



UNIVERSIDAD LAICA ELOY ALFARO DE MANABÍ
EXTENSIÓN CHONE

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TÍTULO:

Speaking Lesson Plan in an English Teaching Learning Process

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TUTOR CERTIFICATION

Lic. Zambrano Mero Javier Antonio, 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: Bailon Mendoza Jandry David, being his sole responsibility.

Chone, January 2025


Lic. Zambrano Mero Javier Antonio
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DECLARACIÓN DE AUTORÍA Y CONSENTIMIENTO DE DERECHOS

Quien suscribe la presente: Bailon Mendoza Jandry David, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, declaro para constancia que el siguiente trabajo de titulación: "Speaking Lesson Plan in an English Teaching Learning Process", es de autoría propia y ha sido desarrollado respetando derechos intelectuales de terceros y consultando las referencias bibliográficas que se incluyen en este documento.

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Los miembros del Tribunal Examinador, aprueban el informe de proceso de solicitud de Community service sobre el tema "Speaking Lesson Plan in an English Teaching Learning Process" del año lectivo 2024, elaborado por el estudiante Bailon Mendoza Jandry David.


Lic. Bermúdez Cevallos Lilia del Rocío
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Secretaría

Chone, January 2025

Dedication

First of all, I dedicate this achievement to God, who has been my strength and guided me throughout this academic process.

To my parents for their unconditional support and for the values they have taught me since I was a child, which have forged me as a person and made me who I am.

Also to my family for supporting and motivating me day by day to continue in my studies and be a better professional.

Acknowledgment

I want to express my gratitude to Eloy Alfaro University and all the professors of the English Teaching Program, as well as all the institutions that allowed us to develop professionally.

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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 “Carlos María Castro” 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).

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

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

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

Finally, the goal is to analyze the experiences lived during the service-learning practice, in the context of teaching English. Through the implementation of different pedagogical

models, such as ECRIF, PDP, and the writing process, the goal is to reflect on how these methodologies were applied in a real environment, facing the challenges.

General Objective

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

Specific Objectives

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

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

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

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

My expectations were quite high. I thought I could make a significant difference in the lives of the students by teaching them English. I hoped they would be curious and motivated, and that teaching would be a mutually enriching exchange. I also expected to learn from them and gain a better understanding of their lives and needs. According to that, I can say that the expectations were met and the development of these expectations was very enriching.

Teaching in rural communities allows educators to experience personal and professional growth while positively impacting the lives of their students. (Smith J. &, 2018)

I agree with this author because teaching in rural communities has profoundly contributed to my personal and professional growth. This experience has taught me invaluable lessons about adaptability, resourcefulness, and understanding diverse student needs. By immersing myself in the unique challenges and opportunities of the community, I have developed as a more compassionate and effective teacher. Moreover, I have positively impacted the lives of the children by fostering their academic growth and providing them with guidance and encouragement tailored to their specific circumstances.

Teachers' expectations in rural settings often include the desire to foster meaningful change in their communities. (Williams, 2017)

I agree with Williams that teachers often enter rural settings with high expectations of fostering meaningful change, and this mindset has been integral to my own teaching experience. My goal was to create a lasting impact by addressing both academic and community needs, which required dedication and innovative teaching strategies. Through my efforts to build strong connections with students and their families, I aimed to inspire a culture of learning and growth.

As a pedagogical approach, service learning enhances students' academic learning by integrating experiential learning with community service, which addresses specific community needs and includes deep reflective practices (hatcher, 1995)

I support Hatcher's view that service learning is a powerful pedagogical approach that integrates academic learning with meaningful community service. This method has enriched my teaching by encouraging students to apply theoretical knowledge to real-world situations,

which enhances their understanding and retention of concepts. Additionally, the reflective practices embedded in this approach help students develop critical thinking skills and a deeper appreciation of their role in contributing to their community's well-being.

2. ¿How was the reality of the educational context (infrastructure and facilities) during your community service?

The reality was somewhat different from what I had imagined. The infrastructure was quite good, although the classrooms were a bit worn down and the resources were limited. They had good chairs and desks, but very few teaching materials. However, despite the conditions, I noticed that the students were eager to learn, and that motivated me to be more creative in my lessons.

For rural schools, these challenges included small class sizes ill-suited for statistically evaluating academic progress (Goetz, 2005)

I agree with this author because small class sizes in rural schools, while sometimes beneficial for individualized attention, can pose challenges when evaluating academic progress on a broader scale. These limited sample sizes make it difficult to apply statistical analysis or assess trends effectively.

Rural communities often face significant challenges in terms of educational infrastructure, which can affect the quality of teaching. (Jones, 2016)

I share the opinion of this author, as the quality of education in rural communities is often hindered by inadequate infrastructure. Many rural schools lack essential facilities such as well-equipped classrooms, libraries, and technology, which are crucial for creating an effective learning environment. These shortcomings place additional pressure on teachers, who must adapt their teaching strategies to work within these limitations.

The lack of resources and teaching materials in rural schools is a challenge that educators must overcome to provide effective teaching. (Klein, 2020)

I agree with this author because the lack of resources and teaching materials in rural schools significantly impacts the delivery of effective instruction. Without access to adequate textbooks, technology, or teaching aids, educators are often compelled to find creative and alternative methods to engage students and facilitate their learning.

