



UNIVERSIDAD LAICA ELOY ALFARO DE MANABÍ

EXTENSIÓN CHONE

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TÍTULO:

Speaking Lesson Plan in an English Teaching-learning Process

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Chone – Manabí - Ecuador

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TUTOR CERTIFICATION

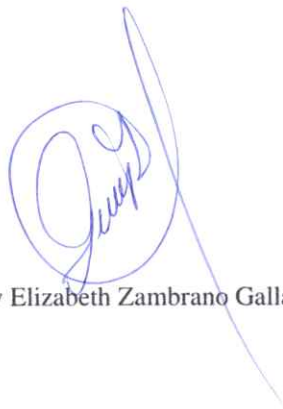
Lic. Genny Elizabeth Zambrano Gallardo, M. Sc.; professor of Universidad Laica Eloy Alfaro de Manabí, Extension Chone, as the tutor of the degree work.

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 is ready for defense.

The options and concepts expressed in this degree work result from the perseverance and originality of its author: Eduardo Antonio Zambrano Pita, his sole responsibility.

Chone, January 2025



Lic. Genny Elizabeth Zambrano Gallardo



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Chone, January 2025

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Los miembros del Tribunal Examinador, aprueban el informe de proceso de solicitud de Speaking Lesson plan in an English teaching learning process del año lectivo 2025, elaborado por el estudiante Eduardo Antonio Zambrano Pita.




Lic. Lilia Del Rocio Bermudez Cevallos
Decana



Lic. Genny Elizabeth Zambrano Gallardo
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Miembro del Tribunal



Miembro del Tribunal



Secretaria

Chone, January 2025

Dedication

First of all, I thank God for making this triumph possible.

I also want to express my gratitude to my family, especially to my parents, Elena Pita and Isidoro Zambrano, whose unconditional love and support have been my source of inspiration and motivation throughout this process. I also want to thank my brother Michael and my sister Dellanira: to my friends, who had accompanied me on this journey and gave me constant encouragement and happiness.

My teachers, for passing on their wisdom and encouraging me to overcome my limits

Above all, to myself for the tenacity, determination, and commitment, that have allowed me to reach this goal.

Acknowledgment

I would like to thank my family and friends, who have been a constant source of love, support, and motivation throughout the entire process. and without their emotional support, it would not have been possible to overcome the obstacles and challenges that arose along the way.

To express my sincerest and deepest gratitude to all the individuals who have made significant contributions to the completion of this thesis, without their support, guidance, and collaboration it would not have been possible to carry out this research.

I would like to thank Miss Genny Zambrano Gallardo for being a constant guide and source of inspiration throughout this entire process, offering me support, guidance, and motivation at crucial moments."

Finally, I would like to express my gratitude to Universidad Laica Eloy Alfaro which has provided the necessary resources and support to conduct for this research.

And, above all, to myself, for the courage, determination, and commitment that have enabled me to achieve this goal. This achievement is the product of all the desires, sacrifices, and lessons that defined my academic career.

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INTRODUCTION

Community service learning is an educational approach a roach that combines academic learning with the provision of services in the community. This method allows students to acquire knowledge and practical skills while contributing to solving real needs in their environment.

Community service. it is a form of learning in which people can acquire knowledge while working within the community. In the pedagogical context of a second language, community service learning provides an effective solution to the challenges facing education, connecting future teachers with activities that address real community needs and promoting the development of pedagogical competencies (Lastra et al., 2018).

Service-learning prepares future educators to employ instructional strategies in practical situations in their teaching, facing problems such as different student abilities or lack of technological resources in their educational environment. This helps to change plans effectively and improves school equity.

It allows student educators to apply techniques such as Total Physical Response (TPR) and the Communicative Approach, essential for teaching English as a Second Language. These encounters allow educators to hone their coordination in the classroom and adaptation to diverse intellectual approaches, areas that are often difficult to master through academic guidance.

Community-based service-learning is an innovative approach that combines classical education with social action, enabling future educators to develop practical skills and a deeper social awareness.

During the community service at "Efrain Vera Morales" School, an initial diagnostic test was applied to corroborate the level of English in the students, showing as a result a significant deficiency in key areas, including speaking comprehension, reading, and grammar skills.

During the community service at " Efrain Vera Morales" School, an initial diagnostic test was applied to know the level of English in the students, showing as a result a significant deficiency in important areas, including reading comprehension, grammar, and writing skills.

