UNIVERSIDAD LAICA ELOY ALFARO DE MANABÍ
EXTENSIÓN CHONE

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TEFL COMMUNITY SERVICE

TITULO:
Speaking lesson plan in an English teaching-learning process.

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Chone – Manabí – Ecuador

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TUTOR CERTIFICATION

Lic. Diana María Rojas Zambrano, M. Sc.; professor of Universidad Laica Eloy Alfaro de Manabí, Extensión Chone, as the tutor of the degree work.

CERTIFICATION

The present degree work, "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 result from the perseverance and originality of its author, who is solely responsible for the Speaking lesson plan in an English teaching-learning process.

Chone, January 2025

Lic. Diana María Rojas Zambrano

TUTOR

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DECLARACIÓN DE AUTORÍA Y CONSENTIMIENTO DE DERECHOS

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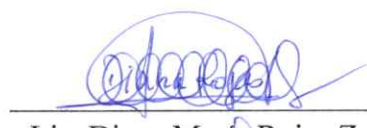Derly Leonardo Buenaventura Rosado
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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Los miembros del Tribunal Examinador aprueban el informe de proceso de solicitud de TEFL community service sobre el tema Speaking lesson plan in an English teaching learning process del año lectivo 2024, elaborado por el estudiante Derly Leonardo Buenaventura Rosado.
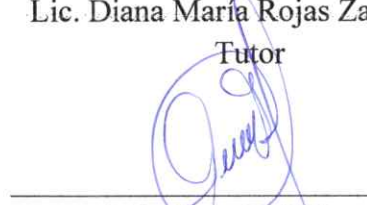
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Lic. Diana María Rojas Zambrano
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Secretaria

Chone, January 2025

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Dedication

I express my deepest gratitude to my father, Erly Darlan, my grandmother, Olga Zambrano, and my siblings, Erly and Kerly Buenaventura, for their unwavering support throughout this long journey. Thanks to them, I was able to complete my studies without major obstacles.

I also extend my heartfelt thanks to my girlfriend, Adriana Pasaco, who served as an essential source of emotional support during moments of frustration and mental blocks. Her presence was invaluable in the most challenging times.

In a very special way, I want to honor the person who raised me and shaped me into who I am today: my mother. She is my greatest inspiration and the driving force behind my continued efforts to give my best.

Finally, I am sincerely grateful to my friends who contributed either with emotional support, wise advice, or unique experiences that made my college life and my close circle something incredible.

Acknowledgment

I want to extend my heartfelt gratitude to Universidad Laica Eloy Alfaro for welcoming me into its academic community and providing me with the tools necessary for both personal and professional growth. My sincere appreciation goes to my professors, whose dedication, patience, and unwavering commitment have been instrumental in shaping my educational journey.

I am deeply thankful to the educational institutions Ibarra N°2 and Eugenio Espejo, which graciously hosted me during my internships, offering invaluable opportunities to put my knowledge into practice and further develop my skills. A special acknowledgment goes to the Unidad Educativa Gabriela Mistral, where I had the privilege of growing as a professional. My deepest thanks to its rector for placing trust in my abilities and granting me the opportunity to contribute to their community.

Finally, I wish to express my profound gratitude to my mentor, Diana Rojas, for being an exceptional guide throughout this journey. Her support, insight, and encouragement have been pivotal in both my academic and personal development.

To each of you, I offer my sincerest thanks for being an integral part of this path and for shaping me into the professional I am today.

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Introduction

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

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

The implementation of this initiative in Chone has a significant impact. 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 "Gabriela Mistral" educational unit, 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: (Caldera, 2008) How can English language learning in rural communities be

supported through community service by systematizing lesson plans based on the TEFL model? Strengthening social responsibility ties enables students to contribute to improving the community's quality of life through service-learning.

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

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

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

Finally, the goal is to analyze the experiences lived during the service-learning practice, in the context of teaching English. Through the implementation of different pedagogical models, such as ECRIF, PDP, and the writing process, the goal is to reflect on how these methodologies were applied in a real environment, facing the challenges.

General Objective

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

Specific Objectives

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

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

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

What were your expectations regarding teaching in community service?

Before starting this community service, I believed it would be less demanding than the pre-professional internships. However, several factors led me to realize the opposite.

Teaching students with no prior knowledge of English was vastly different from working with those who had foundational exposure. These students were unfamiliar with the language beyond words borrowed from our native tongue, such as "Brother," or terms found in social media, books, or music (e.g., "Like," "Sugar," and "Chicken").

"Teaching English to students with no prior knowledge requires an approach that starts with building foundational skills through familiar contexts, helping learners to relate new concepts to their existing knowledge base." (González, 2023)

On the other hand, I had high expectations based on positive feedback from those who had previously undertaken similar experiences, emphasizing the joy of working with children in these communities. Luckily, this was true in my case. The students' enthusiasm, curiosity, and active participation from day one inspired me to give my best and ensure they found learning English enjoyable and engaging.

"Teaching in rural and underserved communities can be a profoundly rewarding experience, as students' natural curiosity and eagerness to learn often motivate educators to create meaningful and engaging learning opportunities." (Torres, 2019) Lastly, the parents' support exceeded my expectations. They were consistently helpful, ensuring the school's needs were met, such as providing resources for festivities or basic repairs. Their willingness to maintain a comfortable learning environment for their children—complete with utilities like water, electricity, and food—was invaluable.

