



UNIVERSIDAD LAICA ELOY ALFARO DE MANABÍ

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Título:

Speaking Lesson Plan in an English Teaching Learning Process

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TUTOR CERTIFICATION

Lic. Celia Saltos Dueñas, M. Sc.; professor of Universidad Laica Eloy Alfaro de Manabí, Extensión Chone, as the tutor of the degree work.

CERTIFICATION

The present degree work called: "Speaking Lesson Plan in an English Teaching Learning Process" has been exhaustively reviewed in several work sessions. It has been concluded and it is ready for its defense.

The options and concepts expressed in this degree work are the results of the perseverance and originality of its author: Kerly Naomy Angulo Torres, being his sole responsibility.

Chone, January 2025



Lic. Celia Saltos Dueñas

TUTOR



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Los miembros del Tribunal Examinador, aprueban el informe de proceso de solicitud de Community Service sobre el tema TEFL Community Service: Speaking Lesson Plan in an English Teaching Learning Process del año lectivo 2024, elaborado por la estudiante Kerly Naomy Angulo Torres.



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Miembro del Tribunal



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Secretaria

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DEDICATION

I dedicate this work to God, my dear parents, and my siblings, who have been a help and source of inspiration and have given us strength when we thought we would give up. They continually give us their moral, spiritual, emotional, and financial support. Finally, I dedicate it to all my friends for their unconditional support, not only for believing in me but also for contributing directly or indirectly to my studies so that I can be a good guide in the future as a teacher and a better person.

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Most importantly, I would like to thank myself for not giving up and moving forward, despite the obstacles I was able to continue, and as my favorite band says life goes on and on, this achievement is the result of all the desires, sacrifices, and lessons I have learned throughout my academic career.

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INTRODUCTION

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

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

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

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

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

GENERAL OBJECTIVE:

To contribute to the strengthening of 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

1. What were your expectations regarding teaching community service?

When discussing the idea of performing community service activities as part of an educational process, expectations arose on a personal and academic level. This practice is seen as an opportunity to apply knowledge in real situations and as an experience that contributes to the development of essential values such as solidarity, empathy, and social commitment.

In this sense, my initial expectations for community service learning revolved around three main aspects: meaningful learning, personal growth, and the opportunity to positively impact the communities served.

Firstly, community service is expected to be able to provide practical learning that complements the theory taught in the classroom. The opportunity to get out of the traditional academy environment and take on real challenges seemed from my point of view can be a valuable opportunity to put into practice the specific knowledge of my field and also to develop skills such as teamwork, problem-solving, and decision-making. I hope that this practical lesson will not only reinforce what you learned in class but also reveal new perspectives that are often not explored in theory. Furthermore, this experience will provide me with significant personal growth to face different social realities is, in itself, a process of internal reflection that helps break stereotypes and prejudices. I believe that community service will allow me to develop greater empathy and sensitivity toward the needs of others, helping me understand that knowledge is meaningless unless it is shared or used for good. I also hope that it will challenge me to get out of my comfort zone and help me strengthen my emotional skills such as patience, tolerance, and adaptability. On the other hand, one of the aspects that generated the greatest enthusiasm in my expectations was the possibility of generating a positive impact. While I was aware that a profound change cannot be achieved in a short time, at least the actions taken will leave a significant contribution to the people

who benefited from them, either in the form of useful knowledge or tangible improvements in their lives and quality of life.

I also wanted this experience to awaken a greater social commitment and a sense of responsibility for collective problems, generating a stronger connection with the idea of actively contributing to the construction of a more just society.

But I was also aware that these expectations could face obstacles, which I imagine that working with communities can sometimes be difficult because social, economic; and cultural conditions can limit the effectiveness of actions.

So, this experience will not only teach me how to manage successes; but also, how to manage disappointments and be resilient in the face of adversity.

In conclusion, my expectations for community service education were ambitious but realistic. Not only practical and personal learning, but also the opportunity to contribute to the improvement of the communities I would work with. However, I also understand that the success of this experience depends on my ability to adapt to challenges and my willingness to learn from my successes and failures. Ultimately, this process is expected to leave me with a lasting lesson that education goes beyond books and the classroom, that true knowledge is manifested through actions that transform lives and promote the common good, and that students put into practice what they have learned in the classroom, applying their skills and knowledge where they will learn to be more committed, becoming aware of the needs of society and feeling motivated to actively participate in improving their learning.

According to (Rangel Sostmann, 2005) he maintains that Community Service is the professional activity through whose practice at the higher level, students participate in society, identifying

problems and contributing to their solution. Through community service, work is done to promote the necessary conditions that foster the comprehensive training of university students.

The action of participating, understood in its own complex nature, has been defined in multiple ways, but in its essence, it is interaction, and effort made with others to achieve change. (Casillas, 2002) , assumes that the community is a way of interrelating, sharing or not, intentions, capabilities, actions, spaces, circumstances, and collective development projects, and that community participation is the human action of interaction and involvement in achieving a change or common good.

Both authors highlight a positive and enriching vision of community service and community participation.