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 Lesson Plan aimed to teach numerical literacy through activities such as writing numbers in words and numerical form and using real objects for counting.

The speaking 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 conversation and podcasts.

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

Finally, the goal is to analyze the experiences lived during the service-learning practice, in the context of teaching English as a second language, with an emphasis on developing speaking skills. The implementation of different pedagogical models, such as the communicative approach, immersion method, task-based learning, and skills-based approach, the objective is to reflect on how these methodologies were applied in a real environment, facing challenges and opportunities, to improve communicative competence in the English language classroom.

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

My community service teaching practice in a school in a misunderstood sector allowed me to see a reality different from what I had imagined. The infrastructure was precarious: small classrooms with worn walls, little furniture, and poor lighting. Natural light was often the only source of illumination; educational resources were minimal, with few books and a couple of outdated computers.

What struck me most was the enthusiasm of the students, who despite the difficulties they encountered, arrived each day with smiles and a genuine desire to learn. The community also came together to support education, organizing activities and contributions to the school that made a big difference in the mission of bringing academic knowledge and social skills development.

My experiences in this place showed me that education transcends the limits of the classroom; it is a joint work motivated by resilience and dedication. I discovered that, despite scarce resources, the relationship with my students and their ability to excel were truly motivating. I returned home with a new vision of education and a sincere appreciation for the importance of each shared experience.

Regarding the educational processes in less favored areas and the limitations that a teacher encounters, one of the limitations is the teacher who applies a traditional education without approaching the new methodologies, which results in the demotivation of the students, so the teacher must be continuously prepared to achieve meaningful teaching in their students.

On the other hand, when talking about professional interests and teaching others. It is necessary to reflect on the importance of the professional's responsibility, which implies the fulfillment of the requirements that a quality professional must have when teaching others, not only content but also attitudes, behaviors, and thoughts that are directed to training to find stability in life (Alvárez & Chibás, 2019).

2. What were your expectations regarding community service learning?

My expectations were focused on making a positive impact in the community, from teaching with new ideas, support in the academic part, and development of cognitive and emotional skills. Regarding my professional interests, and gaining experience in the field

of practice, I sought to make a significant difference in the lives of each of the students who are from an underprivileged area where the needs are evident.

My first barrier arose when I realized that each student brings a different story, with challenges and diversities in many fields, in education not everyone grows at the same time or in the same way. The broad contents had to be reduced to the reality of the students, I learned that teaching is not only about sharing knowledge but also involves listening, understanding, and building relationships of trust. The teacher is not only the one who teaches, but also the one who listens and guides as a psychologist and tutor.

On the positive impact that education generates, Adler (2017) contributes about education that "transforms the human being, through the transmission of knowledge. Education transports him from his present state to a different future state. Therefore, education implies the change and growth of the individual in a certain direction", this change is of course positive because it allows him to develop in society.

When talking about the role of motivation in the teaching-learning process, Choez (2020) indicates that "it is very important because it is the trigger that ignites and disposes students to learn, this is complemented by the strategies, methodologies, resources, and tools used by teachers in the development of their academic activities". Motivation in education improves academic performance, encourages active participation, facilitates autonomous learning, and stimulates creativity and critical thinking.

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

With the community work in an elementary school, it was necessary to analyze the English level of the students. I created simple tasks, to find out their competencies, but I found that the majority did not know the language at all. Many seemed insecure and even frightened, but there was also a curious subtlety in their looks.

With that situation, I chose to focus on teaching elementary vocabulary and useful expressions, creating a welcoming environment where everyone felt comfortable to practice. Over the year, I observed how they gradually became encouraged to interact in English. This metamorphosis was amazing; their confidence increased and so did their interest in learning. I discovered that even though we start from scratch, with support and commitment, every student can make significant steps in their learning.

Diagnostic evaluation is a fundamental part of the educational process; its objective is to establish a starting point that allows the design of pedagogical strategies that make the acquisition of new knowledge viable. In English language teaching and learning, it is applied to determine the student's level of listening, speaking, writing, and reading skills (Osuna & Feltrero, 2024).

