UNIVERSIDAD LAICA ELOY ALFARO DE MANABÍ

EXTENSIÓN CHONE

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TEFL IN COMMUNITY SERVICE

TÍTULO:

DESIGN OF A READING LESSON PLAN IN THE ENGLISH TEACHING-LEARNING PROCESS

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TUTOR CERTIFICATION

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CERTIFICATION

The present degree work, called "Design of a Reading 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 opinions and concepts expressed in this degree work are the result of the perseverance and originality of the author: Britney Valentina Giler Bravo, being her sole responsibility.

Chone, February 2026

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DECLARACIÓN DE AUTORÍA

Quien suscribe la presente: Britney Valentina Giler Bravo estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, declaro para constancia que el siguiente trabajo de titulación: "Design of a Reading 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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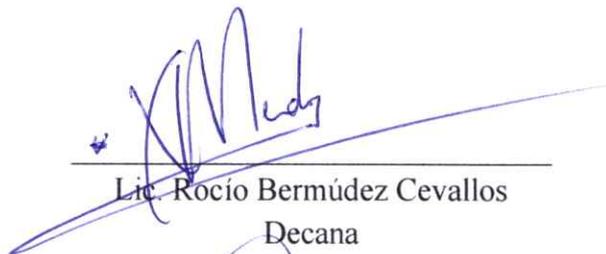
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Los miembros del Tribunal Examinador,aprueban el informe de proceso de solicitud de TEFL in Community Service sobre el tema "Design of a Reading Lesson Plan in the English Teaching-Learning Process" del año lectivo 2026, elaborado por la estudiante Britey Valentina Giler Bravo.

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Tutor

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Primer Miembro del Tribunal

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Segundo Miembro del Tribunal

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Secretaria de la Extensión Chone

Chone, Febrero 2026

Dedication

I dedicate this work, first and foremost, to my parents, especially my mother, Mayra Bravo, for her constant love, unconditional support, and for always being there for me throughout this journey, even in the most challenging moments.

I also dedicate this work to my uncles and aunts, especially my aunt Viviana Bravo, whose support in many ways-emotional, financial, and personal-was essential along this path. I am deeply grateful to my grandparents and other family members who, in one way or another, helped make this goal possible through their encouragement, generosity, and trust in me.

In an incredibly special way, I dedicate this work to my grandfather, Antero Giler, who supported me and guided me from a very young age. Although he is no longer physically present, his love, guidance, and values continue to accompany me and inspire me in every step I take.

Finally, I sincerely thank my friends, who were a constant source of emotional support and made this journey lighter with their companionship, understanding, and encouragement.

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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 "León Tolstoy" educational unit, part o

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f 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?

My expectations regarding teaching in community service were primarily focused on making a meaningful contribution to the educational process of the students at Unidad Educativa León Tolstoy, located in the rural community of El Bejuco. I consider this experience an opportunity to put into practice the knowledge acquired during my academic training, while also adapting to a context characterized by diverse educational levels and limited resources.

Education in rural contexts presents unique characteristics that require special pedagogical attention. Cultural, linguistic, and age diversity within the same group of students demands that teachers develop flexible skills and inclusive strategies in order to ensure equitable and meaningful learning. This reality highlights the need for sensitive and adaptive teacher training.

In rural areas classrooms it is very common to have students of different ethnicities and ages, for that reason it is very important that rural English teachers be prepared to face this type of challenges in the best possible way, because the levels and the students' learning rhythms are not the same and the curriculum has to be inclusive. (Quintero, 2023, p. 4)

I aspire for this experience to contribute to the strengthening of my pedagogical competencies, particularly in the design and implementation of differentiated teaching strategies for heterogeneous groups composed of students of different ages and grade levels. According to Acosta et al. (2024), "Adapting learning to students' specific needs fosters greater motivation and active engagement during classes, resulting in effective classroom inclusion" (p. 5).

Likewise, my objective is to promote children's interest in learning English by encouraging their motivation and the development of basic communicative skills. In this regard, Marmolejo Cifuentes (2020) states that "Teachers must continuously systematize their students' interest in achieving higher levels of English proficiency and possess the ability to offer more meaningful learning experiences that enable the achievement of the academic objectives established in the curriculum" (p. 8).

Similarly, I view this year of community service as an opportunity for personal growth that will allow me to better understand the educational reality of rural communities, face new challenges with responsibility and resilience, and reaffirm my commitment as a future graduate in Pedagogy of the National and Foreign Languages.

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

The reality of the educational context in which the community social service was carried out reflects the characteristics of a rural institution with limited resources, yet with

a constant commitment from the educational community to improve its conditions. "Rural schools often face deficient infrastructure and fewer resources, which affects educational quality, and urban curricula do not always adapt to rural needs, resulting in a disconnect from the local reality" (Salgado Oviedo, 2025, p. 3). Despite these limitations, collaborative work among teachers, students, families, and the community demonstrates that, through effort and creativity, it is possible to build meaningful educational opportunities and move toward a more just and inclusive education for all.

The institution has six classrooms assigned to eight student groups, which reflects an organizational effort to optimize the available space in order to ensure the development of pedagogical activities. Regarding sanitary infrastructure, the school has two functional bathroom units, as well as basic services such as electricity and potable water, which allow for the maintenance of minimum conditions of habitability and well-being within the institution.

With respect to technological facilities, a significant limitation is evident. The institution does not have computer equipment and has limited Internet connectivity, which aligns with the statement by Guarnizo et al (2025), "In rural settings, the implementation of these technologies faces structural challenges that limit their impact, generating significant gaps compared to urban contexts" (p. 4). Therefore, considering this reality, it becomes essential to promote initiatives and management efforts aimed at improving technological access, as reducing these gaps would not only enhance learning processes but also ensure greater opportunities for academic and social development for students in rural areas.

Additionally, the institution has only one loudspeaker, which is used for civic, cultural, and artistic events. Midway through the academic year, a television was installed in the classroom for initial education and first grade of basic education, representing a

small step toward the integration of audiovisual resources into the teaching–learning process. However, the lack of adequate technological media remains one of the main challenges for strengthening English language instruction, as well as other curricular areas that require visual and auditory support.

Despite these limitations, the community demonstrates creativity and collaboration to compensate for the lack of resources, as noted by Calderón Ñañez (2025):

> Considering technological alternatives, such as the use of illustrated materials, flashcards, and manipulatives that are accessible to both students and teachers, is key to contributing to progress in the development of English communicative skills. (p. 16)

Regarding recreational spaces, the institution has a concrete sports court and a wide area where children enjoy traditional games. The swings, made from local materials such as ropes, wooden planks, and cane, reflect the creativity and effort of the community to provide safe and functional play spaces. In addition, the construction of a seesaw through self-management and collaboration with external sponsors has been planned, demonstrating a participatory and supportive attitude oriented toward student well-being.