3. ¿What was the result of the initial assessment of the students' English language proficiency?

The initial assessment showed that most of the students had a very low level of English. Many recognized a few words, but few could form complete sentences. However, there was a great interest and willingness to learn, which made me feel optimistic about the progress we could achieve together during my time there.

Initial assessments in rural educational contexts often reveal a limited proficiency in foreign languages, but also a great potential for learning. (Martinez, 2018)

I share this opinion because the initial assessment of students in rural areas revealed a low level of English proficiency, which presented challenges in planning effective lessons. However, the students demonstrated a high level of motivation and eagerness to learn, which highlighted their potential for growth.

It is common for students in rural communities to have a basic knowledge of English, which requires adaptive pedagogical approaches. (Lee, 2020)

I agree with this author, as rural classrooms often include a diverse range of English proficiency levels, from students with no prior knowledge of the language to those who require more specialized instruction to advance. This variation demands adaptive teaching methods, such as differentiated instruction, to meet the needs of all learners.

Student interest and motivation are key factors that can influence language learning, even in contexts with low initial proficiency. (Anderson, 2019)

I fully agree with this author because student interest and motivation are crucial factors in successful language learning, particularly in contexts where initial proficiency is low. Motivated students are more likely to engage actively in lessons, practice outside of class, and persevere through challenges.

4. What were the advantages and disadvantages in the planning and execution of lessons with the ECRIF, PDP, and Writing Process models?

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

Advantages: This model is useful for facilitating student comprehension in rural contexts because it is flexible and allows lessons to be adapted to different levels of knowledge and student needs. The Encounter phase motivates students with real-life situations or practical contexts, which is particularly relevant in a rural school where students may have more exposure to language in a living context.

Disadvantages: It can be challenging to implement all the phases effectively in classes with limited resources and large groups. In rural areas, infrastructure and the availability of materials can limit the Fluency phase, making it harder to provide enough opportunities for practice.

PDP Model (Pre, During, Post):

Advantages: This is a progressive approach that helps students move from basic language comprehension to autonomous production. It is useful for teaching grammar and vocabulary in rural settings, where exposure to English may be limited. Additionally, the Practice and Production phases provide opportunities for student interaction, which encourages active language use.

Disadvantages: In rural contexts, the lack of materials and limited time for practice can make the Practice phase less effective. Sometimes, students may not feel confident producing the language if they have not had sufficient exposure or prior practice.

Writing Process Model (Proceso de Escritura):

Advantages: This model is ideal for developing writing skills as it allows students to work through the writing process gradually. In a rural school, this is beneficial because it helps students organize their ideas, revise, and improve their texts, promoting more autonomous learning. It also encourages reflection and creativity, which can be very useful in classrooms with limited resources.

Disadvantages: In rural areas, students may have less experience with writing in English due to a lack of resources and support for the language. Additionally, correcting and providing feedback on written work can be challenging if teachers have limited time or training in teaching the writing process.

In his work on language teaching in rural contexts, Long discusses how teaching models need to be adapted to local realities, and how approaches like ECRIF can be effective when tailored to student limitations. (Long, 2005)

I share the opinion of this author because the ECRIF model is highly effective in teaching English, especially in rural contexts where students may face specific limitations. By focusing on stages such as Encounter, Clarify, Remember, Internalize, and Fluently Use, the model allows for a structured yet flexible approach that can be adapted to the local realities of the classroom.

The models like PDP can be adapted to various contexts, including rural settings, and how teaching should focus on a balance between theory and practice. (Harmer, 2007)

I agree with this author because the PDP (Pre, During, Post) model effectively addresses the needs of students in rural settings by striking a balance between theoretical knowledge and practical application. This approach ensures that learners are prepared for each stage of a lesson, facilitating comprehension during the activity and reinforcing concepts afterward.

The importance of a student-centered approach, like the Writing Process model, to allow students to reflect on their own learning, especially in contexts with limited resources. (Harmer, 2007)

I support this author's emphasis on a student-centered approach, such as the Writing Process model, because it empowers students to take an active role in their learning. In rural contexts with limited resources, this model allows students to reflect on their work through stages like brainstorming, drafting, revising, and editing.

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

My experience as an English teacher in a rural school significantly contributed to my personal growth in various ways. First, it helped me develop greater empathy, as I was in contact with students from backgrounds very different from my own, which allowed me to better understand their needs and challenges. Additionally, I faced situations that required creativity and adaptability, such as the lack of resources and the diversity in students' levels. This strengthened my leadership and problem-solving skills. Seeing the students' progress despite the challenges gave me great satisfaction and motivated me to continue improving in my role as a teacher.

Working in rural communities not only contributes to professional development but also fosters personal growth by promoting empathy and resilience. (Smith, 2018)

I agree with this author because working in a rural community has not only contributed to my professional growth but also significantly enhanced my personal development. This experience has taught me the importance of empathy, as I've gained a deeper understanding of the unique challenges students face in these communities. Additionally, it has built my resilience, as I've learned to navigate and adapt to various difficulties, such as limited resources and infrastructure.

