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Descripción del Trabajo:

El presente trabajo de investigación tiene como objetivo indagar el impacto de las actividades de servicio comunitario en el fortalecimiento del pensamiento crítico y el aprendizaje significativo del inglés en los estudiantes del Colegio Juan Montalvo.

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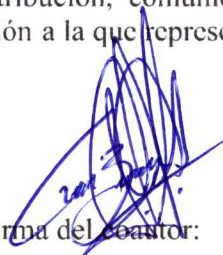
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## CERTIFICO

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Haber dirigido, revisado y aprobado preliminarmente el Trabajo de Integración Curricular bajo la autoría del estudiante CORRAL SANCHEZ TONY JOSUE, legalmente matriculado en la carrera de PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, período académico 2025-2026(1), cumpliendo el total de **384 horas**, cuyo tema del proyecto o núcleo problémico es "*TEFL COMMUNITY SERVICE*"

La presente investigación ha sido desarrollada en apego al cumplimiento de los requisitos académicos exigidos por el Reglamento de Régimen Académico y en concordancia con los lineamientos internos de la opción de titulación en mención, reuniendo y cumpliendo con los méritos académicos, científicos y formales, y la originalidad del mismo, requisitos suficientes para ser sometida a la evaluación del tribunal de titulación que designe la autoridad competente.

Particular que certifico para los fines consiguientes, salvo disposición de Ley en contrario.

Manta, Lunes, 04 de agosto de 2025.

Lo certifico.



BAZURTO ALCIVAR GABRIEL JOSE  
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## **Presentation**

One of the most effective approaches is TEFL in Community Service. This approach provides a practical and meaningful opportunity for student-teachers, to apply their academic knowledge and teaching skills in real educational environments “Schools”. This document will explain to you the key objectives and structure of the TEFL in Community Service; moreover, it provides the integration of knowledge and teaching experience. Through this experience, student-teachers will develop their professional identity, improve their teaching strategies, and they will be able to build confidence in managing different classroom contexts.

The main purpose of the TEFL in Community Service is to foster social responsibility, and professional development in future student-teachers. It inspires them to take an active role in education, so they will know how to teach effectively. TEFL in Community Service presents several strengths, such as: allowing student-teachers to work directly with communities “Schools”. Not only that, it improves their classroom management skills, and it applies language teaching methodologies in real-life situations.

When student-teachers are doing their internships; consequently, they will deal with some issues such as limited use of technology and students with special educational needs. Truthfully, these issues can make learning harder and lower results; nevertheless, student-teachers should have more support, regular guidance, and helpful feedback to learn how to work with students who have special educational needs.

## **Introduction**

The Pedagogy of National and Foreign Languages degree program was established in 2016 and approved by the Higher Education Council. From that moment on, the program has focused on preparing future language teachers in diverse educational contexts; therefore, the curriculum was modified in 2019 based on new academic regulations. This introduced a more adaptable structure, so students will have new options for graduation. At the moment, this degree has three different graduation options: 1: scientific articles, 2: TEFL lesson plans, and 3: TEFL in community service. These options allow student-teachers to apply what they have learned throughout the program, so they will demonstrate their teaching skills in different ways.

The first option is to write a scientific article; furthermore, student-teachers can research on a topic related to language education. This option helps students develop their skills in academic writing, research methodology, and critical thinking. It is a great chance for those who are interested in investigating issues in the field of language teaching; it prepares them for future academic.

The second option is creating TEFL lesson plans; it will be more practical approach for them. In this option, student-teachers design complete lesson plans; moreover, it focuses on the four main English language skills such as: speaking, listening, reading, and writing. Each skill is divided into units, and it is taught using specific models such as: ECRIF for speaking (Encounter, Clarify, Remember, Internalize, and Fluently Use), and PDP for listening (Pre, During, and Post). These options are helpful for them; furthermore, it allows students to show their ability to plan, organize, and teach English classes. Additionally, it is based on real classroom situations, and FMU (Form, Meaning, and Use) is used to teach grammar.

The third option is known as TEFL in Community Service; this option gives student-

teachers the opportunity to apply their knowledge in real classrooms. It begins with general preparation, or it could begin with progress to teaching practice in real schools. This experience helps future teachers to connect theory with practice, so student-teachers will gain professional experience and achieve a clear understanding of teaching.

One of the positive aspects of community service is that it allows student-teachers to discover what it really means to teach. It helps them understand how to prepare classes, and it helps them comprehend how to use different teaching methodologies with children. It also gives them knowledge on how to manage a classroom; therefore, they will know how to deal with multiple learning styles. In reality, this teaching experience is important for professional growth, confidence, and teaching skills.

The community service will be a great option, but there are some suggestions to improve this. First, it is important to include a short course on inclusive education; it would give students-teachers basic knowledge on how to identify learning needs, adapt materials, or use inclusive strategies. Second, an extra suggestion is to create reflection spaces; student-teachers can meet to share experiences, ask questions, or even learn from each other. Additionally, these meetings could take place once a week or once a month; moreover, they would be useful for improving teaching practice or solving problems in the classroom.

## **Justification of the guide**

### **Epistemological framework**

As part of the Pedagogy of National and Foreign Languages degree and in line with the educational model of the university, this unit will focus on creating and applying lesson plans for teaching English as a foreign language. This unit is organized into five modules; these modules will guide student-teacher before they begin their teaching internships as part of the Educational Community Service. They will help student-teacher plan their daily English lessons, and these lesson plans will help them to know which activities are working well or wrong. Additionally, the community service will allow student-teacher to use various activities depending on the skills. If they realize an activity is not helping students academically, they should find another activity to enhance the learning process.

This approach is based on well-known teaching models already used in Ecuador; moreover, it does not seek to introduce something completely new. It encourages future teachers to reflect on important questions, because English teachers should consider this process in their lives. Moreover, the main goal is to help pre-service teachers, because they need to know what they have to achieve in the classroom. Teachers have to deal with several skills in the English language, because in a foreign language requires to improve a multiple skill. Without clear goals, it can be hard to know what is working in a class, and they should change that for a better management of the class. That is why, the framework is built around four key questions, and teachers must answer these questions themselves.

#### **What am I teaching?**

Answers to this question must be specific and should include at least the following:

**Linguistic elements:** vocabulary, grammar points, sound and intonation patterns, word



order, etc. Detailed attention is required, especially when teaching verb tenses, sentence forms, persons, contractions, etc.

**Cultural points:** These may include informative content, values, cultural awareness, or sociolinguistic aspects.

**Language skills:** listening, speaking, reading, and writing. It is crucial to define which skills students will use in order to develop their skills.

Depending on the teacher's approach, this question can also involve goals, so it helps students think about how they learn or reflect on their personal values.

### **What do I want students to do with the material?**

The teacher wants students to show what they have learned, but they should do something like speaking, writing, acting, or drawing. The goal is that students use the material in a real and visible way, but they cannot repeat what the teacher says.

