



**UNIVERSIDAD LAICA ELOY ALFARO DE
MANABÍ EXTENSIÓN CHONE**

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TEFL IN COMMUNITY SERVICES

TÍTULO:

WRITING LESSON PLAN IN AN ENGLISH TEACHING LEARNING PROCESS

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TUTOR CERTIFICATION

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CERTIFICATION

The present degree work called: "WRITING 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 the author: Janina Jamileth Cedeño Alcívar being her sole responsibility.

Chone, Enero 2025



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Los miembros del Tribunal Examinador, aprueban el informe de proceso de solicitud de **TEFL in Community Services** sobre el tema **WRITING LESSON PLAN IN AN ENGLISH TEACHING LEARNING PROCESS** del año lectivo 2025, elaborado por la estudiante Janina Jamileth Cedeño Alcívar.

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Dedication

To God, for being my guide and strength in this path full of learning. Thank you for your blessings and for illuminating every step I have taken towards this achievement.

To my mother, Jenny Alcívar, whose unconditional love and sacrifices have been my greatest source of inspiration. This achievement reflects everything you have taught me through your example and dedication.

To my sister, Cristina Cedeño, for being my constant support, my friend, and my motivation. Thank you for being by my side at every moment, giving me encouragement and confidence when I needed it most.

This achievement is yours as much as mine.

Acknowledgment

First of all, I would like to express my sincere thanks to the Leon Tolstoy School for opening its doors to me and allowing me to be part of its students' learning process. It has been a privilege to contribute to an institution so committed to the education and personal development of the community.

I thank my tutor, Maria Valentina Llor Santos, for her invaluable guidance and support during this process, which was key to my professional and personal development. Finally, I would like to acknowledge the enriching experiences I had during my community year. Each challenge taught me resilience, and each achievement reaffirmed my passion for teaching. Working with children has been a transformative experience that reminded me of the importance of creating an inclusive and encouraging learning environment.

This year has left an indelible mark on my life, both professionally and personally, and I will carry these lessons with me always.

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INTRODUCTION

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

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

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

The Pedagogy of National and Foreign Languages program of the Universidad Laica “Eloy Alfaro” of Manabí, through the TEFL in Community Service degree program, seeks that teachers in training strengthen the competencies of “planning and execution of the process of teaching English as a foreign language to improve the level of English language proficiency in students of public or fiscal educational institutions in the planning zone 4 of Ecuador” (PINE-ULEAM, 2022). (PINE-ULEAM, 2022) Under this precept, the Chone Extension empowers its students to intervene in educational practice for the

purpose of transformation and organization of learning in rural localities of the canton.

The educational unit “Leon Tolstoy” belonging to the Education District Chone- Flavio Alfaro 13D07, covered under the inter-institutional framework agreement between the university and the Ministry of Education, provides the opportunity for the university community to respond to unmet educational needs. Consequently, the challenge for the student teachers is: How to promote English language learning based on community service in rural areas through the systematization of planning based on the TEFL model? The strengthening of social co-responsibility links allows students to contribute to an improvement in the quality of life in the community through service learning (Caldera, 2008).

General Objective:

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

Specific objectives:

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

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

Systematize the community service experience through the transfer of knowledge according to the TEFL model to strengthen the methodological and linguistic competencies of the graduate profile.

1. What were your expectations regarding community service learning?

My expectations regarding community service learning as an English teacher in a rural community are diverse and significant. I hope this experience will provide a realistic perspective on the challenges and opportunities I will encounter while interacting with the students and teachers at the school and applying pedagogical theories in real classroom settings.

I expect the knowledge gained during this year to help me grow professionally as a teacher, sharing what I know to help students acquire English language skills, such as learning vocabulary, grammar, and understanding simple texts.

Furthermore, I am to create an inclusive environment in my classes where students feel comfortable participating without fear of making mistakes, I recognize that errors are a natural part of the learning process, especially when acquiring a new language like English.

In light of these expectations, I aspire to learn about the authentic work environment, evolve professionally, promote inclusive learning, assist students in language acquisition, and contribute positively to the community

Teachers' professional growth is essential for effective teaching and has a significant impact on student learning. According to Cadero (2020), "Teacher professional development, when delivered effectively, has the capacity to impact instructional practices and student learning" (p.81). This growth plays a crucial role in improving teaching practices and enhancing student outcomes.

The work of a teacher in the rural environment faces different challenges due to the conditions faced by the children in the rural community because teachers must

have an innovative flexible approach to overcome barriers and promote inclusive learning. "It is known that teachers in schools located on the outskirts of urban areas have greater challenges than teachers in urban schools, this may be due to social, pedagogical, cultural, or other issues that arise in these areas" (Barrientos, Hurtado, & Jaimes, 2021, p. 26). This highlights the importance of implementing educational strategies that consider the characteristics of the rural community, enabling teachers to meet the specific needs of students.

Teachers work hard to overcome limitations and provide quality education to students. As Cadero (2020) points out, this demonstrates that it is vital to ensure that every student can reach their full potential and contribute to the community.

Rural educators strive daily to confront existing challenges and employ strategies for overcoming barriers. The goal is to ensure every rural student who graduates from high school is fully prepared for higher education, a desirable career, and a life of prosperity (p.1).

This shows that it is necessary to ensure that every student has the opportunity to reach their full potential and contribute to the community.

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

The reality of the educational context of the "Leon Tolstoy" School, where I am doing my community year, shows a series of characteristics that evidence both its strong areas and its restrictions. I consider that the educational institution has an appropriate basic infrastructure that facilitates students to receive classes in a comfortable environment.

Regarding the facilities, the school has 8 classrooms, two of which have a bathroom inside the classroom, while the others have four exterior bathrooms. Additionally, there is a small bar where the children buy food, and the school is made up of 7 teachers and 55 students. The school also has a medium-sized field and is an important resource for the students to carry out academic and recreational activities, favoring their integral growth.

The school also has an electricity supply, something that is essential because it ensures proper lighting in the classrooms. However, the school does not have computers or projectors, which reduces the use of technological tools to contribute to the student's learning process.