Community service in rural settings allows educators to develop leadership, adaptability, and problem-solving skills in challenging conditions. (brown, 2017)

I share the opinion of this author since being in a rural school the conditions and resources are limited to develop a class, so these conditions help me to be able to develop other teaching skills.

In rural communities, educators' commitment to student learning can have a profound personal impact, fostering continuous reflection on the role of education in society. (Carter, 2019)

I agree with this author since in rural communities the impact that education has is very essential for the development of students in their daily lives.

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

During my experience as a teacher in a rural school, several elements significantly contributed to my professional development. Direct contact with the students allowed me to develop practical skills that I hadn't learned in university classrooms, such as classroom management and adapting content to the needs and realities of the rural context. Additionally, the lack of resources and materials pushed me to be more creative, using simple resources and innovative methods to teach, which enriched my pedagogical approach. Constant interaction with the students and the community helped me strengthen my ability to communicate effectively and build trusting relationships.

Direct experience with students and the educational context is fundamental for developing pedagogical skills and adapting teaching methods. (Korthagen, 2004)

I share this author's opinion because being in presence with students allows us to develop new teaching skills and thus adapt study methods so that students have a better understanding.

Constant interaction with students and adapting lessons to their needs are essential for the development of an effective teacher. (Furlong, 1995)

Being in a school environment allows us to have direct contact with the students, which makes personal and teaching development greater since it allowed me to develop new teaching skills which I could adapt to my classes.

The lack of resources in rural schools requires teachers to be innovative and use their creativity to maximize learning. (Darling-Hammond, 2006)

In rural schools there is a lack of materials and resources that facilitate teaching, for this reason as English teachers we must be creative and generate a method according to the needs that are found.

7. ¿What were your weaknesses as a student teacher?

As a student teacher, one of my most notable weaknesses was the lack of experience in classroom management. Although I had theoretical knowledge, I found it challenging to maintain discipline and motivate students, especially when there was a wide range of skill levels. Additionally, my lesson planning was sometimes too ambitious, as I did not always manage to adjust to the available time or resource limitations. This lack of experience made me realize the importance of flexibility and adaptability in teaching.

Lesson planning should be flexible and adapt to the unforeseen circumstances of the classroom, especially when working with a diverse group of students. (Hoffman, 2015)

In a rural environment, planning must be adapted to the circumstances of the community. In my experience, I made each class adapt to the students I had and to further develop their skills.

The lack of experience in classroom management is a common weakness among student teachers, who often struggle to implement what they have learned in a practical context. (Zeichner, 2002)

According to this author and in my experience as a teacher for the first time, it was difficult at the beginning to be able to develop my classes since being the first time in a class

environment with students of different ages, it was difficult to maintain the study environment in classes. However, this helped me know what to do in situations where the group got out of control and thus generated security for me as a teacher.

Overly rigid planning can lead to frustration and difficulties in teaching, especially when facing an environment with limited resources. (Hoffman, 2015)

According to this author, high-level planning would be very complex for the students, that is why in my classes I made plans according to the low level of knowledge of this community, remembering that it is the first time seeing English and that the students had not received English classes this matter.

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

I believe it would be highly beneficial to include more practical training and simulations in the teacher education courses. While theoretical foundations are essential, hands-on teaching experience allows future educators to face real situations that better prepare them for the challenges they will encounter in the classroom. Additionally, there should be a deeper focus on managing classroom diversity, especially in rural contexts where students' skill levels can vary widely. Training in the use of limited resources would also be a great advantage, as it enables teachers to be more creative and efficient in their teaching.

Practical training and simulations in real-world environments are essential for future teachers to face classroom challenges with greater confidence and skills. (Shulman, 1987)

According to this author, thanks to the practice and experience given teaching classes, this will help me perform my role as a teacher better in the future because I have already gained experience.

It is necessary to include strategies for managing classroom diversity in teacher training programs, especially in contexts like rural areas. (Bakns, 2006)

I agree with the author, we must have a great variety of strategies that will not help manage our classes and contribute to the academic development of the students.

Training in the use of limited resources and creativity in teaching should be a central part of teacher training programs. (Guskey, 2002)

I share this opinion since in my experience I had to implement different methods learned in my training as a teacher to my class that helped me have better teaching.

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

From my point of view, I had a very good performance in the integration and collaborative work with the students since we were able to develop different activities that helped us so that teaching could be done in a more effective way. While the classes were taking place, I improved my skills and abilities, which were very good in order to have a good experience in teaching English.

Those individuals who hold a 'challenge' viewpoint focus on the positive, beneficial, personally and professionally satisfying aspects of the rural lifestyle and enjoy their time in the rural community. (Ankrah-Dove, 1982)

In general, I agree with the author since the experience in this rural community was beneficial for my development as a person and teacher since when facing each challenge it helped me improve.

Components of community integration include the degree of community appreciation of the work of professionals, the degree to which the community values the professional live locally, participate in community activities and programs. (Boylan, 1991)

According to this, I share this opinion of the author, the rural community made me part of their environment, they made me feel comfortable and grateful to them when I was able to develop my classes and the activities they carried out.

Teachers who remain in their rural appointments claiming a high level of job satisfaction possessed at least one of two significant attributes: were stable in their family life... and were 'joiners' who belonged to clubs and other interest groups and thus became actively involved in the life of the community. (Boylan, 1991)

I agree, since from what I experienced I realized that the other teachers who had been in the community for more time already had a good relationship with the people in the community.