"Parents play a crucial role in the academic success of their children, not only by providing material resources but also in their willingness to contribute to the school environment in practical ways, such as participating in school activities or maintaining infrastructures" (Jones, 2021)

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

The first challenge was my daily commute to the institution. Fortunately, I had access to transportation, which minimized costs. However, the lack of a printer for teaching materials increased my expenses. For individuals with limited financial resources, this could become a significant burden.

"The costs associated with transportation and educational materials can become a significant burden for individuals with limited financial resources, affecting their educational experience" (Policy., 2024)

The school's infrastructure also presented challenges. Basic services like water and electricity were often unreliable, and there was no mobile signal or Wi-Fi. Additionally, there were insufficient desks, forcing students to share cramped tables during exams. However, the school did possess well-maintained blackboards, chairs, and computers, aiding students' engagement with the digital age.

"Challenges related to school infrastructure, such as unreliable basic services and lack of mobile signal or Wi-Fi access, are common in many educational settings. Additionally, insufficient furniture, like desks, can hinder students' ability to work effectively, although access to well-maintained teaching tools like blackboards and computers can enhance engagement with modern learning" (Roberts M. &., 2023)

Lastly, the scarcity of teaching staff presented a major challenge. Often, a single teacher manages multiple subjects. In my experience, two teachers handled over 40 students across grades. This required combining classes, which was exhausting despite employing engaging and dynamic methods. "One of the most significant challenges in education is the scarcity of teaching staff, often leading to teachers being responsible for multiple subjects. This situation can result in overcrowded classrooms, where teachers are required to combine classes, leading to fatigue even when employing engaging teaching methods" (Taylor J. &., 2021)

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What were the results of the initial diagnosis of the student's English proficiency?

Initially, the students displayed a basic understanding of English, which was anticipated. Their limited exposure came from basic topics taught by other teachers using videos or songs. Though this introduced some foundational concepts, students struggled to retain or apply them effectively.

"Many students start learning English with minimal knowledge, often due to limited exposure to the language. While multimedia tools like videos and songs can introduce foundational concepts, students may find it difficult to retain or apply these ideas effectively without consistent practice and reinforcement" (Harris, 2013)

Interestingly, students recognized some English words through online games or songs, aiding their understanding of certain questions, such as "Brother" (adapted as "Hermano"). These indirect exposures contributed to their reasoning during the diagnosis. "Gamification has revolutionized education and professional training, using elements of games such as points and rewards in non-game contexts. This increases student motivation and participation, facilitating the assimilation of complex concepts and fostering skills such as collaboration and critical thinking" (País, 2024).

Despite this, most students scored poorly on the diagnostic test, which was anticipated given their lack of formal instruction. This highlighted the importance of creating a strong first impression to cultivate their interest in learning English.

"The lack of interest in English language teaching and learning in public schools can lead to poor performance in diagnostic assessments, highlighting the need for effective strategies to engage student's interest and motivation from the outset of the educational process" (González M. P., 2018).

What were the advantages and disadvantages of planning and executing lessons using ECRIF, PDF, and the Writing Process models?

ECRIF

Advantages:

- Guides students gradually from encountering new content to using it fluently, ensuring deep understanding.

- Promotes meaningful learning by encouraging students to internalize and confidently use the material.

- Engages students through activities tailored to different stages of language acquisition.

Disadvantages:

- Requires significant time and effort to plan each stage, especially in time-constrained classes.

- Poor time management can leave some students behind in the stages of internalization and fluent use.

- Implementing individual feedback, as suggested by the model, can be challenging in larger classes.

"ECRIF, as a teaching model, offers a structured approach to language learning by guiding students through stages from encountering new content to using it fluently. However, it requires careful planning and time management, and its implementation can be challenging in larger classes, especially when individualized feedback is necessary" (Smith, 2023)

PDF

Advantages:

- It offers a straightforward and logical structure that is easy to follow for both teachers and students

- Adaptable to varying competency levels and activity types.

- Provides a controlled environment in the presentation phase, ensuring a clear and organized topic introduction.

Disadvantages:

- Its teacher-centered approach may limit student participation in the initial phase.

- Practice phases can become mechanical and decontextualized, reducing student motivation.

- Without meaningful practice, students may struggle to apply the content in the production phase.

"The PDF (Presentation, Practice, and Production) approach provides a clear, structured method for teaching, making it easy for both instructors and students to follow. However, its teacher-centered nature in the early stages can limit student engagement, and the practice phase may lead to mechanical exercises that lack context, diminishing motivation" (Davis J. &., 2022)

Writing Process

Advantages:

- Provides a systematic framework for teaching writing, improving step by step.

- Encourages self-assessment and continuous improvement through revision and editing phases.

- Fosters creativity during the pre-writing phase, enriching text content.

Disadvantages:

- The process can be time-intensive, posing challenges in time-limited classes.

- Students with lower language proficiency may find the entire writing process overwhelming.

- Students may overly rely on teacher feedback during revision and editing, complicating implementation in larger groups.

"The writing process offers a structured approach that encourages self-assessment and improvement through stages like pre-writing, drafting, and revision. While it fosters

creativity and systematic development, it can be time-consuming and challenging for students with lower language proficiency, particularly in larger classes where individualized feedback is difficult" (Taylor J. &., 2021)

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

Engaging in community service enhanced my self-awareness, clarifying the type of teacher I aspire to be. It helped me recognize my strengths and weaknesses, improving aspects of my teaching that initially frustrated me. I learned to remain composed under pressure and tackle challenges with resilience.

"Engaging in community service enhances self-awareness and resilience among teachers, allowing them to reflect on their strengths and weaknesses, which helps them develop a deeper understanding of their teaching style and professional aspirations" (Bandy, 2011).