In summary, the reality of the educational context during community service is characterized by a rural environment with material and technological limitations, but also by notable community resilience and cooperation. These conditions have encouraged the development of an adaptive, creative, and committed teaching practice aimed at the continuous improvement of the educational process for the benefit of students. This aligns with the idea that "To ensure more equitable and inclusive education, it is essential to develop comprehensive strategies that combine investment in infrastructure, continuous teacher training, and the production of digital content relevant to the reality of rural students" (Guarnizo et al, 2025, p. 4). In this sense, the experience demonstrates that

although the challenges are significant, the combination of community commitment and strategic educational efforts can transform the school reality, opening pathways toward a more dignified education with greater opportunities for all rural students.

What were the results of the initial diagnostic assessment of students' English language proficiency?

The initial diagnostic assessment of students' English language proficiency revealed a low level of linguistic competence across the different communicative skills. Additionally, since the institution is in a rural context and operates under a single-teacher model, access to specialized English language instruction has historically been limited. In this regard, it is pertinent to consider that "traditionally, foreign language teaching in rural areas has been characterized by approaches focused on memorization and repetition, without considering students' real communicative needs" (Cabrera-González , 2023, p. 7).

From this perspective, it becomes necessary to rethink the pedagogical practices implemented, orienting them toward more communicative and contextualized approaches that respond to the realities of the rural environment and promote the gradual development of students' linguistic skills. It is important to note that this is only the second year in which students have received English classes taught by a teacher specialized in the area, marking an early stage in the language acquisition process, especially for higher educational levels.

During the application of the diagnostic assessment, it was also observed that most students experienced difficulties in both listening comprehension and oral expression due to limited prior exposure to the language. Reading and writing skills were likewise at a low level, revealing a lack of basic vocabulary and elementary grammatical structures. This situation can be explained by the absence of consistent exposure to the language and

the lack of didactic resources that promote contextualized and meaningful learning. Torres Loja & Estrella González (2022) point out that:

> Students find it difficult to learn this language because they do not have a support base that allows them to strengthen the learning acquired at school, as their parents and family members, in most cases, have not had access to schooling in this area. (p. 4)

Consequently, it is essential to implement more accessible, dynamic, and contextualized pedagogical strategies that strengthen the English language acquisition process based on students' real needs. With appropriate guidance and resources that promote constant practice, it is possible to progressively improve their performance and build solid foundations for language learning.

Furthermore, the rural environment in which the educational process takes place directly influences opportunities for contact with the English language, as students lack technological means or audiovisual materials to reinforce their learning. However, a positive attitude and willingness to learn were observed among the children, which constitutes an important starting point for the future development of their linguistic competencies. In this sense, various authors highlight the decisive role teachers play in building student motivation and providing continuous support throughout the learning process.

> Teachers are the essential actors of students' motivation because they help them to think about their own future, and at the same time, to have a better perception of how to achieve their goal, which is to learn a new language. (Quintero Merlin, 2023, p. 16)

Therefore, taking advantage of this intrinsic motivation and students' enthusiasm is fundamental for constructing meaningful learning experiences. The teacher's role

becomes crucial in sustaining this inspiration and creating pedagogical opportunities that allow children to progress, even within the limitations of the rural context.

In conclusion, the initial diagnostic assessment confirmed that students' English language proficiency is limited; however, there is significant potential for gradual improvement through continuous, contextualized instruction adapted to the characteristics and needs of the rural educational community.

What were the advantages and disadvantages in the planning and implementation of classes using the ECRIF, PDP, and Writing Process models?

During the development of the community service year, the application of the ECRIF, PDP, and Writing Process methodological models made it possible to structure English classes in a clearer and more coherent manner, adapting them to the needs and proficiency levels of students in the rural educational community. Each model provided significant advantages; however, they also presented certain limitations derived from both the institutional context and the students' initial level of English proficiency. According to Parrales Onofre (2025), "This framework helps students build communicative competence by guiding them through a process that emphasizes clarity, practice, and real-life application" (p. 7). Overall, the use of these methodological approaches contributed significantly to the gradual development of students' communicative skills, promoting more dynamic and contextualized learning. Although challenges remain, their implementation demonstrated that, with appropriate strategies and flexible pedagogical planning, it is possible to achieve meaningful progress in English language teaching in rural contexts.

Among the advantages, the ECRIF model facilitated an effective pedagogical sequence for the progressive acquisition of the language. The Encounter phase allowed for the introduction of new language through visual and dynamic activities, while the

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Clarify and Internalize phases helped students understand and practice basic structures before applying them with greater fluency. This approach proved especially useful for lower-level groups, where repetitive and contextualized exposure to new vocabulary and expressions through real communicative situations, role-playing activities, and recognition exercises supported long-term memory consolidation. By presenting words and phrases in meaningful and varied contexts, students were able to associate language with concrete situations, thereby strengthening comprehension and facilitating the spontaneous use of new content in later stages.

Likewise, the PDP model, focused on receptive skills (listening and reading), proved advantageous in structuring listening and reading comprehension lessons into three clearly defined stages: Pre, During, and Post. This approach facilitated the activation of prior knowledge, guided comprehension during task development, and supported the consolidation of learning upon completion of the activity. Its implementation encouraged active student participation, even when learners' language comprehension was limited, as it emphasized global understanding and guided interaction rather than linguistic accuracy.

As noted by Gavilanes Pilatasig (2022) "The ECRIF framework, which is a systematic process, helps students to speak and the PDP framework, which is designed to teach receptive skills, helps teachers to plan and provide effective listening lessons" (p. 40). In summary, both models proved to be valuable tools for strengthening the English language learning process, especially in environments with limited resources and initial levels of linguistic competence. Their clear structure, focused on gradual progression, contextualization, and participation, allowed students to develop greater confidence and motivation to communicate in the second language, demonstrating that well-planned and

methodologically grounded instruction can generate significant progress even in challenging educational contexts.

Regarding the Writing Process model, its application supported the gradual development of writing skills through stages such as brainstorming, drafting, revising, and publishing. "This process-oriented approach helps learners plan, develop, and refine their writing based on specific text types. It supports the gradual improvement of writing skills while fostering creativity and attention to structure and purpose" (Parrales Onofre, 2025, p. 7). Although students initially demonstrated difficulties in writing in English, this model allowed for the introduction of written production from a more flexible and less rigid perspective, encouraging creativity and self-confidence, even when students produced short sentences or used basic vocabulary.

