**UNIVERSIDAD LAICA ELOY ALFARO DE MANABÍ**

**EXTENSION CHONE**

**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

TELF in Community Service

**Theme:**

Listening Lesson Plan in the Teaching-Learning Process

**Author:**

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**Tutor:**

Lorena Saltos Dueñas

**Chone – Manabí – Ecuador**

2026

## TUTOR CERTIFICATION

Lic. Celia Saltos Dueñas, Professor of the Universidad Laica Eloy Alfaro de Manabí, Extension Chone, as a tutor of the degree work.

## CERTIFICATION

The present degree work called: "Listening Lesson Plan in the 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 its author: NAYELY MICHELLE ZAMBRANO ZAMBRANO, being her exclusive responsibility.

Chone, February 2026

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**Lic. Celia Saltos Dueñas**

**TUTOR**

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**UNIVERSIDAD LAICA ELOY ALFARO DE MANABÍ**

**CHONE**

**DECLARACIÓN DE AUTORÍA**

Quien suscribe la presente: Nayely Michelle Zambrano Zambrano, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, declaro para constancia que el siguiente trabajo de titulación: "Listening Lesson Plan in the 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.

Responsabilidad por opiniones, investigaciones, resultados, conclusiones y recomendaciones; así como la información obtenida en este trabajo de grado, modalidad de integración curricular, es de exclusiva responsabilidad de su autor, excepto citas textuales.

Chone, Febrero 2026

Nayely Michelle Zambrano Zambrano

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**Autora**

**UNIVERSIDAD LAICA ELOY ALFARO DE MANABÍ**

**CHONE**

**APROBACIÓN DEL TRIBUNAL EXAMINADOR**

**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: Listening Lesson Plan in the Teaching-Learning Process del año lectivo 2026, elaborado por la estudiante Nayely Michelle Zambrano Zambrano.

_____                      _____
Lic. Rocío Bermúdez Cevallos                   Lic. Celia Saltos Dueñas

Decana                                         Tutora

_____                      _____
Primer Miembro del Tribunal                    Segundo Miembro del Tribunal

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Secretaria de la Extensión Chone

Chone, Febrero 2026

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## Dedication

I dedicate this work to God, to my family, mainly to my parents and my sister, for their constant love, encouragement, and sacrifices. This achievement is a reflection of their love and faith in me.

**Nayely Zambrano**

## Acknowledgment

I would like to express my sincere gratitude, first and foremost, to God, who always guided and protected me. I am deeply grateful to my family, especially my parents, for their unconditional support, love, and sacrifice, which were the fundamental pillars that helped me reach this goal and the constant motivation to move forward without disappointing them. To my sister, for always being my role model and source of support. I would also like to extend my sincere appreciation to Universidad Laica Eloy Alfaro de Manabí for providing me with the academic training and opportunities that contributed to my professional growth. My gratitude goes to all my professors for their knowledge, guidance, and dedication throughout my university years, which significantly enriched my learning process. A special thanks to my tutor, Lorena Saltos, for her guidance, patience, and constant support during the development of this work. To my friend and study partner, Maoly, for her loyal companionship throughout my university years. To my boyfriend for his love, for always being there for me, listening to me, encouraging me, and helping me disconnect at times, as my cousins did. Finally, I would like to thank myself for my effort, dedication, and perseverance in completing this important stage of my life.

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**Nayely Zambrano**

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# INDEX

# Introduction

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

The TEFL program seeks not only to provide students with linguistic skills, but also to promote cultural and social integration through community service. Through this approach, a collaborative link is created between educators, volunteers, and rural educational institutions, strengthening the teaching of English in a practical and contextualized manner.

The implementation of this initiative in the canton of Chone has a significant impact, as it responds to 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, thus contributing to the educational and social progress of rural areas.

The Degree Program in Pedagogy of National and Foreign Languages at the Laica "Eloy Alfaro" University of Manabí, through the TEFL in Community Service graduation modality, seeks to ensure that pre-service teachers strengthen competencies related to the "planning and execution of the English as a Foreign Language teaching process to improve the level of English language proficiency among students in public or faith-based educational institutions in Planning Zone 4 of Ecuador". (PINE-ULEAM, 2022) Under this premise, the Chone Extension empowers its students to intervene in educational practice with the aim of transforming and organizing learning processes in rural localities of the canton.

The "Camilo Delgado Balda" educational institution, belonging to the Chone–Flavio Alfaro Education District 13D07, and supported by the inter-institutional framework agreement between the university and the Ministry of Education, provides the university community with the opportunity to respond to unmet educational needs. Consequently, the challenge faced by student teachers is: How can English language learning be promoted through community service in rural localities by systematizing lesson plans based on the TEFL model? Strengthening links of shared social responsibility allows students to contribute to improving the quality of life in the community through service-learning. (Caldera, 2008)

### 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.

### 1. What were your expectations regarding teaching in community service?

At the beginning, my expectations regarding teaching in community service were uncertain, as I had taught on a few occasions before but never consistently. Therefore, being officially responsible for the English department at the primary level raised concerns about the

teaching environment and my performance as a full-time teacher. Classrooms are diverse, and I was concerned about how students would perceive me. I felt a mix of nervousness and motivation because I wanted to give my best and apply effective teaching strategies, using technological and physical resources, and truly connect with my students.