Building personal relationships was another significant benefit. I became more comfortable addressing students during civic hours and connecting with parents in meetings. These interactions enriched my perspective, and the support and advice from others guided me through this journey.

"Building personal relationships with students and parents has played a crucial role in enhancing a teacher's ability to connect and communicate effectively. These interactions provide valuable support and guidance, helping teachers gain new perspectives and improve their approach to education" (Keller, 2022)

Lastly, this experience boosted my self-esteem. Teaching students with almost no prior knowledge to formulate simple sentences or answer basic questions in English is immensely fulfilling. Knowing I contributed positively to their learning journey is deeply gratifying.

"Teaching students with limited prior knowledge and witnessing their growth, such as being able to form simple sentences or answer basic questions, is highly rewarding. This experience is not only boosting self-esteem but also reinforces a sense of accomplishment in contributing to their educational development" (Roberts M. &., 2023)

What aspects of your teaching experience contributed to your professional development?

First, this experience significantly improved my pedagogical skills within the classroom. By managing a diverse group of students, I honed my ability to maintain control and lead classes effectively, gaining confidence in my classroom management abilities.

"Managing a diverse group of students enhances a teacher's pedagogical skills, particularly classroom management. Gaining experience in leading such classes boosts confidence and improves the teacher's ability to maintain control and create an effective learning environment" (Davis J. &., 2022)

Second, this service allowed me to develop critical reflection. By analyzing my teaching methods and results, I identified areas for improvement and sought solutions to enhance my effectiveness. This helped me understand how each student's unique goals, needs, and interests must inform teaching strategies.

"Critical reflection on teaching practices is essential for professional growth. By analyzing teaching methods and outcomes, educators can identify areas for improvement and adapt their strategies to meet the unique goals, needs, and the student's interest ". (Martin, 2021)

Lastly, collaboration and peer learning were instrumental. Interacting with other staff members encouraged a collaborative mindset. This involved participating in school sanitation projects or important celebrations, where exchanging ideas and strategies enriched my academic and professional management knowledge.

"Collaboration and peer learning play a key role in professional development, as they foster a collaborative mindset and provide opportunities to exchange ideas and strategies. Participation in school activities like projects and celebrations enhances academic and professional knowledge" (Jackson, 2022)

What were your weaknesses as a student-teacher?

One of my weaknesses was managing my tight schedule. Balancing lesson planning, assignments, and my final project, alongside presentations and other responsibilities, often became overwhelming. Limited access to electricity and internet due to the country's energy crisis further exacerbated these challenges.

"Time management is often a significant challenge for educators, particularly when balancing multiple tasks such as lesson planning, assignments, and projects. External factors, such as limited access to resources like electricity and internet, can further complicate these challenges, leading to increased stress and decreased productivity" (Clark, 2021)

Another challenge was financial constraints. As a student-teacher, I had to cover materials such as markers, copies, and transportation expenses, which strained my budget. These costs, coupled with personal expenses and university-related activities, highlighted the need for better preparation and support.

"Teachers face financial challenges that affect both their personal and professional lives, including personal expenses and costs associated with their educational work" (Plaza, 2021)

Lastly, maintaining motivation was occasionally difficult. Adverse conditions, such as heavy rain making commutes arduous, combined with a lack of tangible rewards and occasional negative student attitudes, affected my mental well-being and academic performance.

"Maintaining motivation in challenging teaching environments can be difficult, especially when faced with adverse conditions such as difficult commutes, lack of tangible rewards, and negative student attitudes. These factors can significantly impact a teacher's mental well-being and overall performance" (Gomez, 2021)

What do you consider necessary to include in the curriculum?

Psychology should be more thoroughly integrated into the curriculum. Teachers frequently face diverse challenges, such as student disputes or aggressive behavior. Additionally,

students often view their teachers as confidants for issues they cannot discuss with their parents. Teachers need the skills to act as mentors and guides in these situations.

"Integrating psychology into the curriculum is essential for preparing teachers to handle a wide challenging range, such as managing student conflicts or addressing aggressive behavior. Teachers often become confidants for students' issues, making it crucial for them to develop mentorship and guidance skills for effectively supporting their students" (Wilson, 2023)

Another recommendation is the increasing use of interactive technologies, such as touchscreen devices, to facilitate regular interactions with foreign speakers. This direct exposure would improve language comprehension and fluency.

"Integrating interactive technologies, such as touchscreen devices, into language learning enhances students' exposure to foreign speakers, which is critical for improving both language comprehension and fluency. Regular interaction with native speakers through digital tools fosters more effective language acquisition" (Nguyen, 2022)

Finally, each semester, additional time should be allocated to core English language courses. Often, foundational topics are revisited, leaving advanced structures like conditionals and perfect tenses underexplored. These require significant practice to master effectively.

"Allocating additional time to core language courses is crucial for students to master advanced grammatical structures, such as conditionals and perfect tenses. Without sufficient practice and in-depth exploration, these topics remain underdeveloped, hindering language proficiency" (Brown, 2023)

What were your best skills in your teaching experience?

Effective communication was one of my strongest skills. I conducted classes smoothly and maintained credibility. Balancing humor with focused attention helped me engage students while ensuring they absorbed the material.

"Effective communication, which combines clarity and engagement, is crucial for maintaining student interest and ensuring that material is absorbed. Balancing humor with focused attention helps to build credibility and foster a positive learning environment" (Stewart, 2022). Creativity also played a crucial role. I created a fun and educational atmosphere by incorporating songs, drawings, and stories. This approach motivated students to view English not as a daunting subject but as enjoyable and accessible when taught effectively.