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

- In my experience teaching for the first time in a rural school, the contrast between the diagnostic test and the final test revealed several important aspects about student learning. The diagnostic test, carried out at the beginning of the course, made it possible to identify the areas of knowledge where the students had the most difficulties. This was crucial, as many of them came from contexts with limited resources and therefore their educational bases were varied.

Diagnostic evaluation allows us to identify the needs and potentialities of students, which is essential to design effective teaching strategies. (Tobon, 2013)

I agree with this author, the diagnostic test helped me know the level that the students had in English and thanks to that I could design my classes so that they had good learning at the lowest points. Considering that it is the students' first time seeing the subject, there was a great contrast between the diagnostic test and the final test.

Diagnostic assessment not only helps identify what students know, but also establishes a foundation for the development of more complex skills. (Anderson&Krathwohl, 2001)

I agree with this author because diagnostic assessment plays a crucial role in identifying students' prior knowledge and skills, which provides a foundation for developing more advanced competencies. Through the diagnostic test, I was able to evaluate the students' strengths and weaknesses, which informed my choice of teaching methods and helped me identify the topics that needed reinforcement.

Diagnostic assessment is a key process that allows educators to understand students' initial abilities, facilitating the personalization of teaching to improve learning. (Harris, 2010)

I share the opinion of this author because diagnostic assessment is essential for understanding students' initial abilities and tailoring instruction to their specific needs. By analyzing the results of the diagnostic test, I was able to adjust my teaching strategies and focus on areas where students needed the most support.

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 to strengthen the teaching-learning process through active methodologies that support the development of communicative skills in various educational contexts.

Enhance the practical opportunities offered by the graduation modality, enabling trainee teachers to perform their roles in real contexts, where they can confront theory with practice for their personal and professional growth.

Consider reflections and findings as outcomes of the community-based educational experience to strengthen the hard and soft skills required for professional teaching roles.

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ANNEXES

UNIDAD EDUCATIVA "CARLOS MARÍA CASTRO"

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INFORME FINAL

Para: Lcdo. Rider Mendoza Saltos, Mgs

Coordinador Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros ULEAM
extensión Chone

De: Lcda. María Dolores Mero Vite

Rectora (E) Unidad Educativa "Carlos María Castro"

Fecha: Enero 16 de 2025

Las pasantías o prácticas profesionales es una etapa de transición entre la vida como estudiante y como profesional, la cual está orientada a la integración y aplicación de los conocimientos, técnicos, científicos y habilidades adquiridas.

En este sentido el presente informe expone el desempeño del estudiante: Jandry David Bailón Mendoza con cedula de ciudadanía: 1313797571, quien se desempeñó bajo la modalidad (TELF IN COMMUNITY SERVICE) en la Unidad Educativa desde el 08 de abril hasta el 31 de julio del año 2024 (primer semestre), cumpliendo con absoluta responsabilidad las funciones encomendadas.

En el manejo del proceso de enseñanza aprendizaje cumplió con las planificaciones para cada grado y paralelo, ya que pude observar que se cumplían los objetivos, además supo motivar a los estudiantes despertando en ellos interés para aprender Inglés y logró en algunos estudiantes desarrollar las destrezas productivas y receptivas del idioma extranjero.

Asistió con puntualidad a cumplir con su carga horaria.

Siempre tuvo la predisposición de colaborar y aportar con su contingente en el desarrollo de las diferentes actividades que la institución realizó, hubo una buena relación personal con toda la comunidad educativa.

Como conclusión manifiesto que este proyecto como FASE FINAL DE TITULACION de los estudiantes es el gran aporte para la Comunidad Educativa en las instituciones donde no hay docente de inglés. ya que sabemos que la enseñanza del inglés desde edades tempranas potencia el desarrollo cognitivo de los niños

Es todo lo que puedo certificar en honor a la verdad para que el interesado haga uso en lo que estime conveniente.

Atentamente,



Lcda. Maria Dolores Mero Vite

Rectora

Correo:mariad.mero@educacion .oob,ec





UNIDAD EDUCATIVA

"CARLOS MARÍA CASTRO"

Tablada De Sánchez — Santa Rita — Chone

Código Amie: 13h01107 - Circuito 13d07c01_B

INFORME FINAL

Para: Lcdo. Rider Mendoza Saltos, Mgs

Coordinador Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros ULEAM
extensión Chone

De: Leda. María Dolores Mero Vite

Rectora (E) Unidad Educativa "Carlos María Castro"

Fecha: Enero 16 de 2025

Las pasantías o practicas profesionales es una etapa de transición entre la vida como estudiante y como profesional, la cual esta orientada a la integración y aplicación de los conocimientos, técnicos, científicos y habilidades adquiridas.

En este sentido el presente informe expone el desempeño del estudiante: Jandry David Bailón Mendoza con cédula de ciudadanía: 1313797571, quien se desempeñó bajo la modalidad (TELF IN COMMUNITY SERVICE) en la Unidad Educativa desde el 26 de agosto hasta el 20 de diciembre del año 2024 (segundo semestre) cumpliendo con absoluta responsabilidad las funciones encomendadas.

