

**UNIVERSIDAD LAICA ELOY ALFARO DE MANABÍ**

**FACULTAD DE EDUCACIÓN, TURISMO, ARTES Y HUMANIDADES**

**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

**MODALIDAD:**

**TRABAJO DE INTEGRACIÓN CURRICULAR**

**SERVICIO SOCIAL COMUNITARIO**

**TEMA:**

**TEFL IN COMMUNITY SERVICE**

**U.E “DRA GUADALUPE LARRIVA”**

**AUTORA:**

**MARÍA VERÓNICA MENDOZA ROCA**

**TUTORA:**

**LIC. CINTYA ZAMBRANO ZAMBRANO**

**MANTA – MANABÍ – ECUADOR**

**2025 - (1)**

## CERTIFICADO DE DERECHO DE AUTOR PROPIEDAD INTELECTUAL

Título del Trabajo de Investigación: TEFL in Community Service "Dra. Guadalupe Larriva School"

Autor:

Mendoza Roca María Verónica

Fecha de Finalización:

30 de julio del 2025

Descripción del Trabajo:

El presente trabajo de investigación tiene como objetivo desarrollar en el docente de inglés en formación competencias pedagógicas y lingüísticas mediante la planificación, aplicación de metodologías y evaluación de estrategias didácticas en contextos educativos reales, con el fin de fortalecer el aprendizaje del idioma inglés en la comunidad educativa, fomentar su responsabilidad y compromiso profesional, y así consolidar su identidad docente.

Declaración de Autoría:

Yo, **María Verónica Mendoza Roca**, con número de identificación **131693896-6**, declaro que soy el autor original y **Lic. Cintya Maribel Zambrano Zambrano.**, con número de identificación **131170298-7**, declaro que soy el coautor, en calidad de tutor del trabajo de investigación titulado " **TEFL in Community Service "Dra. Guadalupe Larriva School"**". Este trabajo es resultado del esfuerzo intelectual y no ha sido copiado ni plagiado en ninguna de sus partes.

Derechos de Propiedad Intelectual:

El presente trabajo de investigación está reconocido y protegido por la normativa vigente, art. 8, 10, de la Ley de Propiedad Intelectual del Ecuador. Todos los derechos sobre este trabajo, incluidos los derechos de reproducción, distribución, comunicación pública y transformación, pertenecen a los autores y a la Institución a la que represento, Universidad Laica Eloy Alfaro de Manabí.

Firma del Autor:

María Verónica Mendoza Roca  
1315252443

Firma del coautor:

Lic. Cintya Zambrano  
131170298-7

Manta, jueves, 7 de agosto de 2025

## CERTIFICO

En calidad de docente tutor(a) de la Facultad de Educación, Turismo, Artes y Humanidades de la Universidad Laica "Eloy Alfaro" de Manabí, CERTIFICO:

Haber dirigido, revisado y aprobado preliminarmente el Trabajo de Integración Curricular bajo la autoría de la estudiante MENDOZA ROCA MARIA VERONICA, legalmente matriculada 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, Viernes, 01 de agosto de 2025.

Lo certifico,



ZAMBRANO ZAMBRANO CINTYA MARIBEL  
**Docente Tutor**

INTRODUCTION .....	3
Reflection on educational experience .....	5
1. What were your expectations regarding teaching community service? .....	6
2. What was the reality of the educational context (infrastructure and facilities) in your social service setting? .....	6
3. What were the results of the initial diagnostic of the students' English proficiency? ..	7
4. What were the advantages and disadvantages of planning and executing lessons using ECRIF, PDP, and Writing Process Models? .....	9
5. How did your community service contribute to your personal growth? .....	11
6. What elements of your teaching experience contributed to your professional growth? .....	12
7. What were your weaknesses as a student-teacher .....	12
8. What do you consider necessary to include in the academic program? .....	12
9. What were your strongest skills during your teaching experience? .....	15
10. What were the results of the contrast between the diagnostic test and the final test?	16
CONCLUSIONS .....	17
RECOMENDATIONS .....	18
Attachments .....	19
Photos .....	41
.....	41
References .....	43



## INTRODUCTION

TEFL in community service is a process that takes place in schools through elementary and high school levels. It aims to apply the knowledge obtained during internships and academic training. This involves not only academic activities, but also cultural and inclusive projects to promote and develop personal and community growth.

TEFL in community service is the result of all the knowledge and experience I have gained throughout my college studies and internships. It has been a challenge that allowed me to put into practice every aspect of teaching English as a foreign language, helping me become a better teacher and mentor in the future. My community service teaching was done at Dra Guadalupe Larriva high school, starting on May 13th, 2024, and ending on February 25<sup>th</sup>, 2025. I performed more as an English teacher than an assistant due to the lack of a proper teacher in the institution, which led to an exhausting but fulfilling experience.

To make my classes better and help students learn more easily they were based on the TEFL Application Process, using planning frameworks such as ECRIF for speaking, PDP for reading and listening, and the Writing Process to effectively develop language skills in real classroom contexts. This teaching process helped me organize my lessons and focus on the needs of my students and also made them improve their communicative skills.

The Language Analysis (Form Meaning and Use) allowed me teach structures and rules in a clear way which made this part easier to understand. By following this analysis, I noticed that most of the students felt more confident when writing or speaking in English.

ECRIF, which stands for Encounter, Clarify, Remember, Internalize, and Fluently use and focused on speaking allowed the students have the opportunity to discover new vocabulary

and expressions, understand their meaning, and practice using them in real conversations. I could see great results with this process, as students started to communicate their ideas more clearly and confidently. As Tamayo et al. (2023) explain, ECRIF is a practical approach for improving the process of learning speaking skills in a cooperative environment with activities focused on students. ECRIF is very effective in enhancing students' speaking abilities through structured activities.

For the reading lessons, I applied the PDP model for reading skill, which stands for Pre, During, and Post stages. This process facilitates a deeper comprehension of texts. In the pre-reading stage, I prepared the vocabulary and some questions related to the topic. While reading, the students focused on the main ideas and details. After reading, they completed some exercises to check their understanding and then prove if they were able to express their own ideas and points of view base on the reading.

I also used the PDP model for listening skill due to it enhances listening comprehension. The process was similar to reading but focused on audio resources. Before listening, I gave the students the context and key vocabulary. While listening, they focused on the main message and important details. After the audio, they answered some questions and talked about the content. As Anchundia Ponce et al. (2023) explain, the PDP approach helps in the improvement of English language listening abilities and is crucial for gaining a deeper comprehension of the relationship between technology implementation or didactic materials towards teaching a foreign language. Based on my experience, applying this method helped students feel more confident and ready to understand audios in English.