"Creativity in teaching, such as using songs, drawings, and stories, is essential for creating an engaging and positive learning environment. These methods help students perceive the subject as enjoyable and accessible, increasing their motivation and engagement with the material" (Adams, 2021)

Finally, leveraging modern technology gave me an advantage. I used videos, audio, and interactive tools to provide students with diverse learning resources they could access both in class and at home. Even in rural areas, students adapted well to these digital tools, enhancing their learning experience. "Leveraging modern technology, such as videos, audio, and interactive tools, provides students with diverse resources that enhance their learning experience both in and out of the classroom. Even in rural areas integrating the digital tools significantly improves engagement and learning outcomes" (Singh, 2023)

What were the results of comparing the diagnostic test with the final test?

The improvement was evident when comparing the diagnostic test to the final evaluation. Initially, students had no foundational knowledge and only guessed answers based on limited familiarity or luck. By the final test, they confidently completed tasks, demonstrating substantial progress.

"Assessing students' progress through comparison of initial and final evaluations reveals significant improvements in their learning. While students may begin with limited

knowledge, their confidence and ability to complete tasks grow substantially with consistent practice and exposure to the material" (Miller, 2022).

The first test highlighted the challenge ahead and guided my teaching adjustments. Students began with no prior exposure to English, but consistent efforts led to significant improvement. The results reflected their ability to understand basic structures, recognize simple verbs, and answer questions about personal information. Additionally, they learned to spell words and names using the English alphabet.

"Initial assessments often reveal the challenges ahead in language teaching, guiding instructors to adjust their methods; the consistent efforts show remarkable progress, developing foundational skills such as understanding basic structures, recognizing common verbs, and answering personal questions. Over time, they also master essential tasks like spelling words using the target language's alphabet" (Roberts M. &., 2021)

"The comparison between initial and final assessments demonstrates the positive development of students' language skills. This progression forms a strong foundation upon which students can continue to build and refine their abilities in the target language" (Green & Adams, 2022). In summary, the contrast between the two tests highlights the positive development of the students' English skills, enabling them to continue building on this foundation effectively.

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 articulating the university's core functions.

Recommendations

It recommended strengthening 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 modality for graduation, enabling trainee teachers to perform their roles in real contexts, where they can confront theory with practice for personal and professional growth.

Considering the 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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ESCUELA DE EDUCACIÓN BÁSICA

"GABRIELA MISTRAL"

Sitio La Carmela De Mosquito- Santa-Rita- Chone

INFORME SEMESTRAL DEL SERVICIO COMUNITARIO

El presente informe tiene como objetivo ofrecer una descripción detallada del desempeño del estudiante **BUENAVENTRU ROSADO DERLY LEONARDO** durante su proceso de titulación a través del método "TEFL in Community Service", que inició el 08 de abril de 2024 hasta el 31 de julio de 2024 (primer semestre). Para lo cual se destacan los siguientes puntos:

Manejo del Proceso de Enseñanza y Aprendizaje (PEA):

A lo largo del periodo evaluado, el estudiante evidenció una destacada capacidad para organizar y gestionar actividades educativas. Entre los logros más importantes se encuentran:

- Planificación de actividades variadas y adaptadas a las necesidades específicas de los estudiantes.
- Uso de métodos interactivos y herramientas tecnológicas para facilitar el aprendizaje.
- Seguimiento continuo y ajustes oportunos basados en las necesidades y avances de los participantes.

Aporte Académico:

El impacto académico del estudiante fue significativo, logrando:

- Mejoras claras en las habilidades lingüísticas de los beneficiarios, especialmente en la comprensión auditiva y la expresión oral.
- Creación de materiales de apoyo diseñados específicamente para las características del grupo atendido.
- Aplicación de estrategias de aprendizaje práctico que motivaron la participación.

Actitudes Docentes:

El estudiante demostró cualidades esenciales para la docencia, incluyendo:

- Empatía y sensibilidad hacia las distintas formas de aprendizaje de los estudiantes.
- Puntualidad y responsabilidad en el cumplimiento de sus tareas.
- Una actitud proactiva para incorporar sugerencias y mejorar su práctica pedagógica.

Contribución a la Comunidad:

El trabajo realizado tuvo un impacto positivo en la comunidad, con resultados como:

- Avances evidentes en la capacidad de los participantes para comunicarse en inglés, ampliando sus oportunidades de desarrollo personal y profesional.
- Fomento de la confianza y el trabajo en equipo entre los beneficiarios.
- Creación de un entorno educativo inclusivo y motivador que promovió el aprendizaje efectivo.

Para finalizar, se certifica que el trabajo realizado demuestra un compromiso constante y una valiosa contribución a la comunidad. A lo largo de su labor, se destacó en la enseñanza del idioma inglés, creando un entorno educativo inclusivo y motivador que favoreció el aprendizaje y el crecimiento de los participantes. Su dedicación y esfuerzo han dejado una huella positiva, reflejando el verdadero impacto de su trabajo en este proceso.

Chone, 11 de diciembre del 2024.

Atentamente.