### **How will I know if students have learned the material?**

Teachers should watch carefully while students are working. This means they should:

- Teachers design tasks that have more than one correct answer, so students can show they understand by making choices, not just repeating facts.

- Teachers should watch how students do these tasks, because they need to check if they really understand and have learned it well.

### **How will I prepare students to demonstrate their learning?**

Language skills are categorized as:

**Receptive skills:** listening and reading.

**Productive skills:** speaking and writing.

Lessons should be planned around the main skill. Moreover, since students need to learn



effectively, activities should be organized into three stages:

**Presentation (Encounter):** Introduce and express the meaning of new material.

Techniques include explanation, definition, demonstration, use of realia, and visuals. This stage also clarifies the purpose, and it provides a structure for the activity.

**Practice (Internalization):** Students produce language in a controlled context to build confidence. It enables them to develop abilities or knowledge in order to improve their skills in this language.

**Use (Fluency):** In this stage, students use the language more freely in less controlled environments. Activities may include roleplays, discussions, personal responses, or games. This is where students demonstrate what they have truly learned.

## Module 1. Form, Meaning, and Use

One helpful way to teach and understand grammar is through the FMU model “Form, Meaning, and Use”. This model reminds teachers that grammar is more than just memorizing rules. It is about knowing how grammar works (form), what it means (meaning), and when and where to use it (use). According to Larsen-Freeman (2002) notes that recent perspectives on teaching grammar seek a way to achieve a better fit between grammar and communication because grammar is not a discrete combination of meaningless, decontextualized, static.

Grammar is like a set of rules that helps us write correctly; furthermore, it is like a guide that shows us how to put words together to make sense. There are different parts of speech like nouns, verbs, adjectives, and adverbs. On the one hand, nouns are people, places, or things, and verbs are actions. On the other hand, adjectives describe things, and adverbs describe verbs.

We need to put words in the right order to make sentences that make sense, but we also need to use the right tense, like past, present, or future. Grammar is important for everyone, because it helps us communicate clearly and effectively. If we use good grammar in writings or conversations, people will understand us much better. In fact, when we put the blocks in the right order to make something stable; consequently, our sentences will be strong and clear. According to Celce-Murcia (2015) grammar is a resource that enables meaning-making through lexicogrammatical constructions that operate effectively at various levels, including words, phrases, sentences, and texts, in a way that is appropriate to the context.

**Form** refers to the structure of a sentence, so this consists of grammar rules, like verb tenses, word order, and how we build questions or negatives. For instance: we say, “She drinks water,” not “She drink water.” Knowing the correct form helps students to make sentences that are grammatically correct.

**Meaning** is about what the sentence or structure is trying to say; moreover, a sentence could be exact in form but still not say what the speaker wants. For instance: “I am eating bread” means the action is happening now, and “I eat bread” talks about a habit. When we understand the meaning of a word, it facilitates students to select the right form to match what they want to express.

**Use** concentrates on when and where we use certain grammar. Some forms are more common in dialogues, and other forms are more common in writing. For instance: we often use contractions like “I’m” or “don’t” when we speak, but we do not use them in formal writing. This part helps students understand how grammar changes depending on the situation, and it also shows how grammar changes in social situations, such as: formal or informal conversations.

**Form:**

How is the grammar built? (Word parts, small grammar words, word order)

This includes how we write and say the structure (how to spell it, say it out loud, and use contractions like I’m or don’t.)

When we teach form, we help students use the language correctly.

**Meaning:**

What message does the grammar show?

What changes if I use a different word or structure? ( “She is walking” vs “She walks”)

When we teach meaning, we help students share their thoughts clearly.

**Use:** When, where, and why do we use this grammar? (Is it formal? Is it for speaking or writing?)

If two grammar forms have a similar meaning, why do we choose one over the other?

When we teach use, we help students speak and write in the right way for the situation.

## **FMU Analysis of: Past Continuous-Structure**

### **-Form**

#### **AFFIRMATIVE:**

Subject + was/were + verb-ing + Complement.

#### **NEGATIVE:**

Subject + was/were+ not+ verb-ing+ complement.

#### **QUESTION:**

Was/were+ Subject +verb-ing + Complement +?

#### **Examples:**

- + She was eating bread after the class.
- We weren't watching the movie when the antagonist dies.
- ¿? Were they playing tennis yesterday at 6:00 A.M.?

#### **Short Answer:**

Yes, they were.

No, they weren't.

#### **Long Answer:**

- They were playing tennis at 6:00 A.M.
- They weren't playing tennis at 6:00 A.M.

#### **-Meaning:**

-The past continuous describes the action and events that were in progress at a particular moment in time in the past.

"She was cooking dinner when the guests arrived."

(The action of cooking dinner was in progress when the guests arrived.)

**-Use:**

**-Used to provide actions or situations that were interrupted by another action or another situation in the past.**

"I was sleeping when the phone rang."

(The action of sleeping was interrupted by the phone ringing.)

**-Used for storytelling, where it helps explain or create context before the main action take place.**

"It was a dark and stormy night, and lightning was flashing in the sky."

(Setting the scene in the past.)

**-Used to illustrate describing two actions taking place together in the past.**

"While I was studying, my sister was listening to music."

(Describing two ongoing actions happening simultaneously in the past.)

**-Anticipated difficulties**

-Confusion when using the auxiliary verb: "was" or "were"

-Incorrect use of adverbs of time, for example: "Tonight I was studying" instead of "Last night I was studying".

-Confusion about how to correctly write verbs with -ing. ( runing: running , Lie: lying)

**-Comprehension checking questions**

**-What were they doing yesterday at 6PM? (ANNEX 1)**

Yesterday, they were watching TV.

**-What were they doing when it started raining? (ANNEX 2)**

They were playing tennis when it started raining.

**-What was Sarah doing and what was her brother doing in the afternoon? (ANNEX**



3)

Sarah was reading a book while her brother was doing homework.

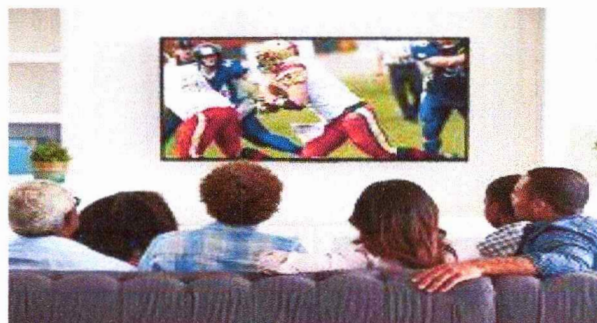
What were you doing on Saturday at 4PM? (For some students)

**Teaching ideas:**

Planning to make pairs and then students should discuss what they were doing during a past event or activity, such as a holiday or a family dinner. For instance: What were you doing when dinner started? I was watching TV.