The Writing Process, which includes steps like preparing, drafting, revising, and editing, encouraged students to express their ideas in writing more freely. They learned that

writing is a process and making mistakes is part of it. By following each step, students improved their writing skill focus on structures, grammar, and vocabulary. It was very satisfying to see how their final texts showed real progress.

This experience allowed me to observe and reflect on the actual conditions and difficulties experienced by students and teachers. I learned that teaching is not only about giving lessons, but also about listening, adapting, and supporting each student in different ways. Even when the conditions were not perfect, I tried to do my best so students could feel motivated and learn something useful for their future.

Regarding the objective of community service, which is to develop pedagogical and linguistic competencies in pre-service English teachers through the planning, application of methodologies, and evaluation of didactic strategies in real educational contexts while fostering a sense of responsibility, professional commitment, and consolidating their teaching identity this report documents my journey and experience throughout the TEFL community service teaching program. It also reflects on the personal and professional growth I have achieved, analyzing the advantages and challenges encountered.

## Reflection on educational experience

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

Before starting my community service year, I had some expectations about teaching in public schools. From my internship experiences, I noticed that there are not many English teachers in public schools. According to the Ministerio de Educación (2014) the teaching of the English language is mandatory from the 8<sup>th</sup> grade onwards and I think that is the reason why in the elementary level there is not that many teachers. This problem let me prepare for my community service year, giving me experience and knowledge on how to solve it. I expected that teaching would require time and patience to do it right.

With the reason previously mentioned, I also thought that most of students were afraid of the English classes. But I hoped that if I worked hard and made the classes entertaining, they would be motivated. I wanted to teach them that English is very important for the future. I was also excited to learn from the students. I saw this time as a chance to be better as a teacher and mentor.

I had expected to have more teaching hours during my community service, but the time available was not enough to cover all the topics I had originally planned. As a result, I had to shorten some lessons and skip a few activities, which was frustrating because I wanted to provide my students with more opportunities for practice.

Additionally, I had imagined working with groups of about 15 to 20 students per classroom; however, there were approximately 40 students in each class. This large number made it challenging to provide personalized attention, so I had to adapt my teaching to be more general and focus on strategies that could engage the whole group effectively.



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

The reality of the educational context in my social service teaching was good in most parts. The school has good infrastructure. It has a modern building with a library, a music room, and a science lab. The library has a variety of English books and stories that I shared with my students to practice reading comprehension. These facilities showed that the school wanted to give students a complete education. The classrooms have fans, but there was not enough ventilation, so it was very hot. Because of the heat, students often got tired or distracted easily.

One significant challenge I encountered was the lack of technology. There were no projectors, computers in the classrooms, or Wi-Fi access. As a result, I had to adjust my teaching approach. I could not use videos, which made my lessons more auditory than visual. For visual support, the school staff assisted me by printing pictures and worksheets. Despite these limitations, these challenges helped me realize the importance of adaptability and taught me how to keep classes interactive and engaging even in resource-limited environments.

## **3. What were the results of the initial diagnostic of the students' English proficiency?**

At the beginning of my community service teaching, the school asked me to apply a diagnostic test to evaluate the students' English level. The test varied depending on the grade: from 2nd to 3rd grade, it was very basic, from 4th to 6th it was intermediate, and for 7th grade it was more advanced. However, across all levels, the results were low. Most students scored below 5 out of 10, and only about 20% of them were able to get a 7 or higher.



During the diagnostic process, it became evident that there was a student in 3rd grade with autism who required additional time to complete activities and often experienced difficulties understanding instructions. Likewise, in 5th grade, there was a student with a hearing disability who struggled to follow lessons, particularly when they were conducted in English. These observations highlighted the need for specialized attention and the implementation of differentiated instructional strategies to support their learning.

In most educational institutions, a specialist in inclusive education is responsible for conducting formal diagnostics, documenting students' needs, and advising teachers on appropriate pedagogical adaptations. This role is essential for ensuring that students with special educational needs receive a quality learning experience and that teachers are equipped with strategies, tools, and the necessary guidance to address these challenges confidently.

However, in this institution, there was no specialist to fulfill this role, nor was there any formal documentation of the students' conditions. Teachers merely acknowledged the presence of these conditions without implementing specific adaptations to address them. Consequently, I had to manage these situations independently, often feeling uncertain about the most effective ways to provide adequate support. The inclusion of trained personnel in special education would significantly benefit the institution, ensuring that both students and teachers receive the necessary support to foster an inclusive and equitable learning environment.

#### **4. What were the advantages and disadvantages of planning and executing lessons using ECRIF, PDP, and Writing Process Models?**

Planning and delivering lessons using the ECRIF, PDP, and Writing Process frameworks brought both advantages and disadvantages to my teaching experience.

One key advantage was that I already had some prior teaching experience at the university, which made it easier to organize and adapt to the community service teaching modality. These frameworks provided a clear structure for my lessons, helping me understand what steps to follow and how to achieve the learning objectives. They also made teaching more manageable, as each stage outlined specific actions, ensuring that the lessons had direction and purpose.

In particular, the ECRIF model was highly beneficial because it gave students multiple opportunities to speak and practice the language in meaningful ways. As PINE-ULEAM (2022) notes, ECRIF emphasizes strategies that build knowledge progressively rather than simply completing isolated activities. This framework also helped me as a teacher identify the appropriate moments to provide corrections and support, enhancing the learning process.

However, there were also several challenges. One significant disadvantage was the limited class time. Lessons were shorter than 45 minutes, which often forced me to split one lesson into two sessions. This interruption sometimes caused students to forget previous content, making the lessons feel incomplete. Additionally, ECRIF requires time to go through all its stages effectively, and in such short sessions, it was often impossible to reach the final stage, where students freely use the language.

Another challenge was the students' low proficiency level. Many of them appeared to have had little to no previous English instruction, which made oral production especially difficult. As Vermello (2022) points out, speaking remains one of the greatest challenges for both teachers and learners in high school contexts. This lack of prior knowledge made it more complex to implement communicative activities at the expected level.

The PDP model helped students to think about the topic before the activity, focus during reading or listening, and talk about the text after. A good thing about this model is that it helped students understand better and use what they learned. PINE-ULEAM (2022) points that the idea of the PDP framework is to motivate or give a reason for the students to read or listen. However, one disadvantage was the lack of technology. Many classrooms did not have speakers, internet, or a projector, so I had to bring my own recorder. This was sometimes difficult because I had to carry extra equipment and make sure it worked before class.