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FORM MEANING AND USE

GRAMMAR

THE ALPHABET

FORM

The English alphabet has 26 letters, which are divided into consonants and vowels:

- The vowels are: A, E, I, O and U. Y is also sometimes considered a vowel.
- The consonants are: B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y and Z.

In general, all English words have a vowel. They can be long or short.

MEANING

An alphabet is a set of all the letters in a written language. The letters in an alphabet represent the different sounds in that language.

USE

We can use the alphabet in two ways: Uppercase and lowercase

The use of the alphabet in upper or lower case will depend on what we are going to write, whether it is our own name, a month, a holiday or names of things or objects.

FUTURE ANTICIPATED DIFFICULTIES

One of the problems that could be anticipated is that students become confused in the writing and pronunciation of certain letters.

COMPREHENSION CHECKING QUESTIONS

What is the alphabet for?

What letter is this? --

Can you spell your name for me?

TEACHING IDEAS

1. Food-Based Learning:

Incorporate food into the learning process by using letter-shaped cookies, cereals, or noodles. This can make snack or mealtime fun while helping children recognize letters and learn faster.

2. Interactive Toys and Games:

- Use fun and interactive toys that reinforce letter-sound relationships. For example, provide a toy cell phone with buttons that spell out each letter or play alphabet-related board games together.

SOURCES

<https://www.vocabulary.com/dictionary/alphabet#:~:text=An%20alphabet%20is%20a%20set,different%20sounds%20in%20that%20language.>

[How to Teach Alphabet to Kids: 10 Best Tips \(splashlearn.com\)](#)



NAME
NOMBRE

DATE
FECHA

ALPHABET
IN ENGLISH

HA LLEGADO EL MOMENTO DE QUE CONECTES CADA LETRA
DE ACUERDO A CÓMO LAS PRONUNCIAMOS EN INGLÉS

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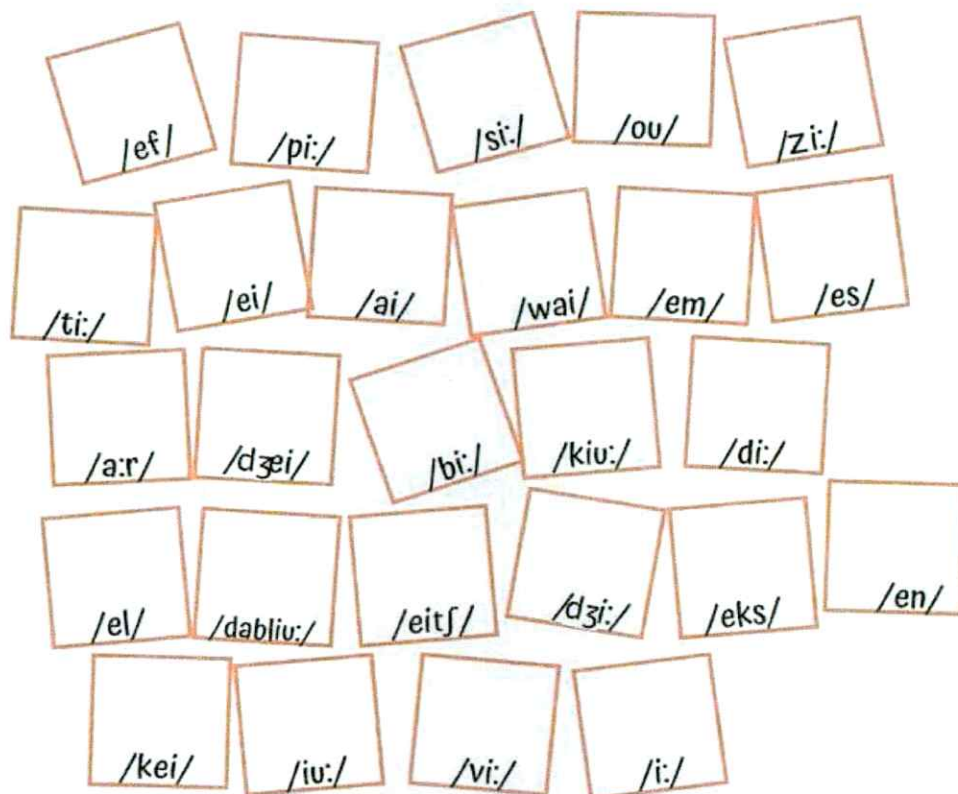
L

R

S

THE ALPHABET

- Put the letters in the correct place



A B C D E F G
H I J K L M N
O P Q R S T
U V W X Y Z

SPEAKING LESSON PLAN

HOBBIES

Name: Bailon Mendoza Jandry David

Date: 15/07/24

Level: 6th and 7th

Action points – (In my teaching I am going to work on two key things)

1. Real-world scenario for fluent use activity.

2. Minimize teacher talking time.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

USE vocabulary related to hobbies

TO describe free-time activities

IN a conversation

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?

Observe how students use learned vocabulary and grammatical structures in simulated situations. Pay attention to its fluency and precision.

Students must be able to actively participate in the dramatization, use complete sentences and respond appropriately to the questions or situations presented.

Preliminary considerations:

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

Students do not know about this type of activities that they can do in their free time, this vocabulary will be taught by the teacher.

