



UNIVERSIDAD LAICA ELOY ALFARO DE MANABÍ

EXTENSIÓN CHONE

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

SUBJECT:

**READING LESSON PLAN IN AN ENGLISH TEACHING LEARNING
PROCESS**

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TUTOR CERTIFICATION

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CERTIFICATION

The present degree work, "Reading lesson plan in an English Teaching Learning Process" has been exhaustively reviewed in several work sessions. It has been concluded, and it is ready for defense.

The opinions and concepts expressed in this degree work are the result of the work, perseverance, and originality of its author: MARITZA MARIUXI CEDEÑO SALTOS, being her exclusive responsibility.

Chone, 2025, September



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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Los miembros del Tribunal Examinador aprueban el informe de proceso de solicitud de Community service sobre el tema “Reading Lesson Plan in an English Teaching Learning Process” del año lectivo 2024, elaborado por la estudiante Cedeño Saltos Maritza Mariuxi.



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DEDICATION

First of all, I dedicate this victory to God, who allowed me to be here, alive and well, from day one, so that I could achieve my goals. To my family, who have always supported me throughout this journey and stood by me during the most difficult times, encouraging me not to give up. To my friends, whose positive energy and love made this path much easier to navigate.

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INTRODUCTION

In the present work, the systematization of lesson plans based on the linguistic skills for learning the English language is addressed, where the experience is the main input of the degree work done by the student-teacher of the Pedagogy of National Foreign Languages (PINE) of the Universidad Laica Eloy Alfaro de Manabí (ULEAM) Extension Chone.

The purpose of the TEFL degree guide is to serve as an easy-to-use tool for teachers to assign the corresponding activities to their students and to guide them through the tasks in a sequential manner.

Currently, the teaching-learning of languages has been addressed by several authors with different innovative and interesting proposals to improve the teaching of languages, specifically English, which implies deepening the theoretical assumptions related to methodologies, didactic strategies and actions that allow teachers to broaden their perspective about the teaching process, and students to facilitate the process of acquiring English as a foreign language.

Hernández et al, considers in his work that methodological competence acts as a conditioning factor of the teaching-learning process, and that an optimal development of methodological (didactic) competence is required. (Hernández, F., & González, V., 2015)

This is assumed as a fundamental element in the TEFL planning process. Zabalza (2003) cited by Jofré, G. and Gairín, J. (2009) argues that the ability to plan is the first major area of competence of the teacher. Hence the need to systematize the lesson planning process after students have completed their pre-professional internships and as a prelude to their future work as teachers. (Joaquín Gairín & David Rodríguez, 2011)

According to the author, Methodological Competencies are those that link knowledge with the students' reality, incorporating the students' experiences and the teacher-student interaction during the teaching process.

Pre-service teachers often lack authenticity of their prepared lessons and cannot fully engage their students which can be better offset if they consider recalling facts rather than focusing conceptual meaning (Rodriguez and Abocejo, 2018). Salaberri (2010) quoted by Custodio Espinar, M. (2019). (López M. G., 2019)

Distinguishes three profiles from the point of view of teacher training needs, one of them, referring to the fact that language teachers need training both in their levels of linguistic competence and in the learning approaches, they promote in the classroom, in order to generate a real communicative context, typical of an approach in which language is used for learning.

The concept of communicative competence in a foreign language frequently mentioned. This concept involves the adequate development of four basic skills (reading, writing, listening, and speaking) and their inclusion in the language teaching process

Karademir, C. A., & Gorgoz, S. Regarding basic language skills, Xolmurodova, O. assumes that "established factors ensuring good learning and mastering of foreign language skills by young learners; and reasoned the importance of beginning teaching with speaking and listening, accompanied by writing and reading skills, in accordance with their age peculiarities". (Karademir, Cigdem Aldan; Gorgoz, Seda, 2019)

One of the proposals of lesson planning models to improve the learning of English as a foreign language is the TEFL, which was assumed as a degree modality in the Pedagogy of National and Foreign Languages career - ULEAM Chone.