They highlight the importance of community service in the general education of university students, emphasizing that this activity allows them not only to identify social problems; but also, to actively contribute to their solution. This suggests that higher education is not limited to the academic field, but must also involve students in the social context in which they operate.

2. How was the reality of the educational context (infrastructure and facilities) in your educational social service?

During the completion of these practices as community service, the Institution's infrastructure was observed: they lacked new bathroom doors and personal hygiene implements, lacked inadequate furniture, or defective electrical systems. Some classrooms have air conditioning and others do not, so they are in poor condition and cannot be repaired due to lack of money. There are times when students have to share classes by separating them with a wooden wall and thus the teachers begin to teach their respective classes.

They have computers in the laboratory, but not all of them are in good condition or updated, only some are used and have internet, which is a disadvantage due to the number of students or teachers who require their use.

The facilities in this community social service would be the generation of spaces for mutual learning between students and the community, therefore, to educational and social improvement in vulnerable or difficult-to-access areas.

He mentions (Garcia, 2018) that the spaces where students, teachers, and directors develop school activities and the services that allow the operation of schools. These must meet the requirements of quality, safety, functionality, opportunity, sustainability, about permanence offer the appropriate physical environment for learning, Comfort, and recreation. things, that schools have physical structures that are safe, durable, and resistant to threats or hazards related to their geographic location to protect the integrity of those who occupy them, as well as utilities such as electricity, water, and sewerage to ensure the sustainability, cleanliness, and health of the school community.

(Claus, 2018) refers to: The provincial and national educational systems, as in the rest of the countries in the region, have the challenge of providing sufficient material and physical spaces to school buildings and at the same time guaranteeing that the material conditions become effective "learning spaces" where the multiple interactions necessary to generate a quality education can be developed. In many cases, the reality of educational social services is that challenges and opportunities coexist. When services are provided in areas with limited infrastructure and opportunities, volunteers may face the problem of lack of resources, but they can also have a significant impact on the lives of students and communities by helping to improve educational conditions.

3. What was the result of the initial diagnosis of student's English language proficiency?

Like any language, learning English requires developing four fundamental skills: listening, speaking, reading, and writing. Each of these skills is essential to achieve comprehensive language proficiency and must be worked on in a balanced way. The result of the initial diagnosis showed significant deficiencies in understanding the language skills of students in first to fourth grade. It is necessary to reinforce study and practice in fundamental areas.

Most students perform poorly in the four skills, which require effort, perseverance, and motivation. It has been suggested that it is important for students to practice regularly and be able to overcome the fear of error; since failures are part of the learning process. In addition, the combination of varied strategies and resources makes learning more dynamic and effective. With constant and well-directed practice, students will not only improve their English proficiency but will also gain confidence to communicate in different contexts in the classroom or anywhere else they are.

(Porta., 2020) analyzes the importance of diagnostic assessment in the teaching-learning process for both teachers and students and states that diagnostic assessment is a source of information that complements and reinforces the rest of the assessments that teachers do every day. It is a systematic process that determines which students do not have the skills to begin a new learning process, in order to level them up in such a way that achieve the proposed objectives.

According to (Martha Lucia Lara Freire, 2020) the diagnostic test is an instrument that allows to identify the development of the learning processes of students whose main objective is to identify the different levels of performance that students have in each group.

According to the authors, a diagnostic test at school is considered to be an evaluation that can be carried out at the beginning of a course or unit to know the level of previous knowledge and skills of students. Taking into account that the objective is not to grade, but to identify which areas the

students master and which ones need to be reinforced. In this way, teachers can plan and adapt the content according to the needs of each level to which the respective classes are taught.

4. What were the advantages and disadvantages in planning and executing classes with the ECRIF, PDP, and WRITING PROCESS models?

Educating without planning is like building a house without a plan or writing a novel without an outline. The art of educating requires effort, rational analysis, critical thinking, and creativity. Planning in education is the key to ensuring the success and quality of actions. Developing language skills is a process that needs to be reinforced by the application of different strategies that teachers must use in their classes, to significantly develop and improve skills. (Mariana Andrea Salvatierra Avila, 2), states that "Language skills, also known as communication skills or abilities, include four well-known capacities that allow a person to understand and produce spoken language, For proper achieve adequate and effective communication." In general, all human beings possess linguistic abilities, but without a doubt, some have them more developed than others, and these are the ones that allow us to communicate, manage to send, and receive messages, as long as the language is involved in this back and forth of messages. (Mendoza P, 2023) Language skills, also known as communication skills or abilities, include four well-known abilities that allow a person to understand and produce spoken language, to achieve effective, adequate communication.

ECRIF Model (Encounter, Clarify, Remember, Internalize, Fluency):

Method, in its acronym in English "Encounter, Clarify, Remember, Internalize, and Fluent Use" is a method that is based on the teaching process, which focuses its strategy on the skills to be learned or on the knowledge of the language itself instead of the activities that the teacher may be directing at the time of the explanation. In this aspect, the teaching task is to plan activities that focus on the content of the subject to be learned.