**Annexes:**

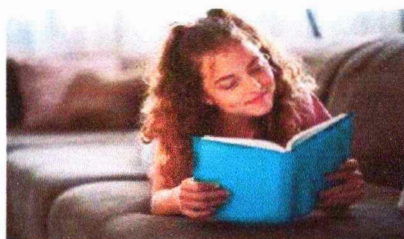
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2



3



**Journal 1: FMU analysis**

From my point of view, FMU analysis is a great approach; it helped me understand how students use language and identify areas where they need improvement.

I have learned that FMU analysis is a specific approach to understanding language use; moreover, it is not just about grammar and vocabulary, but also about how students communicate effectively. I have learned that FMU analysis can help teachers identify patterns, and it can inform teaching practices.

During my pre-service teaching, I saw that students had trouble with language use in different contexts; moreover, they would struggle to express themselves clearly. I think FMU analysis can help solve this issue by providing a framework; additionally, teachers can identify areas where students need help and provide specific support.

FMU analysis is important for teachers; therefore, they can create more effective lessons or help students improve their language skills. FMU analysis also helps teachers to identify areas, and it helps students when they need extra support.

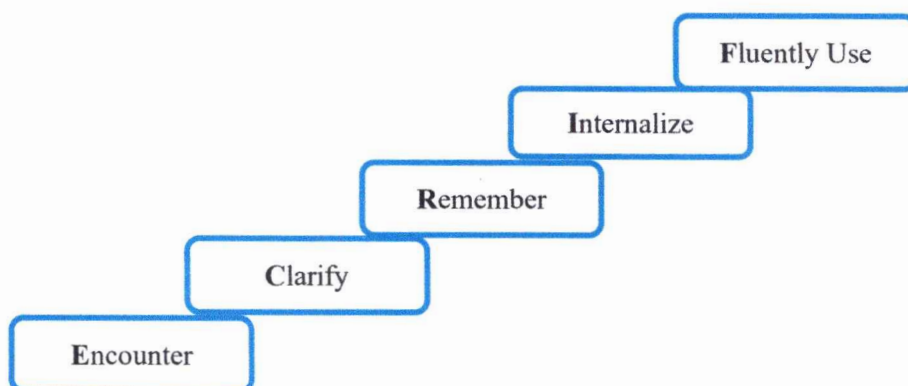
In my experience, FMU analysis is a valuable tool for teachers, because it helps us to see language use in a new way and understand how students communicate. In fact, it has a positive impact on the language learning of students.

## Module 2. Speaking Lesson Plan (ECRIF)

Language teaching is getting better, and new teachers are trying new ways to help students. They are not just memorizing words, but they are using the language in real life. One new method is ECRIF. According to Mezied (2017) emphasize that ECRIF impacts students profoundly as it is an effective technique for teaching them words and retaining information which is vital for speaking a language.

Teachers can use the ECRIF framework to help students learn a new language; moreover, ECRIF illustrates the typical processes that learners go through when mastering something new. ECRIF stands for: Encounter, Clarify, Remember, Internalize, and Fluently Use. Students go from seeing new words to using them confidently by following these steps. First, the student will encounter the language by hearing or seeing it (Encounter). Second, they will ask questions to ensure they understand the content (Clarify). Third, they practice and try to remember it (Remember). Fourth, they will be able to speak and write on a limited basis, which will help them internalize the concepts (Internalize). The last but not least, students can use the language freely in everyday situations (Fluently Use). This approach helps students feel more confident and do better.

According to Paredes (2019) ECRIF is the most suitable method for students because it contributes to their motivation during the lesson, raises their participation in class, and helps students speak English with confidence and fluency.



### **What does each step mean?**

**Encounter:** Students will hear or see the new language for the first time. For instance: the teacher shows a video or gives examples of how people use the new words or grammar.

#### **Possible activities**

- Roleplay
- Pictures
- Brainstorming

**Clarify:** Students and the teacher work together to understand the meaning and structure of the new language. After that, the teacher answers questions and explains how it works.

One useful way for teachers to check comprehension is by using questions (CCQ'S).

**Remember:** Students practice the language in small ways to help them remember it. This can include writing, repeating, or matching words.

#### **Possible activities:**

- Scrambled words
- Matching
- Fill in the blanks

**Internalize:** Students begin to use the language more naturally; therefore, they can practice through activities like conversations, role plays, or games.

#### **Possible activities:**

- Storytelling
- Roleplay

**Fluently Use:** Students use the language confidently and correctly in real situations; therefore, they can now speak or write without much help.

**Possible activities:**

- Discussions
- Debates

**Why is ECRIF useful?**

ECRIF is helpful for teachers, because it focuses on how students learn in the process. It gives the teacher a way to support students at each stage of learning; therefore, the teacher does not just explain: they guide, observe, and give constructive feedback. This method works well in speaking lessons, because it gives students many opportunities to use the language and communicate with others. In addition, it also allows teachers to check progress, and it helps students where they need it most.

**How to create objectives for speaking lesson plans?**

We find a specific structure to create objectives, which will help us organize our speaking lesson plans.

Let us take a look at the structure:

By the end of the lesson, SWBAT:

**USE** (use the target language)

**TO** (function)

**IN** (meaningful communicative task).



## **Journal 2: Speaking ECRIF**

I was excited to learn about ECRIF Speaking, because I wanted to understand how students improve their speaking skills. It helped me be a better teacher; moreover, I learned that teachers can help students develop their speaking skills more successfully.

During my teaching practice, I saw that it was hard for the students to express themselves clearly; therefore, they had trouble speaking with confidence. I think ECRIF Speaking can help us understand these problems better, and it can help us find useful solutions.

By using this approach, teachers can create more effective lessons, and they can provide more support to their students, leading to improved speaking skills and increased confidence. When students are introduced to a new language; they can better understand and use it. When they practice using the language in context; they can internalize it and use it more fluently.

Overall, ECRIF Speaking is a valuable and important tool for teachers, because it helps us identify areas for improvement and create better lessons.

## Speaking Lesson Plan Sample

**Name:** Tony Corral

**Class:** 5<sup>th</sup> grade

### Action points

- **Time management.**
- Encourage student's participation.

### What are your Students Learning Objectives for the lesson?

- By the end of the lesson, SWBAT **use “animals vocabulary” to compare animals using comparative adjectives in the activity of: interviewing a partner about animal comparisons.**

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

- Students show better understanding when they are able to create their own sentences comparing animals.

### Preliminary considerations:

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

- Students have a basic understanding of the use of the comparative adjectives.
- Students know some animals in English.

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

- Students might forget how to generate ideas for comparing animals.
- Students may find it challenging to pronounce different animal names.
- Speaking in front of classmates might make some students nervous.

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

- Practicing with different activities to help them remember how to compare animals correctly.
- Providing the correct pronunciation of difficult words.
- Creating a supportive and friendly environment to help students feel comfortable.

