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CERTIFICO

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

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

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Título del Trabajo: TEFL in Community Service "Pedro Fermin Cevallos Public School".

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Descripción del Trabajo:

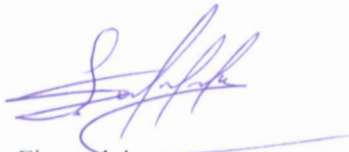
El presente trabajo de investigación tiene como objetivo principal realizar planes de clase y llevarlos a la práctica dentro de un salón de clase, bajo la metodología TEFL (FMU, ECRIF, PDP and The Writing Process), los mismos que están orientados a cada destreza que se enseña del idioma inglés: adicionalmente en sus adjuntos tiene una parte descriptiva en la que se detalla la experiencia académica y profesional en cuanto a la metodología aplicada.

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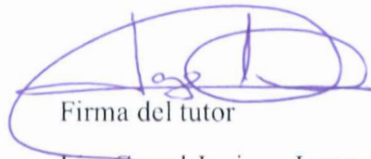
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Introduction

TEFL community service is a method carried out in communities through elementary and high school education. It aims to put into practice all the knowledge acquired during academic training. This can involve implementing various cultural, sporting, humanistic, technical, and/or scientific activities for the benefit of the community and achieving objectives that promote the common well-being.

My community social service was done at the “Pedro Fermín Cevallos” Elementary and High School. This educational institution is located in Manta, on 3rd Avenue and 16th Street in the Cordóva neighbourhood. My service began in May 2024. The institution lacked an English teacher for Elementary school, and this was the main reason my community service year was approved.

The community service or service learning according to Chen, Ai-hua is an approach that merges classroom learning with real-world service. Students gain hands-on experience while contributing to their community and fostering a sense of civic duty (2023).

Thus, the following report aims to present a student-teacher experience in a public institution, and to detail how teachers use the curriculum learned during the major. The first methodology is FMU (Form, Meaning, and Use), which consists of explaining grammar (theory and application) use to students. The second is ECRIF (Encounter, Clarify, Remembering, Internalizing, and Fluency), in which students learn phrases, practice with conversation models, and develop the skills for speaking spontaneously and fluently. The third is PDP (Pre, During, and Post stages), in which pupils listen and read, being able to speak or write (communicative skill) autonomously and/or groups at the end of the lesson. The last framework is the Writing Process (Preparation, Writing, Review, Editing, and Expansion), which replaces the traditional method of

writing (simple reading, copying and pasting a text) by allowing students to plan, create, and draft ideas through scaffolding activities, helping them to write with sense and coherence.

This report presents some essential points about the five modules, including lesson plans for all language skills: listening, speaking, reading, writing, and grammar, as shown below.

The first module, the "Language Analysis," demonstrates how students can easily learn grammar to communicate effectively in English and foster critical thinking about any topic. To achieve this, the module implements a support process called FMU (Form, Meaning, Use), which improves student learning through group, individual activities, and worksheets.

The second module focuses on the speaking ability, utilizing the ECRIF approach (Encounter, Clarify, Remember, Internalize, and Fluency). This method enables students to express ideas, communicate effectively, and engage in conversations through various speaking activities. These activities include pair and group dialogues, role-plays, and interviews. ECRIF, a framework often utilized in second language teaching, outlines a structured sequence of stages with specific teaching steps. Applying these stages is crucial for fostering effective learning, enabling fluent use of the foreign language, accurately setting objectives, engaging students in targeted ways, and guiding assessment and evaluation processes (Eker, 2024, p.7)

The third module, the "Listening Lesson Plan," utilizes the PDP framework (Pre, During, and Post stages) to enhance students' listening comprehension. This framework involves activities that focus on understanding audio clips with various messages, including identifying tone, attitude, and feelings expressed by the speaker. These activities can be completed individually, in pairs, in groups, or through worksheets.

Ultimately, the module culminates in an activity that allows students to demonstrate their autonomous learning. A PDP-based listening lesson plan provides a structured guide to enhance

students' listening skills. By emphasizing preparation, active engagement with audio, and consolidating understanding, teachers can design meaningful learning experiences that effectively develop receptive skills in the classroom (García Mantuano, 2024, pp.16-17)

The fourth module, the "Reading Lesson Plan," employs the PDP methodology (Pre, During, and Post stages) to enhance students' reading comprehension. This framework provides them with opportunities to comprehend various texts through strategies like brainstorming and visual aids. During the reading process, activities such as multiple-choice questions are used to challenge students and improve their understanding of the text. Following the idea from Norhayati and Maaz, when using the PDP framework for reading practice, students focus on relatable topics through pre-activities activating prior knowledge, during-activities that ensure comprehension through repeated exposure, and post-activities expanding understanding to associate themes while integrating reading with other language skills (2023, p.10)

The fifth module, the "Writing Lesson Plan," prepares students to produce written texts short paragraphs, reviews, summaries, complete passages, opinions, letters and postcards. This method emphasizes autonomous learning, with the teacher acting as a supervisor.

Development of educational experience questions

1. Expectations regarding community service learning.

I contemplated to have technological tools to enhance the learning experience. By incorporating visual aids like videos, animations, and interactive simulations, teachers should make complex concepts more accessible and engaging. Also, I expected that a high-quality textbook will be used as the primary resource for language instruction. Accounting for at least 90% of classroom activities and provide comprehensive coverage of grammar, vocabulary, and

communication skills and considering students' proficiency levels and prioritize core language skills relevant to real-world communication.

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I expected English classes of least 5 hours per week to maximize student learning. To provide ample opportunities for practice, feedback, and skill development. Additionally, class sizes should be limited to a maximum of 30 students to facilitate individualized attention and focused instruction. Additionally, I looked forward to teaching students with a solid foundation in their native language, as this would facilitate the learning of a second language. Students with learning difficulties in their native language may face additional challenges when acquiring a new language, potentially hindering their progress and overall language development.

2. Reality of the educational context in social service (infrastructure and facilities)

It is a small educational institution, though modest in size, boasts adequate infrastructure to support its student population. One of the most significant advantages I encountered was the flexibility in scheduling, allowing a harmonious balance between teachers' and students' needs. Additionally, the freedom to innovate and personalize English language instruction without constraints was invaluable. However, the large class sizes, particularly in elementary levels, often

exceeding 30 students, presented challenges. While the majority of students exhibited commendable behavior, instances of disruptive conduct and lack of engagement occasionally hindered the learning process.

3. Pre-diagnostic student's English language proficiency.

At the outset of the academic year, a comprehensive diagnostic assessment (paper based) was administered to 24 fourth-grade elementary students to gauge their baseline English proficiency. This assessment aimed to identify their strengths and weaknesses across the four fundamental language skills: reading, writing, speaking, and listening. The purpose of this evaluation was to tailor subsequent instruction effectively, ensuring that the curriculum aligns with their current abilities and future learning goals and to generate pedagogical recommendations.

The pre-diagnostic assessment was taken in 180 minutes: 90 minutes for the written part (writing, grammar, listening, vocabulary and reading) respecting the lesson schedule and 90 additional minutes for the Speaking test (one-to-one). It encompassed a variety of tasks designed to evaluate each language skill. For reading, students were presented with a simple text and asked to comprehend and choose between some multiple choice to questions. The Writing task involved filling in cards with words or short phrases about location, date, time, and a signature. Speaking involved an interview in which the teacher asked each student around five questions that they had to answer based on what they could see in a picture.

Their pronunciation, fluency, and vocabulary usage were assessed against the YLE Starters rubric from Cambridge. Listening comprehension was evaluated through audio clips, followed by multiple choice and matching questions. By identifying their strengths and weaknesses, educators can implement changes in future lessons which will focus on enhancing all English skills. The pre-diagnostic results are presented in the table below:

Table 1 Initial diagnosis of students' English language proficiency

Skill Component	Topic	Score	Average score obtained
1. Vocabulary Recognition	Months of the years.	1.80 pts	1.23 pts
2. Grammar (Present Simple)	Simple present of verb to be.	0.70 pts	0.31 pts
3. Vocabulary Recognition	Transportation.	0.90 pts	0.82 pts
4. Vocabulary Spelling	Transportation.	0.60 pts	0.51 pts
5. Reading For Specific Information	Amy's passage.	0.80 pts	0.32 pts
6. Listening For Specific Information (Personal Information)	Michael's birthday.	0.75 pts	0.52 pts
7. Listening For Specific Information (Months)	Months of the years	0.75 pts	0.55 pts
8. Grammar (Present Simple)	Simple present of verb to be.	0.60 pts	0.26 pts
9. Writing: Fill In Invitation Cards	Halloween invitation.	0.60 pts	0.07 pts
10. Interview For Getting Information from Picture	Interview.	2.50 pts	1.12 pts

4. Advantages and disadvantages for ECRIF, PDP and Writing Process models.

ECRIF

Advantages focused on planning.