Through ECRIF, teachers can consider the extent to which teaching is fruitful and observe the students' approach during the language acquisition process. It is a method that helps the teacher to check how students learn a new language.

In other words, the teacher incorporates this model into the lesson plan to improve the student's speaking skills. (Al-Mobayed., 2016)

(Tosuncuoglu, 2017) considers that the main idea of the ECRIF method is to focus on the learning process, where teachers can verify it through appropriate activities in which students learn best.

Advantages

Facilitates long-term retention by including specific phases for students to remember and internalize the content, ECRIF fostered a deep and lasting understanding of the material, beyond superficial memorization.

Disadvantages

ECRIF is a method that demands time for prior planning since each stage must be well designed to adequately guide the learning process, which was a challenge when it was executed in the class with the students.

PDP Model (Pre, During, Post)

The method is an effective teaching tool that promotes active and meaningful learning. By structuring learning activities according to these three phases, teachers can maximize student engagement and understanding of the topics.

Advantages

This model helps to plan learning activities in a logical and orderly way, facilitating teaching and learning, and can be applied to different subject areas and adjusted according to the level of learners or learning objectives.

Disadvantages

If not applied flexibly, the model can become too structured, leaving little room for spontaneity or real-time adaptations. Some activities, especially in the 'During' phase, may require specific materials, technologies or resources that are not always available.

Writing Process Model (Proceso de Escritura):

Is an important form of communication and plays an important role in foreign language acquisition. Learners generally consider tedious and difficult task as it requires language knowledge, grammar usage, and vocabulary retrieval. Likewise, you need critical thinking strategies that allow you to express yourself well in a foreign language.

(Delmastro y Di Pierro, 2009) define writing as "a complex process of language organization, production, and representation, which are governed by communicative and social norms. codes and norms and require the explicit development of specific cognitive and linguistic skills."

(Murray.) proposed a process-based approach to writing, highlighting the importance of revision and rewriting in the development of a text. His approach focuses on the act of writing as a process of discovery and learning, rather than simply as an act of transmitting information.

Both approaches offer complementary perspectives. While Delmastro and Di Pierro emphasise the normative and cognitive dimension of writing, Murray emphasises the dynamic and developmental nature of the writing process. Taken together, these ideas suggest that effective writing requires both an understanding of linguistic and social norms and a willingness to explore, revise and transform text in order to construct meaning and achieve communicative goals.

Advantages

Is a powerful tool for improving writing comprehensively. Its focus on breaking the task down into manageable steps and encouraging continuous improvement helps to develop confidence, creativity, and critical skills in students.

Disadvantages

Carrying out all the stages of the writing process can be very slow and, in classes with limited time, can make it difficult to cover other topics. There are cases where students prefer to write quickly or spontaneously and may feel frustrated with the formal structure of the process, which could demotivate roles.

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

Community service is a powerful engine for personal growth, as it allows me to develop emotional, social, and ethical skills that are fundamental in daily life. In addition to providing personal satisfaction, it fosters an attitude of commitment and solidarity that transforms both the individual and the community. This experience teaches that true growth is not only measured by individual achievements; but also, by the positive impact we leave on others.

Community service refers to any activity carried out in communities by higher education students, who intend to apply all the knowledge obtained during academic education, whether cultural, sports, humanistic, technical, or scientific, for the benefit of the community and to achieve the goals established for the benefit of collective well-being.

(Maslow's pyramid) mentions that personal growth is an essential process for every human being. All living beings grow and develop as part of their life cycle. However, in the case of humans, personal and spiritual growth has a lot to do with interacting with the environment and leaving the comfort zone. Its purpose is to improve awareness and promote development to achieve a better

quality of life and a state of general happiness. To this end, there reinforce a multitude of schools and methods of personal growth, which can vary from neurolinguistic programming to cognitive psychology, available in the form of books, courses, seminars, and conferences.

We all often have dreams, aspirations, and plans, and due to personal development, it is these actions that lead us to success. This involves a process of self-knowledge, which makes it easier for us to recognize our objectives and goals, and subsequently, an action plan that fits our abilities. The crucial thing is to be willing to accept change and leave your comfort zone to enter the learning zone. Personal and spiritual development is not done linearly.

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

Teaching experience is fundamental for professional training, since it integrates a series of elements that enrich the continuous learning process, with the need to stay focused on the content and methodologies to promote an attitude of constant learning, essential in any professional field.

Tutoring is an academic support that helps students improve their performance, organizing their time, reinforce specific topics or identify areas of improvement in their learning.

One of the important elements are problem-solving, teaching frequently presents challenges, such as students with learning difficulties, disciplinary problems or resource limitations, which develops skills to solve problems effectively and productively.

Motivation and inspiration help foster interest in learning and overcoming challenges, helping students stay focused on their professional goals.

We know that each student group is different, and that is where the teacher must be flexible and creative to find strategies that motivate and involve students. Professional ethics promotes values such as responsibility, honesty, and respect, which are essential for an honest professional practice.