Time 45 minutes	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
3 min	Encounter and clarify	Show a collage with many animals. Ask students: which animals can you see in the collage?	Mention the animals they see in the collage.	T-S	Projector Collage
7min		Give the first example to the students and show the structure they should use to speak correctly. Show a virtual roulette and spin the roulette wheel with the student's names and animals. Ask them which animal is bigger, stronger, etc. -CCQs:. • Rodolfo: Which animal is bigger the elephant or the cat? "The elephant is <b>bigger</b> than the cat." • Maria: Which animal is faster the elephant or the cat? "The cat is <b>faster</b> than the elephant."	Analyze and compare animals using the structure of comparative adjectives.	S-T	Projector Papers Pencils
7min	Remember	Make a recall of the comparative adjective structure by sharing some examples using the animals they learned. Encourage students to remember and give their own examples.	Pay attention to the review and give some examples to the teacher.	S-T	Notebook A board Pencils
7min	Internalize	Provide some pictures of animals. Provide a brief list of common adjectives so students have some prior knowledge. For example: • <i>Big- Bigger</i> • <i>Small- Smaller</i> • <i>Tall- Taller</i>	Respond and create their own sentences.	T-S	Projector
21min	Fluency	Explain to students that they will conduct an interview with a partner, asking about the animal they have in their hands.	Practice using the comparative adjective by interviewing a	S-S	A board Markers Flashcards

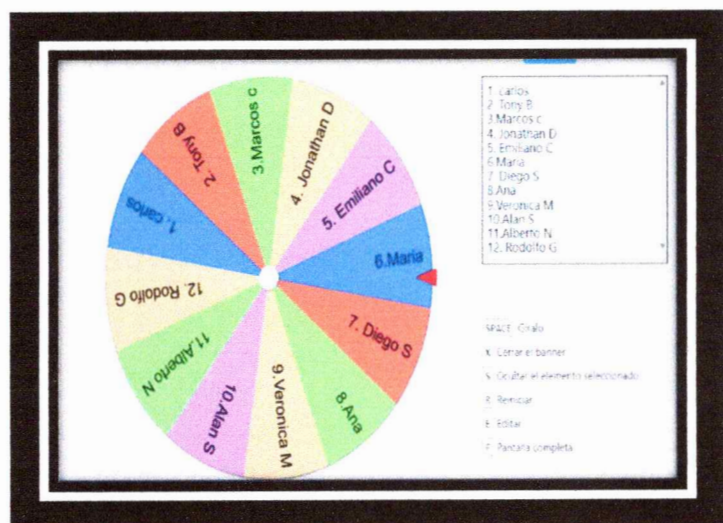
		<p>Provide students with a list of example questions. Encourage them to pronounce the questions correctly.</p> <p><b>- Example Question:</b></p> <ul style="list-style-type: none"> <li>✓ - Which one is bigger the cat or the whale?</li> <li>✓ - Which one is faster the cat or the dog?</li> <li>✓ - Which one is smaller the cat or the lion?</li> <li>✓ - Which one is stronger the lion or the dog?</li> <li>✓ - Which one is longer the cat or giraffe?</li> </ul>	<p>partner about the animals, focusing on different aspects of the animals.</p> <p>Take turns being the interviewer and the interviewee.</p>		
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### Encounter and clarify (1):





## Encounter and clarify (2)



- Which animal is bigger the elephant or the cat?

“The elephant is bigger than the cat.”

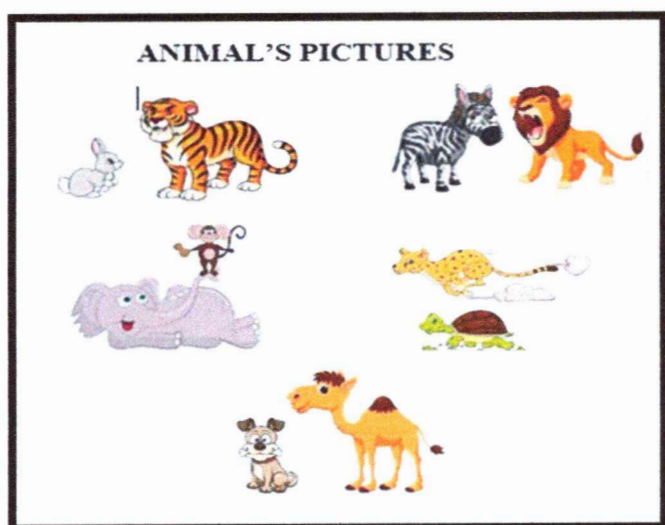
- Which animal is faster the elephant or the cat?

“The cat is faster than the elephant.”

- Which animal is stronger, the lion or the dog?

“The lion is stronger than the dog.”

## Internalize (3)



### LIST OF ADJECTIVES

small fast  
old young  
cheap  
tall cold  
warm short  
slow

## Fluency (4)

### Example Questions

- ✓ - Which one is bigger the cat or the whale?
- ✓ - Which one is faster the cat or the dog?
- ✓ - Which one is smaller the cat or the lion?
- ✓ - Which one is stronger the lion or the dog?
- ✓ - Which one is longer the cat or giraffe?



### **Module 3. Listening Lesson Plan**

Listening comprehension activities have been made easier for students with the use of PDP Listening. PDP stands for pre, during and post. These three stages are included in a lesson, and each phase helps students understand the topic, pay attention to important details, or discuss. Using the PDP framework will be useful for teachers, because they will learn how to design and evaluate listening activities correctly. In addition, teachers will know what activities will serve to support students before, during, and after the listening activities. They will ensure that every class is engaged through the correct materials. According to Neher (2009) thanks to the support of the PDP framework, teachers can plan and execute sophisticated listening lessons, while students remain active and motivated throughout the lesson: during the pre-activity, the main activity “during”, and the post-activity phases.

#### **Listening Lesson Plan Design**

##### **Pre-Stage**

The first step is pre stage. In this part of the lesson, the teacher will prepare students to listen, and students should think about the topic and learn some important words. The teacher could ask questions, show pictures, or ask students to guess what they will hear. In fact, this step helps students feel more confident, and they will be interested before they listen to the audio, music, or videos.

##### **-Possible activities:**

- Brainstorming
- Take notes

##### **During-Stage**

The second step is during stage. This is the perfect moment when students listen to the audio. They could listen one, two, or three times, and the teacher gives students tasks to help them focus, for instance: students can listen for the main idea or for details like names, numbers, or location. In addition, they can answer true or false questions, choose the correct option, or complete a chart. In fact, those activities are useful to understand the information step by step.

**-Possible activities:**

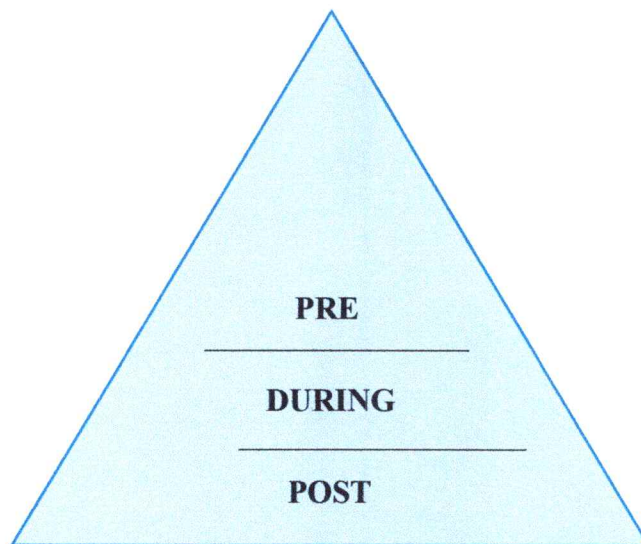
- Fill in the blanks.
- True or false.
- Ordering items.
- Multiple choice.
- A matching picture with description.
- Draw a picture.