Despite these limitations, the school principal has demonstrated flexibility and has always provided support and assistance in my internship, which has made my experience in this community year rewarding as an English teacher.

Therefore, the positive and negative aspects of the educational environment at "León Tolstoy" School are evident. Adequate infrastructure and institutional support are significant advantages; however, the lack of technological resources limits the learning process. Despite these challenges, my experience has been valuable, motivating me to reflect on how to optimize learning in circumstances with scarce resources.

English language learning in educational settings encounters several challenges that can interfere with its effectiveness; the absence of appropriate resources and a constructive learning environment can adversely affect the learning process. As pointed out by Barrientos, Hurtado and Jaimes (2021):

To clarify the influence of the lack of educational tools, social problems, poor infrastructure, and the difficulties that may arise in teaching work. By focusing on this topic, together with teaching experiences, it becomes clear that all these problems, mentioned above, can affect the performance of teaching English. (p. 14)

This opinion points out that these related problems not only impact the quality of education but also restrict the possibilities of relevant learning for students.

The importance of infrastructure and quality in education is unquestionable and must be treated with dignity. As per Miranda (2018),” A frame of reference is developed in which the different conceptions on the influence of infrastructure on the quality of education are reviewed, starting from an approach that conceives the latter as a fundamental human right” (p. 155). The conditions of educational institutions must ensure an adequate environment so students can have favorable learning.

In education, quality is an issue of great relevance, especially in rural areas, since the challenges faced by the teachers are multiple. Barrientos, Hurtado, and Jaimes (2021) highlight that:

To make visible the aspects concerning the teaching of contents, the lack of academic training for these contexts, the difficulties that the teacher must face at the time of teaching, such as the lack of resources, social problems, among many other aspects. (p.7).

This indicates the importance of identifying and addressing the various obstacles to effective classroom delivery.

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

The results of the initial diagnostic test of the English language of the students at the school "Leon Tolstoy" revealed that some students possess only a basic understanding of English. They can perform simple tasks such as greetings, colors, and numbers from 1 to 10, which provides a foundation for their learning.

The results showed significant problems in listening, reading, speaking, and writing skills. The students experienced difficulties in identifying or understanding simple words, did not speak due to a lack of confidence, and were unable to write even simple sentences. Their poor knowledge of grammar and vocabulary made it imperative to focus on teaching the most essential elements of the language to promote their progress.

In general, the initial analysis revealed that the students at the "Leo Tolstoy" school have a diverse command of English, some have a basic vocabulary but lack grammar. The diagnosis also addressed the fundamental language skills: listening, reading, speaking, and writing. These skills are essential for comprehensive language development and will be the focus of the lesson plans aimed at strengthening. The assessment revealed that students face difficulties in all these areas, underscoring the importance of implementing teaching strategies that effectively address each one. By focusing on these skills, it will be possible to improve their communicative competence and facilitate a more complete learning of English.

The diagnostic test is important in the area of education to know the previous knowledge of the students. "If we want to know what the student's previous knowledge

of a learning objective is, before starting the teaching and learning process, the evaluation will be of a diagnostic type” (Sandoval, Maldonado, & Tapia, 2022, p. 61). Due to the fact implementing a diagnostic assessment to students will help the teacher to teach an effective class.

Assessment not only measures the student's learning process but also helps in the pedagogical decisions that the teacher must make to ensure quality teaching. As said by Ministerio de Educación del Ecuador (2021):

The evaluation process allows for making timely decisions about the educational action and interventions required. Evaluation is assumed to be a qualitative, permanent, continuous, systematic, objective, flexible, and comprehensive process that allows for adjustments to be made to the guidelines to be provided, in order to optimize children's development and learning; it also becomes an invaluable instrument to reorganize actions with families. (p. 6).

In this sense, assessment is a valuable resource to guide the teacher on what their language learning strategies should be for the student.

The first test at the beginning of the school year, associated with diagnostic evaluation, plays an important role for both teacher and student. As stated by Sandoval, Maldonado, and Tapi (2022), “Initial assessment is usually related to diagnostic assessment since it seeks to provide information to students and teachers about the starting point of knowledge, skills or attitudes at the beginning of the teaching and learning process.” (p.62). Consequently, initial assessment not only allows teachers to modify their learning methods but also provides learners with an idea of their knowledge of the language.

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

The ECRIF, PDP, and WRITING PROCESS models are crucial in the organization and delivery of classes throughout my time as a community intern. Each of these models has strengths and challenges and was a great help in understanding how to work with students.

Advantages

ECRIF Models (Pre-During-Post)

It has a clear structure, and this model offers a logical sequence that assists students in learning new content in a way that is easy to understand. It also helps students to actively participate in each phase of learning, which can increase their enthusiasm.

PDP Models

A comprehensive approach, this model facilitates preparing students before class, guiding them during the learning process, and reflecting afterward, enhancing knowledge memorization. It is also flexible as it is adaptable to different skill levels, which is advantageous due to the varied knowledge of English among students.

Writing Process Models

It helps to develop writing skills. It has an orderly method for perfecting writing, which assists students to formulate their ideas more easily. Additionally, it allows students to be creative or free in their writing and this is beneficial so that they do not feel frustrated.

Disadvantages

ECRIF Models (Pre-During-Post)

This model requires more time for executing the entire class, which can be challenging when students are slow to understand a topic such as a verb “to be”. It also demands additional materials and since the school lacks technological tools, it becomes more complex. Furthermore, creating didactic material necessitates extra time for research and production.

PDP Models

This model can have problems in implementation, because learners may feel frustrated if they do not understand quickly, they tend to get discouraged very quickly and say that they cannot learn the language, and for effectiveness to exist, it relies on advanced preparation and learner participation.

Writing Process Models

In this model, there are assessment challenges, where some students may experience anxiety in receiving feedback on their performance and this may increase if they doubt their ability to acquire new knowledge. There is also limited time in the activity process which may further frustrate or discourage students who are already struggling with the language.

Finally, each model provides practical structures and effective tactics for English instruction but also poses challenges that need to be evaluated. The key is to adjust the methodology to the needs of the students and to make them feel that they are in an inclusive environment so that they have confidence in the learning process.