Lcdo. Vicente Antonio Mero Cedeño
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EL NUEVO
ECUADOR
RESILIVE

INFORME SEMESTRAL DEL SERVICIO COMUNITARIO

El presente informe tiene como objetivo ofrecer una descripción detallada del desempeño del estudiante **BUENAVENTRU ROSADO DERLY LEONARDO** durante su proceso de titulación a través del método "TEFL in Community Service", que inició el 26 de agosto hasta el 20 de diciembre del 2024 (segundo semestre). Para lo cual se destacan los siguientes puntos:

Manejo del Proceso de Enseñanza y Aprendizaje (PEA):

A lo largo del periodo evaluado, el estudiante evidenció una destacada capacidad para organizar y gestionar actividades educativas. Entre los logros más importantes se encuentran:

- Planificación de actividades variadas y adaptadas a las necesidades específicas de los estudiantes.
- Uso de métodos interactivos y herramientas tecnológicas para facilitar el aprendizaje.
- Seguimiento continuo y ajustes oportunos basados en las necesidades y avances de los participantes.

Aporte Académico:

El impacto académico del estudiante fue significativo, logrando:

- Mejoras claras en las habilidades lingüísticas de los beneficiarios, especialmente en la comprensión auditiva y la expresión oral.
- Creación de materiales de apoyo diseñados específicamente para las características del grupo atendido.
- Aplicación de estrategias de aprendizaje práctico que motivaron la participación.

Actitudes Docentes:

El estudiante demostró cualidades esenciales para la docencia, incluyendo:

- Empatía y sensibilidad hacia las distintas formas de aprendizaje de los estudiantes.
- Puntualidad y responsabilidad en el cumplimiento de sus tareas.
- Una actitud proactiva para incorporar sugerencias y mejorar su práctica pedagógica.

Contribución a la Comunidad:

El trabajo realizado tuvo un impacto positivo en la comunidad, con resultados como:

- Avances evidentes en la capacidad de los participantes para comunicarse en inglés, ampliando sus oportunidades de desarrollo personal y profesional.
- Fomento de la confianza y el trabajo en equipo entre los beneficiarios.
- Creación de un entorno educativo inclusivo y motivador que promovió el aprendizaje efectivo.

Para finalizar, se certifica que el trabajo realizado demuestra un compromiso constante y una valiosa contribución a la comunidad. A lo largo de su labor, se destacó en la enseñanza del idioma inglés, creando un entorno educativo inclusivo y motivador que favoreció el aprendizaje y el crecimiento de los participantes. Su dedicación y esfuerzo han dejado una huella positiva, reflejando el verdadero impacto de su trabajo en este proceso.

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FORM MEANING AND USE ANALYSIS
VERB TO BE IN THE PRESENT SIMPLE

FORM

The present tense of the verb "to be" is used to describe ongoing actions, states, or situations in the present.

Form: The present tense of the verb "to be" has the following forms:

- Positive Sentence (+): Subject + "am/is/are" + complement

For example: "I am happy" or "They are students"

- Negative Sentence (-): Subject + "am/is/are" + not + complement

For example: "She is not at home" or "We are not ready"

- Question Sentence (?): "Am/Is/Are" + subject + complement + ?

For example: "Are you ready?" or "Is she at the park?"

MEANING

The verb "to be" in the present tense refers to actions, states, or situations that are ongoing or true in the present. For example, "I am happy" indicates the current state of being happy, while "They are students" describes their status.

USE

The verb "to be" in the present tense is used to express the following situations:

1. **Describing Ongoing States:** Expressing ongoing characteristics, emotions, or conditions.

For example: "She is a teacher" or "They are excited about the trip."

2. **Location or Position:** Indicating the current location or position of people or things.

For example: "I am at the library" or "The keys are on the table."

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3. Identifying or Defining: Stating identity, profession, or classification.

For example: "He is my brother" or "It is a cat."

ANTICIPATED DIFFICULTIES

Students may encounter difficulties in understanding the different forms of "am/is/are" based on the subject, as well as recognizing the negative and question forms. Providing varied exercises and examples can help reinforce understanding.

COMPREHENSION CHECKING QUESTIONS

- ˙ Are you ready for the exam? Yes, we are ready for the exam.
- Are you hungry? No, we are not hungry.

TEACHING IDEAS

- Fill in the blanks exercises with the correct forms of the verb "to be" in the present tense.
- Role-playing activities to practice using the present tense of the verb "to be" in real-life scenarios.
- Creating flashcards with sentences using the verb "to be" in the present tense for practice and reinforcement.

LISTENING LESSON PLAN

Topic: Travel and Tourism
Name: Derly Leonardo Buenaventura Rosado
Date:
Level: Intermediate

Action Points:

1. ⁻ Improve listening skills with real-world audio materials related to travel.

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 to travel and tourism.

By audio recordings about travel destinations and experiences.

Then Discuss travel plans and experiences using the vocabulary from the recordings.

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?

- Listening Comprehension Check: After listening to the audio, students will answer comprehension questions related to the travel information provided.
- Peer Discussions: Students will engage in discussions about travel destinations and experiences, and I will monitor 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 of common travel destinations and experiences.
- They are familiar with some travel-related vocabulary.

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

- Difficulty understanding specific details about destinations from the audio.
- Struggling to use new vocabulary in context.