**Post-Stage**

The last step is post stage. First, students use what they heard, and they can speak in groups or pairs, and write something about the audio file, for instance: they could write a summary, give their opinions, or create a short dialogue. In addition, this step connects listening to other skills such as: speaking and writing, and it also helps students remember the topic much better.

**-Possible activities:**

- Correct mistakes in the Lyrics.
- Create a new verse for the lyrics of a song.



### How to create objectives for the listening lesson plan?

To write effective listening objectives, follow this structure:

By the end of the lesson, **SWBAT**:

Show understanding of:

-Demonstrate understanding of a text.

By:

-By doing something that shows you get it.

And then:

-And then doing something more that builds on the ideas.

### **Journal 3: Listening PDP**

From my perspective, the PDP framework for listening was a helpful tool for listening activities; furthermore, it helps students improve their listening skills and understand spoken language better.

I have learned that the PDP framework is a structured approach to teaching listening skills; furthermore, it is about understanding the meaning and context of what is being said. I also have learned that the PDP framework can help teachers identify areas of improvement, so students could have positive change.

During my pre-service teaching, I saw that students had trouble understanding audios, or videos; thus, the PDP framework can help solve these problems by providing a framework for teaching listening skills.

The PDP framework is important for teachers, because it helps us understand much better the listening materials. Additionally, teacher can create more effective lesson using PDP framework; thus, students will improve their listening skills.

All in all, the PDP framework is a valuable tool for teaching listening skills, because it helps students develop their ability to understand spoken language and communicate effectively.



## Listening Lesson Plan Sample

**Name:** Corral Tony

**Level:** 5<sup>th</sup>

### Action points

- Be careful with the information given.
- Time management

### What are your Student Learning Objectives for the lesson?

- By the end of the lesson, SWBAT show understanding of an audio file about “What’s in the living room” **by** choosing the correct option **and then** create a new verse in pairs using living room vocabulary from the audio.

### 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 assess the understanding of the students so far and review previous information.
- If there is a comprehension problem, I will provide feedback to help students use the vocabulary correctly.
- I will take an oral test to ensure that the students know how to use the vocabulary from the audio file.

### Preliminary considerations:

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

- Some vocabulary related to the living room.
- Preposition of place.

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

- Mispronouncing some words related to the vocabulary.
- Misunderstanding the information.

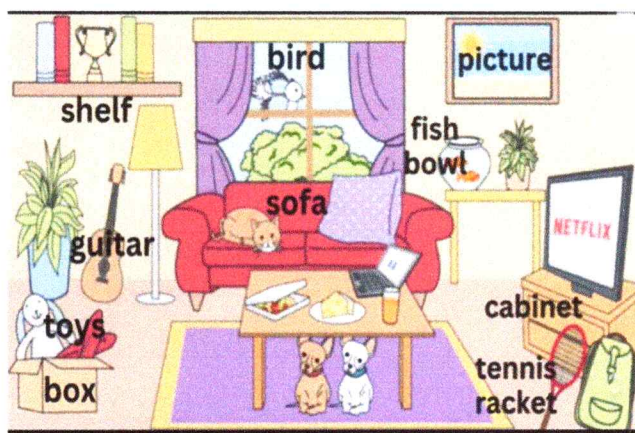
#### 3.How will you avoid and/or address these problem areas in your lesson?

- Giving pre-information, working on pronunciation of vocabulary
- Playing the audio as many times as necessary.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 minutes	<b>Pre-Stage</b>	Shows a picture of living room vocabulary.  Ask: what objects can you see in the living room?  What is your favorite object in the living room? Why?	See the picture and discuss about it.  See the picture again and answer the questions.	T-S  T-S	A picture A laptop
10 minutes	<b>During-stage</b>	Play the audio recording about the topic and ask students to take notes on the objects they hear.	Listen to the audio recording.  Recognize the prepositions of place.  Add general details about the listening.	T-S	Notebooks Pencils or pen A laptop A projector An audio recording <a href="https://youtu.be/RzpD95qKXUI?si=0v4wJ890MtvGUUFs">https://youtu.be/RzpD95qKXUI?si=0v4wJ890MtvGUUFs</a>
10 minutes	<b>During-stage</b>	Play the audio file again so that students can fill in the blanks with the correct words based on what they hear. Ask volunteers to share their answers	Students will complete the blanks with words from the audio, which will be played again.  Share their answers.	T-S  S-T	A Computer An Audio recording

8 minutes	<b>During - stage</b>	<p>Play the audio recording one last time.</p> <p>Ask students to choose the correct option based on the information they hear.</p>	<p>Listen to the audio recording one last time.</p> <p>Choose the correct option based on the vocabulary from the audio.</p>	<p>T-S</p> <p>T-S</p>	<p>A Computer Worksheet material</p> <p><a href="https://www.liveworksheets.com/w/en/english-language/1402137#google_vignette">https://www.liveworksheets.com/w/en/english-language/1402137#google_vignette</a></p>
12 minutes	<b>Post-stage</b>	<p>Ask students, in pairs, to create a new verse using the vocabulary they heard in the audio.</p> <p>Ask each pair to share their verse with the class.</p>	<p>Work in pairs to create a new verse using the vocabulary they heard in the audio.</p> <p>Share their new verse with the class.</p>	T-S	Vocabulary

## Pre-stage



what objects can you see in the living room?

What is your favorite object in the living room? Why?

## During-stage

## Questions

The cat is lying \_\_\_ the sofa.

- a) In the box
- b) On the sofa
- c) Under the sofa

The guitar \_\_\_ the sofa.

- a) Under the sofa
- b) Next to the sofa
- c) On the sofa

The dog is \_\_\_ the table.

- a) Behind the armchair
- b) On the sofa
- c) Under the table

The picture is \_\_\_ the wall.

- a) In the shelf
- b) On the wall
- c) Next to the door

The toys are \_\_\_ the box.

- a) In the box
- b) On the shelf
- c) Under the bed



Fill in the gaps according to what you hear from the listening.

**-Next to, Under, On, Behind, in front of, In.**

I can see a living room. There is a red sofa. there is a cat lying \_\_\_\_ the sofa. There is a tree outside. I see a bird \_\_\_\_ the window, there's a picture on the wall above a table. I can see a fishbowl with two fish \_\_\_\_ the table, there is a plant \_\_\_\_ the fishbowl. I see a TV \_\_\_\_ a small cabinet, there is a bag and tennis racket resting \_\_\_\_ the cabinet. there's a small table in the middle of the room, there are two dogs \_\_\_\_ the table, there is pizza, cheese, juice, and a laptop \_\_\_\_ the table. there's a box \_\_\_\_ the floor. I see toys \_\_\_\_ the box.