The Writing Process had one disadvantage. Many students did not have enough previous knowledge or vocabulary, so it was hard for them to write something. Because of this, the classes were not very interactive. Students often waited for help and did not participate as much as in the other lessons.

One clear advantage of the Writing Process is that it offers many ways to write. According to PINE-ULEAM (2022), the Writing Process has activities from free writing, poems, stories to haiku poetry and postcards. Writers can choose how to plan, write, and improve their texts depending on what works best for them.

One general advantage of the classes was that the students seemed more motivated and confident in using the language. At the beginning, many were shy and afraid of making

mistakes, but then they started participating more and showing interest. Seeing their progress and how they became more comfortable with English was one of the most rewarding parts of the experience.

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

Doing community service helped me grow a lot as a person. By helping others, I learned to put myself in their place and to understand them. I realized that not everything is about me and that there are always ways to support people.

It also helped me improve in many areas, like speaking with others, working in a team, and being more responsible. I met people who were very different from me, and that opened my mind and taught me to respect other opinions. I went out of my comfort zone, and that made me stronger and more confident.

I also developed empathy. Working with students from different backgrounds helped me understand their struggles, needs, and feelings. I learned to listen with patience and to support them not only as a teacher but also as a person who cares. This experience taught me that empathy is essential when working with others, especially in education. It helped me connect with my students in a more meaningful way and made me more aware of the importance of kindness and understanding in every situation.

Finally, I understood that being a leader is not just telling others what to do but also being ready to help and lead by example. I realized that I could make a difference in other people's lives, and that motivated me to keep learning and growing every day.



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

The lack of resources at the school helped me grow as a future teacher. I had to become more independent and find ways to meet the needs of my students without many materials. I learned to create my own resources and be more creative with my class activities. This experience taught me how to adapt and solve problems, and I believe these skills will help me a lot in my professional career.

Another important element of my teaching experience that helped my professional growth was learning how to manage the classroom better. At first, it was difficult because there were many students, and it was hard to keep their attention and maintain order. However, this challenge pushed me to improve. I learned how to give clear instructions, use routines, and keep students focused with organized activities. Now, I feel more confident and prepared to control a classroom, even with a large group of students.

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

One of my main weaknesses as a student-teacher was time management. At the beginning, I struggled to organize my schedule effectively, as I had to balance teaching multiple classes with attending university. This limited time for academic responsibilities, teaching preparation, and personal life made me feel stressed and overwhelmed. However, with practice and experience, I gradually learned to plan more efficiently and manage my time in a way that allowed me to meet my commitments more successfully.

Another weakness was classroom authority. At first, it seemed that my students did not view me as an authority figure. Since I was just starting my community service and I am



relatively young, some students perceived me more as a peer or a friend rather than a teacher, which made classroom management challenging. Over time, I realized the importance of establishing a more professional presence by being consistent, setting clear rules, and maintaining firm boundaries.

Additionally, I faced difficulties in managing my emotions. Balancing two significant responsibilities university coursework and community service teaching often left me feeling anxious and overwhelmed. There were moments when the pressure caused fatigue and a lack of motivation. This experience, however, helped me become more aware of the need for emotional self-regulation and the importance of developing strategies to cope with stress in demanding academic and professional environments.

## **8. What do you consider necessary to include in the academic program?**

I believe it is very important to include a specialized guide in the program. At the beginning, the vice principal was helping me and trying to be my guide. However, since English was not her area of expertise, I felt that I needed more support. I think there should be someone with experience in English teaching who can guide students like me, give advice when needed, and follow our progress.

Also, I think it is necessary to include a course about how to interact with young children in the academic program. In most of my pre-professional practices and during my community service work, I had to teach young children several times. This experience showed me that working with small children can be very different and sometimes stressful, especially if you do not have any experience or training. A course like this could help future teachers feel more prepared, learn useful techniques, and understand how to manage a class.

I also believe it is important to include a course on emotion management in the program. During my community service and university studies, I often felt very stressed because of the little time I had and all the responsibilities I needed to handle. Learning how to manage stress and emotions would help future teachers stay calm and focused, even in difficult situations. This kind of training could teach us strategies to relax, organize our time better, and keep a positive attitude while working and studying.

I think the program should include more focus on how to work with students who have learning problems or special needs. According to the Ministry of Education (2019), there are steps which must be followed to help students with especial needs; identify the students and their needs, analyze and comprehend them and apply the correct strategy to offer them a proper education. In many schools, there are children who need extra help, and teachers must know how to support them. A course about this topic could teach us how to understand their needs, how to change our lessons to help them, and how to be patient and kind.

According to Aftab, M. J. (2024), it is important to follow the Universal Design for Learning. This approach says that, to make sure all students receive a proper education, teachers need to use different strategies and tools, like audio and visual materials, depending on the students' needs. During my teaching experience, I noticed that some students understood better when I used images, songs, or short videos. Others needed more simple explanations or extra time. Using different methods can help all students feel included and learn better in class. For the student with autism, I used many pictures to help him learn new vocabulary. The images helped him understand the meaning of the words more easily and kept him focused during the activity. For the student with hearing problems, I used more written texts and pictures too.

Since it was difficult for her to hear clearly, reading and looking at images made it easier for her to follow the lesson. These strategies helped both students participate better in class.

## **9. What were your strongest skills during your teaching experience**

One of my strongest skills during my teaching experience was that I learned how to manage my time. At the beginning, as I said previously in the weaknesses part, it was difficult for me to organize my time between university studies and teaching. But with practice, I learned how to plan my days better. I was able to complete my university work and prepare for my classes. This helped me feel more confident and responsible with my tasks.

Another important strength was my autonomy when planning and doing my classes. I could organize my lessons and courses by myself, without needing a lot of help. For example, during an open house event, there was a day only for English, and I planned everything alone. I prepared different activities with students from all my classes: one presentation with 2nd and 3rd grade, another with 4th and 5th, then one with 6th, and the last one with 7th grade. Even without clear guidance, I was able to manage the event well.

A third skill that I developed during the teaching program was my creativity to solve problems. Many times, I faced challenges such as limited materials, students with different learning levels, or unexpected changes in the classroom. In these situations, I used creative ideas to find solutions. For example, I created games or simple activities with the resources I had, and I adapted my lessons to keep students interested and motivated.