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

- Students may have difficulty remembering and using new hobby words, such as 'painting,' 'fishing,' 'playing chess,' and other specific terms.

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

Use pictures, flashcards, and interactive activities to reinforce new vocabulary. Be sure to practice the words in context and provide clear examples.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 minutes	Encounter and clarify	<p>Show images of hobbies to students and ask the following questions</p> <p>What activities do you like to do in your free time?</p> <p>What activity would you like to try that you've never done before?</p> <p>Who do you like to do these activities with?</p>	<p>Predicting pictures</p> <p>Look at the images</p> <p>Guess what activity each one represents</p> <p>Answer the questions</p>	T-S	Predicting pictures
6 minutes	Remember and internalize	<p>Show students the fill-in-theblank activity and the vocabulary words, then ask students to fill in the blanks with the correct pastime.</p> <p>Are you going to write or complete the sentences?</p>	<p>Gap filling</p> <p>Fill in the gaps with the right hobby.</p>	T-S	<p>Piece of paper</p> <p>Pencil</p> <p>Eraser</p> <p>Pen</p>
6 minutes	Remember and internalize	<p>Distribute worksheets with hobby words at the top and ask students to find the corresponding picture and write it under each one.</p> <p>How much time do we have for this activity?</p> <p>Are you going to match the words with the images or try to guess on your own?</p>	<p>Matching</p> <p>Match the words with the correct picture and then write it in the box below the picture.</p>	T-S	<p>Hobbies matching worksheet</p> <p>Pencil</p> <p>Eraser</p> <p>Pen</p>

8 minutes	Remember and internalize	Organize the class into groups and develop a template with some questions for students to respond with personal information about how often and what they like to do in their free time. Are you going to answer the questions or create new questions?	Information gap practice Answer the questions about hobbies with collecting information.	T-S S-S	Board Paper Pencil Eraser Pen
7 minutes	Remember and internalize	Bring questions about hobbies and students will work in pairs to ask and answer questions about what freetime activities are the most fun or discover other enjoyable hobbies unknown to them in their discussion.	Exchange statements Ask and answer questions in pairs.	T-S S-S	Board Markets Eraser
8 minutes	Fluently Use	Encourage students to move around the classroom, ask questions of their classmates, and share ideas about hobbies.	Conversation Walk around the classroom, ask questions to their classmates and share ideas about hobbies.	S-S	Conversation

HOBBIES AND ACTIVITIES

Match the activity to its name.

























take photos

dance

play football

draw

cook

sing

play the guitar

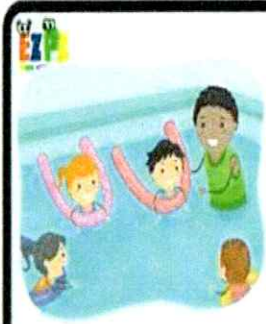
swim

play the piano

play basketball

play table tennis

paint



**go to the
cinema**

ezpzlearn.com



**go
fishing**

ezpzlearn.com



**do
homework**

ezpzlearn.com



**go
shopping**

ezpzlearn.com



paint

ezpzlearn.com



watch TV

ezpzlearn.com

NAME: _____

DATE: _____

Hobbies

Look at the pictures and write the correct word on the lines below.

hiking / dancing / swimming / painting / reading /
writing / fishing / cooking / singing / cycling





















www.Games4esl.com

LISTENING LESSON PLAN

Topic: Professions

Name: Jandry David Bailon Mendoza

Date:

Level: Basic

Action Points:

1. Improve listening skills with real-world audio materials related to professions .
2. Minimize teacher talking time by focusing on student-centered listening activities.

What are your Student Learning Objectives for the lesson? By the end of the lesson, SWBAT:

Show understanding of vocabulary related with professions.

By listening about description of professions.

Then tell your favorite professions.

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?

- Listening comprehension check: students will listen to the audio in which the professions are described and will answer questions related to each profession.
 - Peer Discussions: Students will participate in discussions about the professions and where they work, and I will supervise these discussions to assess their understanding and vocabulary usage
- Preliminary considerations:**

- a. What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?**
- Students have basic knowledge about professions and the place where they are performed.
- b. What aspects of the lesson do you anticipate your students might find challenging/difficult?**
- Difficulty understanding specific details about professions.
 - Struggling to use new vocabulary in context.
- c. How will you avoid and/or address these problem areas in your lesson?**
- Use audio recordings with clear and contextual information about professions that describe the place where they are performed.
 - Conduct follow-up activities to reinforce understanding and use of new vocabulary.