(Alvarado, 2013), alludes that "In education as a process, from pedagogical practices, identity takes on meaning, culture is reflected upon with ethical and political foundations that are learned and developed and contribute to solving educational and social problems." The teacher in his role as the subject of the educational process, defines himself and manifests his characteristics as a social individual in the act of teaching. Through interaction and exchange with his students, he encourages their growth, their involvement in social problems, and their contribution to their cultural change. That is, education is a component of culture, and both the educator and the student participate in the process of its construction and reconstruction, in its perpetuity and growth.

7. What were the weaknesses that you had as a student-teacher?

Being a student and a teacher at the same time presents various weaknesses that can affect both personal and professional development. Difficulty in balancing roles, lack of authority, conflicts of interest, limitations in the learning experience, effects on mental health, and little opportunity for collaboration are just some of the issues that arise. Although this experience can be enriching and provide unique perspectives on the educational process, those in this situation must find ways to manage these challenges to ensure effective and satisfactory learning in both roles. The key may lie in seeking support, setting clear boundaries, and prioritizing self-care so as not to be overwhelmed by the burden of being both a student and a teacher.

(Paulo Freire) emphasizes that the student-teacher condition involves a continuous process of mutual learning and teaching in which both sides can benefit from such interaction. However, he also points out that this duality can lead to conflicts of interest and problems in defining clear boundaries between the two roles.

In addition, (Gardner) his book, highlights the importance of recognizing and valuing the diversity of abilities and talents present in the classroom. Being a student-teacher requires the ability to

adapt to the individual needs of each student, which can be a challenge for those who also have teaching responsibilities.

The accumulated stress of having to fulfill the responsibilities of both roles can affect mental health. The constant pressure to perform well as both a student and an educator can result in anxiety, burnout, and in some cases, impostor syndrome. Many who find themselves in this position may feel insecure about their competence and ability, questioning whether they are meeting the expectations they have placed on themselves and that others have of them.

8. What do you consider necessary to include in the subjects of the teacher training program?

Promoting exchange programs with universities in foreign English-speaking countries would allow students to experience the language in a real-life context. It is considered that include more emphasis on conversations and oral expression. Simulation activities and debates can help students gain confidence and fluency, as well as digital tools and online resources, such as language learning platforms and apps, that facilitate access to interactive and up-to-date materials.

It is believed that including all of these elements in your degree courses will allow the student to be able to improve a combination of approaches and strategies where they can prepare not only for language teaching but also to work in any field that is presented to us in our daily lives.

9. What were your best skills in your teaching experience?

The teaching experience is a multi-faceted journey that involves the development and application of a variety of skills. Throughout my time in the classroom, I have come to understand that being a good teacher is not only based on content knowledge, but also on a number of interpersonal, pedagogical, and organizational skills that are crucial to success in teaching.

One of the most fundamental skills is the ability to communicate clearly and effectively. This refers not only to the transmission of information; but also to the ability to listen to students. Two-way communication fosters an environment in which students feel valued and understood. In my experience, I have learned to adapt my communication style to cater to different groups of students, ensuring that everyone has the opportunity to participate and express their ideas. I also excelled in organization, planning well-structured lessons, and empathy, creating an atmosphere of trust and motivation in the classroom

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

One of the main functions of the diagnostic test was to detect the student's strengths and weaknesses. This allows me, as a teacher, to adjust my teaching methods and provide appropriate resources and strategies to support the areas in which students are struggling.

The final test also helped to set clear learning goals during the course. Students from first to fourth grade are making great progress in their English skills. In addition, the final quiz can serve as a tool to measure progress, identify areas for improvement, and adjust future learning strategies. It also promotes responsibility and a focus on long-term learning, helping students consolidate and reflect on their knowledge.

The result of a classroom diagnostic test is an initial assessment that facilitates the identification of pupils' prior knowledge, skills, strengths, and areas for improvement about a particular subject

or topic. Its main purpose is to act as a starting point for teachers, assisting them in planning and adapting their teaching methods according to the demands of the group. These internships allow you to apply what you learn in the classroom to real or simulated situations, which is essential for developing practical skills, gaining a deep understanding of concepts, and preparing for future work or academia.

By participating in an internship, students can explore different areas, discover their interests and develop specific skills related to their field of study. In addition, this experience develops critical thinking, problem-solving, and collaborative skills, as it often involves working in a team or under the direct supervision of a professional in the field.

Conclusions:

The development of lesson plans facilitated the design of activities to enhance the four language skills along with grammar and vocabulary at an elementary communicative level across different study levels.

Participation in community service helped contextualize learning in line with the educational institution's reality and compare it 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 that the teaching-learning process be strengthened through active methodologies that respond to the development of communication skills in different educational contexts.

Enhance the opportunities for practice provided by the degree modality so that student teachers can exercise their role in a real context, where they can confront the theoretical with the practical for their personal and professional growth.

Take into consideration the reflections and findings as products of the community educational experience in order to strengthen the hard and soft skills required for professional teaching work.

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“Community Service: Community service is an activity that higher education students carry out to put into practice the knowledge acquired during their academic training ”.