Diagnostic assessment is important in identifying prior knowledge of grammar, vocabulary, listening comprehension, reading, writing, and oral expression; it favors the identification of specific weaknesses such as lack of vocabulary, problems with pronunciation or grammatical errors; it helps determine the level of students according to the educational year of study; it allows adapting educational plans to individual and group needs; it allows establishing goals that promote student motivation and commitment (Bárcenas & Ruiz-Velasco, 2022, págs. 264-266).

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

From my point of view, the ECRIF, PDP, and WRITING PROCESS models offer multiple benefits but also present certain challenges. I think the biggest advantage of these procedures is that they offer an exact structure for learning, which helps both students and teachers to have a defined path. For example, the ECRIF model allows students to follow an organized process of introduction, exercise, and evaluation, which facilitates the assimilation of the topics. About the PDP, I consider it great since it encourages the active involvement of students and provides them with the possibility to experiment with the language in real situations. On the other hand, WRITING PROCESSES are an excellent method to enhance writing skills since they allow writers to use these resources so that students can improve their writing skills.

The strategies applicable in the English language are integrated depending on the objectives of the class and the skills they seek to develop in the students. These models allow teachers to observe students' progress not only in the results but also in the process (Andrade & Castro, 2024). For example, PDP can be used to work with a reference text, ECRIF to introduce vocabulary and grammar, and the Writing Process to develop a piece of writing based on the text read.

Regarding the importance of lesson planning and its advantages, it can be stated as follows: content organization (allows sequential structuring of the topics to be studied),

alignment with objectives (synchronizes learning objectives with strategies and content), optimizes time (helps to efficiently distribute time in the educational process), personalizes learning (adapts content according to educational need) and improves evaluation (provides a solid basis for planning and adjusting content to the results of the evaluation).

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

My experience in community service has been an important part of my personal growth. By getting involved in actions that support different sectors of the community, I learned to value diversity and the importance of attending to the needs of others. Through the relationship with people of different ages and in different social environments.

Gaining communication and empathy skills, allowed me to understand in a more detailed way the different situations I face. In addition, facing unexpected situations helped me to improve my ability to solve problems and work in a team. This process also strengthened my perception of responsibility and social commitment, aspects that I consider essential for any person who aspires to contribute positively to his or her environment. Undoubtedly, my community work gave me a contribution to society.

Community work is an anteroom to professional practice that according to Marti and Contreras (2019), "contributes from the professional role to transform an environment and its reality, such reality must be worked from the processes of self-diagnosis, where communities critically recognize themselves, identify their needs". In education, it is rewarding to give to the community what has been learned in the university classrooms.

To talk about personal growth, it is important to know what professional growth means, the first one goes into the inner world of each person and addresses emotional, mental, and spiritual aspects, it is a process where the person gets to know himself/herself. On the other hand, professional development focuses on the work environment and skills related to a profession.

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

Throughout my practice as an educator, several elements have contributed considerably to my professional growth, favoring a continuous advancement in both pedagogical skills and personal growth. One of the fundamental components has been the direct interaction with students. Each student is unique, which has allowed me to learn to adapt my teaching

methods according to the needs, learning rhythms, and particular contexts of the students. This procedure has given me a greater capacity for adaptation and creativity when developing activities and teaching strategies, which has strengthened my ability to make decisions in the educational sector.

The teaching experience begins with professional training in university classrooms, where the individual learns the theories, constructs and knowledge regarding professional training, within the knowledge that prepares them for classroom practice, is the management of the curriculum, planning, evaluation design, curricular adaptations for students who require specialized education, among others.

Professional training in teaching seeks to develop pedagogical skills and competencies for effective performance in the teaching-learning process, this training should be focused on providing knowledge in learning theories, curriculum design, and teaching strategies; developing didactic skills that allow teachers to teach classes, managing educational resources and be evaluators of learning; develop ethically and humanly, promoting values and behaviors; technological skills; and finally, the professional practice in real contexts where the acquired knowledge will be applied (Mena, Villacís, & Mora, 2024).

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

As a student and teacher, I had several weaknesses that, thanks to time and experience, I was able to identify and strive to overcome. One of my main weaknesses was a lack of confidence at the beginning of my educational training. At the beginning of my studies and internship, I felt a great deal of uncertainty when dealing with a group of students. The responsibility of guiding them in their educational process and the demand to do everything "perfectly" generated in me a constant feeling of uncertainty. At times, this uncertainty limited me from being as efficient in structuring the classroom or teaching concepts.