**Post-stage**

**In pairs create your own new verse:**



## Module 4. Reading Lesson Plan

PDP reading is a technique designed to improve student understanding of a text. PDP stands for Pre, During, and Post reading, the three stages of reading, and it enables students to read more effectively or increases their understanding. According to Tawali (2021) the students are more familiar with the pointers of reading: 1) the students are able to pick out the main idea in a paragraph, 2) the students are able to locate specific pieces of information in the text, 3) the students are able to figure out classification of the text that is not very clear, 4) the students are able to locate the opposite or the same words of the text, 5) the students are able to determine the reference of the text.

Reading is one of the most essential communication skills that everyone must understand. If we read with an objective like reading comprehension, so it will be the skill to realize and make sense of written text. In addition, if we want to understand what we read; we need two skills, such as: we should be able to read what we read, and understand the language because both skills work together to help students comprehend the text.

Now, let us see two strategies to read successfully:

1. **Skimming:** Reading quickly to get the main idea.
2. **Scanning:** This means searching for specific information in a text, and we look for keywords, phrases, or answers to questions.

### Pre-reading

Before reading, the teacher helps students get ready, and the teacher should ask questions or show pictures to achieve this. Additionally, the goal is to help students think about the topic, because this helps the brain understand the information or vocabulary of the text. Finally,

Students can guess what the story is about or learn new words.

**Possible activities:**

- Discuss the topic of the text.
- Predict the content of the text from clues (Romance, mystery, horror, etc.)
- Predict the vocabulary of the text.

**During-reading**

During the class, students read the text, and the teacher may ask questions about the text.

Students should read alone, with a partner, or with the teacher. An important clue or strategy for them is to underline or highlight important parts of the text. In addition, this helps students stay focused and understand the main idea and details about it.

**Possible activities:**

- Recognize the function of the parts of a text.
- Order sections of the text based on transition words.
- Identify the topic sentences

**Post-reading**

After reading, students will talk about the text they read in class. After that, students answer questions or do activities, for instance: they should write a summary, draw a picture, or act out a scene. In fact, this helps students remember what they read, and they will use the new words they learned from the reading.

**Possible activities:**

- Write a summary
- Write in sections what you understand from the text.
- Draw a story about what they understand in every paragraph from the text.

#### **Journal 4: Reading**

For me, the PDP framework for reading is practical, because it helps students understand texts much better. I learned that this framework is not just about reading words, but it is about understanding what the text means.

During my teaching practice, I saw that students had trouble understanding some texts; moreover, they got confused with new vocabulary and sentence structure. I think the PDP framework can help solve this problem by making reading easier and more fun for students, but we need to use it in every reading activity to get great results.

The reading process is important for learners, because it helps students learn new things. By following the steps, students can improve their reading skills; I believe this framework can help students become better readers.

In my experience, students need help and constructive feedback to improve their reading skills; besides, the PDP framework provides a clear plan that helps students read effectively. It is like a guide that shows them how to read, and it helps us understand texts.

All in all, this framework is useful for them, because they can look at the text before reading, read it carefully, and then think about what they have read. This way, they can understand texts, and they can feel proud of their reading skills.



## Reading Lesson Plan Sample

**Name:** Corral Sanchez Tony

**Level:** 5th

### Action points:

- Be careful with the information given
- Explore Reading Skills
- Time management.

### What are your Student Learning Objectives for the lesson?

- By the end of the lesson, **SWBAT** show understanding of a reading about "*Evelyn's Daily Routine*" **by** answering comprehension questions **and then** drawing a story based on their comprehension of 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?

- I will check whether the students understand the key vocabulary of the reading "*Evelyn's Daily Routine*".
- I will check whether students have completed the activities correctly and used vocabulary from the text.

### Preliminary considerations:

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

- Rules of the present simple tense.
- Some vocabulary was taken from the reading.

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

- They might feel shy and a bit uncomfortable.
- Confusion with some specific vocabulary.
- Mispronunciation of the acquired vocabulary.

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

- Showing kindness to students to create a comfortable learning environment.
- Giving students only the most important information to avoid confusion.
- Providing the correct pronunciation of difficult words from the reading

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 minutes	Pre-Stage	<p>Show an example of brainstorming. Ask students to create a brainstorming with their own daily routines.</p> <p>Ask: what is your favorite daily routine? Why?</p>	<p>Create a brainstorming using their daily routines.</p> <p>Raise their hands to participate and say their favorite daily routine.</p>	<p>T-S</p> <p>VT</p>	<p>A Pencil or pens Markers A board A notebook</p>
8 minutes	During stage	<p>Introduce the topic: Evelyn's Daily routine. Hand out the reading sheets.</p> <p>Ask students to classify the images in the order the events happened during the day.</p> <p>Ask students to share their answers.</p>	<p>Read the text carefully.</p> <p>Identify the images associated with the text and order them according to the day of the events.</p> <p>Share their answers.</p>	<p>T-S</p> <p>S-T</p> <p>V</p>	<p>Copies of the reading A pencil or pen An eraser</p>
10 minutes	During-stage	<p>Ask students to read the reading one more time.</p>	<p>Read the text carefully.</p>	<p>T-S</p>	<p>Worksheets A pencil</p>

		<p>Give a worksheet with the key vocabulary (Get up, take a shower, have breakfast, go to school, do homework, go to bed, and watch TV).</p> <p>Ask students to match the correct option based on the reading.</p> <p>Check and compare their answers.</p>	<p>Match the daily routine vocabulary with the correct picture.</p> <p>Compare their answers with the class.</p>	<p>S-S</p> <p>VA</p>	
10 minutes	<b>During-stage</b>	<p>Ask students to reread the previously given text one last time.</p> <p>Ask students to answer some comprehension questions (Where does she usually go on weekends? What time does Evelyn get up in the morning? ...) by choosing the correct option based on the text.</p>	<p>Read the text one last time.</p> <p>Choose the correct option based on the text: (Where does she usually go on weekends? What time does Evelyn get up in the morning? ...)</p>	<p>T-S</p> <p>S-S</p>	<p>Copies of the reading</p> <p>A pencil</p>
12 minutes	<b>Post-stage</b>	<p>Ask students to draw a story based on their comprehension of the text and write two sentences to describe their drawing.</p> <p>Ask students to share their sentences.</p>	<p>Draw a story based on their comprehension of the text and write two sentences about their drawing.</p> <p>Share with the class the sentences explaining their drawing.</p>	<p>T-S</p> <p>VA</p>	<p>A pen</p> <p>Markers</p> <p>A notebook</p>





# Match The Daily Routine with The Correct Picture.

## Worksheet

1. Get up •

2. Take a shower •

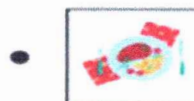
3. Go to school •

4. Have breakfast •

5. Do homework •

6. Go to bed •

7. Watch TV •



Read and, according to the text, answer the following questions

### QUESTION 1

WHAT TIME DOES EVELYN GET UP IN THE MORNING?