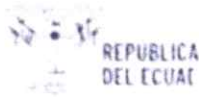
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ANNEXES



Ministerio de Educación

UNIDAD EDUCATIVA "CAMILO DELGADO BALDA"

FUNDADA: 31 DE MAYO 1995
ZONA 4 - DISTRITO 13007 - CIRCUITO 1a
CÓDIGO DE AMIE: 13H01096

INFORME

ESTIMADO: Llc. Rlder Mendoza Saltos, Mgs
Coordinador carrera Pedagogía de los Idiomas Nacionales y Extranjeros

ESTIMADO: Informe de desempeño de la estudiante Kerly Naomy Angulo Torres.

Es grato dirigirme a usted para expresarle un fraterno saludo y así mismo para informarle lo siguiente:

PRIMERO: Que la estudiante antes mencionada se desempeña bajo la modalidad de TELF IN COMMUNITY SERVICE, desde el 8 de abril hasta el 31 de julio del 2024 (primer semestre) cumpliendo con acrisolada responsabilidad en los siguientes puntos.

1. Manejo de proceso de enseñanza y aprendizaje (PEA).- Cumpliendo a cabalidad en organización de materiales, fijar objetivos, mantener la concentración, motivación y compromiso de los estudiantes durante los periodos de clases.
2. Aporte Académico. - es muy significativo creando en los estudiantes la atracción por aprender un idioma que les abrirá puertas en diferentes ámbitos.
3. Actitudes docentes: La estudiante tiene vocación y entrega en cada una de las actividades a ella encomendadas.
4. Contribución con la comunidad. - El idioma inglés y los estudiantes de la Fase final de Titulación son un gran aporte para la comunidad a aprender un nuevo idioma que abrirá puertas del éxito.

Es todo lo que puedo certificar en honor a la verdad y para que el interesado le dé el uso que creyere conveniente.

Chone, 18 de diciembre del 2024.


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UNIDAD EDUCATIVA
"CAMILO DELGADO BALDA"

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SEGUNDO: Que la estudiante antes mencionada se desempeña bajo la modalidad de TELF IN COMMUNITY SERVICE, desde el 26 de agosto hasta el 20 de diciembre del 2024 (segundo semestre) cumpliendo con acrisolada responsabilidad en los siguientes puntos.

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FORM, MEANING AND USE

GRAMMAR

Will and Going to

FORM

Is a modal auxiliary verb that is mainly used to talk about the future.

Example: I will visit my grandparents next week.

Is always formed with the verb 'to be' (am, is, are) followed by 'going to' and a verb in its base form.

MEANING

Is an auxiliary to talk about the future, but its meaning depends on the context.

To refer to future events suggests a very strong link with the present.

USE

When, where or why the structure is used (used when the noun has already been mentioned or is known to the listener).

By teaching usage, we help learners to use it appropriately when referring to in different communicative contexts.

ANTICIPATED DIFFICULTIES: Confusion: Students may confuse when to use "will and going to."

COMPREHENSION CHECK:

QUESTIONS: - When do you use 'will' and when do you use 'going to'? - What is the difference between 'will' and 'going to'?

TEACHING IDEAS:

Work in pairs or groups. One of you asks a question about the future, and the other answers using 'will' or 'going to'.

Example:

A: 'What are you going to do next holiday?' B: 'I'm going to travel to the beach.'

SOURCESCONSULTED:<https://www.ef.com.ec/recursos-aprender-ingles/gramatica-inglesa/futuro-going/>

<https://languagetool.org/insights/post/will/gointo/#:~:text=However%2C%20it's%20important%20to%20know,that%20have%20been%20previously%20planned.>

SPEAKING LESSON PLAN

Name:

Date:

Level:

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

1. Real-world scenario for fluent use activity.
2. Providing enough opportunities early in the class for Ss to internalize new vocabulary (so they can use the new vocabulary and not only known vocabulary by the end of the lesson)

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

USE furniture vocabulary (mother, sister , Father etc.)

To describe and identify the members of your family.

In a couple's conversation or a role-playing group about family.

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

The activity will observe whether students can recall new vocabulary words by identifying the pictures shown by their peers. the pictures shown by their peers. In the Information Gap activity, I will observe whether the students can describe the family through questions. At the end, they should be able to describe the family in conversation and I will monitor the groups to check this.

Preliminary considerations:

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

I assume some or most students will know some of the family-related words (mom, dad), but not many.

I expect students to recognize pictures of common family types in the lesson.

I expect most students to know how to introduce themselves in English and many will know how to create basic sentences, especially in writing.