Another of my weaknesses was the task of managing time efficiently. During my first few months, I had trouble balancing the multiple obligations of being a teacher: preparing classes, grading papers, caring for students with special needs, and personal time. At times I perceived myself as overloaded, which affected my performance and my ability to stay as organized as I would have liked. This inadequate time management also impacted class organization, as I sometimes could not address all of the content or could not provide students with adequate feedback.

However, in my role as a student teacher, I faced the challenge of tailoring the learning process to each student. During my first pieces of training, I focused more on the content to be taught than on the various ways in which students gain knowledge. At times, I found it difficult to adapt my pedagogical methodology to individual needs, especially when students had different skill levels or learning techniques. Initially, I did not know how best to integrate diversity in the classroom and how to change my methods so that everyone could acquire knowledge efficiently.

It was an extensive and complex process, and it was certainly not easy for me to overcome these shortcomings. To rectify them, I needed to be very self-aware and exhibit extremely deep patience. However, through practice, I was able to overcome these weaknesses. Through my education, I have learned to have more faith in my abilities, to organize ahead of time, to be more adaptable as a teacher, and above all, to recognize that education is a constant process involving numerous trials and errors.

According to Morales, Delgado, & Rodríguez (2024), the skills required to be developed as a university student are stated as follows:

"It is the ability to organize schedules and accomplish tasks; develop critical thinking that leads to problem-solving; use of physical and technological resources in training; skill in the development of writings such as essays, reports, and others; ability to work in groups on projects."

On the other hand, the skills that a teacher must develop can be related to: classroom management, handling conflictive groups, adapting to work environments; effective communication with the entire educational community; use of technology and its incorporation into teaching; ability to motivate and inspire students' interest in learning; development and continuous preparation to constantly update knowledge.

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

In general terms, education in the career of PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES should be as comprehensive and varied as possible since being an excellent language teacher requires not only mastery of the language but also a deep understanding of the culture, linguistic theories, and pedagogical methods that promote student learning. In addition, teacher training is not restricted to a certain number of subjects, but to the preparation for the moral impracticable of the students; therefore, I

believe it is relevant to incorporate various components in the curriculum as compared to others.

First of all, it is crucial to have a robust grounding in linguistic and psycholinguistic theories. Prospective language teachers need to understand language, from phonology to syntax to pragmatics, and have a good grasp of the cognitive processes involved in language learning. This information will not only make it easier for them to teach more effectively but will also make it easier for them to identify the difficulties their students may encounter and find the correct response.

From the significance of the career and in relation to English language pedagogy Andrade, Farez, & Son (2018), provided that:

"The current design of the academic offerings requires adjustments in which research and community outreach are applied in an interdisciplinary manner to make a significant contribution both to the community and to those who are being trained to educate."

Promoting linguistic and cultural immersion is of great relevance as it facilitates the acquisition of the skills that non-native speakers must develop when learning a foreign language.

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

During my career as an educator, I have been able to discover and enhance a series of skills that have enabled me to create a more effective and closer learning environment for my students. One of the skills that I consider most relevant is the ability to express myself clearly and understandably. From the beginning, I understood that to achieve effective learning, I had to communicate concepts simply and understandably, using specific examples that simplified the understanding of complicated topics. This helped to keep the students' interest and gave them a better understanding of what was at stake.

However, I have understood the importance of being able to adjust to the particular needs of each student. Everyone has different learning rhythms and methods, so I have always tried to adapt my techniques and tactics to the particularities of the group. Whether by providing additional resources or providing extra help, my goal has been to ensure that everyone has an equal chance to acquire knowledge.

Another relevant element that I have managed to cultivate is the ability to foster active involvement among the students. I have tried to create an environment in which they feel

comfortable to exchange ideas, ask questions and participate in discussions. In this way, I not only keep their motivation high, but also encourage cooperative learning, where students support each other.

Part of the skills as teachers, communication plays a fundamental role, knowing how to transmit knowledge is crucial in the teaching process, and the teacher must have skills to be understood (Gómez, Valarezo, & Rivera, 2017). From another perspective, they are a compendium of skills such as classroom management, mentioned above, the ability to work and create materials to facilitate learning, among others.