Over time, I understood that expectations are constantly transformed through real classroom experiences. I learned that teaching is not just about applying knowledge but also about adapting, understanding students' needs, and growing together in the process of learning.

As Dieleman (2022) explains, service learning is crucial in education because it demonstrates its value in connecting academic outcomes with social outcomes. In this context, service refers to structured, community-focused activities in which students apply academic knowledge to address practical issues, fostering both learning and social impact. This idea became evident throughout my experience, since teaching English in a rural context required not only theoretical knowledge but also being sensitive to students´ realities.

Service-learning is described as "a transformative educational practice that fully engages students in the learning process and validates their lived experiences" (Robinder, Davies, Hall, Kuk, & Santos, 2012, p. 45). For this reason, I consider that this experience was enriching because it helped me grow both professionally and personally. Additionally, this type of practice strengthens social awareness, a sense of responsibility, and connection with the community, enriching the overall development of both teachers and students.

## 2. What was the reality of the educational context (infrastructure and facilities) .in your educational community service?

The reality of the educational context differed significantly from my initial expectations. The school facilities were not in the best condition; for example, there was a situation where the

entire community organized fundraising activities to renovate the bathrooms. Meanwhile, internet connectivity was available but not always stable. The institution had an office, a sports court, and a laboratory in addition to the classrooms. However, the laboratory was occupied most of the time, so I was not able to use it frequently.

Regardless of these limitations, I perceived that the use of technology such as educational platforms and applications are powerful resources that enhance language learning when available. These tools make classes more interactive, motivating, and effective. Nonetheless, the experience also taught me the value of innovation and flexibility; even with minimal resources, meaningful and dynamic experiences can be designed.

As Kormos (2021) affirms:

Rural schools often lack access to high-speed internet, which limits students' ability to use online learning materials, educational software, and digital libraries. This situation creates significant challenges for both teachers and students, as it restricts opportunities to engage with modern educational resources and deepens the digital divide between rural and urban contexts (p. 32).

Although this situation is common in many rural contexts, as teachers, we should not view it as a limitation. On the contrary, this challenge pushes us to improve, just as it did in my case. Through my experience, I learned that even when resources are scarce, teachers and students can create useful and engaging learning experiences, valuing creativity and resilience as central elements of the educational process. All learning processes involve becoming "agentic actors of social practices, as well as of their own lives, identities, experiences, and shared history" (A. Rajala, Cantell, A. Saariaho, & Taimela, 2023, p. 14). It was clearly reflected in my teaching

context, where I learned to be more creative and to adapt my classes according to my students' need.

### 3. What was the result of the initial diagnosis of the students' English proficiency?

In the diagnostic test, I observed that some students remembered certain topics, while others had forgotten most of them. There were also new students from schools where English was not taught, so they had no prior exposure to the language. Because of this, I dedicated approximately three weeks to reviewing and reinforcing basic concepts before moving on to new content.

In terms of reading, many students could identify familiar words or short sentences but found it difficult to understand longer passages or extract key ideas, often translating word by word. Regarding listening, comprehension was initially weak because students were not accustomed to hearing English frequently. However, using songs, short videos, and interactive exercises, their listening skills gradually improved. Concerning speaking, most learners were shy and insecure about making mistakes. Nonetheless, with continuous encouragement through dialogues and role-plays, they became more confident and started forming complete sentences. Finally, in writing, students could copy short sentences but struggled with grammar and spelling. Through explicit modelling and practice, they began expressing their thoughts more clearly and organizing their ideas in English.

Recognizing students' varying levels of proficiency in reading, writing, listening, and speaking is essential for designing lessons that build on their strengths while addressing their challenges (Gibbons, 2015, p. 45). For me, the diagnostic phase was essential to identify the different learning levels and to adjust my teaching strategies accordingly. This process also highlighted the significance of differentiation and scaffolding, since not all students begin from

the same starting point. Acknowledging this reality enabled me to create a more inclusive and equitable learning environment.

Leon (2023) emphasizes that using scaffolding strategies fosters a positive learning environment that encourages English learners to take risks, participate actively, and collaborate with peers. By providing structures of support and guidance, teachers empower students to overcome language barriers and engage meaningfully in classroom discussions and activities. Such participation and collaboration not only enhance language development but also cultivate interpersonal and communication skills that are vital for academic success and personal growth. In my own experience, these strategies helped my students develop greater assurance, stronger communication skills, and a sense of autonomy in their learning.