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

At the beginning, students did not know how to follow instructions, not even in Spanish. During the diagnostic test, I explained the directions in both English and Spanish, but they still did not understand what to do. However, in the final test of the last term, I saw a big improvement. The students were able to follow the instructions I gave them in English. This showed me that they had developed better listening skills and were more confident in the classroom.

As I mentioned in the diagnostic section, at the start most of their grades were between 5 and 7. But by the final test, the lowest scores were 7 or above. One of the biggest changes was in the oral test. At first, students were shy and afraid to speak in English. Now, they speak without fear. They started to greet me and say goodbye in English when entering or leaving the classroom. They now use simple English words like “teacher” and “good morning” in their daily routine, which shows that English became a natural part of their school life.



## CONCLUSIONS

My community service teaching experience allowed me to apply the theoretical knowledge acquired at the university in real classroom settings. Although I encountered challenges such as limited technological resources and restricted class time, these situations pushed me to become more creative, responsible, and independent in my teaching practice. I implemented different instructional frameworks, including ECRIF, PDP, and the Writing Process, which proved effective in helping students improve their English skills, particularly in listening and speaking. Despite the difficulties, witnessing students' progress and growing confidence was highly rewarding.

The comparison between the initial and final assessments revealed significant improvements. At the beginning, many students struggled to understand basic instructions; however, by the end of the program, they were able to follow directions and use English in everyday classroom interactions. They became more willing to participate orally and demonstrated greater initiative in using the language. These outcomes reaffirmed my belief that, with appropriate support and motivation, students are capable of achieving meaningful language learning.

This experience also helped me confirm my passion for teaching and highlighted the importance of creating a safe, supportive, and encouraging learning environment where students can build confidence and develop their skills effectively.



## RECOMENDATIONS

Encourage teacher trainees to maintain reflective journals where they can analyze their teaching experience, identify challenges, and plan strategies for continuous improvement.

Design specialized workshops that provide teacher trainees with strategies to support shy or low-proficiency learners, helping these students build confidence and actively participate in class activities.

Offer training focused on developing teacher trainees' emotional intelligence, enabling them to better understand and support students' emotional needs throughout the learning process.

Provide training for teacher trainees on inclusive education, provide them with knowledge and skills to work effectively with students who have diverse educational needs and implementing appropriate pedagogical adaptations. Teacher trainees will be better prepared to foster supportive and accessible learning environments for all students.

## Attachments

- a) Annual report from the educational institution.



**UNIDAD EDUCATIVA FISCAL**  
**"DRA. GUADALUPE LARRIVA"**  
Código AMIE: 131104442  
Jaramijó – Manabí – Ecuador



Ministerio de Educación

Jaramijó, 4 de agosto del 2025

### INFORME SEMESTRAL SOBRE EL DESEMPEÑO DEL ESTUDIANTE MAESTRO

<b>Nombre del estudiante-maestro:</b>	María Verónica Mendoza Roca
<b>Cédula de Identidad:</b>	131693896-6
<b>Facultad:</b> Educación, Turismo, Artes y Humanidades	<b>Carrera:</b> Pedagogía del Idioma Inglés
<b>Periodo de práctica:</b> Desde septiembre de 2024 hasta febrero del 2025	<b>Niveles atendidos:</b> Segundo a Séptimo Año de Básica

**Objetivo del informe:** Evaluar el desempeño del estudiante-maestro durante su periodo de año comunitario en la Unidad Educativa Fiscal "Dra. Guadalupe Larriva "

#### Desempeño General:

El estudiante-maestro, María Verónica Mendoza Roca, ha demostrado un alto nivel de compromiso y responsabilidad en el desarrollo de sus funciones como docente en formación. Ha mostrado dominio de los contenidos curriculares, planificación eficiente de clases, y una adecuada implementación de actividades didácticas. A continuación, se detallan los aspectos evaluados:

#### 1. Planificación de Clases:

La estudiante ha presentado planificaciones coherentes y alineadas con los objetivos educativos establecidos, asegurando que las actividades propuestas favorezcan el aprendizaje de los estudiantes y su motivación con el idioma inglés.

#### 2. Desarrollo de las Clases:

La estudiante ha utilizado estrategias metodológicas variadas y ha mantenido un adecuado control de grupo. Su interacción con los estudiantes ha sido positiva, generando un ambiente de aprendizaje propicio y una comunicación adecuada.

#### 3. Evaluación de Aprendizajes:

Las evaluaciones aplicadas han sido pertinentes y reflejan los logros de aprendizaje esperados. La estudiante-maestro ha demostrado capacidad para retroalimentar a los estudiantes de manera constructiva y adecuada.



**UNIDAD EDUCATIVA FISCAL  
"DRA. GUADALUPE LARRIVA"**

Código AMIE: 131104442  
Jaramijó - Manabí - Ecuador



Ministerio de Educación

**4. Responsabilidad y Puntualidad:**

La estudiante ha cumplido con todas las actividades encomendadas de manera responsable y puntual, demostrando una actitud profesional en todo momento.

**Conclusión:**

El desempeño de María Verónica Mendoza Roca ha sido satisfactorio, cumpliendo con los objetivos propuestos durante su periodo de prácticas en la Unidad Educativa Fiscal "Dra. Guadalupe Larriva". Se recomienda continuar su formación docente, considerando su disposición y capacidad para impartir clases de manera efectiva.



Lcd. Teófilo Mero Bermeo. Mgs.  
RECTOR UEF "DRA GUADALUPE LARRIVA"  
CI: 1304390394  
Correo: teofilo.mero@educacion.gob.ec  
Telf. Celular: 0986867941



Jaramijó, 4 de agosto del 2025

### INFORME SEMESTRAL SOBRE EL DESEMPEÑO DEL ESTUDIANTE MAESTRO

<b>Nombre del estudiante-maestro:</b>	María Verónica Mendoza Roca
<b>Cédula de Identidad:</b>	131693896-6
<b>Facultad:</b> Educación, Turismo, Artes y Humanidades	<b>Carrera:</b> Pedagogía del Idioma Inglés
<b>Periodo de práctica:</b> Desde Mayo del 2024 hasta Agosto del 2024	<b>Niveles atendidos:</b> Segundo a Séptimo Año de Básica

**Objetivo del informe:** Evaluar el desempeño del estudiante-maestro durante su periodo de año comunitario en la Unidad Educativa Fiscal "Dra. Guadalupe Larriva "

#### Desempeño General:

El estudiante-maestro, María Verónica Mendoza Roca, ha demostrado un alto nivel de compromiso y responsabilidad en el desarrollo de sus funciones como docente en formación. Ha mostrado dominio de los contenidos curriculares, planificación eficiente de clases, y una adecuada implementación de actividades didácticas. A continuación, se detallan los aspectos evaluados:

#### 1. Planificación de Clases:

La estudiante ha presentado planificaciones coherentes y alineadas con los objetivos educativos establecidos, asegurando que las actividades propuestas favorezcan el aprendizaje de los estudiantes y su motivación con el idioma inglés.

