are contextually relevant, engaging, and adaptable to students' needs, particularly in low-resource or rural environments." (Tomlinson, Developing materials for language teaching., 2010)

The second subject I consider essential is one similar to educational psychology or psychopedagogy, but more extensive, where we could actually work directly with children who have learning difficulties. Although we studied inclusion and adapted planning, we were not fully prepared for the reality of working with students who display a wide range of needs, from autism to ADHD. I have always believed that teachers are

not only psychologists, but it would be beneficial to prepare us emotionally and practically to know how to respond to the many situations that may arise in the classroom.

"Teachers play a critical role in supporting students with special educational needs, but they require training that goes beyond theory to include practical strategies and emotional preparedness, enabling them to respond effectively to diverse learning challenges." (Florian, 2011)

The last subject I consider necessary is the use of Excel in the classroom, as very little emphasis was placed on platforms like Excel during our studies. As teachers, Excel could help us track grades, attendance, and even plan what can be covered in a term. Including the number of assignments, projects, and presentations. Currently, we have no formal training in this, and we had to learn it awkwardly while already in the educational environment.

"Digital tools, such as spreadsheets, can enhance classroom management by allowing teachers to organize and monitor student data efficiently, plan lessons systematically, and make informed instructional decisions." (García, 2018)

What were your best skills in your teaching experience?

The pedagogical skill I most highlighted during my community service year was creativity. At all times, I kept the topics engaging, not only through teaching but also through the humorous aspects of the materials. In both schools, the use of songs helped students remember topics, and activities involving reading and writing generated laughter because I incorporated elements from the students' environment, such as daily activities, simple games like Roblox, and even popular phrases, like the one we always said when a topic was easy: "easier than writing mango in English."

"Creativity in teaching enhances student engagement, facilitates learning retention, and allows educators to connect lessons to students' real-life experiences, making learning enjoyable and meaningful." (Robinson, 2011)

On the other hand, effective communication was my bridge and key skill, where I not only focused on explaining concepts clearly but also on the ability to communicate without creating misunderstandings. This helped me build stronger relationships with my students and ensured that classroom instructions were always understood.

"Effective communication between teachers and students is fundamental to creating a positive learning environment, fostering understanding, and reducing the likelihood of misinterpretation or conflict in the classroom." (Hargie, 2011)

Finally, fostering critical thinking was one of the skills I applied that will allow students to open symbolic and educational doors in the future. As education is meant to be free and reflective, allowing students to express their own questions about the subject allowed me to listen to them and encourage them to develop their own conclusions and think independently about how to use this knowledge.

"Developing students' critical thinking skills enables them to analyze, evaluate, and create knowledge rather than simply recall information, fostering autonomy and deeper understanding in the learning process." (Brookfield, 2012)

What were your contrast results in the diagnostic test and the final test?
The comparison between the diagnostic test and the final evaluation made it possible to identify clear progress in the students, focused on the development of speaking skills. The diagnostic assessment revealed that students had prior exposure to English but showed limited retention and minimal oral participation, which indicated a gap between knowledge recognition and actual language use. This initial evidence serves as a reference point to adjust instructional strategies toward communicative and speaking- centered activities.

"Comparing diagnostic and final assessment allows teachers to identify students' progress and the effectiveness of instructional strategies, particularly when learners move from limited participation to active use of language." (Miller, 2022)

As the teaching process advanced, the final evaluation reflected a noticeable improvement in students' ability to use English orally in meaningful ways. Learners demonstrated greater confidence, improved pronunciation, and a higher level of participation during classroom interactions. A relevant indicator of this progress was students' use of functional expressions such as "Can you give me..., please" and "May I go to the bathroom", which marked the application in real communicative purposes. This transition confirms that communicative practice plays a crucial role in language development.

"Language learning is most effective when students are encouraged to use the language for real communication, allowing fluency and confidence to develop gradually through interaction." (Harmer J. , 2007)

Structured lesson planning and the deliberate integration of communicative strategies were fundamental in enabling the progress observed in the final assessment, providing clear objectives, sequences, and opportunities for meaningful oral practice. English outside the classroom is limited, so the importance of giving a meaningful experience that students can associate with real situations is the proposal that students use, and over time, this support creates the confidence that promotes participation.

"The findings reveal that Communicative Language Teaching (CLT) principles positively impact students' speaking time and interactive use of English, especially through collaborative activities, partner work, and communicative tasks that promote vocabulary development and oral expression." (Campoverde Hidalgo, 2023)

Conclusions

The TEFL Community Service experience demonstrated the relevance of adapting English teaching methodologies to a rural educational context. This process confirmed that effective language instruction, particularly in speaking skills, requires flexibility, creativity, and sensitivity to students' social and educational realities rather than the rigid application of theoretical models.