Time	Framework Stage	Teacher will...	<div>Procedure</div> <div>Students will...</div>	Interaction T-S/S-S VAKT	Materials Needed
6 minutes	Pre	Start by asking students what professions they know. Make a list on the board while they mention the different options.	He listens carefully to his students to write on the board the professions they know and writes it on the board.	T-Ss V	Board
7 minutes	Early during	Play the audio and present some images on the board of the previously prepared professions related to the audio, and students should look at them first to familiarize themselves. While listening to the dialogue, they should slap when they hear a profession they know. What are the vocabulary words you heard? Is the activity in a group or individually?	PREDICTING PICTURES Listen to the audio and slap when you hear any professions shown.	T-Ss Ss-Ss VA	Audio Computer Speaker
6 minutes	Middle during 1	The students will have a sheet on which they will place the order in which they listen to the professions .	NUMBERING Listen again and order according to the profession you continue.	T-Ss Ss-Ss VA	Audio Computer Speaker Worksheet Pencil pen eraser

7 minutes	Middle during 2	Explain the following activity, which consists of listening again and numbering the profession in the order that you believe is said in the audio that is played.	RANKING Listen to the audio again and number the profession according to the order in which you think they are played.	T-Ss Ss-Ss VA	Audio Computer Speaker Notebook Pencil eraser
8 minutes	Later during	Hand out a worksheet where the A's must listen to the speaker and complete the information about the place where the work of each profession is carried out. Are you going to complete or match in this activity? How much time do we have for this activity?	FILL IN THE CHART Listen and complete the table with information about the place where each profession is carried out.	T-Ss Ss-Ss VA	Audio Computer Speaker Worksheet Pencil pen eraser
6 minutes	Final during	Ask students to describe their favorite profession after having heard the description of each one. Are you going to read or listen and write?	Write your favorite profession according to what you heard.	T-Ss V	Audio Computer Speaker Pencil pen eraser
5 minutes	Post	Encourage students to start a dialogue about what profession they would like to be when they grow up and why?	Share your favorite profession with the class and why you liked it.		Speakers

<https://youtu.be/mS9t6EAtJy4?si=jUAZ0nQmvAscq8mj>



LIVEWORKSHEETS

A **TEACHER** works in a...

	SCHOOL
	HOSPITAL
	THEATER

A **DOCTOR** works in a...

	POLICE OFFICE
	LIBRARY
	HOSPITAL

A **FIRE FIGHTER** works in a...

	FIRE STATION
	MUSEUM
	RESTAURANT

A **CHEF** works in a...

	SUPERMARKET
	RESTAURANT
	POLICE OFFICE

○ She is a doctor.



○ He is a vet.



○ She is a nurse.



○ She is a chef.



○ He is a pilot.



○ He is a police.



READING LESSON PLAN

Name: Jandry David Bailon Mendoza **Date:** **Level:** Basic

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

Correctly manage the time of activities.

Make sure materials are clear and well prepared.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

Show understanding of: introduce yourself using simple sentences such as “ My name is...” “I’m from...” “I’m....years old”

By: Create a mind map with keywords related to personal information (name, age, nationality, etc.).

And then: Role playing: Student A introduces himself and asks questions to Student B. Then they exchange roles.

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

I will ask verification questions during activities, such as:

How would you introduce yourself in English/Spanish?

What questions would you ask to get to know someone else?

I will supervise students while they perform the role plays and offer corrections if necessary.

Preliminary considerations:

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

Students probably know some basic phrases like "Hello" or "What's your name?"

They may know how to identify and write their name and age.

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

Some students may feel insecure speaking in front of their peers.

They may have difficulty remembering proper grammatical structure.

They may need support with the pronunciation of certain words.

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

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

Provide clear examples and repetition to consolidate key structures.

Offer visual guides such as vocabulary cards or model sentences.

Time	Framework Stage	Procedure Teacher will... Students will...	Interaction T-S/S-S VAKT	Materials Needed
5 minutes	Pre	Explain the activity where students brainstorm the type of information typically included in introductions (name, age, country, hobbies). Ask questions to engage students: “What information do you usually share when meeting someone new?” “Do you find it easy to introduce yourself? Why or why not?”	T- Ss V	None
6 minutes	Early during	Distribute a worksheet with example self-introductions. Guide students in identifying the key elements in the examples (e.g., “My name is ___, I am ___ years old, I like ___”). Ask comprehension questions: “What does this introduction tell us about the person?” “Is the information clear and complete?”	T- Ss Ss- V A	Example worksheet
6 minutes	Middle during 1	Describe the activity where students write a short introduction for a fictional character (name, age, hobbies, country). Provide sentence starters as prompts: “Hello, my name is ___. I am ___ years old.”	T-Ss Ss-Ss VA	Writing template
6 minutes	Middle during 2	Explain the next task: Organize jumbled sentences into a coherent self-introduction. Ask: “Are we organizing sentences into paragraphs or just lines?”	T-Ss Ss-Ss VA	Worksheet with jumbled sentences

7 minutes	Later during 1	Encourage students to fill in missing words from a self-introduction (e.g., "My ___ is Anna. I am ___ years old"). Ask: "Are we going to match words or write them in the blanks?"	<ul style="list-style-type: none"> • Complete the fill-in-the-blank exercise. • Compare their answers in pairs. 	T-Ss Ss-Ss VA	Fill-in-the-blank worksheet
7 minutes	Later During 2	Explain the True/False activity based on a sample self-introduction. Ask: "How much time do we have for this activity?"	Listen to or read the example and identify whether statements are True (T) or False (F).	T-Ss Ss-Ss VA	Worksheet
7 minutes	Final during	Guide students to create a paragraph with elements to include in their own presentation.	Create a paragraph, including elements such as name, age, hobbies and country.	T-Ss Ss-Ss VA	Blank paper and markers
6 minutes	Post	Organize a role play where students practice introducing themselves. Assign Student A to introduce themselves and ask a question (e.g., "Where are you from?"), while Student B answers and introduces themselves.	Use the vocabulary and sentence structures practiced in class.	T-Ss Ss-Ss VA	None