4. **What were the advantages and disadvantages of planning and conducting lessons using the ECRIF, PDP, and Writing Process models?**

**Advantages:**

These models helped me organize my lessons effectively. First of all, the ECRIF model guided students through a gradual process, moving from exposure and comprehension to internalization and fluency, which allowed me to monitor their progress. In addition, the PDP (Pre-, During-, Post-) model was particularly useful for reading lessons, as it promoted critical thinking, comprehension, and active participation. Finally, the Writing Process model, allowed students to improve their writing skills step by step through drafting, revising, and editing, fostering a sense of ownership and trust in their work.

**Disadvantages:**

The main challenge was the limited time and lack of technological resources to implement every stage properly. Moreover, large class sizes and varied proficiency levels also made it difficult

to maintain the ideal rhythm of these models. However, through adaptation, I managed to make the lessons productive, engaging, and student-centered. This experience taught me that effective teaching models require not only structure but also the teacher's ability to adapt them to real classroom contexts.

Lesson planning is a vital aspect of teaching practice because it helps teachers anticipate classroom problems, organize instruction coherently, and make informed pedagogical decisions (Richards & Rodgers, 2014, p. 17). Based on my experience, I believe that well-structured lesson plans provide direction and coherence; however, success also depends on how effectively we can adapt them to students' needs and the school's resources.

Moreover, Harmer (2015) explains that "teachers need to plan their lessons, but they also need to be able to respond to what happens in the classroom, flexibility is therefore a key characteristic of successful teaching" (p. 213). As a result, flexible planning not only improves lesson development but also allows teachers to respond appropriately to unexpected situations, creating a more dynamic and participatory learning environment. For example, I remember preparing a detailed reading activity, but when I realized that several students had forgotten their books, I quickly adapted by organizing a group reading session using the limited copies available. This adjustment not only kept the lessons on track but also encouraged collaboration among students, showing me the real value of flexibility in teaching.

### 5. How did your community service contribute to your personal growth?

Personally, this experience was transformative. I learned to be more empathetic and understanding toward my students because we often do not know their personal or family situations. Besides, I discovered that emotional well-being directly affects learning outcomes and that teachers play a key role in fostering a safe, trusting classroom environment. Additionally, I

learned to adapt to different contexts and challenges. Entering a new environment with greater responsibilities was challenging, yet it fostered resilience and patience.

Teacher professional development should be conceived as a long-term process that begins with initial preparation and continues throughout the educator's entire career (UNESCO, n.d.). During my year of community service, I consider this process to have been a significant stage of growth and a valuable opportunity for learning that shaped my identity as a teacher and continues to influence future practice.

Riaño & Riscanevo (2023) describe:

Teacher professional development is conceived as a continuous and dynamic process that not only provides opportunities for training and updating but also fosters critical reflection on pedagogical practices. This ongoing development allows educators to respond to the demands of contemporary education, adapt to new methodologies, and face the challenges imposed by social and institutional contexts. In this way, professional growth becomes a key factor in improving teaching quality and student learning (p. 40).

However, although policies often promote ongoing education and critical reflection, their implementation is limited by factors such as a lack of resources, insufficient programs, and challenging working conditions. Despite these difficulties, through this process, I have maintained my commitment to professional growth and improvement of my practice, understanding that this development directly impacts student learning.

**6. What elements of your teaching experience contributed to your professional development?**

Professionally, the entire process was quite enriching. I learned and experimented with various strategies to help students learn more effectively while making classes enjoyable. I developed stronger classroom management skills and learned how to motivate students to participate actively. Even though maintaining classroom control was challenging at times, each situation helped me grow and improve. I learned to identify which activities captured students' interest the most and how to use those to sustain engagement. These experiences strengthened not only my teaching practice but also my confidence, leadership, and pedagogical creativity, which will be fundamental in my professional career.

Continuous teacher training increases professional success and the ability to motivate and adapt classes to students, as well as to develop leadership and creative pedagogical skills (Caballero & Llorent, 2022, p. 45). In my case, I was able to experience this directly, as previously noted, since facing different challenges in the classroom allowed me to apply strategies to motivate students and adapt activities to their needs, while also strengthening my leadership and originality.

Indeed, it is precisely challenges that allow us to strengthen these competencies. In the same line, Day & Sachs (2004, p. 34) underscore that professional development is a continuous and evolving process shaped by reflective practice and real teaching contexts, helping us become more creative and have a relevant impact on our students. In my experience, constant reflection on my practices has been key to recognizing my strengths and the areas I must continue to refine, which motivates me continue growing as a teacher.

### 7. What weaknesses did you have as a student-teacher?

One of my main weaknesses was not having a strong or authoritative voice. I tend to be soft-spoken, which sometimes makes it harder to maintain control or gain immediate respect from students. However, I learned to compensate for this by using other classroom management strategies, such as incorporating music, movement, and educational games.