When designing a course, it is important to consider the diversity of students, as

pointed out by Diaz and Sanchez (2020):

When planning for a given course, it is recommended to consider the following aspects: the diversity of interests, levels, and learning rhythms of the students in the same course; the actual time available, so as to optimize the available time resource; the pedagogical practices, one's own or of others, that - in similar contexts - have given satisfactory results; the resources available for learning the subject (p.36).

In this sense, planning is paramount at the moment of its creation, it must be done carefully taking into account the needs of the specific course.

The ECRIF method is of great help in the instruction and learning of English.

Andrade and Castro (2024) say:

The ECRIF method (Encounter, Clarify, Re-member, Internalize, fluently use) has been consolidated as an effective strategy in the teaching and learning of the English language, especially in educational contexts where deep and lasting learning is sought. This method focuses on the natural progression of knowledge acquisition, from the first encounter with new information to its fluent and automatic use in communication (p. 36).

This highlights the important role of implementing structured methodologies that facilitate not only the comprehension of the language.

Classroom management is an essential procedure in the academic environment since it facilitates the teacher's organization to provide students with quality learning, consistent with Díaz and Sánchez (2020):

Classroom planning is a technical pedagogical instrument where the teacher

must mobilize the knowledge, skills, and attitudes necessary for the development of the teaching process. It involves the design of a work plan that involves the processes and procedures of getting to know the students (p. 51).

This perspective is relevant to careful planning so that it adapts to the needs of the learners and creates a comfortable environment for language learning.

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

My community service experience in the rural community has had a truly relevant impact on my personal development. Before undertaking this experience, I used to experience a sense of shyness and nervousness when expressing myself in public. I chose to participate in this community year to challenge myself and gain more confidence and openness in my communication. Although I still feel nervous about speaking in front of a large group of people, I would say that my confidence has grown considerably because of all the experiences I have had. Each class has been a small challenge and an opportunity to continue progressing.

Working as a teacher in a rural community has allowed me to cultivate soft skills that are fundamental in this field, such as patience, empathy, and the ability to adjust to what the students require. Teaching children who perceive that they cannot learn because they see it as too complicated has been challenging, but also an extremely enjoyable experience. I have been driven to discover creative and dynamic ways to make the classes interesting for the students.

Moreover, I have learned to appreciate the small successes in the classroom, such as when a student finally understands a concept after weeks of teaching.

In the educational context, the teacher has the function of fostering relevant learning. As Arreguín (2019) points out, "The field teacher is the one who plays a fundamental role, both for his or her relationship and for those teaching methods and practices that he or she employs" (p. 59). This statement shows the importance of the relationship between the teacher and the student. It is essential to know the methodology of teaching English because it will allow us to focus on the most appropriate process for the students. For Parra (2020):

Knowing the methodological approaches for teaching English from the perspective of the rural teacher is of utmost importance, since an approach and a method allow the teaching process to be given in a correct way, that there is a connection with the area plan, with the class plan and above all with the needs of the student. (p. 80).

This indicates that it is necessary to adapt the educational strategies to the educational context of the rural school. This aligns with my community service experience, where I have designed lessons that not only follow the area, and class plans but also address the unique challenges faced by rural students. For example, I have simplified grammar explanations and incorporated activities relevant to their daily lives, making the teaching process more meaningful and accessible.

Emphasize the importance of the experience of the community year is a unique opportunity where you can grow a lot in the professional field as mentioned by Arreguín (2019):

Through experiences during their time of service, they will be able to nuance their own attitudes, their feelings, and their bodily and emotional knowledge.

Thus, the possibility of having personal growth that empathizes with others and promotes healthy interaction with the environment arises.

This is strongly connected to my experience as a teacher during my community service. Working in a rural school has not only improved my teaching skills but also contributed significantly to my personal growth. I have developed a deeper understanding of my emotions and attitudes, especially when empathy and connection with students are crucial.

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

My teaching experience during the community year has provided several fundamental elements for my profession. First, my experience as a teacher in a rural school provided me with the opportunity to cultivate practical skills to organize and conduct classes tailored to the demands of the students. This involved creating interactive activities that assisted the children in their teaching and learning process.

Moreover, this experience showed me the relevance of patience and empathy when imparting knowledge. Each student has his or her own learning pace and understanding this allows me to create an inclusive environment where everyone feels comfortable engaged in the class.

Furthermore, I learned how to manage my time and structure effectively, especially in circumstances where I addressed a topic multiple times to ensure that students understood the fundamental concepts. Another relevant factor was the strengthening of my communication skills. Although I initially perceived myself as

quite reserved when speaking in front of groups, I have gradually gained confidence, which has positively influenced my performance as a teacher.

This growth not only helps me in the classroom but also prepares me to face future challenges in my professional career. Finally, this experience allowed me to understand the responsibility that being a teacher implies since our actions directly affect the lives of our students.

The significance of a detailed plan is that the instructor must consider not only the material to be developed but also the environment, resources, and activities required to meet the suggested goals. As Diaz and Sanchez mention (2020) states, "At the moment of planning, the teacher evaluates the contents to be developed and the context, looks for the best way to achieve the proposed objectives, through teaching-learning activities, resources, and didactic materials and evaluation" (p. 38).

This sentence underlines the relevance of a detailed organization, which not only includes the content but also the environment and resources needed to foster effective learning. My experience with these concepts aligns deeply with my daily practice. In organizing lessons for each class, I have found that it is important to assess not only the content but also the setting, as there are limited didactic resources available. This has made me more creative in my search for materials and activities that enable students to learn effectively.

In the contemporary educational environment, it is essential for teachers to use tools that adapt to the varied abilities and learning speeds of their students. Barrientos, Hurtado, and Jaimes (2021) argue the following: "Effective didactic activities or guides to

facilitate each student to learn at a certain pace are crucial to achieve an inclusive and personalized education” (p. 26).

This requires not only the organization of content but also attention to the context and the individual particularities of the students.