- A) 7:00 a.m.
- B) 6:00 a.m.
- C) 8:00 a.m.
- D) 5:30 a.m.

### QUESTION 2

WHAT TIME DOES EVELYN GO TO BED?

- A) 9:00 p.m.
- B) 10:00 p.m.
- C) 11:00 p.m.
- D) 8:30 p.m.

### QUESTION 4

What does Evelyn not do on weekdays?

- A) Do her homework
- B) Help her mother
- C) Watch TV
- D) Have dinner

### QUESTION 3

WHAT DOES EVELYN DO AFTER SHE GETS HOME FROM SCHOOL?



Post stage:

**Draw a story inspired by the text**



**He gets up in the morning  
and has his breakfast.**



**Finally, he watches TV  
and studies in the evening.**

## **Module 5. Writing Lesson Plan**

A Writing Lesson Plan is a comprehensive guide that a teacher uses to teach students how to write. Besides that, it helps the teacher stay focused, and it makes sure that the students are learning step by step. According to Lunenburg (2014) writing lessons are designed with clear goals, for instance: students are guided towards composing an expository paragraph with logical transitions and peer editing of text portions.

A writing lesson plan can focus on different types of writing, for instance: it could help students write a paragraph, a story, a personal letter, an opinion essay, or an informational report. It also teaches useful skills such as: organizing ideas, writing clear sentences, using correct grammar, and editing their work.

This writing lesson plan includes important parts like:

**The objective:** By the end of the lesson, SWBAT:

Write a: (Type of the text)

To: (Describe the purpose)

Then: (Extension activity)

**Stage 1:**

**Preparation:**

This stage helps students pay attention, and it makes them feel curious or ready to learn about the topic.

**Possible activities:**

-Brainstorming

-Write about their personal experiences.

**Stage 2:**

**Drafting / Revising / Editing:**

In this stage, students work on one writing skill at a time, such as: organizing ideas, and fixing grammar. In addition, they write multiple drafts, making revisions, and edits to improve their writing.

**Possible activities:**

- Compare their drafts.
- Revise their drafts and correct them.

**Stage 3:****Extension:**

- Other students read the writing and give comments.
- The writing is shared with more students, not only with the teacher.

**Possible activity:**

- Read their works out loud.



### **Journal 5: Writing PDE**

From my point of view, the PDE framework for writing helps students in their activities; moreover, it divides the writing process into steps to develop their ideas and improve their writing skills. As a matter of fact, I learned that this framework is not just about grammar and spelling, but it generates ideas to make their writings clear.

During my teaching practice, I noticed that students had a good vocabulary, but they had problems with grammatical tenses. Additionally, they would get confused using verbs at different times like present simple; therefore, the PDE framework can help solve this issue by focusing on the writing process.

The writing process is important for the students; it helps students think carefully and express their ideas clearly. By following the correct steps, students can produce better writings; however, I believe that this framework can help students become better writers and communicators.

In my experience, students need guidance to improve their writings; nevertheless, the PDE framework provides a structured approach that helps students to develop their ideas and writing skills. In fact, it is like a roadmap that shows them how to write effectively, and they can brainstorm ideas, write a draft, and revise or edit their work.

## Writing Lesson Plan Sample

**Name:** Tony Corral Sanchez

**Class:** 5<sup>th</sup>

### Action points:

1. Time Management
2. Classroom Management

### What are your Student Learning Objectives for the lesson?

- By the end of the lesson, students will be able to write a short letter **to** use specific vocabulary related to school complaints, **then** read aloud the letter with the class and choose the best one.

### 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?

- Students will be able to create a short letter following the correct steps.
- Students will be able to correct and edit their letter using the "peer editing symbols guide"

### Preliminary considerations:

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

- Students already know how to use simple sentences.
- Students know how to use there is and there are and present simple tense.
- Students know some common vocabulary about school complaints.

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

- Students may find it difficult to write a short letter.
- Students may find it difficult to write concrete examples to support their complaints.

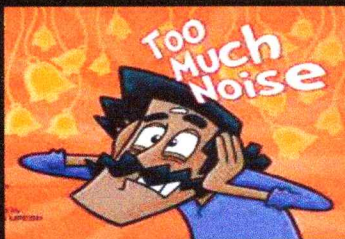
#### 3.How will you avoid and/or address these problem areas in your lesson?

- I will provide the proper steps to write a good letter.
- I will create a bank with useful tips for writing a letter.

Time	Framework Stage	Procedure		Interaction T-S/S-S	Materials Needed
		Teacher will...	Students will...		
5 min	<b>Preparation</b>	Show pictures of school complaints. Ask students: What can they find in the picture?	Look at the pictures. Answer the questions and mention the things they see in the picture.	T – S	Projector A laptop
15 min	<b>Drafting</b>	Present an example of a short letter with the correct steps (letterhead, date, recipient's address, greeting, the body of the letter, farewell, signature) and the phrase bank. Ask to create a short letter about school complaints. Ask to use the correct steps and phrase bank. Supervise the students when writing the short letter.	Pay attention to the example of the letter.  Create a draft following the instructions given.	T – S	Projector A laptop Pencils Papers

15 min	<b>Revision and editing</b>	<p>Ask students to switch their letters with a partner for peer revision.</p> <p>Show how to use “editing guide symbols”.</p> <p>Ask them to return the letter that they have corrected.</p> <p>Ask students to edit their drafts using the suggestions made.</p> <p>Supervise the students while they revise and write their final version.</p>	<p>Switch their letters with a partner.</p> <p>Identify the mistakes using symbols to revise the draft:</p> <div><p>Guide To Editing Symbols</p><table><tr><td>GRAMMAR</td><td>GR</td><td>SPELLING</td><td>S.P</td></tr><tr><td>WORD(S) MISSING</td><td>W.M</td><td>SPACE</td><td>S</td></tr><tr><td>WORD ORDER</td><td>W.O</td><td>COMMA</td><td>C.S</td></tr><tr><td>CAPITALIZATION</td><td>C</td><td>SPLICE</td><td></td></tr></table></div>	GRAMMAR	GR	SPELLING	S.P	WORD(S) MISSING	W.M	SPACE	S	WORD ORDER	W.O	COMMA	C.S	CAPITALIZATION	C	SPLICE		S- S	<p>Projector</p> <p>A laptop</p> <p>Pencils</p> <p>Papers</p>
GRAMMAR	GR	SPELLING	S.P																		
WORD(S) MISSING	W.M	SPACE	S																		
WORD ORDER	W.O	COMMA	C.S																		
CAPITALIZATION	C	SPLICE																			
10 min	<b>Extension</b>	<p>Ask some students to read their letters to the class.</p> <p>Ask students: which formal letter do you think is the best?</p>	<p>Read the letters out loud in front of the class and choose the best one.</p>	S– S	<p>Papers</p>																