One advantage is that ECRIF enables teachers to adapt the topics and resources to the students' interests, connect new information to their existing knowledge, and reinforce key concepts through practical application. By following these steps, educators can create engaging and meaningful learning experiences that empower students to develop a deep understanding.

Second, the model allows a gradual progression of learning, from initial exposure to mastery. By breaking down complex concepts into smaller, more manageable steps, the model allows students to build a strong foundation of knowledge and skills. This approach not only enhances student comprehension but also fosters a sense of accomplishment as they progress towards mastery.

Disadvantages focused on planning.

One primary drawback of the ECRIF model is its time-consuming nature. Developing and implementing each stage of the lesson, from engagement to reflection, requires meticulous planning. This level of detail can be especially burdensome for novice teachers or those with large class sizes, demanding substantial time and effort in both preparation and delivery.

The second disadvantage is the rigid structure of the ECRIF model that can limit flexibility, making it challenging to adapt to diverse student needs and learning styles. In classrooms with varying levels of prior knowledge, interests, and abilities, a more tailored approach may be necessary to ensure optimal learning for all students.

Advantages focused on application.

The first advantage is a starting importance by engaging students' interest, connecting new information to prior knowledge, reinforcing key concepts through practice and application.

The second advantage is focusing on the learning journey from the students' point of view. This ensures that activities and content are customized to address their unique needs and experiences. Additionally, the model supports continuous assessment, enabling ongoing evaluation of students' comprehension during lessons and allowing teachers to make timely adjustments as needed.

Disadvantages focused on application.

The model's structured approach to language learning might overwhelm some students, especially those who find the pace or complexity challenging. Especially for those who have not been taught through meaningful communicative activities.

Last drawback, it can present challenges for students with disabilities, who may require more individualized support and flexible learning approaches. For example, students with attention difficulties might struggle with the structured nature of the Clarify and Remember stages, while those with motor impairments may find it difficult to participate fully in hands-on activities during the Internalize phase.

PDP

Advantages focused on planning.

The first main point of PDP lets teachers use tools and strategies to adapt their instruction to meet the diverse needs of their students, including those with learning disabilities, giftedness, or cultural and linguistic differences.

Also, by implementing PDP models, teachers can create a more student-centered classroom where learners are encouraged to ask questions, share ideas, and provide constructive feedback to their peers. This collaborative approach not only enhances critical thinking and problem-solving skills but also strengthens interpersonal relationships among students.

Disadvantages focused on planning.

Another challenge is maintaining consistent student engagement throughout all stages of the learning process. This can be difficult if the activities do not adjust well with students' interests or learning styles. To address this, teachers must carefully plan and differentiate activities to cater to diverse needs and preferences.

The next disadvantage is how it can be time-consuming and resource intensive. It requires a significant time and effort into planning and preparing lessons that align with the model's requirements, in another case teachers have to create all the resources.

Advantages focused on application.

Initially, PDP models offer a structured with simple phases to enhance comprehension during the planning phase. By employing a phased approach, students can build a solid knowledge base, progressing systematically while advancing through each stage, students can retain information more effectively. Additionally, PDP promotes critical thinking, collaborative activities at various points, fostering teamwork and communication skills among students.

Considering that the final activity is entirely student-designed, this approach promotes increased student autonomy.

Disadvantages focused on application.

Firstly, the "post" stage has got limitations for diverse learners, Also, students may lack the confidence to independently apply communication skills in real-world scenarios. Students need to know a basic English such as vocabulary and grammar.

Secondly, the final stage requires students to work autonomously, therefore teacher interventions are limited to observation only.

WRITING PROCESS

Advantages focused on planning.

First one, this structure enables a variety of activities, fostering both independent and collaborative learning. Students can work autonomously on personalized tasks, in pairs for focused discussions, or in groups. By considering factors like prior knowledge, individual behaviours, and potential challenges. Teacher can implement activities that can help to prevent difficulties during the learning process as well.

Second one, this planning model effectively captures students' attention by incorporating activities that align with their interests. By using students' passions, teacher can create a stimulating and engaging learning environment. This approach not only motivates students, but also fosters a positive attitude toward learning.

Disadvantages focused on planning.

One disadvantages of this approach is based on its structure, because it has got just three stages which teacher can add a lot of activities in each one and excessive time too. Making this jolly difficult to maintain the order during the class. Also, this rigid structure may hinder the teacher's ability to adapt to unexpected situations or student needs.

Second disadvantage, it requires a lot of time for searching resources, and shows some limitation for making the final activity, because it does not allow to be adapted for different learners for example children.

Advantages focused on application.

First of all, it makes it possible to capture a student's attention. It also acts as a strong motivator, pushing students to create their own work and fostering critical thinking abilities. Additionally, the method encourages kids to become more independent learners.

Another positive aspect is the improvement of social skills as students provide feedback to their peers. This collaborative process also encourages creativity and digital literacy as students produce videos on platforms like TikTok, Facebook, and Twitter, based on their own drafts.

Disadvantages focused on application.

First, to complete successfully this approach students should possess a solid foundation in grammar and vocabulary. A strong grasp of connectors, punctuation, and basic verbs is essential for effective written communication. Another aspect is the lack of flexibility can be detrimental to students who may not possess the necessary language proficiency to work independently.

Second disadvantage, students may require prior knowledge to successfully complete the final activity. This prerequisite understanding can make the task more challenging for younger learners, as they may need to acquire a significant amount of information before beginning the writing process.

5. Personal growth through community service.

Through interactions with students, I gained a deeper understanding of the complex challenges they face, both academically and personally. Listening to their stories highlighted the stark contrast between their experiences and my own relatively privileged childhood. This

experience has motivated me to develop essential skills: active listening, empathetic advice-giving, and the ability to recognize and respond to the emotional needs of others. I learned that even when students may appear outwardly happy, they often harbor internal struggles, yearning for someone to truly listen and understand.

6. Main contributions of your teaching experience to your professional training.

Classroom management.

By gaining a clearer understanding of time management among activities during class, I experienced significant growth. With each attempt, I achieved noticeable improvement, as initially, it took me a considerable amount of time to complete just one or two activities per class. This delay hindered the progress of planned activities for each course. To address this, I frequently utilized group control activities, which proved highly effective in maintaining order in the classroom and recapturing students' attention, especially in classes with children.

Moreover, my ability to give clear and effective instructions improved over time, as they were essential for various classroom activities. For instance, instructing children to retrieve their workbooks helped maintain order, organize homework, encourage participation during lessons, and facilitate evaluations. Additionally, I adopted diverse methods of assessment, moving beyond traditional approaches to include both formative and summative evaluations, enhancing the learning experience.

Open communication.

Listening to my students has been a transformative experience that has significantly boosted my professional growth. By connecting with their unique experiences and perspectives, I have developed a greater empathy and understanding for individual differences, which has allowed

me to adapt my teaching strategies and create a more inclusive and motivating learning environment.

In addition, the constant feedback I have received from my students has forced me to step out of my comfort zone and investigate new pedagogical methodologies. This constant search for improvement has strengthened my ability to reflect on my own practice and design more meaningful learning experiences.

Finally, by establishing trusting relationships with my students, I have discovered the power of effective communication and the importance of building a learning community based on mutual respect. In short, active listening has been the catalyst that has enriched my professional training and has made me a more reflective, empathetic and committed teacher with my students' learning.

Inspiring students to confront their fears.

My students' initial resistance to the unknown has profoundly shaped my professional development. By understanding their fears and needs, I have cultivated a deeper empathy, enabling me to adapt my teaching strategies to create a more engaging and inclusive learning environment. This experience has driven me to seek continuous professional development, exploring innovative teaching methodologies and pedagogical tools.