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

- Use audio recordings that provide clear and contextual information about travel.
- Conduct follow-up activities to reinforce understanding and use of new vocabulary.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 minutes	Pre Stage	Initiate a quick brainstorming session by asking students to share their favorite travel destinations or places they would like to visit. Facilitate a brief discussion about these destinations, writing key names on the board to activate prior knowledge.	Share their favorite travel destinations or dream locations with a partner. Contribute to the class discussion, noting down any destinations mentioned by their peers.	T-S	Whiteboard and markers
10 minutes	Early During Stage	Introduce vocabulary related to travel and tourism (**e.g., bus tour train trip, cruise...**) using images and brief definitions. Set the context for the listening activity by asking students what they expect to learn from the audio.	Predict what kind of information they will hear in the audio about travel.	T-S	Vocabulary images and definitions Whiteboard and markers
10 minutes	Later During Stage	Play the audio recording about travel destinations and experiences twice. Provide comprehension questions for students to answer after the second listening. Monitor the class and assist students as needed during the activity.	Listen to the audio recording twice, first to get a general idea and second to answer comprehension questions. Complete the comprehension questions based on the details heard in the recording.	T-S	Audio recording of a conversation about travel destinations and experiences Comprehension questions Vocabulary images and definitions

					Whiteboard and markers
10 minutes	Final During Stage	Review and discuss the answers to the comprehension questions as a class. Facilitate a group discussion where students talk about their own travel experiences or dream destinations, using vocabulary from the lesson.	Participate in the class discussion about the answers to the comprehension questions. Engage in a pair or small group discussion, sharing their travel experiences or dream destinations and incorporating the new vocabulary.	T-S S-S	
10 minutes	Post Stage	Ask a few students to share one new thing they learned about travel from the audio and how it relates to their own travel experiences. Provide feedback on their use of vocabulary and understanding of the content.	Reflect on the lesson by sharing one new insight gained from the audio. Ask any questions they have about the vocabulary or content.	T-S S-S	

Audio: https://english-practice.net/learn-vocabulary-through-pictures-types-of-travel/

Types of Travel

1 business trip	**5** bus tour	**9** study tour
2 family trip	**6** train trip	**10** eco-tour
3 cruise	**7** boat trip	**11** safari
4 (guided) tour	**8** ski trip	**12** expedition
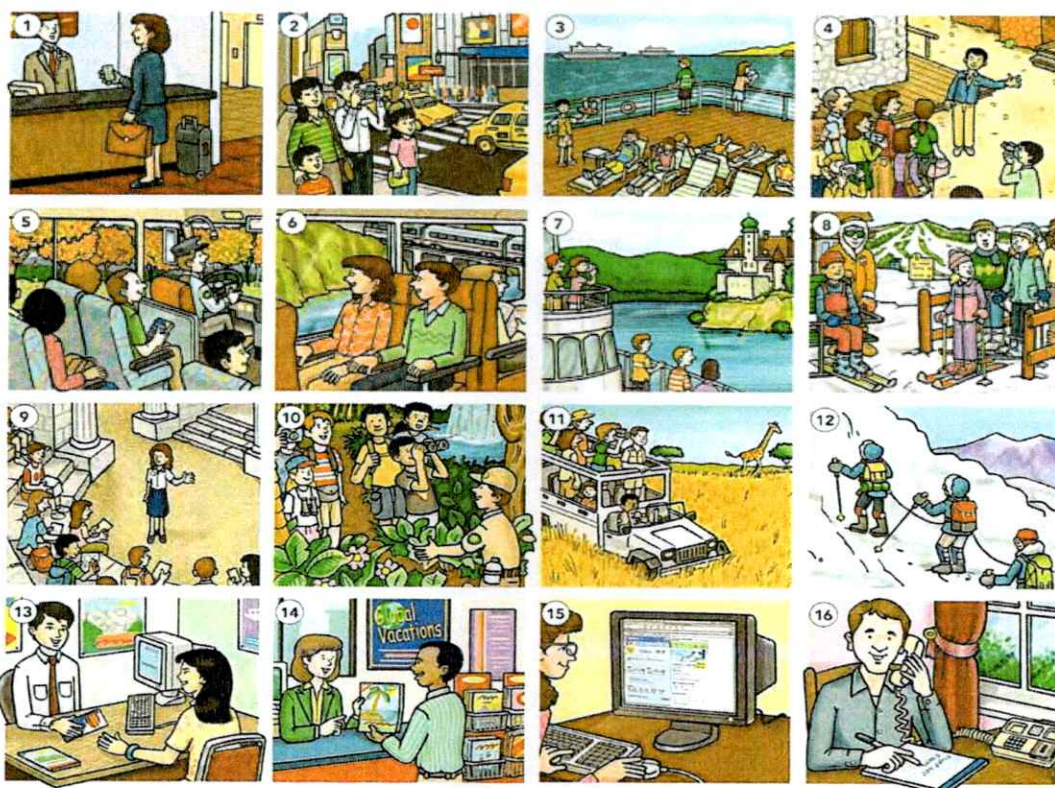
Booking a Trip

13 travel agency

14 tour company

15 online

16 over the phone

READING LESSON PLAN

Topic: Technology in Daily Life

Name: Derly Leonardo Buenaventura Rosado

Date:

Level: Intermediate

Action Points:

1. Develop reading comprehension through engaging texts about technology's role in daily life.
2. Minimize teacher talking time by focusing on student-centered reading activities.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

By the end of the lesson, students will be able to:

Show understanding of vocabulary related to technology.

By reading the passage about how technology affects daily life.

Then discuss the impact of technology on various aspects of daily life using the vocabulary from the reading.

When/How in the lesson will I check students' progress toward the above Learning Objectives?

- I will check students' progress by asking comprehension questions about the reading and monitoring their participation in discussions.
- Students will demonstrate their understanding by answering questions and using the vocabulary from the passage in their discussions.

Preliminary Considerations:

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

- Students have basic knowledge of common technology terms and their uses.
- They are familiar with some vocabulary related to digital devices and applications.

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

- Difficulty understanding specific details about technology from the reading.
- Struggling to use new vocabulary in context.