For example, I used games like *Hangman* with previously taught vocabulary or *tingo tingo tango* to review key questions and reinforce topics. These activities not only captured students' attention but also maintained discipline in a fun and interactive way. Eventually, I realized that authority is not necessarily about volume but about consistency, respect, and connection with students.

Manzano (2003) indicates that "teachers' actions in their classrooms have twice the impact on student achievement as do school policies regarding curriculum, assessment, staff collegiality, and community involvement" (p. 17). Therefore, to influence the learning of all students, I believe that teachers must create a classroom environment that supports learning. since the classroom is where students experience daily interaction, receive guidance, and develop the habits that shape their academic development.

In the same manner, effective classroom management is based on clear expectations, consistent routines, and valuable relationships between students and teachers, reinforcing the idea that authority comes more from structure and connection than from an imposing tone of voice (Emmer & Sabornie, 2015, p. 42). This process thus becomes an essential element in improving our practices and creating optimal learning environments where students feel valued, safe, and motivated to participate, as I experienced during my practicum.

**8. What do you consider necessary to include in the subjects of your degree program?**

Pedagogy-related subjects should include more practical examples, micro-teaching sessions, and real classroom simulations to better prepare us for the teaching profession. It would also be highly beneficial to include courses focused on classroom management, emotional intelligence in education, and the creation of visual and auditory teaching materials.

Moreover, training in weekly and monthly lesson planning, as required by the Ministry of Education, would strengthen professional readiness. In essence, the degree program should not only provide theoretical knowledge but also equip future teachers with practical skills, emotional awareness, and adaptability to face real-world educational challenges.

Teaching methods provide structured approaches that helps students comprehend, retain, and apply knowledge. Consequently, the most effective approaches enable teachers to convey information clearly, ensure long-term retention, and promote practical application of knowledge (Vietnam Teaching Jobs, 2025, p. 12). For example, strategies such as cooperative learning, the communicative approach, or project-based learning allow students to participate actively in their own learning process. Furthermore, it is important to highlight the significance of teaching methodology in professional training.

Richards & Rodgers (2014, p. 56) highlight that teacher preparation programs must integrate theoretical instruction with practical opportunities, so that future educators can effectively apply theory in real classroom contexts. This integration, therefore, fosters the development of strong pedagogical competencies aligned with currentB educational demands, ultimately enhancing the overall quality of the teaching-learning process.

### 9. What were your best skills during your teaching experience?

During my teaching experience, I considered that my best skills were creativity in designing teaching materials and empathy toward my students. I managed to build trust in the classroom and motivate students to participate, even those who were initially shy or disengaged. My adaptability also allowed me to modify lesson plans based on the students' needs and proficiency levels.

Another noteworthy strength was my enthusiasm for teaching, which created a positive and encouraging learning environment. Students frequently reflected that energy, making the classroom atmosphere dynamic, collaborative, and supportive. These experiences reinforced my belief that passion and empathy are among the most powerful tools an educator can possess.

Teachers' emotional support is crucial for promoting positive mental health outcomes in students (Ibarra, 2022, p. 14). In fact, research shows that empathetic interactions between teachers and students foster a sense of belonging and safety in the classroom.

Moreover, Jennings & Greenberg (2009, p. 492) mention that:

Socially and emotionally competent teachers set the tone of the classroom by developing supportive and encouraging relationships with their students, designing lessons that build on student strengths and abilities, establishing and implementing behavioral guidelines in ways that promote intrinsic motivation, coaching students through conflict situations, encouraging cooperation among students, and acting as a role model for respectful and appropriate communication and exhibitions of prosocial behavior. These teacher behaviors are associated with optimal social and emotional class room climate and desired student outcomes.

In other words, teachers who demonstrate strong socio-emotional competence positively influence classroom climate, student engagement, and overall learning outcomes. For this reason, it is essential to cultivate our own emotional intelligence to create safe, motivating, and humanized learning environments where every student can develop fully both academically and personally. For example, during this process, I identified that when I took time to listen to students 'concerns and encourage them with empathy, they became more confident, participated more actively, and showed greater enthusiasm for learning. This experience confirmed for me the importance of emotional support in shaping a positive classroom environment.

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

My evaluation process was continuous and formative, aimed at ensuring that students learned something new in every class. At the beginning of each lesson, I reviewed the previous topic through games or warm-up questions. This consistent reinforcement helped students retain information more effectively and gain confidence in using English.

Comparing both tests, I acknowledged significant improvement. Students expanded their vocabulary, improved pronunciation, and became more confident when speaking. Although some still struggled, the overall improvement was evident, which filled me with great satisfaction as a teacher. This experience reaffirmed my commitment to education and my desire to continue growing professionally.

As Gul & Khilji (2021, p. 88) point out, it is crucial for educational systems and their actors to reform and innovate their teaching approaches to respond to changes in the social environment and to foster a learning society that unleashes each individual's creative and intellectual potential.

Such innovation, in turn, prepares learners for a world in which knowledge and multifaceted interactions are essential for achieving success and driving economic growth.