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

The results of the contrast of the diagnostic test and the final test applied in the experience as a teacher are reflected from different areas such as the academic progress at the beginning was quite discouraging, the students did not have basic knowledge of the foreign language; on the other hand, although the advances may seem minimal, they were significant considering that to be able to express themselves fluently requires much more time, in this sense the students were nourished with vocabulary and began to develop reading and writing skills; likewise, with the results obtained it was possible to determine the need to reinforce the knowledge, the need to adapt the contents to the level they obtained at the end of the teaching experience.

Some authors, such as Cobaña and Yanez (2022), consider that "diagnostic evaluation hurts students because it does not serve as a real basis for identifying weaknesses in the acquisition of skills and abilities, as required by the curriculum". From another point of view Lara, Rojas, & Cabezas (2020), disagree with the other opinion and contribute that "evaluation is a useful tool for teachers at the time of starting their academic activity, it will allow them to identify gaps and make appropriate decisions to meet the study objectives".

CONCLUSIONS

- The social service carried out in the educational field has allowed me to integrate theoretical knowledge with practical experience. It has fostered leadership, empathy, and the ability to solve real educational problems.
- The impact on the community was high because this service promotes the learning conditions and the quality of life in the sector, strengthening links between university institutions and society.
- Through social service, future professionals develop a sense of social responsibility, justice, and solidarity, becoming active agents of change in their environment and starting in contact with the real scenery.
- Through practice, challenges were identified such as the lack of resources in some communities, limited institutional support, and the need to adapt programs to the particularities of each context.

RECOMMENDATIONS

- Design social service projects in line with the community's needs to contribute to education.
- Provide students with specific training in communication and conflict management skills to maximize the impact of their intervention.
- Implement a monitoring and evaluation system to measure the impact of the social service on both beneficiaries and university students.
- Guarantee adequate resources and continuous accompaniment to ensure that students have a real job as teachers and can also exchange knowledge and experiences among those involved, serving as a source of knowledge for others.

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ASUNTO: Informe de desempeño del estudiante Eduardo Antonio Zambrano Pita

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

PRIMERO: Que el estudiante Eduardo Antonio Zambrano Pita se desempeña bajo la modalidad de **TELF IN COMMUNITY SERVICE**, desde el 08 de abril hasta el 31 de julio del 2024 (primer semestre) cumpliendo con acrisolada responsabilidad en los siguientes aspectos.

Manejo de proceso de enseñanza y aprendizaje (PEA). - Cumpliendo a cabalidad en organización de materiales, fijar objetivos, mantener la concentración, motivación y compromiso de los estudiantes durante los periodos de clases.

Aporte Académico. - es muy significativo creando en los estudiantes la atracción por aprender un idioma que les abrirá puertas en diferentes ámbitos.

Actitudes Docentes. - El estudiante tiene vocación y entrega en cada una de las actividades a él encomendada.

Contribución a la Comunidad. - El Idioma Inglés y los estudiantes de la fase final de titulación son un gran aporte para la comunidad, ya que nos permite incentivar a los niños de nuestra comunidad aprender un nuevo idioma que abrirá puertas del éxito.

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

Atentamente,

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Año Lectivo 2024 – 2025

Chone, 16 de diciembre del 2024

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ASUNTO: Informe de desempeño del estudiante Eduardo Antonio Zambrano Pita

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

PRIMERO: Que el estudiante Eduardo Antonio Zambrano Pita se desempeña bajo la modalidad de **TELF IN COMMUNITY SERVICE**, desde el 26 de agosto hasta el 20 de diciembre del 2024 (segundo semestre) cumpliendo con acrisolada responsabilidad en los siguientes aspectos.

Manejo de proceso de enseñanza y aprendizaje (PEA). - Cumpliendo a cabalidad en organización de materiales, fijar objetivos, mantener la concentración, motivación y compromiso de los estudiantes durante los periodos de clases.

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LESSON PLAN FORM

Name: Eduardo Antonio Zambrano Pita Date: Level: Intermediate

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

What are your Student Learning Objectives for the lesson?

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

Show understanding of a listening activity about Daily Routines by identifying the steps in a person's daily schedule.

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 to ensure students understand the vocabulary related to daily routines.

When students share their own daily routines, I will listen for their ability to describe activities in the correct order and use the target vocabulary.

Preliminary considerations:

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

I expect students to know basic vocabulary for daily activities such as *wake up, eat breakfast, go to work/school, take a shower, sleep, etc.*

They should also have a basic understanding of time expressions like *in the morning, at noon, in the evening, etc.*

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

Some students may have difficulty understanding the sequence of events in a typical day, especially if they are unfamiliar with the cultural context or use of time markers.