The implementation of methodologies such as ECRIF, PPP, and the Writing Process showed that these approaches are necessary in promoting oral interaction. As the teaching process progressed, students displayed increased participation, confidence, and willingness to communicate in English.

Recommendations

It is recommended to strengthen the teaching- learning process through speaking- focused methodologies that promote communicative competence in rural and low- resource educational contexts.

Enhancing the practical components of the graduation modality is suggested, allowing trainee teachers to develop oral communication strategies in real classrooms and adapt theoretical knowledge to contextual limitations.

Considering the results of the community service is essential to reinforce both hard and soft skills, particularly those related to classroom interaction, empathy, and effective communication required for professional English teaching.

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Anexes
UNIDAD EDUCATIVA
"GABRIELA MISTRAL"
FUNDADA EL 31 DE OCTUBRE DE 1964
CÓDIGO AMIE: **13H00177**
LA CARMELA – CHONE – MANABI

La Carmela, agosto 06 del 2025

Asunto: Informe de desempeño

Licenciado

Rider Mendoza Saltos, Mgs

Coordinador de la Carrera de Pedagogía de los Idiomas Nacionales
y Extranjeros de la Uleam Extensión Chone.

De mi consideración:

Reciba un cordial saludo, estimado Coordinador.

Por medio de la presente, me permito dirigirme a usted para enviar el Informe de Desempeño bajo la modalidad de **TEFL in Community Service** de la estudiante **Sheyla Maoly Chávez Chinga**, con número de cédula **1725085102**, quien realizó sus prácticas desde el **21 de mayo hasta el 06 de agosto del 2025** (primer semestre). Este informe responde a los puntos requeridos:

Primer Semestre (21 de mayo al 06 de agosto del 2025)

1. Manejo del proceso de enseñanza y aprendizaje (PEA)

En esta fase inicial, la estudiante mostró disposición para adaptarse al entorno educativo y aprender sobre las dinámicas de enseñanza en la comunidad. Aunque al principio se evidenciaron nervios al manejar grupos, su desempeño mejoró progresivamente con cada clase, incorporando estrategias básicas para captar la atención de los estudiantes.

2. Aporte Académico

Durante este periodo, contribuyó con clases enfocadas en vocabulario y frases simples, promoviendo la participación activa de los alumnos en actividades orales. Su énfasis en la repetición y práctica ayudó a los estudiantes a familiarizarse con el idioma inglés.

3. Actitudes Docentes

Desde el inicio, la estudiante destacó por su entusiasmo y voluntad de aprender. Su trato respetuoso hacia los estudiantes y colegas creó un ambiente amigable, fomentando la confianza en el aula.

4. Contribución a la Comunidad

En esta etapa, sus clases introdujeron una base importante del idioma, especialmente para aquellos alumnos con mayor dificultad de aprendizaje, ayudándoles a ganar interés por el inglés.

Este informe tiene como objetivo aportar a la evaluación de la modalidad de titulación en servicio comunitario. Nos encontramos abiertos a colaborar en lo que sea necesario para la mejora continua de este programa.

Atentamente.

Lcdo. Vicente Antonio Mero Cedeño
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ESCUELA DE EDUCACIÓN BÁSICA

"GABRIELA MISTRAL"

Ministerio de Educación

REPUBLICA
DEL ECUADOR

Sitio La Carmela De Mosquito- Santa-Rita- Chone

INFORME SEMESTRAL DEL SERVICIO COMUNITARIO

El presente informe tiene como objetivo ofrecer una descripción detallada del desempeño del estudiante **CHAVEZ CHINGA SHEYLA MAOLY** durante su proceso de titulación a través del método "TEFL in Community Service", que inició el 15 de septiembre hasta el 26 de febrero del 2026 (segundo semestre). Para lo cual se destacan los siguientes puntos:

Manejo del Proceso de Enseñanza y Aprendizaje (PEA):

A lo largo del periodo evaluado, el estudiante evidenció una destacada capacidad para organizar y gestionar actividades educativas. Entre los logros más importantes se encuentran:

- Planificación de actividades variadas y adaptadas a las necesidades específicas de los estudiantes.
- Uso de métodos interactivos y herramientas tecnológicas para facilitar el aprendizaje.
- Seguimiento continuo y ajustes oportunos basados en las necesidades y avances de los participantes.