In the contemporary educational environment, teachers need to use tools that adapt to the varied abilities and learning speeds of their students. According to Cadero (2020):

The combination of contextual factors posed a risk to the guaranteed and viable delivery of effective teacher professional development in the rural school districts studied. Teacher professional development, when delivered effectively, has the capacity to impact instructional practices and student learning. Professional development, when delivered poorly, is unlikely to impact teaching strategies and student growth and achievement (p. 81).

I can fully identify with this statement, as I have observed that teacher professional development, when appropriate and well implemented, has a direct impact on how students' needs are addressed in the classroom.

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

As a student - teacher, one of my main weaknesses was my shyness when speaking in front of students, especially in the early days of teaching. This insecurity made it difficult for me to generate fluid and effective communication with the children, which limited my ability to connect with them and keep their attention during

class. Another weakness was my lack of experience in classroom management. At first, I found it difficult to handle unforeseen situations or disorganization in the classroom, something that made me nervous and made it difficult to effectively control the group.

In addition, as a student intern, sometimes I did not have enough knowledge or resources to address the different needs of the students effectively, especially those students who were unmotivated to learn English. These weaknesses motivated me to keep learning and improving. Over time, I was able to face my fears and acquire strategies that helped me overcome these limitations little by little.

In the contemporary educational environment, teachers need to use tools that adapt to the varied abilities and learning speeds of their students. Barrientos, Hurtado, and Jaime (2021) argue the following: “A mentor who is trained to support teachers in rural areas, for example, needs to know well how to face the challenges of teaching in that environment, even more so in multi-grade schools” (p. 120). This implies understanding the dynamics in the classroom and the demands of the students.

When referring to a novice or novice teacher, we rely on the notion that there is a trajectory or path to follow in the profession.

It is worth mentioning that when referring to a novice or beginning teacher, we start from the idea that there is a path or path to follow in the profession, in the course of which the person in training will gradually face the exercise of practice in real scenarios, which will allow him/her to develop the expected expertise, acquire a series of skills and perfect his/her performance. (Díaz& Núñez, 2008, p. 51).

This method highlights the relevance of practical experiences in initial education and their role in the formation of a trained teacher.

The inclusion of recent teachers in educational communities not only symbolizes a generation transition but also brings new ideas. According to (Marcelo & Marcelo, 2022): “Beginning teachers have fresh knowledge and experiences gained in initial training that can be a very significant contribution in communities “(p. 109). This contribution is vital, given that newly trained educators are usually up to date with the most recent educational methodologies and theories, which could rejuvenate existing pedagogical practices.

8. What do you consider necessary to be included in the courses of the career?

I believe that the course topics should reinforce more practical content that allow students to face real situations in the classroom, as well as tactics to manage the diversity of learning rhythms. In addition, I have used only a speaker for listening activities, which shows that enriching educational experiences can be generated with scarce resources. Therefore, it is vital to promote creativity and innovation in teaching, encouraging future teachers to make the most of available resources and to develop the ability to improvise and solve problems in the classroom.

Also, it would be beneficial to incorporate more training in effective communication skills. It is crucial to cultivate good relationships with students, as well as with other teachers in the school and parents, as this is vital for establishing a positive and collaborative learning environment for students' emotional well-being.

The teaching of teachers should include practical experiences in rural environments so that the educators of the future can learn directly about the challenges and possibilities offered by this environment. Barrientos, Hurtado, and Jaimes (2021) highlight that they are aware that:

About including pedagogical practice in an environment closer to the rural one where, from teacher training they can permeate these contexts by way of experience, learn about the possible challenges and obtain their own perspectives to decide whether they have a preference to work in the urban area or want to practice in the rural area (p. 47).

This immersion is essential for newly arrived teachers to develop a grounded vision of their profession and the specificities of the environment in which they could perform.

The definition of teacher skills is a crucial element in modern education. According to Zambrano (2014), "The importance of being able to delineate teacher competencies" lies in their ability to 'work with strategies and devices that allow them to regulate learning by developing activities that foster the combination of skills and mobilize their cognitive resources' (p. 59).

This method not only enhances instructional excellence but also empowers teachers to adjust to the varied needs of their students.

Teacher training must be adjusted to the varied situations they will face in their professional work, particularly in rural environments. According to Barrientos, Hurtado and Jaimes (2021). "The faculty of education should include in the curriculum courses that emphasize the rural context and even pedagogical practices in which teachers in

training have greater proximity to this context” (p. 71). This inclusion is crucial to ensure that future educators understand the specificities of education in rural areas.

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

During my training period as an English educator, one of my greatest strengths was my ability to adapt. Despite not having advanced technology, I learned to make the most of the available resources, such as the speaker for listening activities. This allowed me to adapt the classes to the needs of my students, especially when they required a little more time to understand some topics. Another skill I consider relevant is building a positive atmosphere in the classroom. I tried hard to make my class an inclusive environment where students felt comfortable participating and learning from their mistakes.

I acquired skills in school management, establishing rigid rules that promoted an organized and learning-centered environment. Additionally, my creativity in teaching is reflected in the use of games and group activities that enrich and engage students. These skills are evidence of my commitment to their education and professional growth.

Meaningful learning is a key concept in contemporary education. “The significant learning that arises from this service can become a process of transformation in the student, consolidating their human development and generating an empathetic attitude and mutual recognition” (Arreguín, 2019, p. 2). This approach connects closely to my teaching practice, where fostering empathy and collaboration among students has significantly contributed to their academic and personal development.

Teaching a language is a complex process that goes beyond the mere transmission of grammatical knowledge and vocabulary. "In order to carry out the language teaching process, the factors that concern language learning must be taken into account, in addition, different methods and the cultural aspects that surround this language need to be included" (Peña, 2019, p. 27).

This reflects my experience in the classroom, where integrating cultural elements and employing diverse methods has helped create a richer and more engaging environment for students, which makes them feel connected during the lesson.

Strategies are fundamental in the teaching and learning process since they represent the tactics that are used to address different educational situations. "Strategies can be defined as tactics that are applied according to the experience of the person in charge of the operation" (Peña, 2019, p. 28). Based on my experience, I have observed how adapting strategies to the specific needs of the students, such as incorporating interactive games and group activities, has been instrumental in improving their engagement and understanding, fostering a more dynamic and effective environment.