Pronunciation might be a challenge for some of the verbs or expressions related to routines (e.g., *wake up, brush teeth, etc.*).

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

I will provide visual aids and step-by-step instructions to help clarify the order of daily activities.

I'll repeat the audio when necessary and provide additional practice for pronunciation.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
7 minutes	Pre	Ask questions to introduce the topic and engage students (e.g., "What time do you wake up? What do you do first thing in the morning?"). Show a video or audio clip of a conversation about someone's daily routine.	Respond to the questions, sharing their own routines Listen to the video/audio, give their opinions, and identify the routines mentioned in the video.	T-Ss V	Video
10 minutes	Early during	Explain that students will listen to an audio clip and choose the correct option for each sentence, based on the routine described. Replay the audio as needed, providing feedback and helping with pronunciation of key vocabulary.	Choose the correct option Listen to the audio carefully, then choose the correct sentence from three options. Listen again and repeat the correct answers, practicing pronunciation.	T-Ss. Ss-Ss VA	Audio Activity.
10 minutes	Middle during	Show sentences from the video or audio and ask students to identify if they are true or false. Provide clarification for any misunderstood words or concepts, especially related to time markers or sequencing.	True or false Listen carefully to the audio again and mark the sentences as true (T) or false (F) based on the information they hear.	T-Ss Ss-Ss VA	True or false Daily Routines worksheet.
13 minutes	Later during	Introduce a ranking activity where students must put in order the activities in a daily routine, from first to last. Provide feedback and guide students in analyzing the video/audio again to ensure they've ordered the activities correctly.	The most...to least Listen to the audio again and arrange the daily routine activities in order, based on the audio.	T-Ss Ss-Ss VA	The most...to least Audio.
5 minutes	Post	Share a personal opinion or example about a daily routine (e.g., "I usually wake up at 7 AM and have breakfast at 8 AM").	Experience with the topic Listen to the teacher's example, and then a few students will share their daily routines with the class.	T-Ss V	Personal opinions.

Writing

Lesson Plan

Name: Eduardo Antonio Zambrano Pita

Date:

Level:

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

Use real world scenario for a fluency activity about animals.

Provide enough opportunities for students to complete writing activities related to animals.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

USE Animal vocabulary

TO Describes their favorite animals and their characteristics

IN writing a paragraph about why they like those animals.

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.

At the end of the class, they should be able to express their ideas by writing a paragraph about their favorite animal.

Preliminary considerations:

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

- expect Ss will know basic animal vocabulary (e.g., mammal, bird, reptile, etc.).
- I expect Ss will know adjectives to describe animals (e.g., fast, furry, wild, etc.).
- I expect Ss will have basic paragraph-writing skills.

What aspects of the lesson?

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

- I expect Ss might confuse some animal-related terms.
- I expect Ss might struggle with organizing their ideas in a paragraph.

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

- I will show examples of animal descriptions and provide guidance for paragraph structure.
- I will reinforce vocabulary with additional visuals and examples.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
10 minutes	Preparation	Ask Ss to underline animal-related words in a short paragraph. Focus on some challenging terms	Find animal-related vocabulary in the text and discuss their meanings.	T-Ss VA	Animal paragraph
7 minutes	Drafting	Ask Ss to fill in missing animal-related terms in sentences. Provide sentences with blanks for animal vocabulary and help with spelling.	Complete Complete sentences with correct animal vocabulary.	T-Ss V	Fill in the blanks activity
8 minutes	Revising	Show incorrect animal-related sentences and ask Ss to rewrite them correctly.	Identify mistakes and rewrite sentences with correct vocabulary and grammar.	T-Ss VA	Incorrect sentences activity
15 minutes	Editing	Encourage Ss to use the vocabulary and structures learned.	Write paragraphs about their favorite animals, including details about characteristics and reasons for their choice.	T-Ss V	Writing Activity
5 minutes	Extension	Ask Ss to share their writing and provide peer feedback.	Facilitate sharing and commenting on others' paragraphs. Share and comment on classmates' writing.	T-Ss VA	Comments

SPEAKING LESSON PLAN

TRAVELS

Name: Eduardo Antonio Zambrano Pita

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 travels

TO describe travels or experiences

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 during the pre-listening stage by observing their use of key vocabulary in discussions about travel experiences. During the listening stage, I will review their answers to general comprehension questions after the first listening and specific details on the worksheet after the second listening. In the post-listening stage, I will monitor their participation in discussions and group activities, as well as evaluate their presentations of planned trips. Finally, I will assess their mastery through the review of their homework essays or blog posts about memorable trips.