Through these efforts, I have been able to design more effective and student-centered learning experiences. Moreover, fostering strong relationships with my students has highlighted the importance of effective communication and empathetic guidance. By actively listening to their concerns and celebrating their successes, I have become a more supportive and understanding mentor. Ultimately, this transformative journey has made me a more reflective, innovative, and student-centered educator, committed to fostering lifelong learning.

7. Student-teacher weaknesses.

Classroom control management.

As a student-teacher, I have faced several challenges that have allowed me to identify areas for improvement in my teaching practice. Initially, I had difficulties to manage class time efficiently and to keep students' attention, especially in large groups or with different learning paces. In addition, I found it difficult to adapt my teaching strategies to the specific needs of each student, which sometimes generated demotivation and frustration.

However, these experiences led me to reflect on my practice and to look for new tools to overcome these obstacles. Through ongoing training and observation of other teachers, I developed stronger skills in planning, time management and diversification of activities. In retrospect, these initial weaknesses proved to be valuable opportunities to grow as a professional and improve my ability to create more effective and equitable learning environments.

Students with disabilities.

As a student-teacher, one of the biggest challenges I faced was to provide an inclusive and equitable education to all my students, especially those with special educational needs. Lack of experience and adequate resources made it difficult for me to design and implement curricular adaptations and personalized assessments that would allow these students to fully participate in the learning process.

Searching for information, creating adapted materials, and coordinating with other professionals demanded considerable time that sometimes took attention away from other aspects of my teaching practice. As a result, some students with special needs did not always feel included or motivated, which affected their academic performance and self-esteem. This experience demonstrated to me the importance of ongoing training in the area of special educational needs

and the need for the support of a multidisciplinary team to ensure that all students have an equal opportunity to succeed.

Classroom Challenges: Literacy and Large Groups.

The presence of students with literacy difficulties in their native language was a limitation that significantly hindered their ability to learn a new language, as reading and writing skills are fundamental to the mastery of any language. The additional workload involved designing activities and materials adapted for these students (more than 30) proved to be a complex and demanding task. In addition, the requirement to develop varied curricular planning, including both a macro and micro perspective, and aligned with the development of different language skills, represented another major obstacle in my teaching practice.

8. Considerations to be included in the courses of the career.

Simulated Practice: Preparing Student-Teachers for Real Classrooms.

TEFL classes should incorporate more simulated practice before the execution of our programs of preprofessional practices: community outreach in the centers of communitarian development (CDCs for its acronym in Spanish) and practices at schools for it would involve developing and implementing detailed lesson plans, as well as conducting teaching demonstrations in authentic contexts. In this way, student-teachers become more confident and skilled before facing their first real classes.

In addition, it is essential that initial training includes strategies for dealing with classroom diversity, especially those students with special educational needs. Future teachers should be trained in the design of activities and materials adapted to different learning styles (auditory, visual, kinesthetic, etc.). Likewise, it is crucial to address the teaching of foreign languages to students with reading and writing difficulties, providing specific tools and techniques for these cases.

Enhancing English Teacher Training for Kids.

It is essential that English teacher training programs include specific strategies to develop communication skills in children 6 to 8 years old. This implies equipping future teachers with practical tools to design activities and tasks that promote communication in English effectively and in accordance with the characteristics of this age group. In addition, curricula need to incorporate a deeper look at the difficulties children face in learning a second language, especially in the area of literacy. This will allow teachers to create didactic materials, evaluations and diagnoses more appropriate to the real needs of students, considering the limitations and potential of each stage of development.

9. Best skills in your teaching experience.

Communication.

Effective communication is the cornerstone of teaching. This means speaking and writing clearly so that students understand concepts and feel motivated to participate. Using a variety of resources, such as images, videos, games, and interactive activities, makes classes more dynamic and engaging. Encouraging participation is also important, creating a safe environment where students feel comfortable expressing themselves in English. Finally, providing constructive feedback, with positive and specific comments, reinforces students' achievements and helps them improve.

Active Listening.

Listening attentively to students is crucial for understanding their needs and difficulties. This allows teachers to identify their strengths and weaknesses and adjust the classes accordingly. It is important to be patient, giving students time to think and respond. Maintaining eye contact

shows interest in what students are saying. Paying attention to their questions and answering them clearly and concisely encourages students to ask more questions.

Creativity.

It is essential for making classes fun and memorable. It allows teachers to design original activities and adapt existing materials to meet students' needs. Encouraging students to use their imagination by creating their own stories and dialogues helps stimulate their creative thinking. Designing games and songs as playful activities can effectively reinforce vocabulary and grammar practice.

Management for stress in class.

The ability to manage stress in the classroom is crucial for maintaining a positive learning environment. It involves staying calm, resolving conflicts, and creating clear routines.

Establishing clear rules by defining expectations from the beginning and consistently enforcing them is essential. Incorporating relaxation techniques in the classes helps students reduce stress. Additionally, using humour can create a relaxed and fun atmosphere, making the learning experience more enjoyable.

Organize classes.

Organization is key to effective teaching. It involves planning lessons in advance, preparing materials, and managing time efficiently. Using a variety of resources helps keep students engaged through different types of activities. Efficient time management ensures that all activities are completed on schedule. Additionally, being flexible and willing to adjust lesson plans according to students' needs is crucial for a responsive and dynamic teaching environment.

10. Post-diagnostic results and the contrast with pre-diagnostic

The primary goal was to evaluate students' progress from the initial diagnosis to the post-diagnostic assessment maintaining the core content and assessment strategies, varying the type of question. The conditions of the final test were the same as the initial one in terms of the format and timing for the written and speaking parts.

While vocabulary and grammar section introduced through activities to order letters for making words, write the correct word based on the picture and filling the passage with the correct verb "to be" were included in the vocabulary and grammar section; the Reading section presented 2 short passages for circling true or false statements; Listening comprehension was evaluated through audio clips, followed by filling-in-the-blank activities and write ordinal numbers for ordering pictures; while the Writing task involved filling a personal profile with short phrases such as "My name is (student's name)", "I like (infinite verb/ ING form)", "I hate (infinite verb/ ING form)", "I am (profession)". For the speaking part, each student had a one-to-one interview with the teacher, who asked about five questions related to a picture the student was looking at. Students' responses were evaluated based on their pronunciation, fluency, and vocabulary use, using the YLE Starters rubric from Cambridge.

The following table shows the contrast between the results of the initial and the final diagnostic assessments:



Skill Component	Pre-diagnostic test		Post-diagnostic test	
	Score assigned to the questions	Average score obtained	Score assigned to the questions	Average score obtained
Vocabulary recognition Months of the year	1.80 pts	1.23 pts	0.60 pts	0.51 pts
Grammar (Simple present)	0.70 pts	0.31 pts	1 pts	0.91 pts
Vocabulary recognition (transportation)	0.90 pts	0.82 pts	0.50 pts	0.43 pts
Reading for specific information	0.80 pts	0.32 pts	1.20 pts	1.10 pts
Listening for specific information	0.75 pts	0.52 pts	0.80 pts	0.65 pts
Listening for specific information	0.75 pts	0.55 pts	0.80 pts	0.67 pts
Grammar (Present simple)	0.60 pts	0.26 pts	1.20 pts	1.05 pts
Writing	0.60 pts	0.07 pts	1 pts	0.93 pts
Speaking: Interview For Getting Information from Picture	2.50 pts	1.12 pts	2.50 pts	2.06 pts

Conclusions

Participating in TEFL community service offers an incredibly valuable opportunity for student-teachers. It helps me refine my language skills while instilling a strong sense of social responsibility. This experience has significantly contributed to my growth as an English teacher, allowing me to adapt to various contexts and better understand the challenges students face.

Through this method, I developed both professionally and personally.

The next point is about lesson plan frameworks. These frameworks offer an effective process for planning and executing English language classes. They provide a clear structure and activities, some of which need to be created from scratch, while others can be adapted. However, the strategies and structures are highly flexible, allowing teachers to adjust them as needed, even though this may require spending more time.