Let Me Introduce Myself

- Hi, my name is ...
- I come from ... (country)
- I live in ... (city)
- I'm ... (age)
- There are ... people in my family. They are ...
- I'm a student at ...
- My major is ... (majors)
- My favorite subject is ... (subjects)
- My hobbies are ...
- In my free time, I also enjoy ... (sports)
- I (don't) like / dislike / hate ...
- My favorite food / drink is ...
- I like ... (movies)
- My favorite singer / band is ...
- I sometimes go to ... (places), I like it because ...
- I study English because ...
- I've been learning English for / since ...
- I would like to be a / an ... (jobs) because ...

Because

- I have had a beautiful morning here.
- This is one of the most beautiful places I have visited.
- I can relax there.
- It's very important and necessary.
- I love to improve my English skills.
- I want to learn more about this language.
- I love this job.

Sports

- Volleyball
- Badminton
- Tennis
- Yoga
- Cycling
- Rowing
- Fishing

Jobs

- Teacher
- Nurse
- Secretary
- Manager
- Cleaner
- Builder
- Engineer
- Writer
- Doctor

Hobbies

- Reading books / newspapers
- Playing computer games
- Surfing the Internet
- Collecting stamps / coins
- Playing basketball / tennis
- Listening to music
- Go shopping / camping
- Chatting with best friends

Movies

- Action
- Comedy
- Romance
- Horror
- Drama
- Thriller
- Cartoons

Subjects

- Physics
- Math
- Music
- Science
- Biology
- English
- Geography

ESL.COM

NAME: _____ CONVERSATION—WORKSHEET GRADE: _____
DATE: _____

Let me introduce myself

- 1.) Hi, my name is _____, what is your name?
- 2.) I am _____ years old.
- 3.) I am from _____, (country or region)
- 4.) I live in _____, (province or city)
- 5.) I am a student at _____ school.
- 6.) My teacher is _____.
- 7.) My favorite color is _____.
- 8.) My favorite animal is _____.
- 9.) My favorite sport is _____.
- 10.) Nice to meet you, have a _____ day.



Self Introduction

1. What is your name?
Hello! My name is _____.
 2. How old are you?
I am _____ years old.
 3. Where do you live?
I live in _____.
 4. Do you live together with your family?
Yes / No, I live with my _____.
 5. What school do you go to?
I go to _____.
 6. What subject do you like?
I like _____ / My favourite subject is _____, because _____.
 7. What subject do you not like?
I don't like _____, because _____.
 8. What is your hobby / hobbies?
In my leisure time, I like / love / enjoy _____.
- Nice to meet you!



WRITING LESSON PLAN

Topic: Postcards

Name: Jandry David Bailon Mendoza

Date: 10/08/2024

Level: Basic

Action Points:

1. Develop writing skills focused on describing a favorite place.
2. Minimize teacher talk time by prioritizing student-centered writing activities.

Activities.

Student Learning Objectives:

By the end of the lesson, SWAT:

Write a postcards

To describe your city

Then send the postcards out.

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 review students' progress by analyzing their written paragraphs, paying attention to use of appropriate vocabulary, organization of ideas, and clarity.
- I will monitor your participation in peer review activities and provide constructive feedback on your drafts.

Preliminary Considerations:

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

- Students have basic knowledge of descriptive adjectives such as beautiful, crowded, peaceful, and simple sentence structures.

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

- Difficulty including enough sensory details in their descriptions.
- Problems organizing ideas logically and fluidly.
- Inconsistent use of descriptive vocabulary.

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

- Provide clear examples of well-structured paragraphs that include sensory details and descriptive vocabulary.
- Conduct guided writing activities where students can practice organizing ideas and using descriptive words with teacher support.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 minutes	Preparation	Invite students to come to the board and write the best places in our city.	Brainstorming Write on the board they favorite places in town.	T-S	Whiteboard and markers
10 minutes	Drafting	Bring a sample of postcards to be completed by students.	Writing. Complete the postcards describing their city and the information required to send it.	T-S	Whiteboard and markers, worksheet.
10 minutes	Revising	Share the postcards with the whole class to peer editing using the following symbols. + Very nice ▲ Verb error ⊘ Wrong word	Peer editing. Read the postcards and if it's possible find the error using the symbols.	T-S	Whiteboard and markers, worksheet.

10 minutes	Editing	Tell students to give back the postcards to correct errors.	Editing. Read their handwriting and correct the errors that were found by the peer correction.	T-S S-S	Peer review, whiteboard, markers and worksheet.
10 minutes	Extension	Students to stand up and share their postcards as many time as possible.	Exchanging. Exchange their postcards with their classmate in order to know what the best places in our city are.	T-S S-S	Postcards whiteboard and markers.

Stamp

Hello!

Greetings from Middle Earth!
It's been a fantastic vacation
so far (except for the glowing
eye in my host's backyard),
and I'm really loving the
second breakfasts.

Take care,
F.

Bob Smith
1234 First Street
Anytown, XX
A COUNTRY

PHOTOS