However, several disadvantages were also identified in the planning and implementation of these models. One of the main limitations was the lack of technological resources and adequate teaching materials, which hindered the full implementation of the more interactive stages of each model. In this regard, Muñoz-Pilozo et al (2025) state that:

> Teachers in the rural sector face significant challenges in their role as educators. The main barriers include the scarcity of didactic resources, insufficient professional training in contextualized methodologies, and limited access to educational technological resources. (p. 14)

Additionally, students' low level of English proficiency and the age diversity within each group posed challenges when adjusting the pace and depth of activities. In some cases, it was necessary to simplify or adapt the stages of the models to ensure they were accessible and meaningful for all learners.

In conclusion, the ECRIF, PDP, and Writing Process models constituted valuable methodological tools that enabled the organization of teaching in a structured and process-oriented manner. Despite the limitations derived from the rural context and students' initial proficiency levels, their application contributed to the development of basic linguistic skills and to the strengthening of pedagogical practice from a communicative, reflective, and adaptive approach.

How did your community social service contribute to your personal growth?

Community social service constituted a meaningful experience that contributed profoundly to my personal growth. Direct contact with a rural community characterized by limited infrastructure and educational resources allowed me to develop greater social awareness and a broader understanding of the diverse realities of the Ecuadorian educational system. In this regard, it is acknowledged that "teaching practice in rural contexts goes beyond generating learning; it transforms the life of the community in which it takes place" (Coello Diaz, et al., p. 6), which was directly reflected in my formative process. This experience strengthened my ability to adapt to complex contexts and to face challenges with resilience, creativity, and commitment. As stated by Montoya De La Cruz, et al. (2022), "Teachers point out that professional practice within the rural context is a formative experience in itself" (p. 12). This allowed me to consolidate a more critical and reflective perspective on the teaching profession, understanding the importance of the teacher's role as an agent of social change capable of positively influencing the educational and human development of rural communities.

Likewise, working with heterogeneous groups in terms of age, academic level, and learning pace enabled me to cultivate patience, empathy, and active listening skills, which are essential qualities for responsible and conscious teaching practice. As the process progressed, I was able to identify my own strengths and areas for improvement,

which led me to reflect on my pedagogical practice and to develop greater confidence and autonomy in classroom decision-making. In line with Peña Pérez et al. (2021), who state that "Reflective teaching practice involves an exercise of metacognition" (p. 14), this conscious analysis of my teaching actions allowed me to adjust strategies, improve attention to classroom diversity, and adopt a more critical and committed stance toward my own professional development.

Furthermore, constant interaction with students, teachers, and community members fostered in me a stronger sense of social responsibility and teaching vocation. In this sense, it is recognized that "Through service-learning, students reach out and help others through sustained and meaningful interactions outside of the immediate college community" (Steven A. Meyers, 2009, p. 374), This was reflected in my understanding of the impact that committed teaching can have in contexts where educational opportunities have historically been limited. This experience not only strengthened my professional identity but also motivated me to value teaching as a transformative act capable of generating meaningful change in the lives of children and in the community as a whole.

Overall, community social service contributed comprehensively to my personal growth, enabling me to develop a more human, reflective, and committed vision of my role as a future professional in Pedagogy of National and Foreign Languages.

What elements of your teaching experience contributed to your professional training?

The teaching experience developed during community social service provided multiple fundamental elements for my professional training as a future graduate in English Language Pedagogy. First, the planning and implementation of classes in a rural context with limited resources strengthened my ability to design flexible, creative, and

contextualized teaching strategies, considering that "Teachers must strongly rely on their imagination and the resources available to them, as well as on their willingness and motivation to carry out their work" (Sánchez Sánchez & Jara Amigo, 2019, p. 135). This constant need for adaptation allowed me to develop more solid pedagogical criteria and the ability to select appropriate methodologies according to the characteristics of each group of students.

Likewise, working with heterogeneous levels contributed to the development of competencies related to classroom management, time organization, and attention to diversity. These experiences enabled me to understand the importance of differentiating activities, adjusting expectations, and fostering equitable participation—essential elements for effective professional performance in diverse educational settings.

Another significant contribution was the strengthening of my communication and leadership skills. As noted by Varela Crespo (2011) "Educators must generate and maintain an attitude of empathy toward individuals" (p. 2), In this sense, direct interaction with students, teachers, and community members required clarity in communication, empathy, and the ability to establish positive relationships. These competencies are indispensable in teaching practice and contribute to the development of an ethical and collaborative professional approach.

Similarly, the application of methodological models such as ECRIF, PDP, and the Writing Process allowed me to consolidate my theoretical knowledge by applying it in a reflective manner. This process facilitated a deeper understanding of how pedagogical decisions directly influence learning and how communicative approaches can be adapted even in contexts with material limitations.

Finally, the process of diagnostic and formative assessment carried out with students also contributed to my professional training by enabling me to identify progress,

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difficulties, and specific needs. This strengthened my evaluative judgment and my ability to plan improvement actions based on evidence, in line with Jaramillo Baquerizo & Herrera Pavo (2025), who state that "the primary goal of teacher professional development is the improvement of the quality of an educational system" (p. 372).

Overall, these elements of the teaching experience contributed significantly to my professional growth, allowing me to integrate theory and practice, develop essential pedagogical competencies, and reaffirm my commitment to inclusive, contextualized teaching oriented toward meaningful learning.

What weaknesses did you experience as a student-teacher?

During the development of my community social service, I was able to identify several weaknesses that became evident in the exercise of my teaching practice and that, in turn, represented opportunities for improvement in my professional training. One of the main weaknesses was the initial difficulty in managing heterogeneous groups in terms of age, learning level, and work pace common characteristics in rural contexts. "Unlike urban classrooms, rural classrooms often include students from different grade levels" (Sanahuja Ribés & Selusi Franch , 2022, p. 199). At the beginning of the process, it was challenging to balance attention between students who progressed more quickly and those who required greater support, which created difficulties in time management and activity differentiation.

Another significant weakness was related to the application of specific methodologies. Although I had theoretical training in models such as ECRIF, PDP, and the Writing Process, when implementing them in a rural context with limited resources, I experienced uncertainty and doubts regarding how to appropriately adapt each phase. As a result, there were moments when activities were oversimplified or when not all planned stages could be fully completed.

I also identified weaknesses in my classroom discipline management, especially during the initial months. In this regard, Montoya Beltrán (2007), states that:

Indiscipline occurs due to various factors, which may include the environment and the pressure experienced by students. However, discipline and indiscipline are not exclusive properties of children, as these are factors that also influence the educator. (p. 12)

Therefore, the varied ages of the groups, combined with students' energy and enthusiasm, required behavior management strategies that I was still in the process of developing. At times, this led to interruptions or the loss of valuable instructional time during lessons.

Additionally, I recognized that at the beginning of the experience, I had difficulty projecting confidence when speaking in front of the class. The nervousness associated with a new professional experience affected my fluency when giving instructions and my ability to respond immediately to unforeseen situations in the classroom. Over time, this weakness gradually diminished; however, it was clearly evident during the initial stage of my practice.