Additionally, "tests should not be seen merely as assessment tools but as powerful opportunities for students to practice retrieving information, which strengthens long-term retention and deepens learning" (Murphy, Little, & Bjork, 2023, p. 12). In my own experience, witnessing how my students gradually overcame their difficulties and celebrated their achievements showed me that innovation is not only a theoretical concept but a practical necessity. It motivated me to keep exploring new strategies and methodologies that can empower learners to reach their full potential.

## Conclusions

The development of lesson plans made it possible to design activities that support the development of the four language skills, along with grammar and vocabulary, at an elementary communicative level across different levels of study.

Participation in community service facilitated the contextualization of learning according to the reality of the educational institution and allowed for comparison with theoretical foundations and previous experiences.

The systematization of the experience constitutes a scientific and experiential contribution to the continuous improvement of teaching competencies and the curriculum through the articulation of the university's core functions.

## Recommendations

It is recommended to strengthen the teaching–learning process through active methodologies that promote the development of communicative skills in different educational contexts.

To enhance the practice opportunities provided by the graduation modality, allowing student teachers to exercise their role in real contexts where they can confront theory with practice for their personal and professional growth.

To take into consideration the reflections and findings as outcomes of the community educational experience in order to strengthen the hard and soft skills required for professional teaching practice.

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Ministerio de Educación

Santa Rita, diciembre 12 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 **Nayely Michelle Zambrano Zambrano**, con número de cédula **1313676742**, quien realizó sus prácticas en la Unidad Educativa "Camilo Delgado Balda" AMIE 13H01096 desde el **20 de mayo hasta el 6 de agosto de julio del 2025 (Fase de Diseño de la Modalidad de Titulación).** Este informe responde a los puntos requeridos:

**Fase de Diseño de la Modalidad de Titulación (20 de mayo al 6 de agosto de julio 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.

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## 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, Nayely Zambrano 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.

Lcda. Alexia Angela Macias Barberán

Rectora de la Institución

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# UNIDAD EDUCATIVA
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**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 **Nayely Michelle Zambrano Zambrano**, con número de cédula **1313676742**, quien realizó sus prácticas en la Unidad Educativa "Camilo Delgado Balda" AMIE 13H01096 desde el **jueves 7 de agosto del 2025 hasta viernes 30 de enero de 2026 (Fase de Diseño de la Modalidad de Titulación)**. Este informe responde a los puntos requeridos:

**Fase de Diseño de la Modalidad de Titulación (jueves 7 de agosto del 2025 hasta viernes 30 de enero de 2026)**

**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.

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## 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, Nayely Zambrano 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.

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**Reading lesson plan**

**Name:** Nayely Michelle Zambrano Zambrano

**Level:** Beginner

**Date:** 07/10/2025

**Action points**

Build students' reading comprehension and enrich their vocabulary related to the various activities of the daily routine.

By identifying and correctly using words related to daily routines.

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

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

**SHOW UNDERSTANDING OF** basic daily routine vocabulary and simple present tense.

**BY** reading a short text about a person's daily routine and identifying specific information through underlining, matching, and answering comprehension questions.

**THEN (FREE ACTIVITY)** students will create 3–4 sentences describing their own daily routine using vocabulary from the text.

**When/How in the lesson will I check students´ progress toward the learning Objective?**

I will check students´ progress by observing their participation during reading activities and reviewing their answers in comprehension questions and the final short writing task.

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

Students are expected to already recognize basic routine vocabulary, and to have exposure to the simple present tense in short sentences.

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

Understanding new vocabulary and identifying specific information in the reading text.

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

To address these difficulties, I will:

Reinforce key vocabulary using pictures and gestures, provide clear examples, and guide students through reading and writing activities.

| Time | Framework Stage | Procedure Teacher will… | Students will… | Interaction T-S/S-T VAKT | Material needed |
|---|---|---|---|---|---|
| 9 minutes | **Pre** | Greet Ss and activate prior knowledge by showing pictures of daily routine (e.g., Wake up, get dressed, etc.) ask questions: Which of these activities do you do in the mornings? | Pay attention, look at the images, repeat the actions. And then, answer the teacher`s questions. | T-S | Pictures |
| 9 minutes | **Early During** | Provide Ss with a short reading text about a child`s daily routines. Read the text aloud once while Ss follow silently. And ask Ss to read again on their own and look for meaning of new words. | Follow the lecture, read the text again individually, underline unfamiliar words, and identify key routine vocabulary. | T-S | Lecture |
| 9 minutes | **Middle During** | Give instructions and hand out a worksheet with two parts: comprehension questions and a matching activity, model an example, and monitor Ss. | Complete the task based on the information in the text. | T-S/S | Worksheet |
| 9 minutes | **Later During** | Form groups and provide them sentences strips containing key events from a reading text, but mix up, for example: Daniel wakes up at 6 a.m. etc. Monitor Ss and ask each team to read their final sequence aloud to confirm accuracy. | Discuss the correct order with their team, organize the story, and read their sequence to the class. | S-T | Strips |
| 9 minutes | **Post** | Ask Ss to create three sentences about their own daily routine using the words previously learned and share them with the class. | Write short sentences, and then share them with the class | S-S | Notebook |