Aporte Académico:

El impacto académico del estudiante fue significativo, logrando:

- Mejoras claras en las habilidades lingüísticas de los beneficiarios, especialmente en la comprensión auditiva y la expresión oral.
- Creación de materiales de apoyo diseñados específicamente para las características del grupo atendido.
- Aplicación de estrategias de aprendizaje práctico que motivaron la participación.

Actitudes Docentes:

El estudiante demostró cualidades esenciales para la docencia, incluyendo:

- Empatía y sensibilidad hacia las distintas formas de aprendizaje de los estudiantes.
- Puntualidad y responsabilidad en el cumplimiento de sus tareas.
- Una actitud proactiva para incorporar sugerencias y mejorar su práctica pedagógica.

Contribución a la Comunidad:

El trabajo realizado tuvo un impacto positivo en la comunidad, con resultados como:

- Avances evidentes en la capacidad de los participantes para comunicarse en inglés, ampliando sus oportunidades de desarrollo personal y profesional.

- Fomento de la confianza y el trabajo en equipo entre los beneficiarios.
- Creación de un entorno educativo inclusivo y motivador que promovió el aprendizaje efectivo.

Para finalizar, se certifica que el trabajo realizado demuestra un compromiso constante y una valiosa contribución a la comunidad. A lo largo de su labor, se destacó en la enseñanza del idioma inglés, creando un entorno educativo inclusivo y motivador que favoreció el aprendizaje y el crecimiento de los participantes. Su dedicación y esfuerzo han dejado una huella positiva, reflejando el verdadero impacto de su trabajo en este proceso.

Chone, 28 de enero del 2026.

Atentamente.

_____

Lcdo. Vicente Antonio Mero Cedeño

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INFORME SEMESTRAL DEL SERVICIO COMUNITARIO

Por medio de la presente, me permito dirigirme a usted para enviar el informe de

Desempeño bajo la modalidad de TEFL in Community Service de la estudiante **Sheyla Maoly Chavez Chinga, con Número de Cédula** 1725085102, quien realizó sus prácticas desde el 21 de mayo hasta el 6 de agosto del 2025 (Primer Semestre). Este informe responde a los puntos requeridos.

Manejo del Proceso de Enseñanza y Aprendizaje (PEA):

A lo largo del periodo evaluado, el estudiante evidenció una destacada capacidad para organizar y gestionar actividades educativas. Entre los logros más importantes se encuentran:

- Planificación de actividades variadas y adaptadas a las necesidades específicas de los estudiantes.
- Uso de métodos interactivos y herramientas tecnológicas para facilitar el aprendizaje.
- Seguimiento continuo y ajustes oportunos basados en las necesidades y avances de los participantes.

Aporte Académico:

El impacto académico del estudiante fue significativo, logrando:

- Mejoras claras en las habilidades lingüísticas de los beneficiarios, especialmente en la comprensión auditiva y la expresión oral.
- Creación de materiales de apoyo diseñados específicamente para las características del grupo atendido.
- Aplicación de estrategias de aprendizaje práctico que motivaron la participación.

Actitudes Docentes:

El estudiante demostró cualidades esenciales para la docencia, incluyendo:
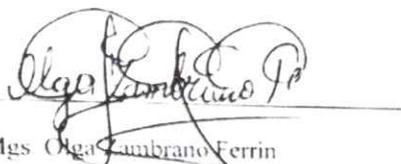
- Empatía y sensibilidad hacia las distintas formas de aprendizaje de los estudiantes.
- Puntualidad y responsabilidad en el cumplimiento de sus tareas.
- Una actitud proactiva para incorporar sugerencias y mejorar su práctica pedagógica.

Contribución a la Comunidad:

El trabajo realizado tuvo un impacto positivo en la comunidad, con resultados como:

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- Avances evidentes en la capacidad de los participantes para comunicarse en inglés, ampliando sus oportunidades de desarrollo personal y profesional.
- Fomento de la confianza y el trabajo en equipo entre los beneficiarios.
- Creación de un entorno educativo inclusivo y motivador que promovió el aprendizaje efectivo.
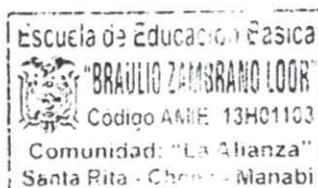
Para finalizar, se certifica que el trabajo realizado demuestra un compromiso constante y una valiosa contribución a la comunidad. A lo largo de su labor, se destacó en la enseñanza del idioma inglés, creando un entorno educativo inclusivo y motivador que favoreció el aprendizaje y el crecimiento de los participantes. Su dedicación y esfuerzo han dejado una huella positiva, reflejando el verdadero impacto de su trabajo en este proceso.