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

I expect the information gap activities will be new to them so they may be confused about what to do and what

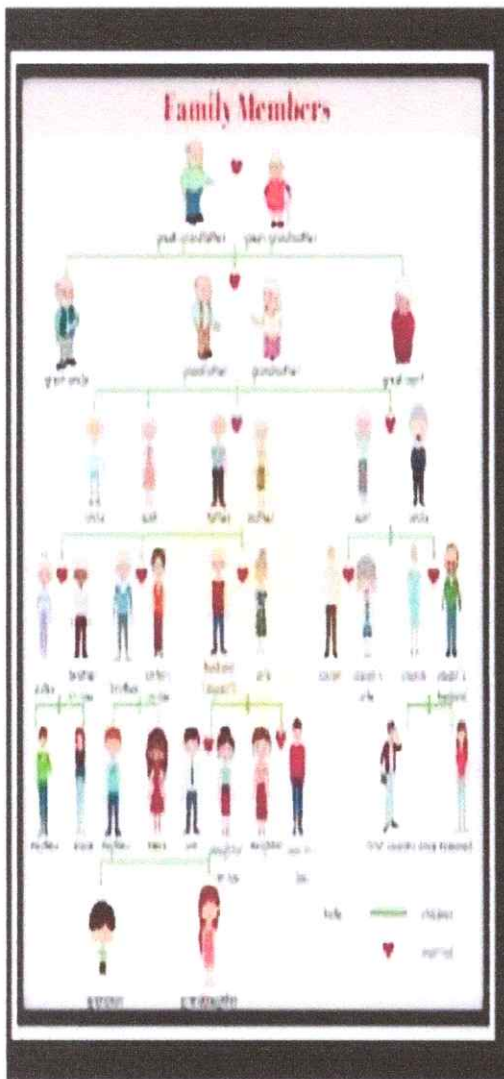
to say so they may be stressed when you show them the information gap picture.

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

I will plan my instructions for the final conversation in detail because it is a new activity and can be confusing.

During the session, I can provide additional vocabulary to specific pairs of students who seem to know or have quickly memorized the target language vocabulary.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
6 minutes	Encounter Clarify	The teacher must intervene questions about: Present images of different family members (mother, father, brother, sister, grandfather, grandmother, etc.). "Who is this?" and "What is your family like?"	Show the images and the board. Answer the questions and give their opinions	T-Ss V	Flash cards Vocabulary
10 minutes	Remember and internalize	Clarify vocabulary and grammatical structures. Explain the relationship Explain the relationship between family members using a family map. -Introduce simple sentences such as "This is my mother" and She is my aunt.	Vocabulary about the family. Conduct a short discussion by asking: Who are the people in this picture? What are they called in your family?	T-Ss Ss-Ss VA	Flash cards Markers Family map
10 minutes	Remember and internalize	Reading a short text about a family Review the vocabulary they will hear and watch a video about the family:	Listen carefully to the reading and answer the questions about the book.	T-Ss Ss-Ss VA	Book Speaker
2 minutes	Remember and Internalize	Repeat and pay attention. Pronounce the correct vocabulary T explains the activity to Ss. T. makes an example to the Ss. of the activity. -T. asks questions to the Ss.	To help students remember vocabulary. Repeat the correct pronunciation and meaning of the sentence. T explains to Ss the activity	T-Ss Ss-Ss VA	Flashcards
4 minutes	Remember and Internalize	Do a memory game activity with family member cards students must match the pictures with the corresponding words. Ask students about their own family to practice: "Who is in your family?" "How many siblings do you have?" "Do you have any cousins?"	Deepen your knowledge and use of the language using family cards. Practice in pairs.	T-S	Member cards
8 minutes	Fluently Use	Practice fluent use of vocabulary in more natural situations. Ss can act out everyday situations in which they talk about family, such as introducing themselves to others, describing a family member, or talking about family activities. Example: "Hi, my name is Sara. This is my family.	Real situations They can act out everyday situations in which they talk about family, such as introducing themselves to other people, describing a family member, or talking about family activities.	T-S Ss-Ss	Family Map



My Family

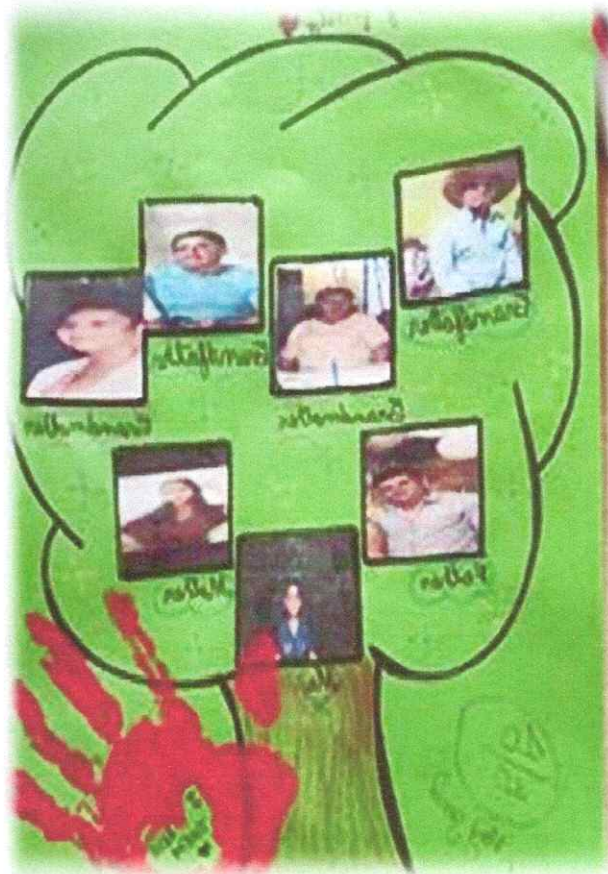
There are 5 members in my family. It includes my father, mother, brother, sister and me. My father is a doctor. My mother is nurse. We love to eat together. We love each other.