## My Daily Routine

I wake up early in the morning and brush my teeth. After taking a bath, I get ready for school. I eat my breakfast and go to school on time. At school, I attend all my classes and enjoy learning new things. I come back home in the afternoon and eat my lunch. Then, I take some rest and do my homework. In the evening, I play with my friends or read storybooks. After dinner, I spend some time with my family and then go to bed. I follow my routine every day and it helps me stay organized and healthy.
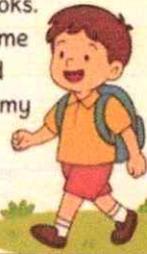
**Speaking lesson plan**

**Name:** Nayely Michelle Zambrano Zambrano

**Level: B**eginner

**Date:** 27/08/2025

**Action points**

Real-world scenario for fluent use activity.

Providing enough opportunities early in the class for Ss to internalize new vocabulary (so they can use the new vocabulary and not only know vocabulary by the end of the lesson)

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

By the end of the lesson, SWBAT:

**USE** clothes vocabulary (shirt, dress, jacket, hat, etc.)

**TO** describe what people are wearing and make clothing suggestions.

**IN** a roleplay conversation between "customers" and "store assistants" in a clothing shop.

**When/How in the lesson will I check students´ progress toward the learning Objective?**

I will check students´ progress by observing their participation during pair work, role-play activity, and oral descriptions.

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

Students are expected to already recognize clothes vocabulary and to have exposure to the simple present tense.

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

Pronunciation of new vocabulary and speaking confidently in front of others.

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

To address these difficulties, I will:

Model pronunciation, use repetition, and provide guided speaking practice.

| Time | Framework Stage | Procedure Teacher will... | Students will... | Interaction T-S/S-T VAKT | Material needed |
|---|---|---|---|---|---|
| 9 minutes | **Warm up/ Name** | Greet Ss and introduce the vocabulary of clothes by showing pictures and modeling pronunciation. Do a dynamic called "pass the balloon", when the music stops, the teacher shows a picture of a clothing item, and the Ss holding the balloon must say what it is (e.g. It is a jacket) | Look at the pictures, repeat the vocabulary and participate actively in the dynamic. | T-S | Pictures Balloon Speaker |
| 9 minutes | **Encounter and Clarify** | Play an audio where people describe clothes. Ask comprehension questions about what they heard. Show pictures of people wearing different outfits and ask the Ss What is she/he wearing? | Listen carefully to the audio and identify the clothing words. Observe the pictures and respond to the teacher´s questions, using full sentences like: She is wearing a dress. | T-S | Speaker Pictures |
| 9 minutes | **Remember and Internalize** | Organize Ss in pairs and give each pair a picture of a person wearing two outfits. Explain that each Ss must describe one outfit using "I am wearing…." As if they were the person in the image. Monitor pronunciation and help with vocabulary. | Work in pairs, describing the outfits using the new vocabulary and structures. | S-S/T | Pictures |
| 9 minutes | **Remember and Internalize** | Explain the roleplay activity: Ss will act as customers and store assistants. Model the activity and give cards with short situations (e.g., You want to buy a dress for a party.) Monitor Ss. | Interact in the roleplay using target vocabulary. | S-S | Flashcards |
| 9 minutes | **Fluently Use** | Explain the final activity: each Ss have to describe orally their clothing to the class. | Describe their own clothing to the class using full sentences. | S-S | ----- |

1. I want to buy a dress.
2. I like this.     3. How much is it?

1. I have these options.
2. 20 dollars.

**Writing lesson plan**

**Name:** Nayely Michelle Zambrano Zambrano

**Level:** Beginner

**Date:** 06/01/2026

**Action points**

**Teacher´s weakness:** Modeling of sentence structure.

**Teacher´s weakness:** Improve feedback.

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

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

**WRITE** sentences about their favorite food.

**TO** describe what it is and explain why they like it using the simple present tense.

**THEN** share their sentences orally with the class.

**When/How in the lesson will I check students´ progress toward the learning Objective?**

I will check students´ progress by reviewing sentence-building activities and the final written paragraph.

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

Students are expected to already recognize basic food vocabulary and to have exposure to the simple present tense.

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

Sentences order and correct use of grammar.