Preliminary considerations:

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

Students already know basic travel-related vocabulary such as "ticket," "airport," "hotel," "tourist," and "destination." They are familiar with the simple future tense (e.g., "will travel," "am going to visit") and can use it to talk about future plans. They also have experience with listening comprehension activities and can extract general and specific information from audio clips. Additionally, they possess skills in basic conversational exchanges about personal experiences and can engage in discussions about past trips and general travel preferences.

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

Students might find it challenging to accurately understand specific details during the listening activities, such as dates, names of places, and nuanced descriptions of travel experiences. They may also struggle with using new and more advanced vocabulary correctly in their discussions and written tasks. Additionally, constructing coherent and detailed responses or presentations about their own travel plans using future tense structures could pose difficulties. Lastly, some students might find it hard to actively participate in spontaneous conversations, especially if they are less confident in their speaking abilities.

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

To address potential issues, I will first ensure that students understand and can use new travel-related vocabulary by providing clear definitions and contextual examples during the pre-listening stage.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 minutes	Encounter and clarify	Show pictures of different travel destinations and ask: Do you like traveling? Where have you been? What is your dream destination? Can you make a living by traveling?	Predicting pictures Predicting destinations Look at the pictures and discuss where they are and what you can do there. Answer the questions	T-Ss	Pictures of destinations
6 minutes	Remember and internalize	Present a gap-filling activity using travel-related vocabulary. Ask students to match the descriptions with the correct travel destinations.	Gap filling Gap-filling activity Fill in the gaps with the correct destination or travel activity	T-Ss	Paper, Pencil, Eraser
6 minutes	Remember and internalize	Distribute worksheets with names of famous landmarks and ask students to match them with the correct country or city.	Matching Matching Match the landmarks with their correct location and write the name of the place below each one.	T-Ss	Worksheets, Pencil, Eraser
8 minutes	Remember and internalize	Divide the class into groups and provide a template with questions to discuss personal travel experiences or plans.	Information gap practice. Answer the questions about travel preferences and experiences.	T-Ss Ss-Ss	Board Paper Pencil Eraser Pen
7 minutes	Remember and internalize	Have students pair up to ask and answer questions about the best travel destinations for adventure, relaxation, or cultural experiences.	Exchange statements Ask and answer questions in pairs.	T-Ss Ss-Ss	Board Markers Eraser
8 minutes	Fluently Use	Encourage students to walk around and share their travel experiences or plans with classmates, discussing what they liked or disliked about different places	Conversation Conversation Walk around, ask questions, and share ideas about travel.		Conversation

Lesson Plan Form

Name: EDUARDO ZAMBRANO PITA Date: Level: Intermediate

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

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

Identify key words (adjectives and nouns) in a descriptive text.

Answer basic comprehension questions about the text.

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?

Asking verification questions during the early and middle reading stages.

A true or false activity to check text comprehension.

A final summary exercise using learned vocabulary.

Preliminary considerations:

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

Students recognize basic words related to places and physical descriptions (e.g., big, small, beautiful).

Some students may have read simple descriptive texts in English.

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

Lack of vocabulary to fully understand the text.

Distraction or lack of interest in the topic.

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

Provide visual support with images of the place described.

Repeat and explain key vocabulary during the reading.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
7 minutes	Pre	Show the image, ask guiding questions, and encourage participation.	Observe the image, share prior knowledge, and answer questions.	T-Ss V	Image of text
10 minutes	Early during	Hand out the text, explain the activity, and model identifying one adjective as an example.	Read the text, underline adjectives, and share answers with the class.	T-Ss Ss-Ss VA	praint text
7 minutes	Middle during	Monitor students, clarify doubts, and write key vocabulary on the board.	Work in pairs or individually to underline sentences and ask for clarification when needed.	T-Ss Ss-Ss VA	Text
11 minutes	Later during	Distribute the worksheet, read statements aloud, and provide feedback on answers.	True or false activity based on the text (e.g., "The Eiffel Tower is in Spain" – True or False?). Complete the activity, discuss responses with peers, and correct errors.	T-Ss Ss-Ss VA	worksheet
10 minutes	Post	Write a sentence starter on the board and encourage students to use the vocabulary from the text.	Write or say their summaries aloud, using key words from the lesson.	T-Ss V	Text. Board

FORM MEANING AND USE ANALYSIS

PERSONAL PRONOUNS

FORM

Personal pronouns are used to refer to specific persons or things without naming them directly. They can be categorized based on number, person, gender, and case.