The lack of resources, such as technology, posed significant challenges in the English classroom. However, this limitation encouraged me to discover alternative teaching methods. For instance, I made use of the school yard and adjusted my lesson plans to ensure the learning process remained effective and uninterrupted. Consequently, it is evident that using different tools can promote students' engagement and learning. Collaborative work and gamification are techniques that provide valuable support when teaching grammar and improving English skills. In this way, they help create a more enjoyable and effective learning environment.

As a result of comparing to the pre and post diagnostic assessments, students exhibited significant growth in various language skills. They demonstrated enhanced abilities to articulate ideas concisely, construct simple sentences, locate specific information within texts, comprehend spoken language through audio clips, and identify basic grammatical structures. This positive shift

suggests that the strategies for reading, listening, speaking, writing implemented after the initial diagnostic were effective in addressing the students' specific needs.

Finally, engaging in community service has played a vital role in both my personal and professional development. This experience has given me the opportunity to connect with students and parents, listen to their concerns, and assist in finding practical solutions. Throughout this journey, I have strengthened essential teaching skills, including tolerance, teamwork, leadership, and a greater understanding of the responsibility's educators have toward their communities.

Recommendations

1. Encourage a greater number of practical classes with students with special educational needs to strengthen the teaching experience in attention to diversity.
2. Develop projects to create English primers specifically designed to support language learning among students.
3. Ensure that teacher-training complete internships directly in the area of English for a more relevant and specialized experience.
4. Prepare students with a greater number of demonstration classes prior to their first internship, focusing on classroom management and pedagogical strategies.
5. Implement proposals for group control activities, accompanied by clear guidelines on their application to maintain order in the classroom.
6. Incorporate in the demonstration classes situations that reflect the reality of the public education sector, including the technological limitations faced by most schools.
7. Strengthen values and leadership skills in future English teachers, promoting their comprehensive professional development.

Attachments

A) Semi-annual reports from the educational institution.



MINISTERIO DE EDUCACIÓN
Ecuador

Ministerio de Educación

Manta, 11 de septiembre del 2024

INFORME SEMESTRAL SOBRE EL DESEMPEÑO DEL ESTUDIANTE MAESTRO

Nombre del estudiante-maestro:	Rodríguez Díaz Luis Alexander
Cédula de Identidad:	1150738399
Facultad: Educación, Turismo, Artes y Humanidades	Carrera: Pedagogía de los Idiomas Nacionales y Extranjeros
Periodo de práctica: Desde mayo de 2024	Niveles atendidos: Octavo y noveno grado de Educación General Básica

Objetivo del informe: Evaluar el desempeño del estudiante-maestro durante su periodo de pasantías en la Unidad Educativa Fiscal "Pedro Fermín Cevallos".

Desempeño General:

El estudiante-maestro, Rodríguez Díaz Luis Alexander, ha destacado por su excepcional compromiso, dedicación y profesionalismo en el ejercicio de sus funciones como docente en formación. Su desempeño evidencia un profundo dominio de los contenidos curriculares, acompañado de una capacidad sobresaliente para planificar y estructurar sesiones educativas de manera estratégica y eficiente. Además, su habilidad para diseñar e implementar actividades didácticas innovadoras y significativas resalta como una de sus mayores fortalezas, contribuyendo significativamente al aprendizaje integral de sus estudiantes.

A continuación, se presentan de manera detallada los aspectos evaluados que respaldan su desempeño ejemplar.

1. Planificación de Clases:

El alumno-maestro ha diseñado planificaciones didácticas completas y estructuradas, alineadas con los objetivos curriculares de la asignatura de inglés. Estas planificaciones destacan por su claridad y coherencia, incorporando actividades que fomentan el desarrollo de las cuatro habilidades lingüísticas fundamentales: comprensión auditiva, lectura, expresión oral y escritura. Además, ha integrado recursos innovadores, como materiales tecnológicos y estrategias dinámicas, que enriquecen la enseñanza y potencian el interés de los estudiantes, dentro y fuera de los salones de clases.

2. Desarrollo de las Clases:

Durante la ejecución de las sesiones, el alumno-maestro ha demostrado un dominio sólido de los contenidos de inglés y un manejo efectivo del grupo. Ha implementado estrategias pedagógicas variadas, incluyendo actividades participativas e interactivas que han permitido captar la atención de los estudiantes y mantenerlos motivados. Su habilidad para crear un ambiente de aprendizaje inclusivo, respetuoso y dinámico ha favorecido una experiencia educativa significativa y enriquecedora en los diferentes grupos de estudiantes que tiene a sus cargo.



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3. Evaluación de Aprendizajes:


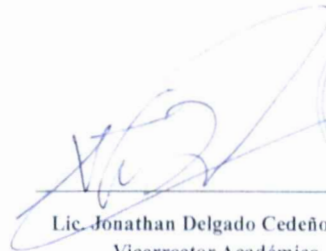
El alumno-maestro ha elaborado instrumentos de evaluación alineados con los objetivos de aprendizaje, permitiendo medir de manera precisa el progreso de los estudiantes en sus distintas competencias propias de la asignatura. Ha mostrado una destacada capacidad para retroalimentar el contenido que imparte de manera constructiva y personalizada, impulsando a los alumnos a mejorar continuamente en sus actuar educativo, permitiendo mejorar en el proceso de enseñanza aprendizaje de la asignatura de inglés.

4. Responsabilidad y Puntualidad:

El alumno-maestro ha cumplido con todas las responsabilidades asignadas de manera puntual y con un alto grado de compromiso. Su preparación constante y disposición para asumir nuevos retos reflejan una actitud profesional y proactiva que contribuye al desarrollo de sus habilidades como docente en formación.

Conclusión:

El desempeño del alumno-maestro en la asignatura de inglés ha sido destacado, evidenciando competencias sólidas en cuanto en la planificación curricular, estrategias docentes y en la evaluación del proceso de enseñanza-aprendizaje de sus estudiantes. Su dedicación, innovación y compromiso lo posicionan como un futuro docente, preparado y con la capacidad de impactar positivamente en la formación académica de sus niños, niñas y adolescente. Su potencial como educador en el área de idiomas es evidente, y su labor durante este periodo formativo ha sido ejemplar.



Lic. Jonathan Delgado Cedeño. MSc
Vicerrector Académico
U.E. Pedro Fermín Cevallos



INFORME SEMESTRAL SOBRE EL DESEMPEÑO DEL ESTUDIANTE MAESTRO

Nombre del estudiante-maestro:	Rodríguez Díaz Luis Alexander
Cédula de Identidad:	11507383399
Facultad: Educación, Turismo, Artes y Humanidades	Carrera: Pedagogía de los Idiomas Nacionales y Extranjeros
Periodo de práctica: Desde agosto de 2024	Niveles atendidos: Subnivel de Básica elemental.

Objetivo del informe: Evaluar el desempeño del estudiante-maestro durante su periodo de pasantías en la Unidad Educativa Fiscal "Pedro Fermín Cevallos".

Desempeño General:

El estudiante-maestro, Rodríguez Díaz Luis Alexander, en este segundo semestre, ahora con estudiantes de básica elemental sigue mostrando compromiso, dedicación y profesionalismo en el ejercicio de sus funciones como docente en formación. El desempeño que viene manifestando ahora con grupos de estudiantes con edades entre 6 a 9 años da cuenta del profundo dominio de los contenidos curriculares, sin importar el año básico en el cual se encuentre, de manera estratégica y eficiente sus planificaciones curriculares se encuentran debidamente estructuradas, además, se destaca su habilidad para diseñar e implementar actividades didácticas que fortalecen el compañerismos y la unión en los salones de clases contribuyendo significativamente al aprendizaje integral de sus estudiantes.

A continuación, se presenta de manera detallada los aspectos evaluados que respaldan su desempeño.

1. Planificación de Clases:

El alumno-maestro ha diseñado planificaciones didácticas completas y estructuradas, alineadas con los objetivos curriculares de la asignatura de inglés. Estas planificaciones destacan por su claridad y coherencia, incorporando actividades que fomentan el desarrollo de las cuatro habilidades lingüísticas fundamentales: comprensión auditiva, lectura, expresión oral y escritura. Además, ha integrado recursos innovadores, como materiales tecnológicos y estrategias dinámicas, que enriquecen la enseñanza y potencian el interés de los estudiantes, dentro y fuera de los salones de clases.