Mgs Olga Zambrano Ferrin

Coordinadora Educativa

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Alianza de Mosquito, enero 26 del 2026

Licenciado

Rider Mendoza Saltos, Mgs

Coordinador de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

ULEAM- Extensión Chone

De mi consideración:

Reciba un atento y cordial saludo, estimado Coordinador.

Mediante la presente, me dirijo a usted con el fin de remitir el Informe de Desempeño correspondiente a la modalidad **TEFL in Community Service** de la estudiante **Sheyla Maoly Chávez Chinga.** portadora de la cédula de identidad N.º 1725085102, quien llevó a Cabo sus prácticas académicas desde el 15 de septiembre de 2025 hasta el 26 de febrero de 2026, durante el segundo semestre.

Segundo semestre (15 de septiembre del 2025 hasta el 26 de febrero del 2026)

1. Gestión del proceso de enseñanza-aprendizaje (PEA)

Durante el segundo semestre, Sheyla Maoly fortaleció sus competencias pedagógicas, evidenciando mayor confianza y creatividad en el desarrollo de sus clases. Implementó actividades participativas y recursos adicionales que facilitaron la comprensión de contenidos más complejos, como las estructuras gramaticales básicas.

2. Aporte académico

En este periodo, su contribución se manifestó en el progreso de los estudiantes, quienes demostraron mayor seguridad al participar en actividades prácticas y un mejor desempeño. En la pronunciación. Asimismo, incorporó ejercicios de lectura y escritura que favorecieron un aprendizaje más integral.

3. Actitudes docentes

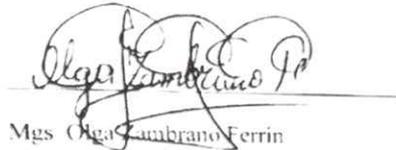Sheyla Maoly presentó una evolución significativa en su desempeño profesional, resaltando por su responsabilidad y sensibilidad hacia las necesidades de los estudiantes. Su capacidad de liderazgo en el aula generó un ambiente motivador y de apoyo para el proceso educativo.

4. Contribución a la comunidad

En esta fase, su labor tuvo un impacto positivo en la comunidad educativa, fomentando

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valores como el respeto y el trabajo colaborativo. Su dedicación aportó al fortalecimiento de habilidades lingüísticas fundamentales en los estudiantes.

El presente informe tiene como finalidad contribuir a la evaluación de la modalidad de titulación mediante el servicio comunitario. Quedamos muy agradecida y disponibles para colaborar en cualquier acción orientada a la mejora continua de este programa.

Mgs Olga Zambrano Ferrin

Coordinadora Educativa

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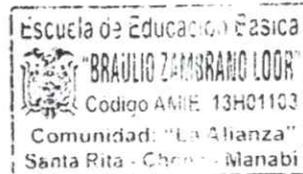
FORM MEANING USE ANALYSIS
VERB TO BE IN THE PRESENT PROGRESSIVE

FORM

The verb "to be" in the present progressive is used to describe actions happening right now, temporary situations, and planned future events.

Form: The present progressive tense of the verb "to be" has the following forms:

- Positive sentence (+): Subject + "am/is/are" + verb (-ing)

For example: "I am speaking" or "We are dancing"

- Negative sentence (-): Subject + "am/is/are" + not + verb (-ing)

For example: "She is not studying" or "They are not reading"

- Question sentence (?): "Am/ Is/ Are" + Subject + Verb (-ing) +?

For example: "Are you eating?" or "Am I talking too loudly?

MEANING

The verb "to be" in the present progressive tense refers to actions that are happening right now, temporary situations, and planned future events. For example, "I am speaking" indicates a temporary situation, while "We are dancing" could indicate a situation that occurs right now.

USE

The verb "to be" in the present progressive tense is used to refer to the following situations:

1. **Describing Actions happening now:** Used for an action in progress at the moment of speaking.

For example: "He is sweeping the floor" or "She is talking with her mom"

2. **Describing temporary situations:** Temporary Actions, even if they aren't happening right at this second.

For example: "I am working in London temporarily" or "They are studying for the exam"

3. **Expressing plans:** talking about plans, often with a future time reference.