- Subject Pronouns:

o Singular: I, you, he, she, it o Plural: we, you, they.

- Object Pronouns:

o Singular: me, you, him, her, it o Plural: us, you, them.

- Possessive Pronouns:

o Singular: mine, yours, his, hers, its o Plural: ours, yours, theirs

For example:

- Subject Pronouns: "She is reading." / "They are playing."

- Object Pronouns: "Give it to me." / "She saw him."

- Possessive Pronouns: "This book is mine." / "The house is theirs."

MEANING

Personal pronouns are used to substitute for nouns and noun phrases to avoid repetition and to streamline sentences. They provide information about the number (singular/plural), person (first/second/third), gender (he/she/it), and case (subject/object/possessive).

USE

Personal pronouns are used in the following contexts:

1. Replacing Nouns: To avoid repetition and to make sentences less cumbersome. For example: "Maria is kind. She helps everyone." (She replaces Maria)
2. Indicating Possession: To show ownership. For example: "This is my book. It is mine."

3. Highlighting the Subject or Object: To specify who is performing the action or who is receiving it. For example: "I love chocolate. (I is the subject) / "Chocolate loves me." (Me is the object)

ANTICIPATED DIFFICULTIES

Students may struggle with:

- Distinguishing between subject and object pronouns.
- Using the correct pronoun for gender and number.
- Differentiating between possessive pronouns and possessive adjectives (e.g., mine vs. my).

COMPREHENSION CHECKING QUESTIONS

What is your name? My name is John.

Who is your best friend? He is my best friend.

Whose book is this? It is hers.

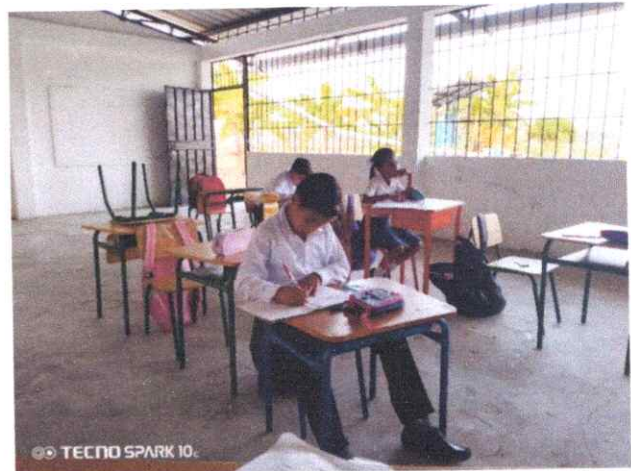
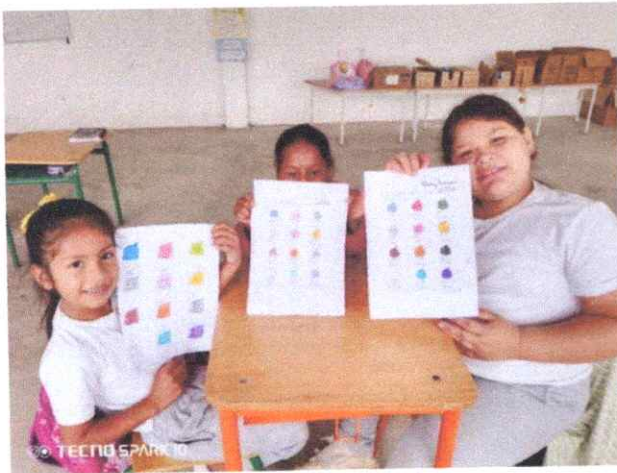
TEACHING IDEAS

Matching Exercises: Have students match pronouns to the correct antecedents. Role-play Activities: Use dialogues to practice personal pronouns in context.

Fill-in-the-blanks: Provide sentences with missing pronouns for students to complete.

- Pronoun Replacement: Ask students to rewrite sentences replacing nouns with appropriate pronouns.

Anexex



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