2. Desarrollo de las Clases:

Durante la ejecución de las sesiones, el alumno-maestro ha demostrado un dominio sólido de los contenidos de inglés y un manejo efectivo del grupo. Ha implementado estrategias pedagógicas variadas, incluyendo actividades participativas e interactivas que han permitido captar la atención de los estudiantes y mantenerlos motivados a aprender. Su habilidad para crear un ambiente de aprendizaje inclusivo, respetuoso y dinámico ha favorecido una experiencia de aprendizaje



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educativa significativa y enriquecedora en los diferentes grupos de estudiantes que tiene a su cargo.

3. Evaluación de Aprendizajes:

El alumno-maestro ha elaborado instrumentos de evaluación alineados con los objetivos de aprendizaje, permitiendo medir de manera precisa el progreso de los estudiantes en sus distintas competencias propias de la asignatura. Ha mostrado una destacada capacidad para retroalimentar el contenido que imparte de manera constructiva y personalizada, impulsando a los alumnos a mejorar continuamente en su actuar educativo, permitiendo mejorar en el proceso de enseñanza aprendizaje de la asignatura de inglés.

4. Responsabilidad y Puntualidad:

El alumno-maestro ha cumplido con todas las responsabilidades asignadas de manera puntual y con un alto grado de compromiso. Su preparación constante y disposición para asumir nuevos retos reflejan una actitud profesional y proactiva que contribuye al desarrollo de sus habilidades como docente en formación.

Conclusión:

El desempeño del alumno-maestro en la asignatura de inglés sigue siendo destacado, lo cual es evidente ya que muestra competencias en planificación curricular, estrategias activas, técnicas innovadoras favoreciendo el proceso de enseñanza-aprendizaje de sus estudiantes. Su dedicación al trabajo lo posicionan como un futuro docente, preparado y con la capacidad de impactar positivamente en la formación académica de sus niños, niñas y adolescente.



Lic. Jonathan Delgado Cedeño. MSc
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U.E. Pedro Fermín Cevallos

b) Lesson Plans

Level: A1

FMU ANALYSIS OF SIMPLE PRESENT AND VERB TO BE

1. FORM

1.1 Positive

PERSONAL PRONOUNS	VERB TO BE	EXAMPLES
I /aɪ/	Am /Æm/	I am a student.
He /hi:/	Is /ɪz/	He is a doctor.
She /ʃi:/		She is happy.
It /ɪt:/		It is a sunny day.
We /wi/	are /ɑ:/	We are ready.
You /ju:/		You are my English teacher.
They /ðei/		They are sick.

1.2 Negative

PERSONAL PRONOUNS	VERB TO BE	EXAMPLES
I /aɪ/	am not / æm nɒt/ Or 'm not (æm nɒt)	I am not tired.
He /hi:/	Is not / ɪz nɒt/ Or isn't / 'ɪz n̩t/	He isn't here.
She /ʃi:/		She isn't interested.
It /ɪt/		It is not a car.
We /wi:/	Are not /ɑ: nɒt/ Or aren't / ɑ: n̩t/	We aren't lost.
You /ju:/		You aren't my friend.
They /ðeɪ/		They aren't teachers.

1.3 Question

VERB TO BE	PERSONAL PRONOUN	QUESTION MARK	EXAMPLES
Am /æm/	I /aɪ/		Am I correct?
Is	he hi/		Is he Carlos?



/ɪz/	she /ʃi:/	?	Is she your sister?
	it /ɪt/		Is it a window?
Are /ɑ:/	we /wi:/		Are we there yet?
	you /ju:/		Are you okay?
	they /ðei/		Are they home?

1.4 Present simple with other verbs

PERSONAL PRONOUN	AFFIRMATIVE	NEGATIVE	QUESTION
I	I play soccer.	Do not / du: nɒt/ or Don't / dɔ:n/	I do not play soccer. Do I play soccer?
We	We watch movies.		We do not watch movies. Do we watch movies?
You	You eat breakfast.		You do not eat breakfast. Do you eat breakfast?
They	They visit their friends.		They do not visit their friends. Do they visit their friends?
He	He reads books.	Does not / dʌz nɒt/ or Doesn't (' dʌz'nt)	He does not read books. Does he read books?
She	She writes letters.		She does not write letters. Does she write letters?
It	It rains often.		It does not rain often. Does it rain often?

2. *MEANING*

- Present simple with to be describes states, general truths, permanent situations, locations, and scheduled events.
- Present simple tense describes routines, static circumstances, universal facts, and set arrangements.

3. *USE*

1. **We use the simple present with verb to be for talking about characteristics and descriptions, location, state of being, age, time and dates.**

1.1 Characteristics and descriptions: To describe the qualities, characteristics, or conditions of someone or something.

Example: He is tall.

1.2 Locations: To indicate where someone or something is located.

Example: We are in the park.

1.3 State of being: To describe a person's emotional or physical state.

Example: They are sick.

1.4 Time and dates: To tell the time, date, or day.

Example: It is 3 p.m.

2. **We use the present simple to talk about facts and habits, to express fixed arrangements, general truths.**

2.1 Facts and Habits: to describe a real true, and a habit.

Example: You walk for a hundred meters, then you turn right.

2.2 To express fixed arrangements: For something which is fixed, present or future.

Example: Your English test starts at 10:30 am.

2.3 General truths: To mention universal realities.

Example: At 0 degrees, water freezes.

3. ANTICIPATED DIFFICULTIES

3.1 Confusion when talking about actions that are ongoing (Present Continuous).

Example: Justin eats dinner at 6 p.m. every day. [describing a habit]

Justin is eating dinner right now. [describing a temporary action in the present]

3.2 Omission of the letter “s” for the third person.

Example: “He love his car” instead of “He loves his car.”

3.3 Confusion when replying to questions with Do/does...?

Example: Do you have a car?

Yes, I have.

Do you have a car?

Yes, I do.

3.4 Confusion when replying to the question “Are you...?”

Are you tall?

Yes, you are.

Are you tall?

Yes, I am.

4. *COMPREHENSION CHECKING QUESTIONS*

Are you happy?	Does he like apples?	Do you watch news?
Yes, I am	Yes, he does	No, I don't.
Are they on the moon?	Does it work?	Do you eat vegetables?
No, they aren't.	No, it doesn't.	Yes, I do.

5. *TEACHING IDEAS*

Regarding ideas for application in class, there is a fun brief exercise designed to reinforce the simple present with the verb to be and other verbs. The teacher will invite students to form groups of four. Then she will deliver each of them a different slip of paper, which has an instruction of a use of the present simple in a specific context. Each student must write a sentence in their notebook following the written command. For example, the paper stated: "Describe the qualities or characteristics of someone in your family". An expected written answer would be like this: "My mother is tall."

Finally, they will share their sentences orally with the rest of the group, having eight minutes to complete the task.

SOURCES CONSULTED

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[present-tense-definition-](https://study.com/academy/lesson/what-is-simple-present-tense-definition-)

examples.html#:~:text=The%20simple%20present%20tense%20is,go%20to%20school%
20every%20day

Speaking Lesson Plan Sample

Level: A1

Grade: 8th

N° of students: 25

Action points

1. Improve the time management at the time of making corrections to students
2. Increase speaking interactions
3. Elaborate visual material due to the lack of didactic materials in the institution

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT use the present simple tense of the verb to be and other verbs in simple present and vocabulary related to personal information to ask and answer personal information questions in an interview.

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?

In the first activity students know new vocabulary and its relation with their personal information to fill out a personal profile card, then they can order questions to ask and practice the intonations, and finally, they take a journalist role asking their classmates for their personal information.

Preliminary considerations:

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

They already know the verb to be, numbers, symbols such as @ (at) .com (dot com) _ (underscore), vocabulary about countries and cities.

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

The pronunciation of the e-mail address elements.

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

First, they might practice just symbols, then create a randoms email address to practice, finally they might practice with their email addresses.