#### 2. Desarrollo de las Clases:

La estudiante ha utilizado estrategias metodológicas variadas y ha mantenido un adecuado control de grupo. Su interacción con los estudiantes ha sido positiva, generando un ambiente de aprendizaje propicio y una comunicación adecuada.

#### 3. Evaluación de Aprendizajes:

Las evaluaciones aplicadas han sido pertinentes y reflejan los logros de aprendizaje esperados. La estudiante-maestro ha demostrado capacidad para retroalimentar a los estudiantes de manera constructiva y adecuada.





**UNIDAD EDUCATIVA FISCAL**  
**"DRA. GUADALUPE LARRIVA"**  
Código AMIE: 131104442  
Jaramijó – Manabí – Ecuador



Ministerio de Educación

#### 4. Responsabilidad y Puntualidad:

La estudiante ha cumplido con todas las actividades encomendadas de manera responsable y puntual, demostrando una actitud profesional en todo momento.

#### Conclusión:

El desempeño de María Verónica Mendoza Roca ha sido satisfactorio, cumpliendo con los objetivos propuestos durante su periodo de prácticas en la Unidad Educativa Fiscal "Dra. Guadalupe Larriva". Se recomienda continuar su formación docente, considerando su disposición y capacidad para impartir clases de manera efectiva.



Lcdo. Teófilo Mero Bermeo. Mgs.  
RECTOR UEF "DRA GUADALUPE LARRIVA"  
CI: 1304390394  
Correo: teofilo.mero@educacion.gob.ec  
Telf. Celular: 0986867941



b) Lesson Plans

**Level: A1**

**FMU ANALYSIS OF VERB BE IN SIMPLE PRESENT TENSE**

**FORM**

**Affirmative**

Personal Pronoun	Verb "to be"	Example
I	am	I am a student.
You	are	You are friendly.
He	is	He is my teacher.
She	is	She is at school.
It	is	It is a nice day.
We	are	We are in the classroom.
They	are	They are from Ecuador.

**Negative**

Personal Pronoun	Verb "to be" (Negative)	Example
I	am not	I am not tired.
You	are not / aren't	You aren't late.
He	is not / isn't	He isn't my brother.
She	is not / isn't	She isn't at home.
It	is not / isn't	It isn't cold today.
We	are not / aren't	We aren't ready yet.
They	are not / aren't	They aren't from here.

## Interrogative

Verb "to be"	Personal Pronoun	Example	Possible answers
Am	I	Am I your friend?	Yes, you are. No, you are not.
Are	You	Are you okay?	Yes, I am. No, I am not.
Is	He	Is he your teacher?	Yes, he/she/it is. No, he/she/it is not.
Is	She	Is she at the park?	
Is	It	Is it a sunny day?	
Are	We	Are we late?	Yes, we are. No, we are not.
Are	They	Are they your classmates?	Yes, they are. No, they are not.

## MEANING

- To exist → I am here.
- To occur or to take place → The play is going to be in November.

## USE

- To talk about situations and states in the present. → He is sad.
- Used to describe various present states, situations, or actions. → Is it raining?

## ANTICIPATED DIFFICULTIES

- **Confusion with verb forms**

Students often mix up am, is, and are. They may say things like "She are" or "I is" because they do not remember which form goes with which pronoun.

- **Direct translation from their native language**

In some languages, like Spanish, the verb "to be" is not always used in the same way.

Example: "Tengo frío" becomes "I am cold", not "I have cold". This can cause confusion and incorrect sentences.

- **Confusion when answering**

Students may be confused when answering questions with "You".

Example: Are you my friend?

- Yes, you are. X
- Yes, I am. ✓

## COMPREHENSION CHECKING QUESTIONS

- "He is a doctor."
  - Do we say 'He are a doctor'? (No)
  - Is 'he' singular or plural? (Singular)
  - What verb do we use with 'he'? (Is)
- "They are happy."
  - Do we say 'They is happy'? (No)
  - What verb do we use with 'they'? (Are)
  - Are we talking about one person? (No)
- "She is not sad."
  - Is she sad? (No)

- Is this a negative sentence? (Yes)
- What word makes it negative? (Not)
- "We aren't tired."
  - Are we tired? (No)
  - What is 'aren't' short for? (Are not)

## TEACHING IDEAS

### “Who Am I?” Game

The teacher will prepare name tags or small cards with famous people, animals, or professions (e.g., a teacher, a cat, a soccer player). A student picks a card and does not show it. The rest of the class asks yes/no questions using to be, like:

- “Are you a man?”
- “Are you an animal?”
- “Are you a singer?”

The student answers: “Yes, I am” / “No, I’m not” until someone guesses correctly.

### Classmate Interviews

The teacher will give students a list of personal information to ask each other, such as:

- “Are you 12 years old?”
- “Are you from this city?”
- “Are you a student?”

Students walk around and interview 3–5 classmates, then share with the class:

- “He is 13 years old.”
- “She is not from here.”



## SOURCES CONSULTED

*Present simple "to be"* (n.d). Britishcouncil.org.

<https://learnenglish.britishcouncil.org/grammar/a1-a2-grammar/present-simple-be>

*Resources for learning English* (n.d). Educationfirst.com.

<https://www.ef.com/wwen/english-resources/english-grammar/simple-present-tense/>

## Speaking lesson plan

Level: A1

Grade: 6<sup>th</sup>

Nº of students: 35

### Actions points

1. Time management

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

By the end of the lesson, SWBAT use the verb to be in the present simple tense to describe their favorite pet in a short presentation.

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

With the matching activity, I will check if ss understood the clarify section.

With the presentation activity, I will check if ss understood how to use the verb "to be".

### Preliminary considerations:

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

Animals and adjectives.

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

I think ss may struggle remembering which verb goes with each personal pronoun.

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

By continuously reminding them with flashcards and activities.