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For example: "We are going to travel to Paris" or "I am cooking meet next week"

ANTICIPATED DIFFICULTIES

Students may encounter confusion between this and the simple present tense, omitting the auxiliary "be" verb, and incorrectly using stative verbs. Providing varied exercises and examples can help reinforce understanding.

COMPREHENSION CHECKING QUESTIONS

- Are you understanding the topic? Yes, we understand the topic.
- Are you studying for the exam? No, we are not studying.

TEACHING IDEAS

- Creating activities like drawing and a camera safari with the verbs that the students will be using.
- Including Charades and freeze by stimulus motivation and exemplifying the actions in the present.
- Fill in the blank's exercises with the correct forms of the verb "to be" in the present progressive tense.

<center>**LISTENING LESSON PLAN**</center>

Topic: What are they wearing?

Name: Sheyla Maoly Chavez Chinga   **Date:**

Level: Beginner

Action Points:

1. Develop students' listening comprehension skills through descriptions of people's clothes.
2. Understand simple sentences describing what people are wearing.

What are your student learning objectives for the lesson? By the end of the lesson, SWBAT:

Show understanding of clothing vocabulary.

By listening to a short audio about Diane and Danny.

Then discuss the description of clothes and share what they are wearing now.

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?

- Listening comprehension: after listening, students will answer comprehension questions related to the descriptions of what people are wearing.
- Peer descriptions: students will work in pairs and share their own information.
  Preliminary considerations:

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

- Students are familiar with basic color and clothing vocabulary
- They have basic knowledge about personal pronouns (he, she), and the verb to be.

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

- Difficulty in distinguishing between similar clothing vocabulary and using the structure.

<center>27</center>

- Challenging in listening to specific details, such as color or items.

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

- Provide pictures to support the audio.
- Play the audio twice.

| Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will…	Students will…		
5 minutes	Pre Stage	Show pictures of different clothes (**shirt, dress, pants, shoes, etc.**) and ask students: "What are they wearing?". Facilitate a discussion about this vocabulary, writing key names on the board to activate prior knowledge.	Observe the pictures and answer the teacher's questions by naming clothing items	T-S.	Flashcards.
10 minutes	Early During Stage	Present and drill key clothing and color vocabulary using the flashcards. Model pronunciation and a simple sentence. For example. "He is wearing…" Set the context for the listening activity by asking what they expect to learn from the audio.	Repeat vocabulary aloud and practice pronunciation, and copy new words into notebooks.	T-S	Flashcards, whiteboard, markers.

10 minutes	Later during Stage	Play an audio recording describing what the different people are wearing. Ask students to listen and circle or match the correct pictures. Play the audio twice and monitor the class and assist the students as needed during the activity.	Listen carefully and complete the activity by matching the descriptions to the correct people.	T-S	Audio recording, worksheet with pictures.
10 minutes	Final During Stage	Review the answers together. Ask comprehension questions such as: "Who is wearing a red shirt?" Facilitate a student to participate in writing in the whiteboard the possible answers, and if necessary, classmates can help the student who is writing.	Describe what their partner or a person in a picture is wearing using the target structure.	T-S	Audio recording, worksheet, markers, whiteboard
10 minutes	Post Stage	Ask to students to work in pairs and describe what their partner is wearing using "He/She is wearing…". Provide feedback on their use of vocabulary and understanding of the content.	Describe what their partner is wearing using the target structure.	T-S S-S	Material of the class

Audio: https://youtu.be/CkFL2aI0ldY?si=Di2ijoUUvuxszHWR

Clothes. What are they wearing?
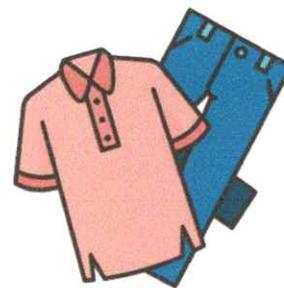
Danny and Diane are looking at photos of his brother's wedding. Listen. What are the people wearing? Choose TWO correct answers for each question

1. What is Jack wearing?

a) a grey suit

b) a blue tie

c) a pink shirt

d) purple shoes

2. What is Danny's mum wearing?

a) a hat

b) a blouse

c) trousers

d) a scarf

3. What is Eric wearing?

a) a sweater

b) trousers

c) jeans

d) shoes

4. What is Danny's Aunt Rose wearing?

a) a pink blouse

b) an orange skirt

c) red gloves

d) purple boots

5. What is Ben wearing?

a) a white shirt

b) green shorts

c) a black coat

d.)a blue cap

READING LESSON PLAN

Topic: Guess who?