**Preparation (1)**

**Drafting (2)**

<b>Letterhead</b>	<b>SCHOOL COMPLAINT</b>
<b>Date</b>	Emily Johnson La Pradera March 12, 2023
<b>Recipient's address</b>	Principal's Office San Pedro Elementary School
<b>Greeting</b>	Dear Principal Smith
<b>Body of the letter</b>	I want to tell you some things that are not good at our school. There is too much homework. The food in the cafeteria is bad. I don't like it. There is too much noise in the school. It's hard to hear the teacher.
<b>Farewel</b>	There are no sports teams. I want to play more sports and there are dirty bathrooms.
<b>Signature</b>	Goodbye  Emily Parrales

<p align="center"><b>BODY OF THE LETTER</b></p> <p><b>Start the Complaint:</b></p> <ul style="list-style-type: none"> <li>- I don't like...</li> <li>- There's a problem...</li> <li>- I want to tell you...</li> </ul> <p><b>Describe the Issue:</b></p> <ul style="list-style-type: none"> <li>- There's too much...</li> <li>- It's not good...</li> <li>- It's a problem...</li> </ul> <p><b>Final declaration:</b></p> <ul style="list-style-type: none"> <li>- Thank you.</li> <li>- Please help me.</li> <li>- I hope you can fix it.</li> <li>- I'm sorry.</li> </ul>
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**Guide To Editing Symbols****GRAMMAR****GR****SPELLING****S.P****WORD(S)  
MISSING****W.M****SPACE****S****WORD  
ORDER****W.O****COMMA  
SPLICE****C.S****CAPITALIZATION****C**

## **Curricular Framework**

### **1. International Education and its Global Role**

Education is a human right; therefore, it helps people to grow, learn, and become part of the world. International education plays a big role in many countries; moreover, it connects students with other cultures and ideas. Indeed, it prepares students to live in a world that is always changing; meanwhile, people use technology, travel, and speak different languages more than ever. Because of this, education helps students to develop their communication skills.

One important part of international education is learning languages. When students learn other languages, they can speak to people from different countries. In addition, they can understand different cultures, because English is one of the most important languages today. Many people use it in business, education, travel, and science. As a result, learning English helps students to take part in the world.

### **2. The Importance of Education**

Education is very important for the future of every person; moreover, it helps children and young people to learn how to read, write, and think. It also helps them to learn values like respect, honesty, and responsibility. When students receive a good education; they can have better jobs and a better life. Education is important for the growth of a country; moreover, people can help their communities when they are educated. In fact, education gives people knowledge, but it also helps them to solve problems and work with others.

In our country, education faces many challenges, for schools do not have enough materials. Other schools have too many students in one classroom; thus, there are not enough trained teachers. These problems are bigger in rural or public schools, and many teachers work hard every day. Also, the government and private groups are working to improve education.



### **3. The Role of English in Education**

English is an important subject in the school curriculum, and it is also a tool to learn much better. When students learn English in their classes, they can read books, use websites, and talk with people from other countries. English helps students to develop many skills, and they can learn to listen, speak, read, and write or even learn to think in a different way.

### **4. English in Different School Contexts**

In private schools, English often has more time in the curriculum, because there may be more materials, better teachers, and smaller classes. This helps students to learn faster and better. In rural schools, the situation is different, because many students do not have internet or good materials. Teachers may not have special training in English, but students need to learn the language effectively. They must have the same opportunities as students in cities or private schools. In public schools, English is a regular subject, but there is not enough time or resources. In addition, students may not speak English outside the classroom; furthermore, it is important to improve the teaching of English in public schools.

### **5. The Need to Develop English Skills**

Teaching English is not only about grammar or vocabulary, but students need to use the language to express ideas, to ask questions, and to understand others. The goal is to help students speak and use English in real situations; moreover, it is also important to connect English with other areas of life, for example: Students can learn English through songs, stories, projects, or games. Students remember because learning is fun and useful. In addition, teachers must also help students feel safe when learning English; therefore, they should not be afraid to make mistakes.

English is an international language around the world, because it opens doors, connects

people, and more. In our country, it is important to make English learning strong in all schools; nevertheless, all students need the chance to learn and grow. In fact, a strong English education helps students to be ready for the future, and it helps them to have more options and a better life.

### **Implementation of the curricular integration work**

The time for the Curricular Integration Work is calculated based on several activities: supporting students in planning lessons for all language skills, conducting one field visit per term for feedback, providing individual tutoring sessions, writing progress reports at least once per semester, and reviewing the final work, including attending the final presentation of the students.

The time for the curricular integration work will be distributed as follows:

Stage of Curricular Integration Work	Learning Organization			
	ACD	APE	CTA	Total
Induction Workshop	2	8	20	30
Lesson Planning	14	8	140	162
Lesson Implementation	14	12	140	166
Portfolio Presentation	2	4	20	26
<b>Total Hours of Curricular Integration</b>	<b>32</b>	<b>32</b>	<b>320</b>	<b>384</b>

## **Methodological aspects**

### **Presentation of the Integrated Curriculum Project.**

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

I had high expectations about making a positive impact on the lives of students and contributing to the community. I believed that my teaching experience would be rewarding and challenging at the same time.

#### **2. What was the reality of the educational context (infrastructure and facilities) during your educational social service?**

The infrastructure was decent, with chairs, tables for students, a whiteboard, and markers, which are essential for a good class. Additionally, the classroom had air conditioning, which made the learning environment comfortable.

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

The initial diagnosis showed that most students had difficulties with vocabulary and grammar. This affected their ability to participate in certain activities. However, some students showed potential and were eager to improve their skills.

#### **4. What were the advantages and disadvantages of planning and executing classes using the ECRIF, PDP, and WRITING PROCESS models?**

The advantages were that these models improved the skills of students and the disadvantages were that some activities required more time to prepare.

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

My community social service helped me develop patience, empathy, and understanding. I learned to adapt to different learning styles and needs, which made me a more effective teacher.

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

My teaching experience taught me the importance of being flexible and responsive to the needs of students. I also learned to plan lessons effectively and manage the classroom efficiently. These skills will help me become a better teacher.

**7. What were your weaknesses as a student-teacher?**

One of my weaknesses was not knowing how to deal with students with special educational needs.

**8. What do you consider necessary to include in the course subjects of the career?**

I believe it is essential to include a course on how to teach students with special educational needs. This would equip future teachers with the skills and knowledge to create inclusive learning environments.

**9. What were your best skills during your teaching experience?**

My best skills were my ability to communicate complex ideas simply and my enthusiasm for teaching. I was able to create a positive learning environment and motivate students to learn.

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

The results showed significant improvement in the English language proficiency of the students, particularly in vocabulary and grammar. The confidence and participation of the students in class also increased, indicating a positive impact on the teaching experience.



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## Annexes