Questions:

1. How many are there in the family?
2. What does mother do?

1. 5 members 2. Nurse



LISTENING LESSON PLAN FORM

Name:

Date:

Level:

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

1. Teacher's weakness: Improve English pronunciation

2. Teacher's weakness: The Lack of resources didactic

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

Show understanding of: Develop key listening comprehension skills and become familiar with verbal instructions used in everyday situations.

By: Ability to understand and respond to verbal commands.

Then (free activity): Divide students into pairs, one student gives commands using the cards, while the other follows the instructions. Then, they change roles.

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

I will assess students' progress by asking comprehension questions after listening to the audio.

Behaviors/activities that will show whether they have mastered the material: correct answers to comprehension questions and active participation in role-play

Preliminary considerations:

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

Vocabulary is related to giving specific orders, whether at home or in the classroom, there are many commands that we can practice

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

Understand different accents or speech in sound conversation.

Accurately answer comprehension questions based on Specific details in the audio.













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

Play the audio more than once and pause at key moments to ensure understanding.

Provide a list of key vocabulary before the listening activity.

Time	Framework Stage	Procedure Teacher will... Students will...		Interaction T-S/S-S VAKT	Materials Needed
6 minutes	Pre	Greet the students and introduce the topic. Ask students if they know what commands are and provide examples in their native language.	Write some common imperatives on the board (e.g., Stand up, Sit down, or Open your book'). Demonstrate the commands and ask pupils to repeat and act them out.	T-S Ss	Board Markers
10 minutes	Early during	Play an audio recording of simple commands ("Clap your hands," "Touch your nose," "Jump"). Students listen and follow the commands.	Repeat the activity with varied commands. Check comprehension by asking students what they heard	T-S	Audio recordings of simple commands Flashcards with imperative verbs
8 minutes	Middle during	T Play the audio again, this time asking students to answer specific questions about the content. Examples of questions: • What command does the teacher tell Felix to repeat? How many commands could you identify?	Ss answer the questions asked by the teacher Ss. respond correctly to what the teacher tells Them.	T-S	Audio recordings of simple commands worksheet
6 minutes	Later during	Hand out a worksheet with pictures of actions. Play an audio recording with different commands.	Students listen and match the commands to the correct picture. Review answers as a class.	T-S	Audio Activity worksheet
5 minutes	Final during	Play 'Simon says' using the commands in the lesson. If 'Simon' does not say the command, pupils should not follow it.	Encourage pupils to take turns to be 'Simon'	T-S Ss.Ss	Audio Activity
5 minutes	Post	Ask students what they found most difficult and what they would like to practice more difficult for them and what they would like to practice more in future listening comprehension lessons.	Ss respond to what the teacher asks them	T-S	Speaker

Commands


		
Stand up.	Sit down.	Take out your book.
		
Open your book.	Close your book.	Put away your book.
		
Turn to page five.	Listen.	Come here.
		
Go back to your seat.	Hand up.	Hand down.


Activity: Commands


Name: _____ Date: _____

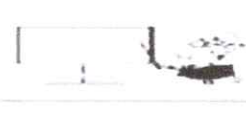
1. Listen and write the correct commands


Raise your hand close your book stand up close the door sit down
 Silence line up open the door look at the board open your book




















<https://youtube.com/watch?v=wdc7VK7FcSM&feature=shared>

READING LESSON PLAN FORM

Name:

Date:

Level:

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

1. Build students' reading comprehension and enrich their vocabulary related to the various parts of the human body.
2. By identifying and correctly using words related to body parts.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT :

Show understanding of Build students' reading comprehension and enrich their vocabulary related to the various parts of the human body.

By identifying and correctly using words related to body parts.

Then provide a short text that talks about the body parts, underlining any words or phrases they don't understand.

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?

You will give short quizzes or questionnaires at the end of each class or unit. This will allow you to quickly identify areas that need reinforcement.

Actively participate in discussions, asking relevant questions and contributing ideas.

Preliminary considerations:

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

I Expect students to be able to recognize basic vocabulary from the body paragraphs.

I Expect most students to understand the topic they have read about.

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

Pronunciation can be a major obstacle, as some sounds do not have direct equivalents in many other languages.

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

Perform repetition to reinforce vocabulary.