Finally, another important weakness was my limited experience with continuous assessment. Determining students' actual progress and adapting activities according to their needs was a process that required trial and error, as well as constant observation. Initially, I tended to focus more on completing the lesson plan than on adjusting it flexibly based on students' responses and learning outcomes.

Overall, these weaknesses formed a natural part of the professional development process. Recognizing them made it possible to undertake improvement actions, reflect on my teaching practice, and strengthen my performance throughout the community service

year, understanding that "Reflection on teaching and one's own teaching practices incorporates an ethical component" (Domingo Roget, 2021, p. 6).

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

Based on the experience gained during the community social service and the analysis of the real needs that arise in teaching practice, I consider that there are several elements that should be incorporated or strengthened within the courses of the degree program in Pedagogy of National and Foreign Languages. First, it is essential to include more in-depth training in classroom management in rural and multigrade contexts, considering that "Today, we continue to observe in rural areas of Ecuador that attending school remains a major challenge" (Burgos Briones et al., 2020, p. 364). This is justified by the fact that many teachers must work in institutions with combined grade levels, limited resources, and diverse sociocultural realities. More specific training in strategies for addressing heterogeneous groups would allow future teachers to face these scenarios with greater confidence and effectiveness.

Likewise, it would be beneficial to strengthen courses related to adaptive instructional planning by incorporating modules focused on the creation of contextualized materials, curriculum adaptation, and the design of activities that respond to different learning styles, taking into account that "the curriculum is flexible and strategies can be adapted according to students' needs" (Mosquera Esparza et al., 2023, p. 174). This would be especially useful for those who work in institutions that lack technological resources or specialized teaching materials.

Another important aspect is the incorporation of academic spaces that allow for deeper exploration of interculturality and community education, providing tools to better understand the social, cultural, and economic dynamics of rural or vulnerable

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communities. This knowledge is essential for establishing teaching practices that are respectful, relevant, and meaningful.

Similarly, considering modules dedicated to classroom discipline management, the development of socio-emotional skills, and conflict resolution techniques would contribute to strengthening the preparation of future teachers to face everyday classroom situations that require leadership, empathy, and preventive strategies. In this regard, Calderón Calderón (2024), states that "Educators, by focusing on aspects such as empathy, self-regulation, and decision-making, can contribute to creating an inclusive learning environment" (p. 286). From this perspective, initial teacher training should not only prioritize mastery of content and methodologies but also the comprehensive development of socio-emotional competencies that enable teachers to manage the classroom in an ethical, effective, and contextually responsive manner.

Finally, it would be valuable to integrate courses or workshops that allow student-teachers to develop competencies in formative and diagnostic assessment, as well as in the use of flexible and functional assessment instruments for contexts with limited resources. These skills would facilitate evidence-based pedagogical decision-making and a better understanding of students' learning progress.

In summary, incorporating these elements into the curriculum would promote a more comprehensive, contextualized education aligned with the real demands of the educational field, particularly in rural institutions and communities with material and technological limitations.

What were your strongest skills during your teaching experience?

During the development of my community social service, I was able to identify several skills that became consolidated as strengths within my teaching practice. One of the most outstanding skills was adaptability, especially relevant in a rural context with

limited resources and heterogeneous groups, understanding that "The teacher is not only a transformative agent, but also a subject of pedagogical knowledge, a reflective interpreter of educational reality, capable of adapting and creating new forms of pedagogy" (Monsalve Gómez & Fonseca Castillo, 2018, p. 19). This ability allowed me to adjust lesson plans, modify activities in real time, and respond flexibly to the specific needs of students, ensuring that the learning process remained active and meaningful.

Another relevant skill was creativity in the development of teaching materials and pedagogical strategies. Faced with the lack of technological and didactic resources, I designed visual, dynamic, and hands-on activities that facilitated the understanding of basic English vocabulary and structures. This creativity helped maintain students' interest and participation, enabling a more engaging and contextualized teaching approach.

Likewise, I strengthened my effective communication skills, both to deliver clear instructions and to create an atmosphere of trust that encouraged classroom interaction. Assertive communication was also essential for establishing classroom norms, resolving conflicts, and motivating students to participate actively, considering that "it is known that an emotionally competent teacher will be able to show greater empathy toward students" (Rojas Chacaltana et al., 2023, p. 76). In this sense, the development of communicative and emotional competencies is consolidated as a key component of teaching practice, as it directly influences the classroom climate and students' willingness to engage in meaningful learning.

Classroom management also became one of my strongest skills. Over time, I developed greater control over time management, the organization of collaborative activities, and behavior management in the classroom. This allowed for more structured and fluid lessons, despite the diversity of ages and levels within the groups. In this regard, Márquez Guanipa et al. (2007) state that "It is important for teachers to assume discipline

as a process aimed at achieving self-discipline, self-direction, and conscious discipline" (p. 131). From this perspective, classroom management goes beyond behavioral control and is oriented toward students' holistic development, fostering more autonomous, respectful, and supportive learning environments.

Finally, I highlight my professional commitment and responsibility, evidenced through consistent planning, prior preparation of activities, and the continuous search for strategies to improve student learning. This attitude contributed to strengthening my identity as a teacher in training and to taking seriously the impact that teaching can have on the educational community.

Overall, these skills represented key elements for the successful development of my teaching practice and constitute the foundation of my professional growth in the field of English Language Pedagogy.

What were the results of the comparison between the diagnostic test and the final test?

The comparison between the diagnostic test and the final test shows a gradual improvement in students' English language proficiency, although limitations typical of an early stage of language acquisition are still present. While the initial diagnostic assessment revealed a low level across all communicative skills, with marked difficulties in listening comprehension, speaking, reading, and writing, as well as a general lack of basic vocabulary and elementary grammatical structures, the final evaluation allowed for the identification of significant progress in fundamental aspects of language learning. In this regard, it is relevant to consider that:

> Diagnosis, on the one hand, should observe the skills involved in learning processes rather than aspects related to underlying psychometric factors, and on the other hand, it should attend to the reorganization of skills that have already

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been consolidated, mastered, or automated, as individuals attempt to construct new skill structures by experimenting with previously acquired knowledge through new forms, combinations, or mechanisms. (Alfaro Rocher, 2004, p. 84)

This perspective helps explain the progress observed between the two assessments.