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

The contrast between the diagnostic and final tests evidenced a marked improvement in student learning. Many students had trouble with the development of the four language skills as well as basic concepts like vocabulary and grammatical structure on the diagnostic test.

Nonetheless, the results of the final exam showed substantial improvement in

these areas. Students' listening skills improved as evidenced by their increased ability to recognize the key concepts in songs and audio exercises. Many kids have made improvements in speaking by being able to respond to basic inquiries about their name, age, and other details. Students did better while reading simple texts that included language about body parts, occupations, and classroom items. Lastly, utilizing the vocabulary and grammatical structures they had rehearsed in class, students were able to write basic, proper sentences.

Most students exhibited a greater understanding of the topics covered, with a better command of vocabulary and an improved ability to use grammatical structures correctly in practical situations. Although some students still struggled, the difference between the two tests showed an overall improvement in their learning. This finding indicates that the tactics employed in the classes were effective in consolidating concepts and improving student performance over time.

Diagnostic assessment is an important process in education that allows for identifying students' prior knowledge before starting a new school year. "Diagnostic assessment is based on knowing the type and level of knowledge that students have or have acquired before starting the new educational process" (Vera, 2020, p. 28).

This approach allows establishing a starting point for educational development and optimizing the teaching-learning process.

Intermediate evaluation, also known as procedural evaluation, is a fundamental component of the educational process. "If one wants to explore the state of progress to the learning objective, during the execution of the planned process, it refers to a procedural or intermediate evaluation" (Sandoval, Maldonado, & Tapia, 2022, p. 62).

This type of evaluation is carried out at specific moments of the academic course and aims to provide feedback from the student.

Diagnostic assessment is an essential process in education, especially at the beginning of a new school year. "If the teacher performs an adequate and timely diagnosis, he/they can objectively establish the differences and expectations that each student has at the beginning of the school year" (Vera, 2020, p. 12). This type of assessment is crucial because it not only identifies students' strengths and weaknesses but also provides a solid foundation for designing personalized teaching strategies. This, in turn, ensures that each student receives the necessary support for their development, ultimately enhancing the learning process over the long term.

Conclusions

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

Participation in community service facilitated the contextualization of learning according to the reality of the educational institution and contrasted them with the 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 substantive functions.

Recommendations

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

Enhance the practice opportunities provided by the degree modality so that the student teacher exercises his role in a real context, where he confronts the theoretical with the practical for his personal and professional growth.

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

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Annexes

Certifications



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EL BEJUCO - SANTA RITA - CHONE



El Bejuco, diciembre 17 del 2024

Asunto: Informe de desempeño

Licenciado

Rider Mendoza Saltos, Mgs

**Coordinador de la Carrera de Pedagogía de los Idiomas Nacionales y
Extranjeros de la Uleam Extensión Chone.**

De mi consideración:

Reciba un cordial saludo, estimado Coordinador.

Por medio de la presente, me permito dirigirme a usted para enviar el Informe de Desempeño bajo la modalidad de **TEFL in Community Service** de la estudiante **Janina Jamileth Cedeño Alcívar**, con número de cédula **1314790179**, quien realizó sus prácticas desde el **08 de abril hasta el 31 de julio del 2024** (primer semestre). Este informe responde a los puntos requeridos:

Primer Semestre (08 de abril al 31 de julio de 2024)

1. Manejo del proceso de enseñanza y aprendizaje (PEA)

En esta fase inicial, la estudiante mostró disposición para adaptarse al entorno educativo y aprender sobre las dinámicas de enseñanza en la comunidad. Aunque al principio se evidenciaron nervios al manejar grupos, su desempeño mejoró progresivamente con cada clase, incorporando estrategias básicas para captar la atención de los estudiantes.

2. Aporte Académico

Durante este periodo, contribuyó con clases enfocadas en vocabulario y frases simples, promoviendo la participación activa de los alumnos en actividades orales. Su énfasis en la repetición y práctica ayudó a los estudiantes a familiarizarse con el idioma inglés.



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3. Actitudes Docentes


Desde el inicio, se destacó por su entusiasmo y voluntad de aprender. Su trato respetuoso hacia los estudiantes y colegas creó un ambiente amigable, fomentando la confianza en el aula.

4. Contribución a la Comunidad

En esta etapa, sus clases introdujeron una base importante del idioma, especialmente para aquellos alumnos con mayor dificultad de aprendizaje, ayudándoles a ganar interés por el inglés.

Este informe tiene como objetivo aportar a la evaluación de la modalidad de titulación en servicio comunitario. Nos encontramos abiertos a colaborar en lo que sea necesario para la mejora continua de este programa.

Atentamente,


Mercy Zambrano, Mgs.
Directora de la Escuela León Tolstoy
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El Bejuco, diciembre 17 del 2024

Asunto: Informe de desempeño

Licenciado

Rider Mendoza Saltos, Mgs

**Coordinador de la Carrera de Pedagogía de los Idiomas Nacionales y
Extranjeros de la Uleam Extensión Chone.**

De mi consideración:

Reciba un cordial saludo, estimado Coordinador.

Por medio de la presente, me permito dirigirme a usted para enviar el Informe de Desempeño bajo la modalidad de **TEFL in Community Service** de la estudiante **Janina Jamileth Cedeño Alcívar**, con número de cédula **1314790179**, quien realizó sus prácticas desde el **26 de agosto hasta el 20 de diciembre del 2024** (segundo semestre). Este informe responde a los puntos requeridos:

Segundo Semestre (26 de agosto al 20 de diciembre de 2024)

1. Manejo del proceso de enseñanza y aprendizaje (PEA)

Durante el segundo semestre, la estudiante Janina Cedeño consolidó sus habilidades pedagógicas, demostrando mayor seguridad y creatividad en sus clases.

2. Aporte Académico

En esta fase, su aporte se reflejó en el avance de los estudiantes, quienes mostraron mayor confianza para participar en ejercicios prácticos y mejorar su pronunciación.