Create a safe and motivating environment where mistakes are seen as part of the learning process.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
8 minutes	Pre	Greet the Ss and introduce the vocabulary of body parts T Show photos of body parts and repeat their pronunciation.	Repeat identify and correctly use words related to body parts.	T-S	Images Vocabulary
10 minutes	Early during	Read a short text and analyze the different parts of the body. T provides a reading text and reads it at the end.	Read the short text and underline the words you don't understand about the body parts.	T-S Ss	Reading text Images Vocabulary
10 minutes	Middle During	Design a crossword puzzle or word search that includes terms related to body parts.	Carry out a crossword puzzle by finding the body parts correctly.	T-S Ss-S	Worksheet
12 minutes	Later During	Carry out a short reading activity using the vocabulary study tasks to describe a drawing using the new vocabulary. Pronounce the correct vocabulary.	Listen carefully to the reading and answer the questions about the book. Listen to the vocabulary again paying attention. To help students remember vocabulary.	T-Ss Ss-Ss VA	Worksheet
4 minutes	Post	Analyze the crossword puzzle again and read the text short the body parts correctly. Actively participate in what you have learned in class by asking relevant questions and contributing ideas.	Summarize the text and show the parts of the body in your summary. Summarize the text and show the parts of the body in your summary.	T-Ss V T-Ss V	Crossword Text short Crossword Text short

Body Parts



Listen then read

Hello, my name is Mohammed. This is my body. I have got black hair. I have got two brown eyes. I have got a small nose and a big mouth. I have got two small ears that I can hear very well with. I have got two strong arms and two hands with ten long fingers. I also have got two big feet with ten toes!

Read and answer the questions

After reading, put (✓) or (X)

- | | ✓ | X |
|----------------------------|---|---|
| 1- Mohammed has red hair. | | |
| 2- He has got brown eyes. | | |
| 3- He has got small mouth. | | |
| 4- He has got strong arms. | | |
| 5- He has got ten fingers. | | |

My Body Parts

CROSSWORD



Across

1. Used for seeing things.
2. Used for hearing things.
3. Used for taking food.
4. The part of the body that supports the weight of the upper body.
5. Inside the mouth to chew food.
6. Used to walk and run.

Down

1. Used for sleep when working.
2. Used for connecting head to body.
3. Connects the fore arm to the hand, helps in rotating a hand.
4. Used for bending the leg and support weight of the upper body.
5. Helping with grip, transfer of food and gas during.
6. Used to spit out what eat.
7. Used for touch and feel.

WRITING LESSON PLAN

Name:

Date:

Level:

Action Points:

1. Develop writing skills focusing on the description of a favorite artist.
2. Learn how to structure a descriptive text about their favorite artist.

Student Learning Objectives:

By the end of the lesson, SWAT:

Write down your favorite artist

To describe your favorite artist

Then briefly explain why you admire him/her.

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

I will assess the learners' progress by analyzing their written paragraphs, looking for for the use of appropriate vocabulary, organization of ideas and clarity.

I will monitor their participation in peer review activities and provide constructive feedback on their drafts.

I will provide feedback on their writing.

Preliminary Considerations:

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

Students have basic knowledge of vocabulary related to art, music, or entertainment. simple sentence structures.

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

Difficulty in including sufficient detail in their descriptions.

Problems with vocabulary

Inconsistent descriptive use in the text.

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


























Give clear examples of structured paragraphs.

Provide guided writing activities in which students, with teacher support, can practise organising ideas

and the use of descriptive words.

To practice organizing ideas and using descriptive words, supported by the teacher.

Time	Framework Stage	Teacher will...	Students will.....	Interaction T-S/S-S VAKT	Materials Needed
5 minutes	Preparation	T starts a quick conversation about your favorite artists. Ask questions to activate prior knowledge: Who is your favorite artist? What kind of art or work do they create?	T Discuss: What makes an artist inspiring? Introduce your favorite artist as an example and briefly explain why you admire them. Ss contribute ideas to the debate by contributing words or phrases to the discussion. words or phrases.	T-S	Whiteboard and markers
10 minutes	Drafting	Provide a list of useful vocabulary Talented, creative, masterpiece, performance, inspiring, exhibit. Students work in pairs to categorize the words (related to music, art, etc.).	Discuss additional vocabulary based on students' examples.	T-S Ss	Images Board Markers
10 minutes	Revising	Writing About Their Favorite Artist students write a short paragraph about their favorite artist. Provide guiding questions to help them structure their text: Who is your favorite artist? What kind of art or work do they create?	Students should develop ideas and using the outline provided to organize their ideas, begin the writing of their paragraphs, focusing on the use of key vocabulary.	T-S Ss	Book Pencil Eraser
10 minutes	Editing	Students swap their writing with a partner. Use a checklist to give feedback Is the text clear? Is there a logical structure? Are there any grammar or spelling mistakes?	Partners discuss their feedback	T-S Ss	Book Pencil Eraser
10 minutes	Extension	A few students volunteer to read their paragraphs aloud. Ask What did we learn about these artists?	Introduce your favorite artist as an example and explain briefly why you admire them.	T-S Ss	Board Pencil Book

				
Soldier	Doctor	Nurse	Businessman	Waiter
				
Student	Postman	Mechanic	Photographer	Paramedic
				
Pilot	Geisha	Clown	Painter	Boxer
				
Lifeguard	Gardener	Housekeeper	Farmer	Foreman
				
Magician	Engineer	Firefighter	Carpenter	Architect

PHOTOS