Time	Framework Stage	Procedure		Interaction	Materials Needed
10 min	Encounter and Clarify	<p>The teacher will...</p> <p>On the board, put cards about personal information such as countries, an email address, a telephone number, an address, age, and the answers to What's your name? How old are you? Where are you from? Where do you live? What's your telephone number? What's your email address? The names</p>	<p>Students will...</p> <p>Come to the board to choose one word and write it above each flashcard.</p>	<p>T-S/S-S</p> <p>VAKT</p> <p>T-S</p> <p>T-K-V-A</p>	<p>Markers</p> <p>Cards</p> <p>A board</p>

		<p>and the questions will be on the right side. After that, the first student in each column comes to the board to choose one word and write it above each flashcard.</p> <p>Checking-comprehension questions ?</p> <p>Non-verbal affirmation</p> <p>“Point to the country”</p> <p>“Point to the email address”</p> <p>“Point to the telephone number”</p>			
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5 min	Remember and Internalize	Provide students with a personal profile with categories such as name, age, address, email address, country, telephone number for them to complete it.	Complete the personal profile individually.	S-S V-A	Pencils Personal information cards
10 min	Remember and Internalize	Make five groups of four members each one, next order words and create the questions, when they have got the answer, go to the board and write on it, then check if it is right, it is not. Show how to read questions and where students must put the intonations on them. Questions to order: What's your name?	Order each word until creating the question or sentence, then write the full question or sentence on the board. Then repeat the intonation to practice.	T-S V-A-K-T	Markers A board Slips of cardboard



		<p>My name is <u>Luis Rodriguez</u>.</p> <p>How old are you?</p> <p>I am <u>23</u> years old.</p> <p>Where are you from?</p> <p>I am from <u>Ecuador</u>.</p> <p>Where do you live?</p> <p>I live in <u>Manta</u>.</p> <p>What's your telephone number?</p> <p>My telephone number is <u>097967815</u>.</p> <p>What's your email address?</p> <p>My email address is <u>josemiguel10@gmail.com</u></p>		
13 min	Fluently Use	Make pairs and ask students to interview their partner. Each student should ask one of the	Make an interview where they ask and reply each question.	S-S A-V

	<p>questions on the board to his partner. The partner must answer using the structure of the answers from the previous activity, replacing some details (e.g. age) of their real information (names, ages, telephones numbers, email address, address, and their country).</p>				
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1. Resources

1.2 Encounter and Clarify



Country
Email Address
Age
Telephone Number
Address
What's Your Name?
How Old Are You?
Where Are You From?
Where Do You Live?
What's Your Telephone Number?
What's Your Email Address?

I AM 20 YEARS OLD

My name is Alexander. **I live in Manchester.**

I am 25 years old. **My telephone number is 607123456**

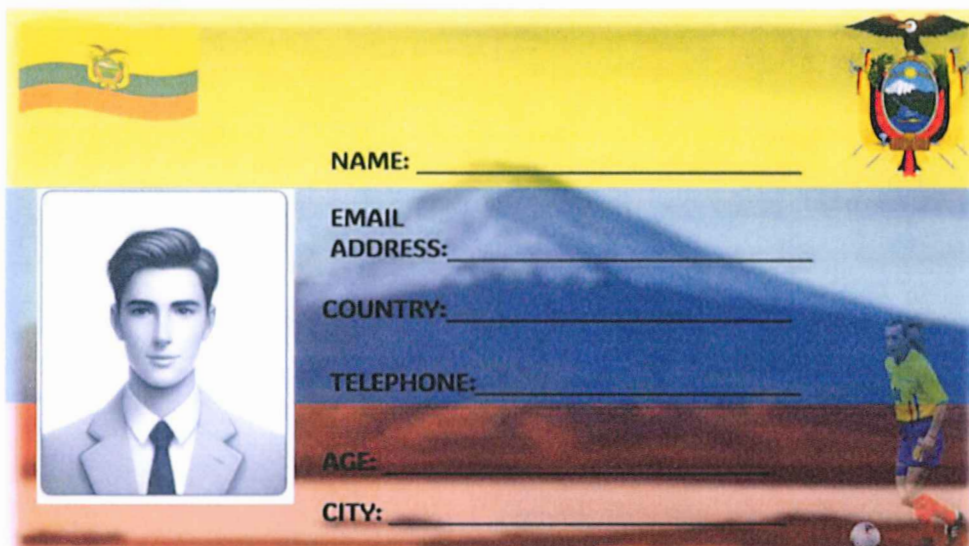
I am from England. **My e-mail address is beautiful10@gmail.com**

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Peter Wilson
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- Internalize activity (create a personal profile)



NAME: _____

EMAIL ADDRESS: _____

COUNTRY: _____

TELEPHONE: _____

AGE: _____

CITY: _____

Listening Lesson Plan Form

Level: A1

Grade: 8th

Number of students: 28

Action points (things you are working on in you teaching)

1. Increase students' ability to obtain general and specific information through an audio file.
2. Develop understanding of different accents, speeds, and speaking styles (one lesson at a time).
3. Control the time among activities.
4. Improve student's writing ability through making simple sentences with the simple present tense and the verb to be.

What are your Students Learning Objectives for the lesson?

By the end of the lesson, SWBAT show understanding of personal information by answering specific information questions about Lucy **and then draw and write a superhero's profile.**

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?

In the first part of the class, students recognize some essentials to obtain answers to general and specific questions, then they complete a fill-in-the-gap activity based on audio file. Finally, students write about the superhero they created.

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

1. They already know the alphabet, cardinal numbers, cities, and countries.
2. They already know the simple present form of the verb to be and other verbs.

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

1. To obtain specific information from the audio file.
2. To organize their ideas in writing.

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

Before listening to the audio file, ask them to identify the key words from the questions as they will need to be attentive to them while trying to get the answers while listening. By providing them with a model of the paragraph about the superhero's information they made up.



Time	Framework Stage	Procedure		Interaction	Materials Needed
		Teacher will...	Students will...		
5 min	Pre-stage	<p>Draw lines on the board to divide it in columns using these categories: name, age, phone number, email address, country, city, address. Provide each student with a stick note with information like Carlos, 0979436073, Manta, Ecuador, etc. for them to try pasting each under the correct category.</p>	<p>Students will...</p> <p>Try pasting each stick note under the correct category on the board.</p>	<p>T-S/S-S VAKT</p> <p>S-S V-K-T</p>	<p>Stick notes A board Markers</p>
7 min	During-stage (early during stage)	<p>Write the questions (below) on the board and ask students to be ready to take notes of the answers to the questions</p>	<p>Take notes to reply to the questions on the board.</p>	<p>T-S V-A</p>	<p>A speaker A pencil A rubber Notebooks</p>



	below while listening to the audio file: How many speakers are there on the recording? What is the purpose from conversation? Who are the main characters? Then ask students to share their answers.				
7 min	During stage (Later during stage activities)	Play the audio file again and deliver students a fill-in-the gaps worksheet. Ask them to complete it individually. Then ask them to share their answers with the rest of the class for the teacher to confirm or correct them.	Fill the gaps of the worksheet. Then they will share and check the answers with the rest of the class.	S-S T-S V-A	Speaker A pencil A rubber Copies of the worksheet
8 min	During stage	Write these questions on the board:	Listen to the recording and take notes to reply to the questions on the board.	S-S T-S	A speaker A pencil



	(Final During stage activity)	<p>What's her surname? Where does she live? What's her email-address? What's her class? After, play the audio file and ask students to answer those questions while listening to it. Then ask them to share their answers with the rest of the class for the teacher to confirm or correct them.</p>		V-A	A rubber Papers Copies of the worksheet
18 min	Post- Stage	Ask students to create a superhero's profile and his/her personal information made up by them along with a drawing of it.	Create a superhero's personal profile (including his/her secret name, superhero's name, age, country, city) and draw how he/she looks.	S-S	Copies of the worksheet A Pencil A Rubber

RESOURCES

Early during stage:

Lucy: Hello.

School librarian: Hello, what's your name?

Lucy: My name's Lucy.

School librarian: My name is Jose, and I am your school librarian, what's your surname, Lucy?

Lucy: Moore.

School librarian: Can you spell that?

Lucy: M-O-O-R-E.

School librarian: Where are you from, Lucy?

Lucy: I am from England.

School librarian: Where do you live?

Lucy: I live here in Manchester at 36 Bridge St. Greater.

School librarian: What is your email-address?