Specifically, students demonstrated an increase in their basic vocabulary repertoire, recognition of simple phrases, and use of elementary structures. They were also able to more clearly distinguish affirmative, negative, and interrogative sentences, identify frequently used verbs, and understand everyday expressions, which indicates an initial appropriation of the formal components of the language. These results reflect that the pedagogical strategies implemented—more dynamic and contextualized—have contributed to strengthening students' linguistic knowledge, as stated by Ballesteros Carmona (2025):

Communicative activities allow students to practice the four language skills (speaking, listening, reading, and writing) in authentic contexts and enhance the development of communicative competencies that help them function in any context, knowing how to use their knowledge and what to do with it in the different situations present in their lives. (p. 253)

However, the comparison also reveals that difficulties persist in productive skills, particularly in pronunciation and reading. In the case of reading, these limitations are intensified because several students still struggle with reading fluency even in their mother tongue, Spanish, which directly affects their ability to decode and comprehend texts in English. Additionally, the limited exposure to the language must be considered, given that this is only the second year in which students have received English instruction from a specialized teacher. Furthermore, contextual factors typical of rural settings—such

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as irregular student attendance, delayed start of some classes, and the loss of instructional time due to holidays and local festivities—have restricted the continuity of the learning process and, consequently, the more solid development of linguistic competencies.

In this sense, although the final test does not reflect an advanced command of the language, it does confirm real progress compared to the initial diagnostic assessment. Students have built basic foundations in vocabulary and grammatical structures; however, they still require systematic support, increased practice time, and more stable pedagogical conditions to strengthen pronunciation, reading, and oral production. In this regard, it is important to recognize that:

> Such support can generate benefits aimed at achieving meaningful transformation, requiring educational institutions to raise awareness of the need for change in both administrative aspects and pedagogical dimensions, fostering new perspectives, ideas, and practices framed within a dynamic of quality implementation. (Abanto Zorrilla et al., 2021, p. 4)

Therefore, the comparison between both assessments allows us to conclude that English language learning has been favorable within the possibilities of the context, evidencing concrete progress while also highlighting the need to continue with gradual, contextualized instruction aligned with the students' initial level.

Conclusions

- The development of the community social service demonstrated that, even in rural contexts characterized by limited infrastructure, technological resources, and teaching materials, it is possible to promote meaningful teaching–learning processes when instructional practice is grounded in pedagogical flexibility, contextualization, and professional commitment. Institutional resilience and the active participation of the educational community made it possible to transform

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material constraints into formative opportunities, fostering a more equitable, inclusive, and contextually relevant education aligned with the sociocultural reality of the environment.

➕ The comparative analysis between the diagnostic test and the final assessment revealed progressive improvements in students' English language proficiency, particularly in the recognition of basic vocabulary, elementary grammatical structures, and general comprehension of simple messages. Although difficulties persist in productive skills, the results confirm that planned, gradual, communicative, and contextualized instruction supports the consolidation of initial linguistic foundations, even in scenarios with limited exposure to the language and challenging pedagogical conditions.

➕ The implementation of the ECRIF, PDP, and Writing Process methodological models contributed significantly to the coherent organization of lesson planning and execution, promoting process-oriented teaching, active student participation, and the development of communicative competencies. Despite the limitations inherent to the rural context and the learners' initial level of proficiency, these approaches proved to be effective pedagogical tools for structuring the teaching–learning process and for strengthening a reflective, adaptive, and meaningful teaching practice.

Recommendations

➕ It is recommended that administrative authorities and institutions responsible for educational policy sustainably strengthen investment in school infrastructure, the provision of teaching resources, and access to educational technologies in rural institutions, to enhance existing pedagogical practices and reduce quality gaps between urban and rural contexts.

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- It is also suggested to institutionalize formative assessment processes and continuous pedagogical support that allow for systematic monitoring of students' progress and timely adjustments to instructional planning. Additionally, prioritizing strategies that increase opportunities for oral and listening practice through communicative activities and contextualized materials is strongly advised.

- Finally, it is recommended that initial teacher education programs deepen the theoretical and practical exploration of communicative methodological models, incorporating opportunities for application in real contexts, particularly in rural and multigrade settings, as well as spaces for pedagogical reflection that strengthen evidence-based didactic decision-making.

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El Bejuco, 4 Agosto 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 **Britney Valentina Giler Bravo** con número de cédula **131746997-9** quien realizó sus prácticas desde el **20 de mayo hasta el 06 de agosto del 2025** (primer semestre). Este informe responde a los puntos requeridos:

Primer Semestre (20 de mayo hasta el 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.

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3. Actitudes Docentes

Desde el inicio, Valentina 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 y el ámbito profesional .

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 , además ha motivado también a los padres de familia a involucrarse con las tareas de los niños y así lleva su enseñanzas a mas miembros de la comunidad de forma directa y indirecta .

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.

Lcda.Mercy Graciela Zambrano Zambrano .Mgs
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CORDINADOR EDUCATIVO U.E.L.T

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El Bejuco, enero 22 del 2026

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 **Britney Valentina Giler Bravo**, con número de cédula **1317469979**, quien realizó sus prácticas desde el **15 de septiembre hasta el 27 de febrero del 2026** (segundo semestre). Este informe responde a los puntos requeridos:

Segundo Semestre (15 de septiembre al 27 de febrero de 2026)

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

Durante el segundo semestre, Valentina consolidó sus habilidades pedagógicas, demostrando mayor seguridad y creatividad en sus clases. Empleó actividades dinámicas y materiales complementarios que facilitaron la comprensión de temas más complejos, como estructuras gramaticales básicas.

2. Aporte Académico

En esta fase, su aporte se reflejó en el avance de los estudiantes, quienes mostraron mayor confianza para participar en ejercicios prácticos y mejorar su pronunciación. También introdujo actividades de lectura y escritura que enriquecieron el aprendizaje.

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3. Actitudes Docentes

Valentina mostró una evolución notable en su actitud profesional, destacándose por su compromiso y empatía. Su liderazgo en el aula permitió que los estudiantes se sintieran más motivados y apoyados en su proceso de aprendizaje.

4. Contribución a la Comunidad

En esta etapa, su trabajo impactó positivamente en la comunidad educativa, promoviendo valores como el respeto y la colaboración. Su esfuerzo contribuyó al desarrollo de competencias lingüísticas esenciales entre los estudiantes.

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.