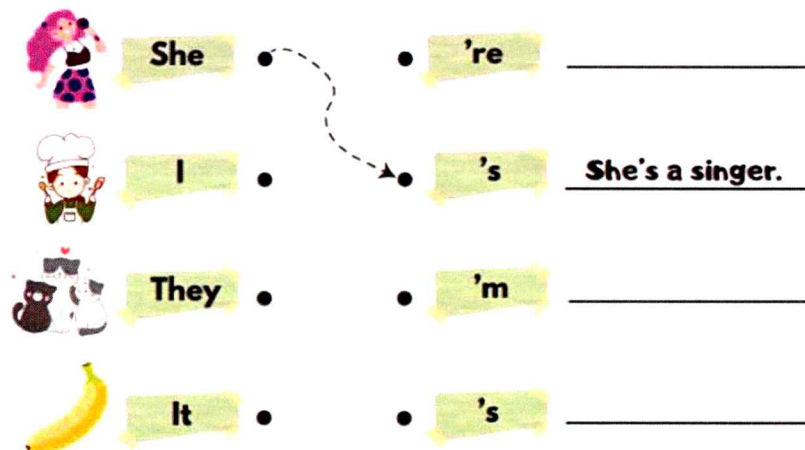
Time 45 minutes	Framework Stage	Procedure		Interaction T-S/S- SVAKT	Materials Needed
		Teacher will...	Students will...		
3 min	Encounter	<ul style="list-style-type: none"> <li>Show flashcards with adjectives (Big, tall, fat, small, etc.).</li> <li>Show flashcards with pictures of domestic animals with their names on them (cat, dog, hamster).</li> <li>Read the adjectives and the names of the animals out loud and ask ss to repeat.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and repeat</li> </ul>	T-S V	Flashcards
8 min	Clarify	<ul style="list-style-type: none"> <li>Explain the Form Meaning and Use of verb to be.</li> <li>Ask CCQs. Is it correct to say: "He are a doctor"? (No) What verb do we use with "we". (are) What word makes the sentences "she is not sad" negative. (not)</li> </ul>	<ul style="list-style-type: none"> <li>Pay attention to the teacher</li> <li>Answer the questions</li> </ul>	T-S	Markers Board
9 min	Remember	<ul style="list-style-type: none"> <li>Give ss a worksheet with a matching activity about the verb "to be" and ask them to complete it.</li> </ul>	<ul style="list-style-type: none"> <li>Complete the worksheet</li> </ul>		Worksheet
10 min	Internalize	<ul style="list-style-type: none"> <li>Scramble the flashcards shown in the encounter stage.</li> <li>Ask ss to pick one of each category and then create a sentence with both.</li> </ul>	<ul style="list-style-type: none"> <li>Pick flashcards and create sentences.</li> </ul>	T-S	Flashcards
10 min	Fluency	<ul style="list-style-type: none"> <li>Ask ss to describe their pet in front of the class (if they do not have a pet, just imagine one) using the learned language.</li> </ul>	<ul style="list-style-type: none"> <li>Describe their pet.</li> </ul>		

## Resources

### Encounter and internalize



### Remember





## Listening lesson plan

Level: A1

Grade: 5<sup>th</sup>

Nº of students: 38

### Actions points

1. Increase interaction with students.
2. Management of ss when there are too many.

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

By the end of the lesson SWBAT show understanding of the song “The Seasons Song” by talking about their favorite seasons and then drawing the activities they do in the season.

**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?**

In the T or F activity, I will check if ss understood specific information of the audio.

### Preliminary considerations:

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

I think some ss will know some season related words (wind, sun, rain, etc.).

I think some ss will know the meaning of “there is” and “there are”.

I think some ss will know some adjectives (hot, cold).

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

I think ss may forget what they heard in the audio.

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

I will play the audio more than two times in each stage.

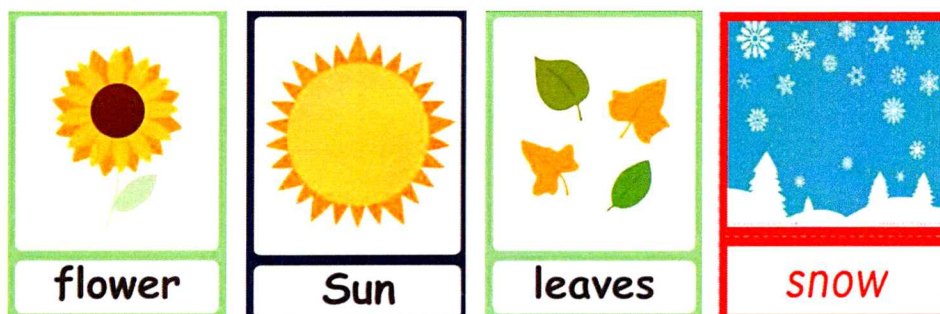
Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 Minutes	Pre-Stage	Show some flashcards about things relating to the seasons of the year. (flower, sun, leaves, snow).	Pay attention to the teacher	T-S	Flashcards
6 Minutes	Early During Stage	Play the song "The seasons song" Give ss a worksheet with a matching activity about the 4 seasons. Ask ss to complete it.	Complete the worksheet	T-S	Recorder Worksheet
12 Minutes	Later During Stage	Play the song again. Give ss a worksheet with images of the season for ss to write the correct name. Show the video or audio one last time. Give ss a worksheet with a T or F activity about the seasons.	Complete the worksheet	T-S	Worksheet
15 Minutes	Final During Stage	Talk about their favorite seasons.	Talk about their favorite seasons in pairs.	T-S	Worksheet
7 Minutes	Post-Stage	Ask ss to draw about their favorite season of the year and the activities they do and show their creation to the rest of the class.	Draw about their favorite season and activities they do. Show it to the rest of the class.	S-S	Color pencils

## Resources

### Video link

[https://www.youtube.com/watch?v=C\\_Sc5ZjdfFI](https://www.youtube.com/watch?v=C_Sc5ZjdfFI)

### Pre-stage



### Early during stage



### Later during stage



### **Final during stage**

1. There is snow in winter. ( )
2. There are 5 seasons. ( )
3. Winter is hot. ( )
4. Summer is cold. ( )
5. In autumn/fall there are leaves on the floor. ( )



## Reading lesson plan

Level: A1

Grade: 7<sup>th</sup>

Nº of students: 32

### Actions points

1. Increase interaction with students.
2. Management of ss when there are too many.

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

By the end of the lesson SWBAT show understanding of the text “Breakfast” by describing what they have for breakfast during the week and then drawing a different food for breakfast you’d like to have on weekend.

**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?**

In the t or f activity, I will check if ss grasped basic information about the text. In the open-ended question activity, I will check if ss understood specific information about the text.