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3. Actitudes Docentes

Mostró una evolución notable en su actitud profesional, destacándose por su compromiso y empatía. Su liderazgo en el aula permitió que los estudiantes se sintieran más motivados y apoyados en su proceso de aprendizaje.

4. Contribución a la Comunidad

En esta etapa, su trabajo impactó positivamente en la comunidad educativa, promoviendo valores como el respeto y la colaboración. Su esfuerzo contribuyó al desarrollo de competencias lingüísticas esenciales entre los estudiantes.

Este informe tiene como objetivo aportar a la evaluación de la modalidad de titulación en servicio comunitario. Nos encontramos abiertos a colaborar en lo que sea necesario para la mejora continua de este programa.

Atentamente,


Mercy Zambrano, Mgs.
Directora de la Escuela León Tolstoy
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Photographic evidence



Lesson Plans

Writing Lesson Plan

Name: Janina Cedeño

Date:

Level: Basic

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

1. Incorporating real-world scenarios for fluent use activities.
2. Providing enough opportunities early in the class for Ss to carry out all the activities about writing.

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

USE Family vocabulary.

TO describe their family in a simple sentence.

IN pairs to practice a short description of each member of the family.

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

At the end of the class, they should be able to write sentences describing their family members using simple vocabulary and adjectives.

Preliminary considerations: What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?

I hope that students already know some basic family vocabulary such as mother, father, brother, sister, and baby.

I hope students are familiar with simple sentence structures like [My + family member] + is + [adjective].

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

I expect that students can identify family-related vocabulary (mother, father, brother, sister, baby). I expect they can describe their family members using adjectives (kind, tall, young, etc.).

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

I will provide examples of simple sentences like: "My father is tall."/"My sister is pretty."
I will reinforce basic grammar by breaking down sentence structures step by step.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
10 minutes	Preparation	Introducing family vocabulary (mother, father, brother, sister, baby) with pictures. Ask simple questions about their family.	Look at the picture, then read the vocabulary and answer the question about their family.	T-Ss VA	Family pictures, vocabulary flashcards.
7 minutes	Drafting	Write simple sentences on the board using the new vocabulary ([My + family member] + is + [adjective]).	Repeat the sentences aloud. Write their sentences about family members using the vocabulary they learned.	T-Ss V	Blackboard, worksheets.
8 minutes	Revising	Read some sentences from the students and correct them if needed.	Identify if the sentences are correct and make corrections if necessary.	T-Ss VA	Worksheets with sentences.
15 minutes	Editing	Draw each family member and add a sentence for each drawing, for example: 'My mom is beautiful.	Write 2 sentences about their favorite family members using the vocabulary learned.	T-Ss V	Worksheets, pencils.
5 minutes	Extension	Ask if anyone wants to share what they wrote with the class. Encourage brief conversations about their families.	Share their sentences with the class and listen to their classmates.	T-Ss VA	Worksheets.

Annexes



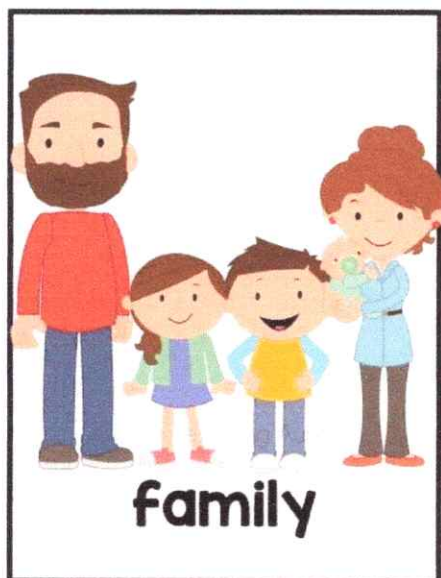
mother



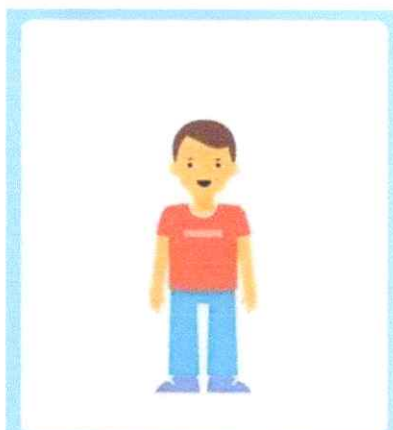
father



sister



family



brother



baby

Listening Lesson Plan

Name: Janina Cedeño Alcivar

Date:

Level: Basic

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

Improve students' comprehension and pronunciation of vocabulary related to the parts of the face. Identify and correctly use words related to the parts of the face in oral and written contexts.

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

Show understanding about a listening activity on "PARTS OF THE FACE".

Then identify and recognize the parts spoken.

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 concept-checking questions during the Explanation and Response Initiation (EC and RI) stages.

When students give their responses, I will assist them in understanding.

I will monitor students in the classroom to see how they are working on the activity.

Preliminary considerations:

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

I expect students to know some basic vocabulary related to parts of the face such as eyes, nose, and mouth.

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

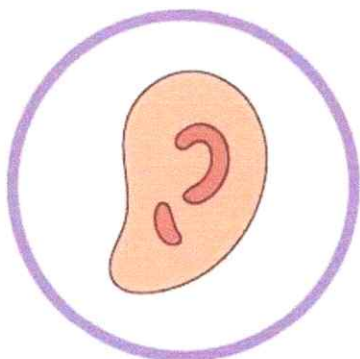
A few students might get confused with the pronunciation of some parts of the face, which might be difficult for fluency.