Leda.Merey Graciela Zambrano Zambrano .Mgs
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Pothographic evidence
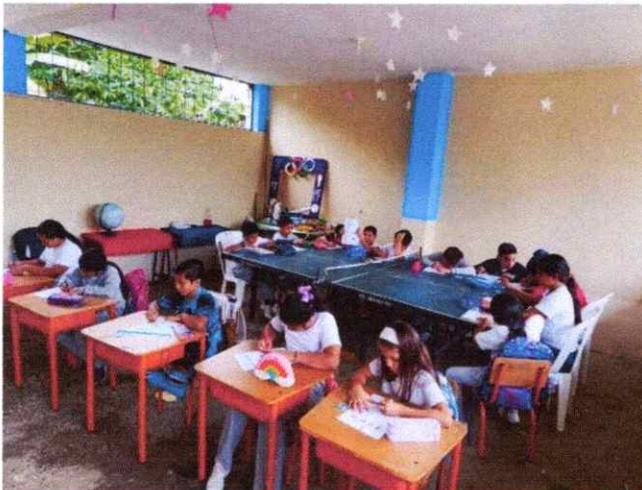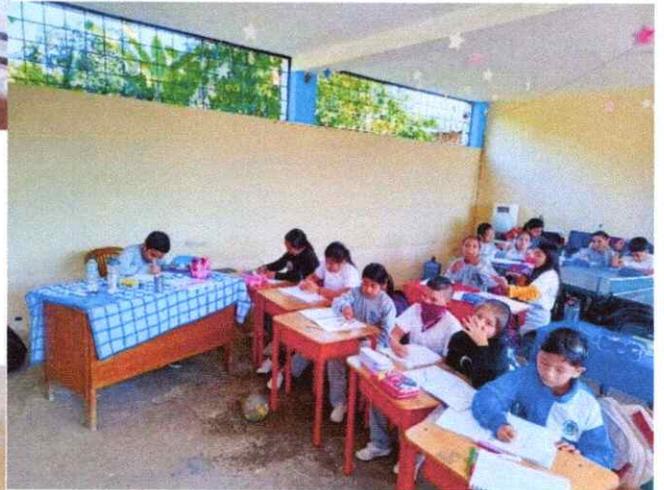
Lesson plans

Writing lesson plan

Name: Valentina Giler Bravo   **Level:** Basic

Date:

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

1. Hel students write affirmative sentences using the simple reset tense.

2. Encourage students to organize their ideas when writing short sentences.

What are your Student Learning Objectives for the lesson? By the ed of the lesson, SWBAT.

USE the simple present tense in affirmative sentences

TO describe their daily routines

IN short written sentences

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 monitoring their writing during the activities and by reviewing the sentences they write in their worksheets and notebooks.

At the end of the class, students should be able to write at least three affirmative sentences using the simple present tense correctly.

Preliminary considerations: What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?

I expect students to know basic vocabulary related to daily activities such as wake up, eat, go to school, play, sleep.

Students are familiar with personal pronouns (I, you, we, they).

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

Some students may confuse the word order in sentences.

Others may forget to use the verb correctly in the affirmative form.

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

I will write clear sentence models on the board and guide students step by step.

I will provide examples and monitor students closely while they write.

Time	Framework Stage	Procedure		Interaction	Materials Needed
		Teacher will…	Students will…	T-S/S-S VAKT	
10 minutes	Preparation	Introduce the simple present tense using daily routine examples. Write model sentences on the board and explain the structure.	Observe, listen, and repeat the examples.	T-Ss V	Board, markers
7 minutes	Drafting	Guide students to write simple affirmative sentences. Give a worksheet and explain how to write sentences.	Write short sentences using the simple present tense.	T-Ss V	Worksheet
8 minutes	Revising	Check students' sentences and provide feedback.	Identify errors and make corrections.	T-Ss VA	Worksheet

		Read some sentences aloud and correct mistakes.			
15 minutes	Editing	Ask students to write sentences about their daily routine. Guide and monitor students while writing.	Write 3–4 sentences using the simple present tense.	T-Ss V	Notebook, pencil
5 minutes	Extension	Invite students to share their sentences. Encourage students to read their sentences aloud.	Share their sentences with the class.	T-Ss A	Notebook

wake up

wash

brush teeth

brush hair

get dressed

eat breakfast
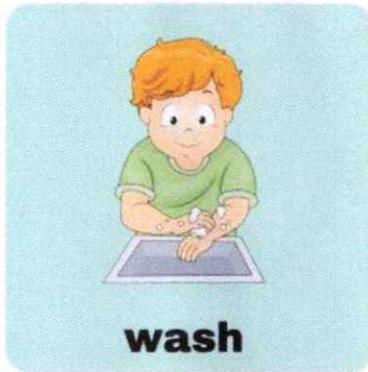
2- Write a paragraph about your own daily routine:

_____

_____

_____

_____

_____

_____

_____

_____
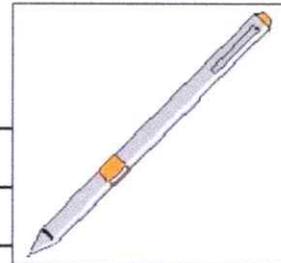
<h1 align="center">Listening lesson plan</h1>

Name: Valentina Giler Bravo   **Level:** Basic

Date:

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

1. Improve students' listening comprehension through repetition and simple tasks.

2. Help students identify key vocabulary from audio related to daily activities.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

SHOW understanding of a listening activity about daily routines.

THEN identify basic vocabulary mentioned in the audio and simple questions based on the listening.

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 asking oral questions during the lesson and by observing how they complete the listening activities.

Students will demonstrate understanding by identifying and ordering the activities mentioned in the audio.

Preliminary considerations:

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

I expect students to know basic vocabulary such as wake up, eat, go to school, play, sleep.

They are familiar with simple present tense sentences.

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

Some students may have difficulty understanding the pronunciation in the audio.

Others may feel insecure listening to English without written support.

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

I will repeat the audio and provide visual support before listening.

I will speak slowly and clarify meanings using examples and gestures.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
7 minutes	Pre	Introduce the topic "Daily activities" and review key vocabulary. Ask simple questions and show pictures related to daily routines.	Answer questions and observe pictures.	T-Ss V	Pictures
10 minutes	Early during	Explain that students will listen to an audio about daily activities. Play the audio for the first time and explain the task.	Listen carefully to the audio.	T-Ss A	Audio, speaker
10 minutes	Middle during	Play the audio again and guide the activity.	Identify and circle the activities they hear.	T-Ss / Ss-Ss AK	Worksheet, pencil

		Repeat the audio and give instructions.			
13 minutes	Later during	Ask questions based on listening. Ask simple comprehension questions and monitor students.	Answer questions and order activities in their notebooks.	T-Ss AK	Notebook
5 minutes	Post	Reflect on the listening activity. Ask students which activity was easy or difficult.	Share opinions about the listening.	T-Ss A	Personal opinions

wake up | wash | brush teeth

brush hair | get dressed | eat breakfast
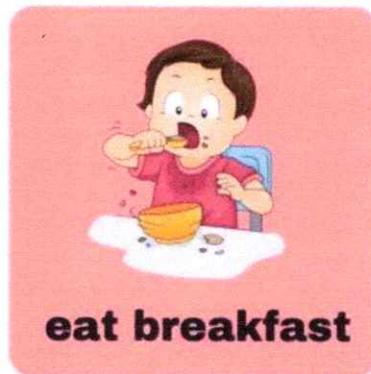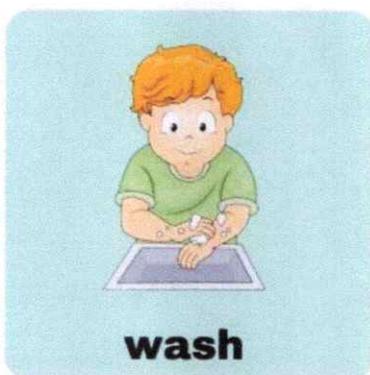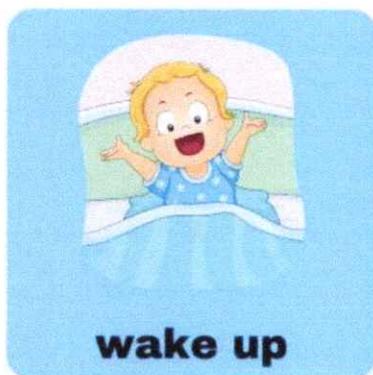
Name: .... Class ....