### Preliminary considerations:

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

I think most ss can use adjectives to describe.

I think most ss know how to use the verb “to be”

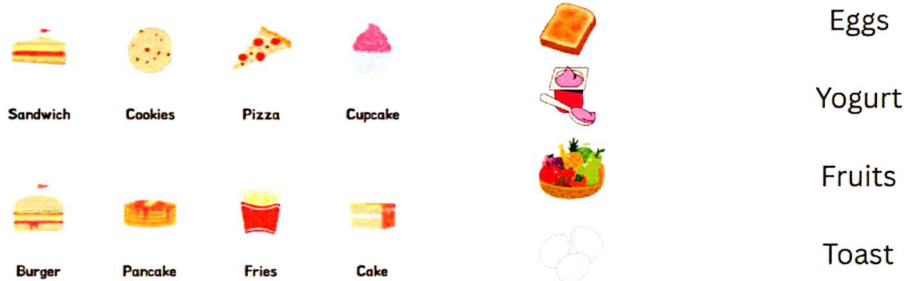
- b) What aspects of the lesson do you anticipate your students might find challenging/difficult?**

I think most ss will be confused with new words.

- c) How will you avoid and/or address these problem areas in your lesson?**  
Helping ss about doubts that they may have.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
4 Minutes	Pre-Stage	<ul style="list-style-type: none"> <li>Show flashcards with images of food.</li> <li>Tell ss the name of each one and ask them to repeat.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and repeat.</li> </ul>	T-S	Flashcards
5 Minutes	Early During Stage	<ul style="list-style-type: none"> <li>Give ss the text and ask ss to read it.</li> <li>Give ss a worksheet with a matching activity.</li> </ul>	<ul style="list-style-type: none"> <li>Read the text.</li> <li>Complete the activity.</li> </ul>	T-S	Worksheet
11 Minutes	Later During Stage	<ul style="list-style-type: none"> <li>Ask ss to read the text again.</li> <li>Give ss a worksheet to answer T or F questions and open-ended questions.</li> </ul>	<ul style="list-style-type: none"> <li>Read the text again.</li> <li>Answer T or F questions and open-ended questions.</li> </ul>	T-S	Worksheet
15 Minutes	Final During Stage	<ul style="list-style-type: none"> <li>Ask the ss to describe what they have for breakfast during the week.</li> </ul>	<ul style="list-style-type: none"> <li>Talk to a classmate and describe the food they have for breakfast.</li> </ul>	T-S	-
10 Minutes	Post-Stage	<ul style="list-style-type: none"> <li>Ask ss to draw different food for breakfast they'd like to have on weekend.</li> </ul>	<ul style="list-style-type: none"> <li>Draw different food they'd like to have for breakfast on weekend.</li> </ul>	S-S	-

## Pre-stage



## Early during stage

### Breakfast



Breakfast is often called the most important meal of the day. It provides us with the energy we need to start our day. A healthy breakfast includes a variety of foods from different food groups. Some common breakfast foods are cereal, toast, eggs, fruit, and yogurt. Eating a balanced breakfast helps us concentrate better in school and gives us the nutrients our bodies need. It's important not to skip breakfast because it sets the tone for the rest of the day.

## Later during stage

1. A healthy breakfast includes a variety of food. ( )
2. Breakfast does not help us concentrate. ( )
3. Breakfast is not the most important meal of the day. ( )
4. Some common breakfasts are cereal, toast, and eggs. ( )
5. Nothing happens if you skip breakfast. ( )

## Final during stage

1) Why is breakfast considered the most important meal of the day?

---

2) Name three common breakfast foods mentioned in the passage.

---

3) Why is it important not to skip breakfast?

---

## Writing lesson plan

Level: A1

Grade: 7<sup>th</sup>

Nº of students: 32

### Actions points

1. Increase interaction with students.
2. Time management
3. Use punctuation correctly.

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

By the end of the lesson, SWBAT write a short paragraph to describe a videogame character and then rank their classmates' texts from 1 to 10.

**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?**

In the drafting stage, I will check if the ss can write freely or if they have difficulties writing their ideas.

### Preliminary considerations:

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

I think most ss will know how to describe things using adjectives.

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

I think most ss will have grammatical mistakes and will not know how to correct their peers' mistakes.

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


I will make sure to clarify and do a proper revision at the end of the revising stage