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

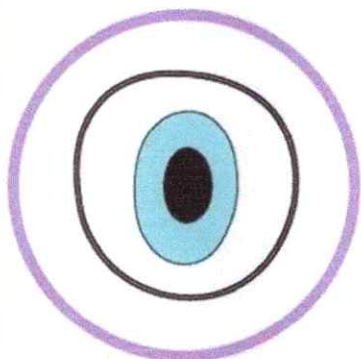
Give students simple activities that they can understand. Repeat the audio a second time to help them grasp it.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
7 minutes	Pre	Ask introductory questions related to the face: How many eyes do you have? What color are your eyes? Can you touch your nose?	T asks questions and shows a picture with parts of the face. Ss answer the questions and observe the picture.	T-Ss V	Picture
10 minutes	Early during	Explain that students will listen to an audio part of their faces and will have to identify the parts they hear. https://youtu.be/K86J-UPJQbf?si=uAKrOOwQ7OlvrtK	T explains the activity and plays the audio. Repeat the audio if necessary. Ss listen attentively. Then repeat.	T-Ss Ss- SsA	Audio Activity.
10 minutes	Middle during	Show cards with parts of the face and ask questions such as: How do you say "ojos" in English? How do you say "cara" in English?	T shows cards and asks questions. Ss answer the questions by pointing to the correct cards.	T-Ss Ss- Ss KT	Cards
13 minutes	Later during	Present an activity where students order the parts of the face according to the sequence they heard in the audio.	T explains the activity and supervises while students work. Ss Order the parts of the face in their notebooks according to the sequence of the audio.	T-Ss Ss- Ss AK	Audio, notebook, and pencil
5 minutes	Post	Ask students to share which part of the face was the easiest and which was the hardest to identify.	T asks for students' opinions. Ss share their opinions about the parts of the face that were the easiest and hardest to identify.	T-Ss A	Personal opinions.

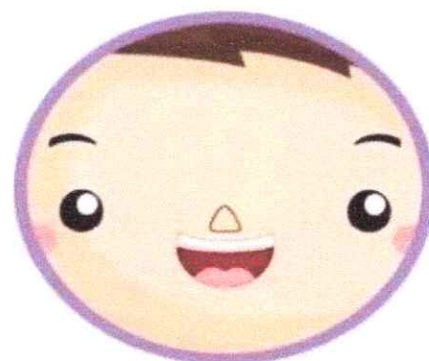
ANNEXES



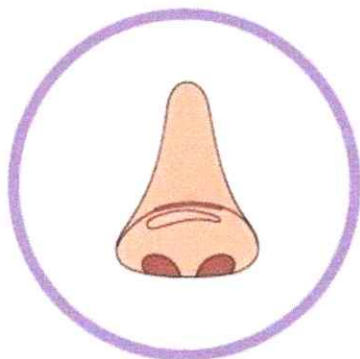
EAR



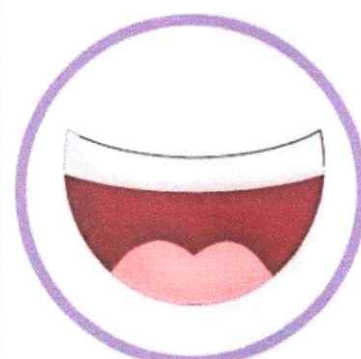
EYE



FACE



NOSE



MOUTH



HAIR

Reading Lesson Plan

Name: Janina Cedeño Alcivar

Date:

Level: Basic

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

Improve students' understanding of vocabulary related to the body.

Identify and use body-related words correctly in written contexts.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

Show understanding of vocabulary related to body parts.

By identifying body parts.

Then use vocabulary related to body parts correctly.

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 questions during the Early during and Later during stages.

I will observe students while they read and check if they can identify and use the vocabulary.

Preliminary considerations:

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

I expect students to recognize basic body parts vocabulary.

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

Some students might have difficulty remembering new vocabulary.

Some students might mix up vocabulary terms.

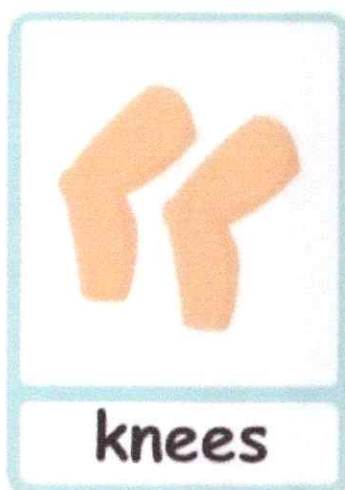
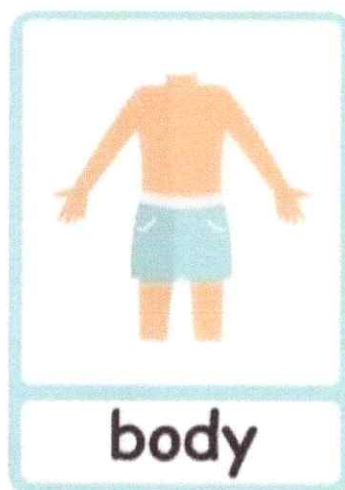
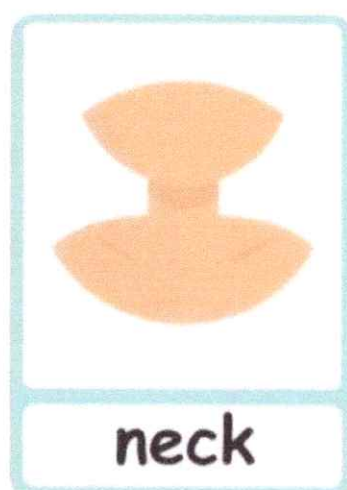
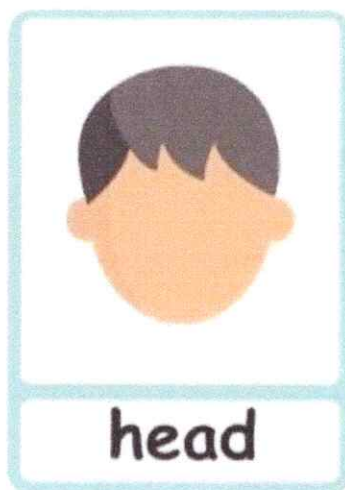
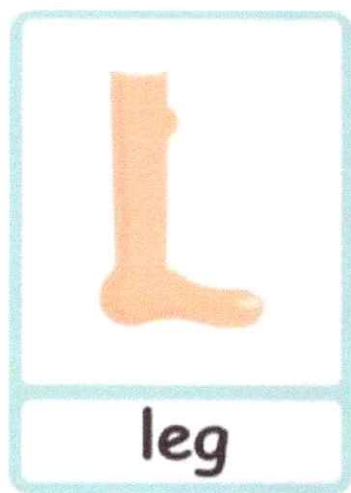
c. How will you avoid and/or address these problem areas in your lesson?