🔊 Listen and choose the correct picture.

🔊 get up			
🔊 eat breakfast			
🔊 get dressed			
🔊 read a book			
🔊 watch TV			

Name: Valentina Giler   **Date:**   **Level:** Basic

Action points

1. Create a real-world scenario for fluent use of greetings and introductions.

2. Provide sufficient opportunities for students to internalize new vocabulary and

    phrases related to greetings early in the lesson.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, **SWBAT:**

USE basic greeting phrases ("hello", "nice to meet you", "how are you") and responses

("I'm fine", thank you", "nice to meet you too")

TO introduces themselves and greets others.

IN a role-play activity simulating a social gathering (a party, community event)

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?

1. Observe if students can identify and repeat greeting phrases during the initial

    presentation and matching activity.

2. Use comprehension checking questions to ensure students understand the

    meaning and context of greetings.

3. Monitor the students during drilling and gap-fill activities to check accurately

pronunciation and recall of phrases.

4. Observe students in pair work to see if they can use greetings with minimal

    teacher support.

5. Monitor the role-play activity to assess whether students can use greetings and

    introductions fluently in a simulated social gathering.

Preliminary considerations:

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

I expect most students will know basic greetings like "Hello" and "Hi", but may not be familiar with responses like "Nice to meet you" or formal greetings like "Good morning." Students likely know how to say their names and basic personal information ("My name is…").

Students may recognize visual cues (pictures of people shaking hands) but may not connect them to specific phrases.

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

Students may struggle with the pronunciation of certain phrases ("Nice to meet you").

Some students might find it difficult to distinguish between formal and informal greetings.

The role-play activity may be challenging due to the need to combine greetings with spontaneous introductions.

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

I will model pronunciation clearly and use drilling to reinforce correct pronunciation.

I will provide examples of formal vs. informal greetings and use CCQs to clarify their use.

I will demonstrate the role-play activity with a strong student or co-teacher to clarify expectations and provide a model.

Time	Framework stage	Procedure		Interaction	Materials Needed
		Teacher will	**Student will**		
5 min	**Warm up/Name game**	– Write "Greetings" on the board and prompt students to share known greetings. – Explain when greetings are used (e.g., meeting someone new). – Instruct students to play "Stand and Greet" game and demonstrate with a student. – Link to lesson: "Today, we'll learn more greetings and how to introduce ourselves."	– Shout out greetings they know in English or their native language. – Discuss briefly when greetings are used. – Stand, walk to a partner, say a greeting they know (e.g. "Hi!"), and switch partners twice.	T-Ss Ss-Ss	Whiteboard, marker
15 min	**Encounter**	– Show pictures of people greeting (e.g., shaking hands waving). – Present key phrases: "Hello," "Hi," "Good morning," "Nice to meet you," "How are you?" and responses. – Tell a story about meeting someone at a party, modelling greetings. – Provide flashcards and instruct students to match	– Observe pictures and listen to the teacher's presentations of phrases. – Listen to the story and repeat phrases after the teacher. – Work in pairs to match phrases to pictures.	T-Ss Ss-Ss Ss-T	Pictures, flashcards, whiteboard

		phrases to pictures in pairs.			
10 min	**Clarify**	– As CCQs: "Point to picture of 'Hello', "Is 'Good morning' used at night?", "Do you say 'Hi' or 'Good evening' to a friend in the afternoon?" – Explain formal vs. informal greetings and clarify as needed.	– Answer CCQs to demonstrate understanding of greetings. – Ask questions if confused about formal vs. informal greetings. – Point to pictures or respond verbally to clarify meaning.	T-Ss Ss-T	Worksheets, flashcards,
15 min	**Remember**	– Lead pronunciation drilling of key phrases. – Distribute gap-fill worksheets and monitor students as they complete dialogues. – Provide matching exercises (greetings to responses) and check answers.	– Repeat phrases during pronunciation drilling. – Complete gap-fill dialogues (e.g"my name is Ana." "Nice to ____you."). – Match greetings to appropriate responses in the exercise.	T-Ss Ss-T	Worksheets, flashcards
15 min	**Internalize**	– Distribute information gap worksheets and explain the activity. – Provide role-play prompts and demonstrate a short introduction with a student.	– Work in pairs to ask and answer about names and greetings using prompts (e.g., "Geet your partner and ask their name").	Ss-Ss	Worksheets, role-play prompts

		– Monitor pairs and offer support as needed.			
15 min	**Fluency**	– Explain the role-play activity (simulate a social gathering, e.g., a party). – Distribute scenario cards and monitor students without interrupting for corrections. – Observe fluency and note areas for future feedback.	– Mingle, greet each other, and introduce themselves using target phrases in a simulated social gathering. – Use scenario cards to guide interactions.	Ss-Ss	Role-play scenario cards

Name: Valentina Giler   **Date:**   **Level:** Basic

Action points

1. Ensuring all students remain focused during skimming and scanning tasks.

2. Providing clear differentiation between formal and informal classroom language related to the school theme.

What are your Students Learning Objectives for the lesson?

By the end of the lesson SWBAT:

Show understanding of a text about school.

By identifying key details and vocabulary related to the school environment.

Then answer comprehension questions in complete sentences and apply school-related vocabulary in a follow-up activity.

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?

During the Early During Stage, review students' title choices to confirm the identified the main idea.

During the Final During Stage, evaluate students' summaries for comprehension and use of school-related vocabulary.

In the Post-Stage, observe the dialogues to ensure students use the target vocabulary correctly and appropriately.

Preliminary considerations:

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

Students are familiar with basic school-related vocabulary (e.g., "teacher," "student," "classroom" and simple present tense.

They have practiced skimming and scanning in previous reading lessons.

Basic understanding of question formation and answering in complete sentences.

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

Understanding less familiar school-related vocabulary (e.g., "bulletin board," "hallway").

Answering comprehension questions in complete sentences with accurate grammar.