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

- Use a clear and engaging reading passage about technology's impact on daily life.
- Conduct follow-up activities to reinforce understanding and use of new vocabulary.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	**Students will...**		
5 minutes	Pre Stage	Initiate a quick brainstorming session by asking students about their favorite technologies and how they use them in daily life. Facilitate a brief discussion and write key terms on the board to activate prior knowledge.	Share their favorite technologies or apps with a partner. Contribute to the class discussion, noting down any technologies mentioned by their peers.	T-S	Whiteboard and markers
10 minutes	Early During Stage	Introduce key vocabulary related to technology (**e.g., smartphone, artificial intelligence, cloud computing**) using images and brief definitions. Set the context for the reading activity by asking students what they expect to learn from the passage.	Review the new vocabulary and predict the content of the reading passage based on the vocabulary introduced.	T-S	Vocabulary images and definitions, Whiteboard and markers
10 minutes	Later During Stage	Distribute the reading passage about technology's impact on daily life. Guide students on how to approach the reading and comprehension questions. Allow time for students to read the passage individually or in pairs.	Read the passage carefully, focusing on understanding the key details and vocabulary. Answer the comprehension questions based on the information in the passage.	T-S	Reading passage, Comprehension questions, Vocabulary images and definitions, Whiteboard and markers

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10 minutes	Final During Stage	Review and discuss the answers to the comprehension questions as a class. Facilitate a group discussion where students talk about their own travel experiences or dream destinations, using vocabulary from the lesson.	Participate in the class discussion about the answers to the comprehension questions. Engage in a conversation about the impact of technology on daily life, using the new	T-S SS	Materials for presentations or infographics (e.g., paper, markers, digital tools)
10 minutes	Post Stage	Ask a few students to share one new thing they learned from the reading and how it relates to their personal use of technology. Provide feedback on their use of vocabulary and understanding of the content.	Reflect on the lesson by sharing one new insight gained from the reading. Ask any questions they have about the vocabulary or content.	T-S S-S	

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Technology in Everyday Life

In our daily lives, technology plays a very important role. We wake up to the sound of an alarm on our phone, a device that we carry with us all day. It not only tells us the time but also keeps us connected with friends and family. Through messages and calls, we share news and plan our days.

During breakfast, many of us read the news on a tablet or listen to music from a streaming service. The smart fridge in the kitchen tells us when we are running low on milk or eggs. Gadgets and machines are very helpful in our homes.

When we leave the house for work or school, we might use a car that helps us find the way. The GPS uses satellites to show the best route on a screen. Buses and trains also use technology to run on time and keep passengers safe. It is easy to see that travel has become faster and more comfortable because of technology.

At work, almost everyone uses a computer to do their tasks. We send emails instead of letters and create documents without using any paper. Meetings are often held through video calls, and this allows people to work together from different places. It saves a lot of time and makes communication easier.

After work, many people relax by watching shows on a flat-screen TV or playing games on a console. The internet gives us access to a huge amount of films, songs, and games. We can enjoy these alone or share them with others, even if they are far away.

Before going to bed, we might read a book on a digital reader that can hold hundreds of books in one place. We set the next day's alarm on our phone and go to sleep. Technology is with us from the moment we wake up until we go to bed. It makes our lives easier and brings us closer to the ones we love.

True / False / Not Given

1. Our phone alarm is used to wake us up and keep in touch with others.

2. Reading the news during breakfast is done only with tablets.

3. The smart fridge can suggest when to buy more milk or eggs.

4. Cars and buses utilize technology to arrive faster to their destinations.

5. Every worker must send emails and avoid using paper at work.

6. Video calls at work allow people to communicate from various locations.

7. People only watch shows on TV after work.

8. Technology offers us many entertainment options like movies and games.

9. Gadgets only make communication easier and do nothing else.

10. Digital readers can be used for holding many books and setting alarms.

SPEAKING LESSON PLAN

HOBBIES

Name: Derly Leonardo Buenaventura Rosado   **Date:**

Level: Intermediate

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

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?

- I will check students' progress by asking questions about the material being taught.
- The students may aim to share ideas about what free-time activities are better for fun or find other enjoyable hobbies unknown in their discussion.
- At the end of the class, they should be able to discuss free time activities/hobbies, and I'll monitor students to check.

Preliminary considerations:

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

- Students don't know anything about this topic yet. It will be their first time interacting with this vocabulary.

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

- I expect students would be confused with some structure –ing or infinitive after "I like" in a sentence.

- Students might have problems with their favorite hobbies, and others might dislike them instead.

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

- I will help them by giving an example of a conversation using "What do you like doing for fun?" to distinguish the grammar structure a little bit in a sentence.

- I will show some samples about how the Ss should respect others' ideas.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 minutes	Encounter and clarify	Put up pictures of some common hobbies and ask Ss about them. **Do you like doing these activities? What do you like doing for fun? Can you get paid for a hobby?**	**Predicting pictures** Look at the pictures Predict what each activity is Answer the questions	T-S	Predicting pictures
6 minutes	Remember and internalize	Show the gap-filling activity and the vocabulary words to the students, then ask them to fill in the gaps with the correct hobby. **Are you going to draw or fill sentences?**	**Gap filling** Fill in the gaps with the right hobby.	T-S	Piece of paper Pencil Eraser Pen
6 minutes	Remember and internalize	Give worksheets with some words about hobbies at the top and ask Ss to find the correct matching picture, then write it below each one. **How much time do we have for this activity? Are you going to match with the pictures or guess on your own?**	**Matching** Match the words with the correct picture, then write them in the box below the picture.	T-S	Hobbies matching worksheet Pencil Eraser Pen