Name: Sheyla Maoly Chavez Chinga   **Date:**

Level: Beginner

Action points:

1. Strengthen students' reading comprehension by using short descriptive texts about people's daily routines.
2. Identify people based on the text details.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

Show understanding of vocabulary related to personal information, jobs, and free-time activities.

By reading the passage "Guess Who?" about different people's lives and routines.

Then describe and discuss the characters' jobs, hobbies, and daily activities.

When/How in the lesson will you check student progress toward the above Learning Objectives?

- I will check vocabulary understanding by asking comprehension questions about the reading and monitoring the students' completion of these questions.
- Students will work in pairs or small groups and compare the characteristics.

Preliminary considerations:

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

- Students are familiar with basic vocabulary for personal information (name, country, age)
- They have studied common verbs in the present simple tense and expressions for daily routines.
- They can read short, simple texts.

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

- Difficulty understanding specific details in the reading is needed to answer comprehension questions.

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

- Pre-teach key vocabulary and model pronunciation before reading.
- Provide feedback and clarify misunderstandings after the questions.
- Conduct pair or group activities where the students compare and discuss the characteristics to reinforce understanding before the comprehension questions.

Time	Framework Stage	Procedure Teacher will...	Students will...	Interaction T-S/S-S VAKT	Materials Needed
5 minutes	Pre Stage	Greet students and ask questions like "What do you do?", "What does your mom/dad do?", "What do you like doing in your free time?" Write keywords (**jobs, hobbies, countries**) on the whiteboard.	Respond to questions about themselves or people they know. Share short answers and repeat vocabulary.	T-S.	Whiteboard, markers.
10 minutes	Early During Stage	Present vocabulary from the reading (**teacher, doctor, student, chef, museum, concert, video, etc.**) using images. Ask students to guess what the text might be about.	Observe visuals, repeat words aloud, and predict the content of the reading.	T-S	Flashcards, whiteboard, markers.
10 minutes	Later during Stage	Distribute the "Guess Who?" reading passage. Give clear instructions, model one question, and answer the comprehension questions.	Read individually, underline key information, and answer comprehension questions.	T-S	Worksheet, Reading text.

| 10 minutes	Final During Stage	Check the comprehension questions as a class. Ask follow-up questions ("Who likes travelling alone?") and encourage comparison sentences ("Maria likes cooking, but also prefers video games"). Facilitate a student to participate in writing on the whiteboard the possible answers, and if necessary, classmates can help the student who is writing.	Participate in reviewing answers and speaking. Use target vocabulary and grammar structures.	T-S	Answer key, board for notes.
10 minutes	Post Stage	Ask to students which character they are most similar to and why. Provide positive feedback and clarify any remaining vocabulary doubts.	Reflect on their preferences and share personal connections with the reading.	T-S S-S	None.

Guess who?

Maria

Hello, my name is Maria and I'm from Spain. I am a teacher. I work with young children. In my free time, I like to read books and cook Spanish food for my family. On the weekend, I enjoy meeting friends. We often visit museums and sometimes go to concerts.

Tom

Hi, I'm Tom, and I come from the United States. I'm a doctor. I love basketball; I often play with my friends on the weekend. In the evenings, I usually watch films at home with my friends. On Sundays, I often go hiking in the mountains to take pictures. I have a younger sister. She lives with my parents.
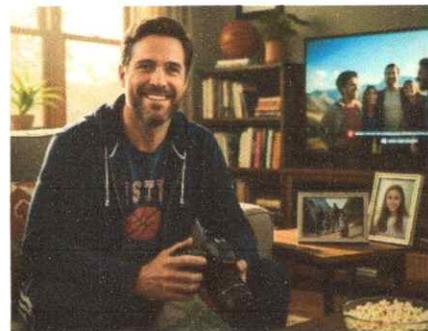
Aiko

Good morning. I'm Aiko, and I'm From Japan. I don't work because I'm a student studying medicine. I'd like to be a doctor and work in a big hospital. I don't go out a lot because I like to spend time by myself. I even travel alone. I don't have brothers or sisters, and my friends don't like traveling. I don't like watching TV, so I always play video games after dinner.

Luis

Hey, how are you? I'm Luis from Brazil, but I live in Australia. I'm a chef. And cooking is my passion. When I'm not a work, I always order takeaway food... I love pizza, and football is my favorite sport, but I don't play it. I watch it on TV on the weekend. I have a big family, but I never see them because they are in Brazil. I miss them very much.
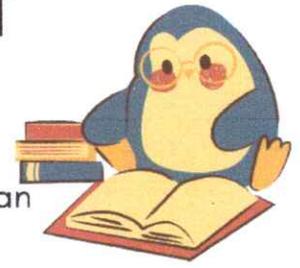
ENGLISH READING TEST
GUESS WHO?