Use visual aids and repetition to reinforce vocabulary.

Provide clear examples and practice opportunities.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
7 minutes	Pre - stage	Introduce body parts vocabulary. T shows pictures of body parts and says their names aloud.	Repeat the names and match the words with the pictures.	T-Ss V	Picture
10 minutes	Early during	Read a short text mentioning different body parts T provides reading text and reads it aloud.	Read the text and underline the mentioned body parts.	T-Ss Ss- Ss VA	Reading text
7 minutes	Middle during	Conduct a word-picture matching activity. T distributed a worksheet with images and words according to each part body.	Match the words with the correct images.	T-Ss Ss- Ss VA	Images Worksheet
11 minutes	Later during	Conduct a brief oral activity using the learned vocabulary. T asks students to describe a drawing using the new vocabulary.	Describe the drawing using vocabulary words.	T-Ss Ss- Ss VA	Worksheet
10 minutes	Post	Guide the class to create a summary of the text in their own words, focusing on the body parts mentioned.	Summarize the text and include the body parts in their summary.	T-Ss V	Summarize Text.

ANNEXES



ANNEXES

DESCRIBE THE DRAWING



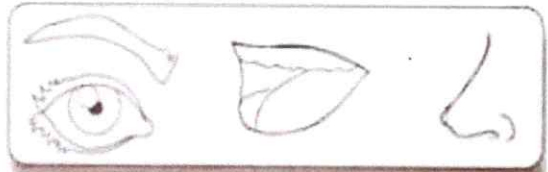
Listen then read



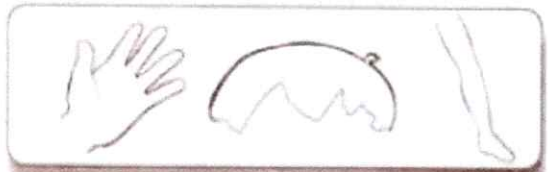
Hello, my name is Mohammed. This is my body. I have got black hair. I have got two brown eyes. I have got a small nose and a big mouth. I have got two small ears that I can hear very well with. I have got two strong arms and two hands with ten long fingers. I also have got two big feet with ten toes!

Circle and color

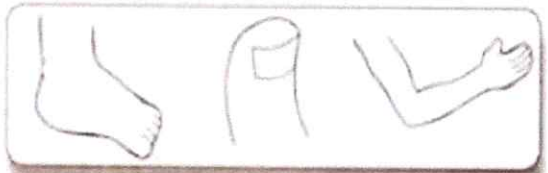
MOUTH



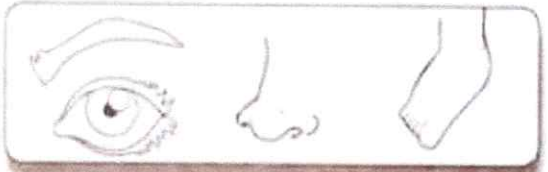
HAIR



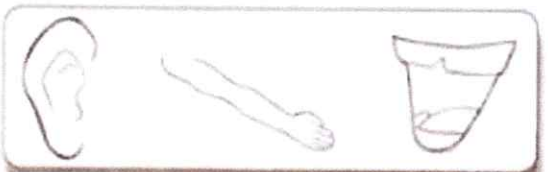
FINGER



EYE



EAR



Speaking Lesson Plan

Name: Janina Cedeño

Date:

Level: Basic

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

1. Achieve good pronunciation of greetings
2. Use each greeting correctly

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

"Students will be able to use formal and informal greetings appropriately."

USE Correct greeting word.

TO greet correctly.

IN a role-play to practice greetings with the class.

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?

1. The students will recognize and respond appropriately to different greetings.
2. Verify the progress of the students' asking questions about the topic.

Preliminary considerations:

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

1. I expect students to know at least half the greetings vocabulary, such as (hello, hi, good morning, good afternoon, good night), but not many more.
2. I expect students to identify some common greeting pictures.

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

1. I expect students to be confused with some pronunciations of the new vocabulary, such as (good morning/good evening).
2. I expect students will find it difficult to use greetings in appropriate contexts.

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

I will show examples of how students should work in the role-play and repeat the new vocabulary, then show a conversation using different greetings.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
10 minutes	Encounter & Clarify	Start asking questions such as How do you say "Buenos días" in English? How do you say "adiós" in English? -Show some flashcards about greeting.	- Help answer all the questions so that the children feel encouraged to learn. -Identify each picture about greetings and repeat after the teacher.	T-Ss VA	Flashcards
7 minutes	Remember & Internalize	Explain to the students that they will hear an audio clip about greetings and the images will be shown. Repeat the audio a second time. One more time repeat the pronunciation of the greetings. https://youtu.be/gVIFEVLzP4o?si=l-tMdlOxIAY8Dqg1	Show images show each image with the correct greeting according to the audio.	T-Ss VA	Audio and images
8 minutes	Remember & Internalize	Show the greeting images and ask for each card. for example: How do you say "Buenos días" in English? How do you say "Buenas tardes" in English? Help the Ss with pronunciation.	Questions The student answers the question.	T-Ss VA	Questions
5 minutes	Remember & Internalize	Painting pictures of greetings help pupils to paint each picture representing greetings	Paint pictures The student paints each picture with the correct colors according to the greeting.	T-Ss VK	Activity sheet
15 minutes	Fluently use	Divide the class into 2 groups where the students will do a role play. For example, the teacher explains that we arrive at school in the morning, say good morning, repeat it with the other group, and practice with each greeting. After giving the Ss time to work on the role-play, the teacher will help them with pronunciation.	Role-play Participate with the whole class, greetings. Practice the pronunciation of each greeting	T-Ss A	Role-play

ANNEXES