Scanning to locate specific details within a time limit.

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

Pre-teach vocabulary with visuals or realia (e.g., pictures of a backpack, bulletin board).

Provide a model for answering questions in complete sentences.

Demonstrate skimming and scanning tasks clearly and use timed practice to improve efficiency
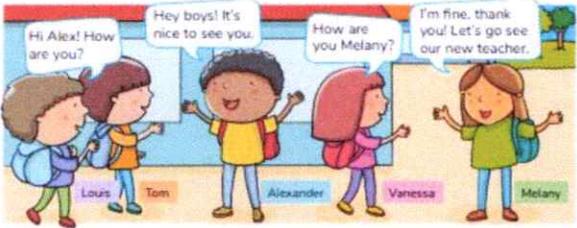
Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Material Needed
		Teacher will...	Students will...		
5 min	Warm up	– Write the word "School" on the board and ask: "What words come to mind when you think of school? – Show flashcards with school-related images (e.g., backpack, classroom, teacher) and ask students to name them. – Play a quick game: "Find the object" – Describe an item (e.g., "it's something you carry boos in") and students guess the word (e.g., "backpack").	– Brainstorm school-related words in pairs and share with the class. – Name the objects on the flashcards. – Guess the described school items in the "find the object" game.	T-S S-S S-T	Whiteboard, flashcards
15 min	Pre-Stage	– Introduce the topic by asking "What do you do on your first day of school? – Show pictures of school-related items (e.g., bulletin board, hallway). – Pre-teach vocabulary: "Uniform," "backpack," "hallway," "classroom,"	– Discuss in pair what they do or see on the first day of school. – Predict vocabulary words they might find in the text (e.g., "classroom," "teacher"). – Match vocabulary words to pictures on the board.	T-S S-T	Whiteboard, flashcards, realia.

		"Teacher," "classmate," etc., using flashcards or realia.			
10 min	**Early During Stage**	– Provide the text – Set a 2-minute time limit for students to skim the text and identify the main idea. – Ask: "What is the text about?"	– Skim the text to identify the main idea (e.g., "The text is about Alex's first day of school and meeting his friends"). – Choose the best title from 3 options (e.g., "Alex's Exciting First Day," "A New School Year," "Meeting the Teacher").	T-S S-T	Handout of the text, timer
15 min	**Later During Stage**	– Provide a task sheet with 5 comprehension questions. – Instruct students to scan the text to find answers. – As students to underline the sentence in the text that shows Alex's excitement.	– Scan the text to find answers to the questions and write them in complete sentences (e.g., "Alex's excitement to go back to school." – Underline the sentence showing Alex's excitement. – Share answers in pairs.	T-S S-S S-T	Handout of the text, task sheet with questions.
15 min	**Final During Stage**	– Ask students to read the text carefully and summarize the paragraph about Alex arriving at school in their own words. – Guide students to infer the meaning of words like	– Summarize the paragraph in 2 sentences. – Guess the meaning of unfamiliar words using context. – Discuss the teacher's tone	T-S S-S S-T	Handout of the text, whiteboard for group summarizes.

		"hallway" or "classmate" from context. – Discuss: "What is the teacher's tone when she says, 'Good morning children!'?"	(e.g., friendly, welcoming) in small groups.		
15 min	**Post Stage**	– Ask students to write a short dialogue using 3-4 school-related vocabulary words (e.g., a student introducing a classmate to the teacher). – Facilitate a group discussion: "What would you say to a new classmate on the first day?" – Assing homework: Read a short magazine article or comic strip about school life and write 5-sentences summary.	– Write and share a dialogue in pairs, using words like "classmate," "teacher," or "classroom". – Discuss how they would greet a new classmate. – Prepare to summarize the homework reading.	T-S S-S S-T	Whiteboard, paper for dialogue activity.

Annexes

1. Read and listen to the following greeting dialogues.

Hi Alex! How are you?

Hey boys! It's nice to see you.

How are you Melany?

I'm fine, thank you! Let's go see our new teacher.

Louis Tom Alexander Vanessa Melany

Good morning boys and girls! Welcome to the Fourth grade. My name is Miss Cecilia.

Good morning, Miss Cecilia.

How are you today?

Fine, thank you! And you?

2. Work in pairs with your classmates to practice these greetings.
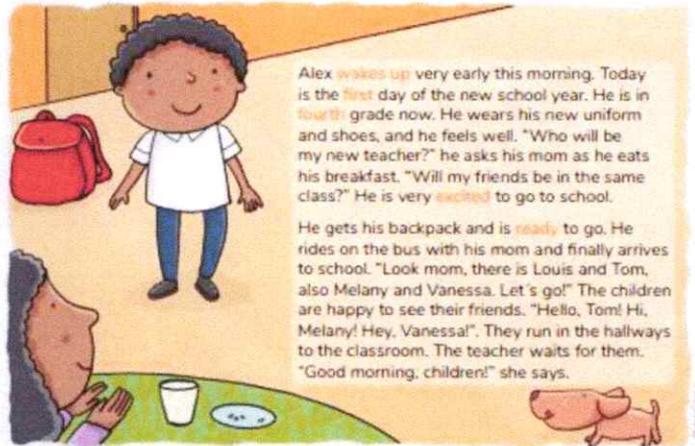
Audio
Listen to the recording

3. After you greet your teacher and friends, draw and write a short greeting for a friend in one box, and in the other box, write a formal greeting to your teacher. Use the words you learned in the dialogue boxes.

GLUE CALCULATOR BAG BLACKBOARD

HIGHLIGHTER PAINT BRUSH RULER PENCIL SHARPENER

1. Read the story.

Alex wakes up very early this morning. Today is the first day of the new school year. He is in fourth grade now. He wears his new uniform and shoes, and he feels well. "Who will be my new teacher?" he asks his mom as he eats his breakfast. "Will my friends be in the same class?" He is very excited to go to school.

He gets his backpack and is ready to go. He rides on the bus with his mom and finally arrives to school. "Look mom, there is Louis and Tom, also Melany and Vanessa. Let's go!" The children are happy to see their friends. "Hello, Tom! Hi, Melany! Hey, Vanessa!". They run in the hallways to the classroom. The teacher waits for them. "Good morning, children!" she says.

Vocabulary

wake up: open your eyes after sleep in the morning
excited: very happy
first: number one in line
fourth: number four in line
ready: you have everything to go

2. Look at the vocabulary words and complete the following sentences.

a. Today is the _____ day of the new school year.

b. He is in _____ grade now.

c. He is very _____ to go to school.

d. He gets his backpack and is _____ to go.

3. Answer the following questions related to the story. Use complete sentences.

a. Who is excited to go back to school? _____

b. What grade is he in now? _____

c. What does he get to be ready for? _____

d. How do they go to school? _____

e. Where are his friends? _____