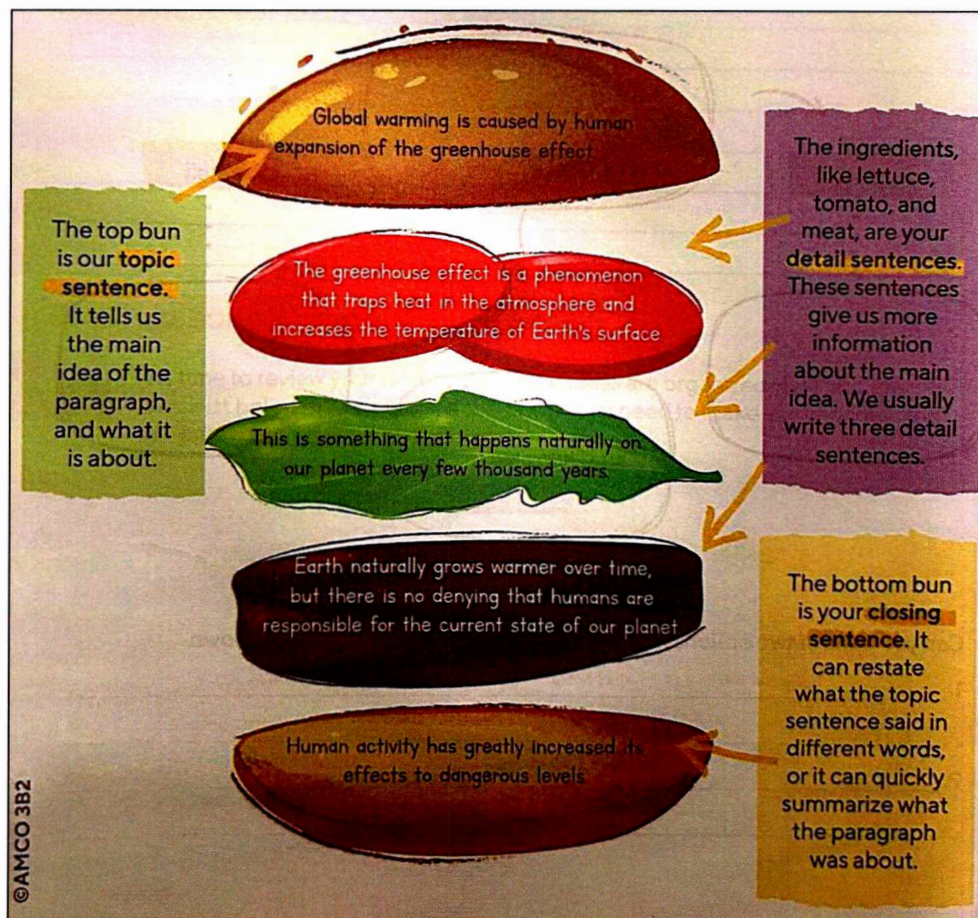


Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
10 Minutes	Preparation	<ul style="list-style-type: none"> <li>Show a chart about videogame characters for students to complete</li> <li>Show the parts of a paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Pay attention and complete the chart.</li> </ul>	T-S	Chart and model
20 Minutes	Drafting,  Editing  Revising	<ul style="list-style-type: none"> <li>Write a model on the board which ss must follow to create their own.</li> <li>Ask ss to exchange their draft with another pair and give suggestions.</li> <li>Supervise ss to edit their drafts according to their partner's suggestions.</li> </ul>	<ul style="list-style-type: none"> <li>Write the draft of the paragraph.</li> <li>Exchange drafts with another classmate.</li> <li>Revise the draft and give it back for editing.</li> </ul>	S-S	
15 Minutes	Extension	<ul style="list-style-type: none"> <li>Ask ss to put the revised paragraph on the board for another student to rank it from 1-10.</li> </ul>	<ul style="list-style-type: none"> <li>Rank their classmates' paragraphs.</li> </ul>	S-S	

## Resources

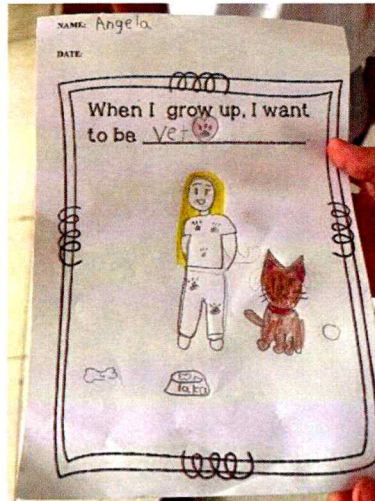
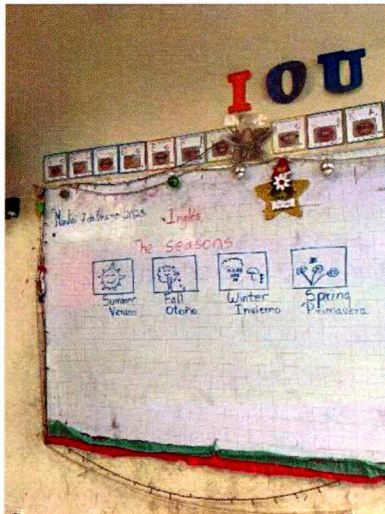
### Preparation

<b>Name:</b> _____ <b>Strengths:</b> _____ <b>Weakness:</b> _____ <b>Likes:</b> _____ <b>Dislikes:</b> _____ <b>Enemy:</b> _____	<b>Attributes</b> Distribute 25 points between the attributes. The more points, the stronger the attribute. <table border="1"> <tr><td>Speed</td><td></td></tr> <tr><td>Strength</td><td></td></tr> <tr><td>Intelligence</td><td></td></tr> <tr><td>Magic points</td><td></td></tr> <tr><td>Health points</td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>	Speed		Strength		Intelligence		Magic points		Health points						<b>View of Character</b> <div style="height: 150px; border: 1px solid black;"></div>
Speed																
Strength																
Intelligence																
Magic points																
Health points																
 <b>What is your character's mission?</b> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	<table border="1"> <tr> <td><b>Inventory:</b> (These are collected items that can be used by your character)</td> <td><b>Special Powers:</b></td> <td><b>Sidekick:</b></td> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table>		<b>Inventory:</b> (These are collected items that can be used by your character)	<b>Special Powers:</b>	<b>Sidekick:</b>											
<b>Inventory:</b> (These are collected items that can be used by your character)	<b>Special Powers:</b>	<b>Sidekick:</b>														





## Photos









## References

- Aftab, M. J., Amjad, F., & Chaudhry, H. (2024). Inclusive Education: Strategies for Successful Inclusion of Students with Disabilities in Mainstream Classrooms. *Academy of Education and Social Sciences Review*, 4(3), 439–453.  
<https://doi.org/10.48112/aessr.v4i3.824>
- Anchundia Ponce, A. D., Arroyo Villa, T. M., Mendoza Ponce, H. X., Zambrano Mero, J. A., & Alcívar Calderón, V. E. (2023). Pre-During-Post Methodology focused on listening for teaching English in educational environments. *Maestro y Sociedad*, 20(3).  
<https://maestroysociedad.uo.edu.cu/index.php/MyS/article/view/6767>
- Bermello García, V., Vaca-Cárdenas, M.: *Vista de Factores que impiden la producción oral en inglés de los estudiantes de primer y segundo año de bachillerato*. *Kronos – The Language Teaching J.* 3(2), 8–17 (2022) (s. f.). [doi.org/10.29166/kronos.v3i2.3829](https://doi.org/10.29166/kronos.v3i2.3829)
- Gil, L. M. & Severiche, S. L. (2024). Los recursos tecnológicos educativos como motivación hacia el aprendizaje de una segunda lengua en el grado tercero del Centro Educativo San Miguel Sucre. [Diplomado de profundización para grado]. Repositorio Institucional UNAD. <https://repository.unad.edu.co/handle/10596/64887>
- Ministerio de Educación [MINEDUC]. (2019). *ESTRATEGIAS PEDAGÓGICAS PARA ATENDER NECESIDADES EDUCATIVAS ESPECIALES*.  
<https://educacion.gob.ec/wp-content/uploads/downloads/2019/05/Guia-de-estrategias-pedagogicas-para-atender-necesidades-educativas-especiales-en-el-aula.pdf>
- Ministerio de Educación [MINEDUC]. (2014). Acuerdo 041-14.  
<https://educacion.gob.ec/wp-content/uploads/downloads/2014/03/ACUERDO-041-14.pdf>
- PINE-ULEAM. (2022). Trabajo de Integración curricular: TEFL in Community Service. Manta.