Choose the correct option. Depending on the question, you can select more than one option.

Who likes to cook at home?
A.Maria
B.Tom
C.Aiko
D.Luis

Who doesn't have a job?
A.Maria
B.Tom
C.Aiko
D.Luis

Who works in a school?
A.Maria
B.Tom
C.Aiko
D.Luis

Who lives far from their family?
A.Maria
B.Tom
C.Aiko
D.Luis

Who works in a hospital?
A.Maria
B.Tom
C.Aiko
D.Luis

SPEAKING LESSON PLAN
MY DAILY ROUTINE

Name: Sheyla Maoly Chavez Chinga   **Date:**   **Level:** Beginner

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

1. Real-world scenario for fluent use activity.

2. Minimize teacher talking time.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

USE vocabulary related to daily routines.

TO describe their typical day and daily habits.

IN a short, structured conversation with a partner.

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

- I will check students' progress through guided speaking activities and short pair interviews about their daily routines.
- Students will share details about their mornings, afternoons, and evenings, showing they use correct verbs and time expressions.
- During the final activity, I will monitor conversations to assess fluency, pronunciation, and correct use of the present simple.

Preliminary considerations:

a. What vocabulary/grammar/information/skills do your students already know about today's lessons?

- Students already know basic present simple forms and time expressions (e.g., in the morning, at night).
- They have some familiarity with verbs of routine (e.g., get up, go to school, have breakfast).

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

- Students might have problems maintaining fluency while speaking without reading from notes.
- Students could forget time expressions accurately when describing daily routines.

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

- Provide a short review of the present simple with examples before speaking.
- Display a daily routine chart to support vocabulary recall.
- Model a sample dialogue before pair practice.
- Encourage peer correction and positive feedback to build confidence and accuracy.

Time	Framework Stage	Procedure Teacher will...	Students will...	Interaction T-S/S-S VAKT	Materials Needed
5 minutes	Encounter and Clarify	Show the picture, elicit vocabulary, and write some examples on the board. **"What do you do every morning?", "What you eat in the night".**	**Predicting pictures** Observe the pictures, share ideas, and answer questions about their daily routine.	T-S.	Pictures, Board, Markers.
6 minutes	Remember and Internalize	Display the worksheet and model one example. **"What verb goes here -- get up or go to school?".**	**Complete the sentences** Complete the sentences with the correct daily routine verbs.	T-S	Worksheet, Pencil, Eraser.
6 minutes	Remember and Internalize	Monitor and help with pronunciation and meaning. **Which picture shows "go to bed" ?.**	**Matching** Match the words to the correct pictures ¿, then write the phrase below each image.	T-S	Matching worksheet, Pencil, Eraser.

8 minutes	Remember and Internalize	Provide models and encourage students to answer using complete sentences. **"What activities do you do every day?".**	**Information gap practice** Work in groups to ask and answer questions about their daily routines.	T-S S-S	Whiteboard, Paper, Pencils.
7 minutes	Remember and Internalize	Guide pairs and assist with pronunciation or grammar as needed. **"What do you do after you wake up?".**	**Exchange information** Ask and answer questions in pairs about their routines.	T-S S-S	Whiteboard, Markers.
8 minutes	Fluently Use	Monitor interactions and take notes for feedback. **"What is your daily routine?".**	**Conversation** Walk around, ask classmates questions about their daily routines, and share their answers.	S-S	None.

1.Encounter and Clarify

I wake up

I get dressed

I brush my teeth

I eat breakfast

I go to school

I take a bath

I eat lunch

I do my homework

I go to bed

I play

I watch TV

I read a book

I listen to music

I draw

I sing

NAME: _____ **DATE:** _____

MY
DAILY ROUTINE

wake up – brush – go – have
do – watch – take – go to bed

Complete the sentences with the correct daily routine verbs from the box.

- I _____ at 6:30 every morning.
- I _____ my teeth after breakfast.
- I _____ to school at 7:30.
- I _____ lunch at 12:00 at school.
- I _____ my homework in the afternoon.
- I _____ TV with my family in the evening.
- I _____ a shower before dinner.
- I _____ at 10:00 p.m.

MATCHING

Match the words with the correct picture. Write it in the box below the picture.