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

To address these difficulties, I will:

Provide continuous feedback, sentence models, and guided practices.

| Time | Framework Stage | Procedure Teacher will... | Students will... | Interaction T-S/S-T VAKT | Material needed |
|---|---|---|---|---|---|
| 9 minutes | **Lead-in** | Greet Ss, show pictures of different foods, and ask questions: What is this? Do you like it? | Pay attention, look at the images, name the foods, and say which food each person likes. | T-S | Pictures |
| 9 minutes | **Set The Context** | Introduce key vocabulary (e.g., pizza, delicious, like, eat), writing examples on the board: My favorite food is pizza, I like eating apples because they are healthy. Ask volunteers to write on the board what food they like. | Complete the activity using the word bank and ask questions if needed. | T-S | Board Marker |
| 9 minutes | **Language Clarification** | Ask Ss to work in pairs, give each pair a scrambled sentence related to food (e.g., burger. /favorite/My/food/is). Explain that Ss must order the sentences correctly. | Work in pairs to arrange the sentence correctly. Write the correct sentence in the notebook. | S-S/T | Paper Notebook |
| 9 minutes | **Controlled Practice of TFL** | Give Ss a sentence frame worksheet, for example: My favorite food is............ I like it because.......... Monitor the activity. | Complete the sentences using the frame. | S-S | Worksheet |
| 9 minutes | **Free Practice of TFL** | Ask Ss to write a short paragraph about their favorite food. Play a song, and the Ss with the marker, when the song stops, share the paragraph aloud. | Write a short paragraph independently and share it with the class. | S-S | Notebook |

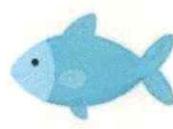| | | |
|---|---|---|
| Soup | Fish | Pizza |
| Fried egg | Steak | Spaghetti |
| APPLE | BANANA | BREAD |
| | | CHEESE |
| MILK | TOMATO | CARROT |
| | | WATER |
| RICE | EGG | MEAT |
| | | FISH |

My / food / favorite / is / burger.

food / My / favorite / is / pizz

Like / I / apple.

Name_____

# My Favorite Food

Directions: Write the name of your favorite food and draw a picture.
Circle to choose which foods you would rather eat below.

My favorite
food is

_____

Would You Rather Eat...

**Listening lesson plan**

**Name:** Nayely Michelle Zambrano Zambrano

**Level:** Beginner

**Date:** 13/01/2026

**Action points**

**Teacher´s weakness:** Limited use of listening strategies.

**Teacher´s weakness:** Need to improve classroom management.

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

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

**SHOW UNDERSTANDING OF** key vocabulary related to family members.

**BY** listening to a short song and teacher descriptions about family members, identifying each one correctly through visuals and guided responses.

**AND THEN** students will personalize the vocabulary by describing their own family members and creating a simple family tree.

**When/How in the lesson will I check students´ progress toward the learning Objective?**

I will check students´ progress by monitoring their responses during listening activities and picture identification tasks.

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

Students are expected to recognize family vocabulary and familiar words from songs.

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

Understanding spoken language and distinguishing similar-sounding words.

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

To address these difficulties, I will:

Repeat audio, slow down speech, and use visual aids and gestures to support comprehension.

| Time | Framework Stage | Procedure Teacher will… | Students will… | Interaction T-S/S-T VAKT | Material needed |
|---|---|---|---|---|---|
| 9 minutes | **Warm up/ Name** | Start the class playing a song about family called "finger family song". Then ask Ss what they could hear. | Listen carefully and identify the words they recognize (father, sister, etc.) and participate. | T-S | Speaker |
| 9 minutes | **Encounter and Clarify** | Show pictures of family members, saying: This is the mother, then put and describe each one on the board. | Listen and repeat the pronunciation. | T-S | Pictures Board |
| 9 minutes | **Remember and Internalize** | Play a short audio and ask Ss to listen and point to the correct picture when they hear the name of the family member. | Listen carefully and point to the correct picture according to the audio. | T-S | Speaker Audio |
| 9 minutes | **Remember and Internalize** | Continue the class with a short review game called "Who am I?". Hold images without showing them, then give a short description, for example: I am the person who carried you in the womb for nine months" when a student guesses correctly show the card and congratulate, then let that Ss take the teacher`s role for the next round. | Listen attentively to the clues and try to identify which family member the teacher is describing and participate by taking the teacher`s role. | T-S/S-T | Images |
| 9 minutes | **Fluently Use** | Finally, Ask Ss to draw their own family on a small sheet of paper, then model the structure on the board showing an example of her own family and pointing says "this is my family, this is my mother, etc." and then invite all of them to share their drawing with the class. | Draw their family in a paper and participate describing them orally. | S-S | Sheet of paper |

father

mother

brother

sister

grandpa

grandma

**FMU lesson plan**

**FORM**

**How is the structure formed?**

**Affirmative:**

Subject + am/is/are + complement

      I am a student. / She is happy. / They are teachers.

**Negative:**

Subject + am/is/are + not + complement

      I am not a student. / She is not happy. / They are not teachers.

**Interrogative:**

Am/Is/Are + subject + complement +?

      Are you a teacher? / Is he sad?

**MEANING**

**What concept does the structure represent?**

-The verb to be is used to express:

-Identity: I am a teacher.