Lucy: Lucymoore08@gmail.com

School librarian: How do you spell that?

Lucy: L-u-c-y-m-o-o-r-e-0-8-@-g-m-a-i-l.c-o-m

School librarian: Thank you. What class are you in?

Lucy: Class 8B.

School librarian: Class 8B. And how old are you?

Lucy: I'm 10.

School librarian: Do you have a photo?

Lucy: Yes, here you are.

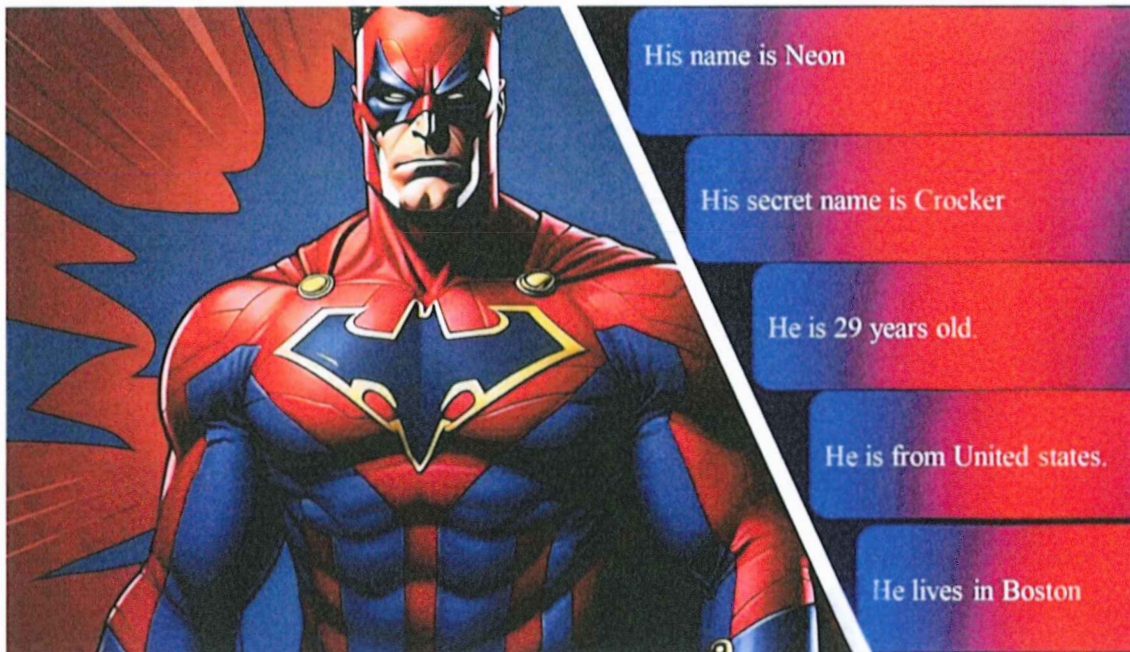
School librarian: Thank you. Here's your school library card.

Lucy: Thanks. Bye.

School librarian: Goodbye.

Post stage

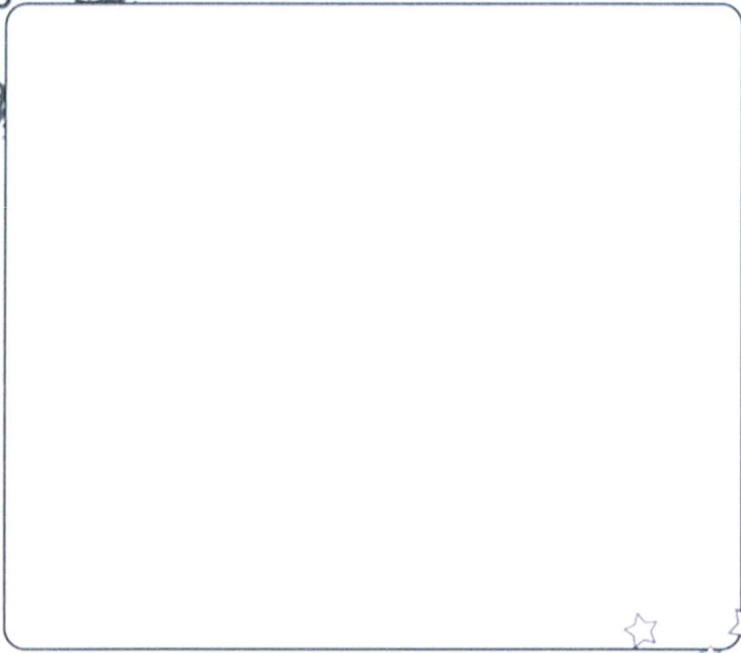
Model



Post stage Activity

Design a SUPERHERO

Write sentences about your superhero's personal profile (including his/her secret name, superhero's name, age, country, city) and draw how he/she looks.



READING LESSON PLAN

Level: A1

Grade: 4th

N° of students: 27

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

1. Use the skimming technique correctly.
2. Give instructions clearly.
3. Build vocabulary through definitions.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT show understanding of the passage about dolphins by identifying the mistake on the fake information cards and correct it as soon as they notice and then mention a fact about dolphins prompted by one-word cards.

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

In the initial activity, the teacher presents a matching exercise to enhance vocabulary. Following this, students examine one image and respond to related questions. As the next step, students complete a worksheet using the passage as a reference, assign students in pairs, and ask them to share their answers. Then students in groups of three have flashcards with fake dolphin information to identify the mistake and correct it as soon as they notice. Finally, students have a sticky note with words (food, habitat, characteristics) and mention one fact about dolphins which are related with stick notes.

Preliminary considerations:

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

1. They already know simple present of verb to be.
2. Students already know some verbs in simple present.
3. Students are able to identify numbers from twenty to forty.
4. Students already know vocabulary about sea animals.

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

1. Finding out information on the passage.
2. Reading with pauses and fluently.
3. Speaking with a funny voice.
4. Understanding the passage.

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

1. Repeated readings: Students read the same text back-to-back to help build fluency and automaticity.
2. Feedback and modelling: Provide pupils with an example of what they must do.
3. Vocabulary development: Teach key vocabulary words before, during, and after reading.



Time	Framework Stage	Procedure		Interaction	Materials Needed
		Teacher will...	Students will...		
10 min	PRE-STAGE	Show his display with a match activity, ask student to match words with their correct definition.	Correctly match each word in the shortest possible time.	T-S/S-S VAKT	A computer A projector
5 min	EARLY-DURING STAGE	Ask students to look at the photo, then write the following questions on the board for them to answer: What do you see on the picture?	Look at the picture and answers the questions	T-S V-A	A photo A computer A projector



		What are they? Wild or sea animals? Do you think sea animals are dangerous?			
15 min	LATER DURING STAGE	Provide the dolphin passage to the class. Afterward, students complete a worksheet using the passage as a reference. Next, assign students to pairs and ask them to share their answers. Finally, review the correct answers.	Read, choose the correct answers in the text, and share them with the class.	T-S A-K	Copies of the worksheet Pencils Rubbers Markers A board.
7 min	FINAL DURING STAGE	Assign students in groups of three, then provide them with flashcards with fake dolphin	In groups of four, one member at a time will take a card and read it aloud for his/her	S-S A-T	Cards



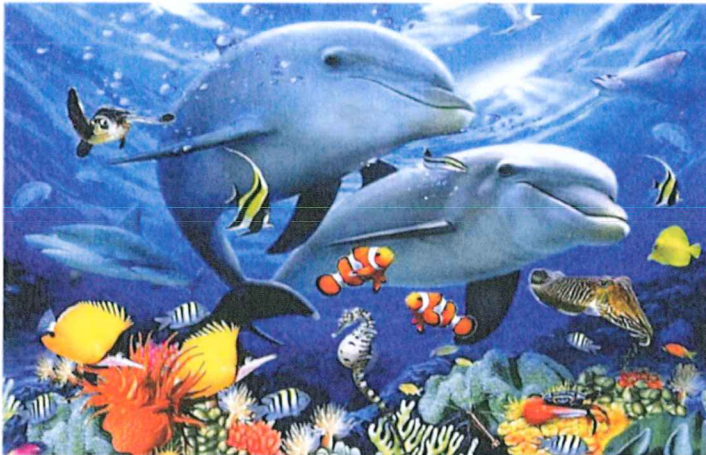
		information and ask one member of a group at a time to take a card and read it aloud for his/her teammates to identify the mistake and correct it as soon as they notice.	teammates to identify the mistake and correct it as soon as they notice.		
18 min	POST	Assign students in groups of three. Provide each group with a stick note with a word (food, habitat, or characteristics) written on it. Ask students to mention one fact about dolphins.	Write one fact on a stick note, after reading it aloud with a funny voice, and guess who read.	S-S A	Stick notes Pencils Rubbers

RESOURCES

Pre stage

<https://acortar.link/VRIEEz>

Early During stage



Later During stage

DOLPHINS

Dolphins are friendly and playful animals. They do not drink water like people. They get all the fresh water from the fish they eat! They breathe air. They eat on fish, squid, and shrimps. There are 36 kinds of dolphins. They live in seas, oceans, and some rivers, too.