8 minutes	Remember and internalize	Divide the class into groups and develop a template with some questions to answer with students' personal information on 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 Ss will work in partner to ask and answer the questions about what free-time activities are better for fun or find other enjoyable hobbies unknown in their discussion.	**Exchange statements** Ask and answer questions in pairs.	T-S S-S	Board Markets Eraser
8 minutes	Fluently Use	Encourage Ss to walk around the classroom, ask some questions to others classmates and share ideas about hobbies.	**Conversation** Walk around the classroom, ask questions to their classmates and share ideas about hobbies.	S-S	Conversation

1. Encounter and clarify

PLAYING THE GUITAR	READING BOOKS	DRAWING	WATCHING TV

COOKING	SINGING	DANCING	LISTENING TO MUSIC

PLAYING GAMES	SWIMMING	PLAYING BASKETBALL	TAKING PHOTOGRAPHS

GAP FILLING

Fill in the gaps with the right missing word about hobbies.

1. I like playing the _____ in music class.

2. I like _____ with crayons.

3. I like _____ TV on weekends.

4. I like _____ books in the library.

5. I enjoy _____ for my parents.

6. I like _____ to hip-hop music.

7. I like _____ to music before I go to sleep.

8. I like _____ in front of people.

9. I enjoy _____ games with my sister.

10. I like _____ in the ocean.

11. I like _____ photographs of nature.

12. I like playing _____ after school.

MATCHING

Match the words with the correct picture. Write it in the box below the picture.

basketball	drawing	playing the guitar
skiing	playing computer games	tennis
painting	swimming	dancing
cycling	volleyball	skating
horse riding	football	fishing

INFORMATION GAP PRACTICE

Ask your classmates what they like to do as a hobby or in their free time.

EXCHANGE STATEMENTS

Ask and answer the questions with your partner:

- **What do you like to do in your free time?**
- **How many hobbies do you have? And what are they?**
- **What free-time activities are better for fun for you?**
- **What hobbies would you like to have more time for?**

WRITING LESSON PLAN

Topic: My Daily Routine

Name: Derly Leonardo Buenaventura Rosado

Level: Intermediate   **Date:**

Action Points:

1. Develop writing skills by focusing on writing about daily routines.

2. Minimize teacher talking time by emphasizing student-centered writing activities.

Student Learning Objectives:

By the end of the lesson, SWAT: • Use

vocabulary related to daily routines.

- Write a well-structured paragraph describing their daily routine.
- Incorporate transition words and vocabulary to make their writing clear and cohesive.

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

- I will check students' progress by reviewing their written paragraphs for the use of appropriate vocabulary, organization, and clarity.
- I will monitor their participation in peer reviews and provide feedback on their drafts.

Preliminary Considerations:

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

- Students have basic knowledge of common activities and times of the day.
- They are familiar with simple sentence structures and transition words.

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

- Difficulty in organizing their ideas clearly in a paragraph.
- Struggling to use transition words effectively.

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

- Provide clear examples of well-structured paragraphs and effective use of transition words.
- Conduct guided writing activities to practice organization and vocabulary usage.

Time	Framework Stage	Procedure Teacher will...	Students will...	Interaction T-S/S-S VAKT	Materials Needed
5 minutes	Pre Stage	Initiate a quick discussion about daily routines. Ask students to share their typical daily activities and write key points on the board to activate prior knowledge.	Share their daily activities with a partner or the class. Contribute to the class discussion about daily routines.	T-S	Whiteboard and markers
10 minutes	Early During Stage	Introduce key vocabulary related to daily routines (**e.g., wake up, go to work, have dinner**) using images and brief definitions. Explain the use of transition words (e.g., first, then, finally).	Review and take notes on the new vocabulary and transition words. Discuss how they will use these in their writing.	T-S	Vocabulary images and definitions, Whiteboard, and markers
10 minutes	Later During Stage	Provide a structured outline for a paragraph about daily routines. Guide students through brainstorming and organizing their ideas. Model how to use transition words and vocabulary in their writing.	Brainstorm and organize their ideas using the provided outline. Begin drafting their paragraphs, focusing on using new vocabulary and transition words.	T-S	Writing outline, Whiteboard and markers, Vocabulary list

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10 minutes	Final During Stage	Facilitate a peer review session where students exchange paragraphs and provide feedback to each other using a checklist. Monitor the process and assist as needed.	Exchange paragraphs with a partner and provide constructive feedback using the checklist. Revise their own paragraphs based on peer feedback.	T-S S-S	Peer review checklist, Students' paragraphs
10 minutes	Post Stage	Ask students to finalize their paragraphs based on peer feedback. Provide time for them to complete and submit their final drafts. Facilitate a reflection discussion about what they learned from the writing process.	Finalize their paragraphs and submit them. Participate in the reflection discussion, sharing what they learned from the writing and peer review process.	T-S S-S	Students' paragraphs, Whiteboard, and markers

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DAILY ROUTINES

1._____ 2._____ 3._____ 4._____ 5._____

6._____ 7._____ 8._____ 9._____ 10._____

11._____ 12._____ 13._____ 14._____ 15._____

16._____ 17._____ 18._____ 19._____ 20._____

VOCABULARY

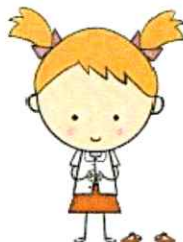wake up   brush teeth   have breakfast   wash hands

get dressed   go to school   have lunch   go home

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WRITE A PARGRAPH ABOUT YOUR DAILY ROUTINES.

Photos