Get dressed	Go to school	Brush my teeth	Brush my hair
Wake up	Take a shower	Do my homework	Eat breakfast

INFORMATION GAP PRACTICE

Ask your classmates, "What activities do you do every day?"

EXCHANGE STATEMENTS

Ask and answer the question with your partner:

- What do you do after you wake up?
- What do you do after school?
- Do you take a shower in the morning or at night?
- Do you brush your teeth before or after breakfast?

WRITING LESSON PLAN

Topic: Hobbies

Name: Sheyla Maoly Chavez Chinga   **Date:**

Level: Beginner

Action Points:

1. Develop writing skills by focusing on writing about hobbies.

2. Minimize teacher talking time by emphasizing student-centered writing activities.

Student Learning Objectives:

By the end of the lesson, SWAT:

- **USE** vocabulary related to hobbies and free time activities.
- **WRITE** a well-structured paragraph describing their favorite hobbies.
- **INCORPORATE** transition words and connectors to make their writing organized and cohesive.

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

- I will check students' progress by reviewing their written paragraph for accurate use of vocabulary, correct grammar, and logical organization.
- I will monitor pair and group discussions as students share and compare their hobbies before writing.
- I will assess their participation in peer review activities and provide individual feedback on their drafts.

Preliminary considerations

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

- Students have basic knowledge of common verbs and expressions related to likes and dislikes.

- They are familiar with simple present tense structure and basic paragraph organization,

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

- Confusing when to use -ing forms or infinitives after verbs like and enjoy.
- Difficulty expanding their ideas into full sentences or connecting them smoothly with transition words.

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

- Provide examples of correct structures. (e.g., I like playing football/ I enjoy reading books).
- Show a sample paragraph with clear transitions. (e.g., First, in my free time, finally).
- Conduct guided writing practice before the final task and encourage peer support to reinforce correct usage.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will…	Students will…		
5 minutes	Pre Stage	Facilitate the discussion and note key hobby vocabulary on the board.	Share their hobbies with a partner or class. Contribute ideas and examples to the discussion.	T-S.	Whiteboard, Markers.
10 minutes	Early During Stage	Present flashcards to illustrate each hobby. Model pronunciation and sentence example.	Take notes, repeat vocabulary, and practice using expressions in short sentences.	T-S	Flashcards, Whiteboard, Markers.
10 minutes	Later during Stage	Guide brainstorming and demonstrate how to connect ideas smoothly in a paragraph.	Brainstorm ideas about their hobbies and start drafting their own paragraph using the model and vocabulary provided.	T-S	List, Notes, Whiteboard.
10 minutes	Final During Stage	Monitor the peer review, support students with feedback, and clarify doubts about word use or grammar.	Exchange paragraphs and provide constructive feedback using a checklist. Revise their writing based on their partners' comments.	T-S	Checklist.

10 minutes	Post Stage	Supervise writing time, collect paragraphs, and lead reflection discussion.	Complete and submit drafts. Participate in the reflection discussion about their writing and the new vocabulary learned.	T-S S-S	Whiteboard, Markers.

HOBBIES VOCABULARY

fishing   riding a horse   swimming   riding a bike   flying a kite

surfing the web   drawing   watching TV   going to the cinema

cooking   travelling   shopping   walking with a dog   playing phone games

reading   hanging out with friends   dancing   making videos . taking photos

singing   listening to music   playing the drums   playing the guitar

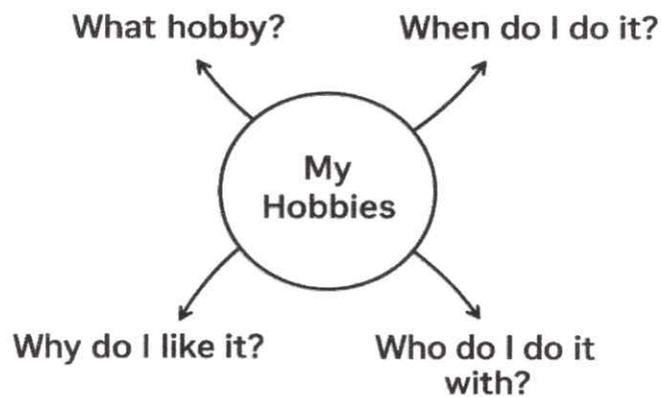working out   doing gymnastics   . playing football   skateboarding   skiing

BRAINSTORMING

What hobby?   When do I do it?

My Hobbies

Why do I like it?   Who do I do it with?

Name: **Date:**

WRITE A PARAGRAPH ABOUT YOUR HOBBIES

Photos