Dolphin's food: _____

Dolphin's habitat: _____

Dolphin's characteristics: _____

Number of dolphin's kinds: _____





Final Stage

Dolphins are quiet and inactive animals.

They eat on humans, sharks, and vegetables.

They live on beaches, and on the moon, too.

There are 10 kinds of dolphins

Post stage

FOOD

HABITAT

CHARACTERISTICS

Writing Lesson Plan Form

Level: A1 Grade: 4th Number of students: 27

Action points (things you are working on in you teaching)

1. **Use punctuation marks correctly.**
2. **Write sentences structure.**
3. **Correctly use the transition words.**
4. **Work in pairs to save time when checking.**

What are your Students Learning Objectives for the lesson?

By the end of the lesson, SWBAT write a short paragraph to describe the powers of the superheroes they invented, and then rank their classmates' texts from 1 to 5.

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?

Students read a model for completing a matching activity about superheroes' powers and their purposes. Following a model, they create their own and ask for suggestions from other members of the group.

Preliminary considerations:

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

1. They already know the verb to be and simple present of some verbs.
2. Punctuation marks.
3. Personal pronouns.
4. Use the modal verb "can"

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

1. Writing and ordering their ideas correctly.
2. Forgetting punctuation marks.
3. Using the correct verb in the right place.
4. Skipping letters.

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

1. Helping with words they do not know and organizing their ideas.
2. Making a little review about the third personal pronouns.
3. Reinforcing the use of punctuations marks.
4. Proving feedback instantly.



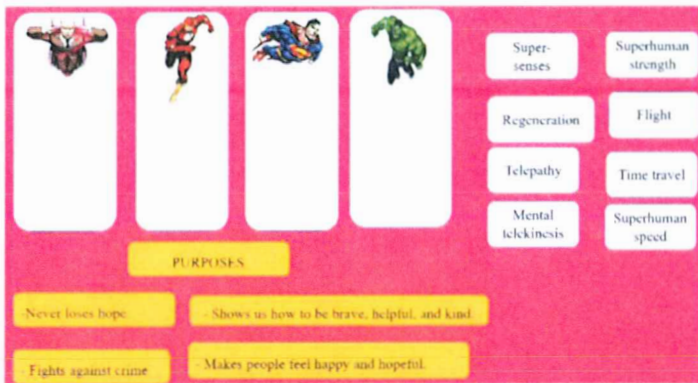
Time	Framework Stage	Procedure		Interaction	Materials Needed
		Teacher will...	Students will...		
15 min	Preparation	<p>Show a chart about four superheroes to complete it with their own superpowers and purposes.</p> <p>Next, assign the class into groups of six students (3 pairs within) and provide them with a worksheet.</p> <p>Display the model passage and complete the worksheet (to match each power and purpose to a superhero).</p>	<p>Complete the chart. Next join a group to complete the worksheet.</p>	<p>T-S</p> <p>A-V</p>	<p>A projector</p> <p>A computer</p> <p>Pencils</p> <p>Rubbers</p> <p>Copies of the worksheet</p>



20 min	Drafting, Revising and editing	Write a model on the board which students must follow to create their own. Provide students with a list of superpowers that they can use. After that, ask students to exchange their draft with another pair and give suggestions. Supervise students to edit their drafts according to their partner's suggestions.	Write a draft by using the model on the board that includes aspects such as name, purpose, place, custom description, physical characteristics, and skills. Give suggestions to each other. Edit their drafts according to their partner's suggestions.	T-S S-S V	Pens A rubber A model A board Markers Notebooks
10 min	Extension	Ask students to paste their paragraphs on the board. Ask each of them to rank a classmate's text with a scale from one to five.	Paste their paragraphs on the board and rank a classmate's text with a scale from one to five.	S-S V	Tape A board Completed texts

RESOURCES

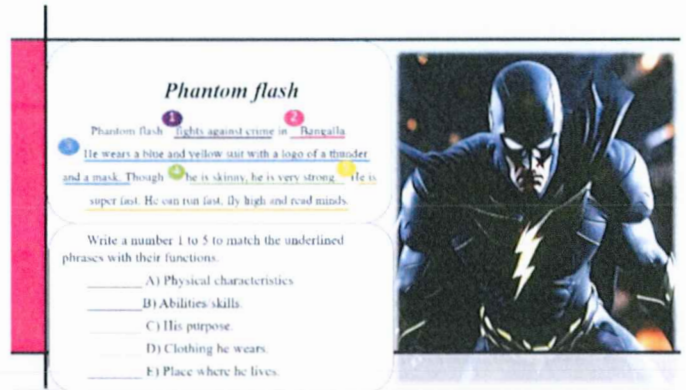
Preparation



A template for creating superhero character cards. It features four columns for character images and a grid of powers and purposes.

POWERS: Super-senses, Superhuman strength, Regeneration, Flight, Telepathy, Time travel, Mental telekinesis, Superhuman speed.

PURPOSES: Never loses hope, Shows us how to be brave, helpful, and kind, Fights against crime, Makes people feel happy and hopeful.




Phantom flash

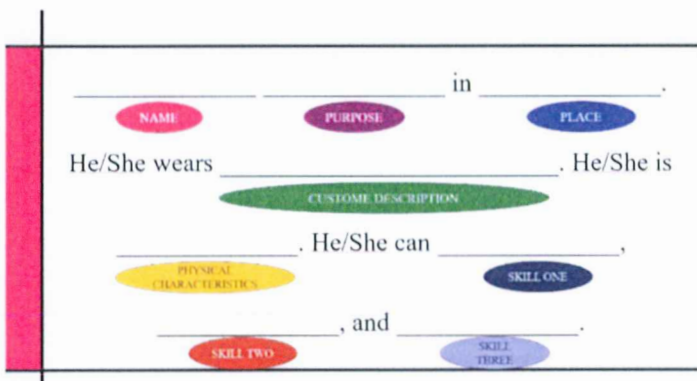
Phantom flash ¹ fights against crime in ² Baracalla. He wears a blue and yellow suit with a logo of a thunder and a mask. Though ³ he is skinny, he is very strong. ⁴ He is super fast. He can run fast, fly high and read minds.

Write a number 1 to 5 to match the underlined phrases with their functions.

- _____ A) Physical characteristics
- _____ B) Abilities skills.
- _____ C) His purpose.
- _____ D) Clothing he wears.
- _____ E) Place where he lives.



Drafting/revising/ editing



_____ in _____.
 NAME PURPOSE PLACE
 He/She wears _____, He/She is _____
 CUSTOMER DESCRIPTION
 _____, He/She can _____,
 PHYSICAL CHARACTERISTICS SKILL ONE
 _____, and _____
 SKILL TWO SKILL THREE



SUPERPOWER LIST

- TAKES ANIMAL CONTROL
- DISINTEGRATES HIMSELF/ HIMSELF
- RUNS VERY FAST
- SELF-REPLICATES
- FLIES
- CHANGES HIS/HER SHAPE
- SELF-DESTRUCTS
- ABSORBS ENERGY
- SELF-REGENERATE
- JUMPS HIGH
- STOPS TIME
- TAKES FIRE CONTROL
- SPEAKS WITH ANIMALS
- TURNS SUPER SAIYAN
- DETECTS LIES
- TAKES MENTAL CONTROL

Photos



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