-Feeling: She is happy.

-Age: I am 20 years old.

-Location: They are at school

-Characteristics: He is tall.

**USE**

**When, where, and why is the structure used?**

We use the verb to be to:

-Introduce ourselves: I am Mari

-Describe people and things: The classroom is big

-Talk about feelings and states: I am tired

-Ask and answer personal information: Where are you from?

**Objective:**

By the end of the lesson, students will be able to use the verb to be (am/is/are) to introduce themselves and describe people using simple sentences.

| Time | Framework Stage | Procedure Teacher will... | Students will... | Interaction T-S/S-T VAKT | Material needed |
|------|-----------------|--------------------------|------------------|--------------------------|-----------------|
| 9 minutes | **Warm-up/ Name** | Greet the class and introduce herself using the verb to be: "Hello, I am Miss Nayely. I am your English teacher." Write 3 sentences on the board: e.g. I am a teacher. You are students. It is a marker and underline am / is / are. Ask simple questions: Are you students? Yes or no? | Listen and repeat the sentences. Answer yes/no questions orally. Identify the verb to be in the sentences. | T-S | Board |
| 9 minutes | **Encounter and Clarify** | Explain the structure of to be using a chart: I → am He / She / It → is You / We / They → are Model affirmative and negative sentences. Write examples and highlight contractions (I'm, he's). Check understanding with CCQs. | Repeat examples chorally and individually. Answer CCQs orally. Match subjects with the correct form of to be. | T-S | Chart |
| 9 minutes | **Remember and Internalize** | Give students a worksheet with incomplete sentences. For example: I --- a student, model one example on the board, and walk around the classroom, monitoring and helping. Provide immediate feedback. | Complete sentences using am / is / are. Work individually first, then check answers in pairs. Ask questions if they are unsure. | S-S/T | Worksheet |
| 9 minutes | **Controlled Practice of TFL** | Organize students into pairs. Gives instructions for a speaking activity: "Introduce yourself and describe one family member." Model the activity with a volunteer. Encourages students to speak and correct themselves. | Work in pairs. Ask and answer questions: What is your name? My name is ...... How old are you? I am ... years old Who is in your family? Use the verb to be in meaningful sentences. | T-S/S-S | -------------- |
| 9 minutes | **Fluently Use** | Ask Ss to write 3 sentences and then share the sentences with the class, write common errors on the board and correct them together with the students | Share their sentences. Listen to feedback. Ask questions if they have doubts. | S-S/T | Paper Board |
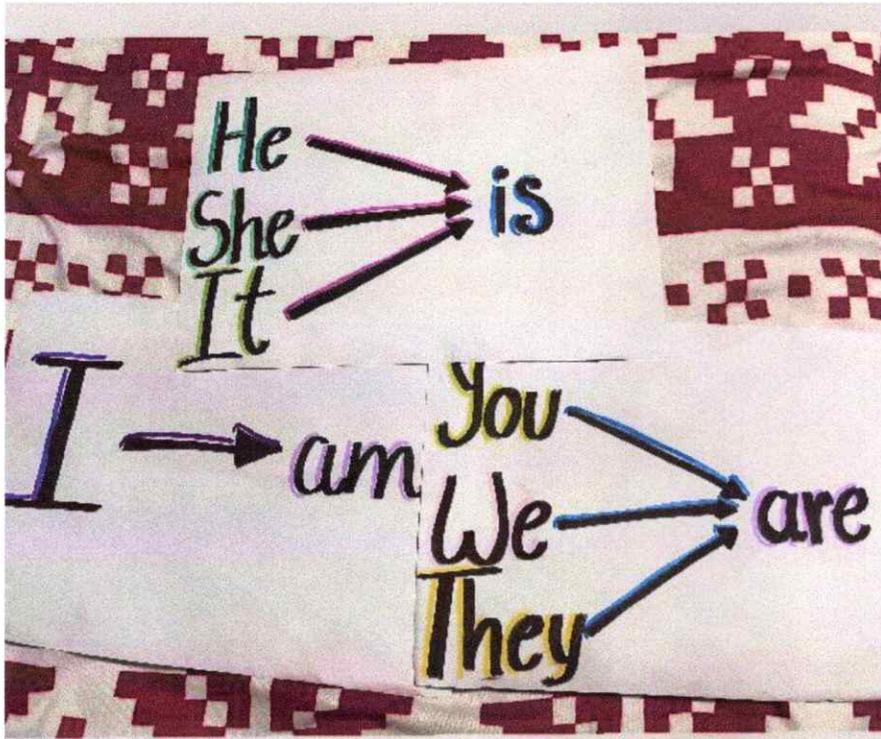
## Verb "To Be"

Fill in the blanks with correct form of the "to be" verb

| am | is | are |

You ........... an engineer.

I ........... a student.

We ........... happy.

They ........... cats.

The girl ........... beautiful.

I ........... hungry.

You ........... crazy.

It ........... my dog.