The socialization of the experience confirmed the importance of the systematization of the lesson plans for the subject of English as an alternative to strengthen the methodological work and the linguistic skills of future graduates.

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

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

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

The Pedagogy of National and Foreign Languages degree at the “Eloy Alfaro” Secular University of Manabí through the TEFL in Community Service degree modality seeks for teachers in training to strengthen the competencies of “planning and execution of the Teaching process”. “English as a foreign language to improve the level of English language proficiency in students of fiscal or fisco-missional educational institutions in planning zone 4 of Ecuador.” (PINE-ULEAM, 2022)

Under this precept, the Chone Extension empowers its students to intervene in educational practice for the purposes of transformation and organization of learning in rural

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

General objective

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

Specific objective

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

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

Systematize the experience in community service through the transfer of knowledge in accordance with the TEFL model to strengthen the methodological and linguistic competencies of the graduation profile.

1. What were your expectations regarding teaching community service?

The expectations I had regarding teaching my community service to the community in the first instance was something new for me, but very rewarding because I could help the students' knowledge of this educational institution to acquire new learning within this process, which is to teach a new language, "ENGLISH".

According to Eyler et al, mention that service-based learning not only enriches academic learning but also fosters a deeper engagement with the community and a sense of civic responsibility in students. (Eyler, J., & Giles, D. E., 1999)

Another important point that I can emphasize is the learning that generated the student's interest in learning a new language they did not know before and the commitment on the part of the students to learn a new language without leaving aside the development of the skills that I was able to teach to the students of this educational institution that with much affection opened its doors to me to put into practice the knowledge acquired in the university classrooms. Bringle et al mention that community service-oriented teaching connects academic knowledge with social action, allowing students to apply theoretical concepts in real contexts to solve significant social problems. (Robert G. Bringle & Julie A. Hatcher, 1999)

I want to emphasize that, regarding my expectations about how my work as an English teacher in a new community was going to be for me, it was very nice because every member of the community knew how to offer me their friendship and welcome me in the best way, offering their interaction and collaboration at every moment.

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

During the realization of these practices as community service, I could observe that the infrastructure of the institution is in very good condition since it has accessible resources for the teachers, the institution has its own horn that helps them at the time of the civic hour to place the anthem or when activities are carried out within the institution such as family days, Christmas celebrations, among others.

According to Duarte, the conditions of educational infrastructure and access to basic services (electricity, water, sewage, and telephone) of schools in the region are highly deficient; there are great disparities between countries and between urban private, urban public, and rural public schools; and there are large gaps in the infrastructure of schools serving children from high and low-income families. (Duarte, J., Gargiulo, C., & Moreno, M., 2011)

It also has hygienic bathrooms are in good condition, on the other hand, its surroundings by planted plants, and trees that provide shade for students, when they are in the courtyard at recess time. This give the opportunity to have spacious classrooms so that teachers can pleasantly teach their class and students learn quietly, has internet, printer and electricity that helps teachers when they want to impart their knowledge or teach their content class, in a new and innovative way with the use of technology.

Current educational policies in Latin America place infrastructure as one of the main equity commitments of national states, since it conditions the guarantee of the right to quality education. (López M. , 2018)

Nevertheless, beyond the infrastructure of the resource is the human part, the social part that we must emphasize in this case to teach, guide, and involve students with knowledge and involve them in this process through the game work.

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

Learning English, like any other language, demands the development of four essential skills: listening, speaking, reading, and writing. Each of these skills is crucial to achieving full language proficiency and must be developed in a balanced way.

The initial diagnosis revealed significant gaps in the understanding of language skills in first through seventh-grade students, which require enhanced study and practice in essential areas.

Incoming students in the diagnostic test of English language proficiency show that these students are below the standards required by the Mexican Ministry of Public Education. (Torres-Zapata, Á. E., Brito-Cruz, T. del J., & Villanueva-Echavarría, J. R., 2021)

Most of the students show poor performance in all four skills, which implies that perfecting language competencies requires effort, perseverance, and motivation. It has been proposed that it is crucial that learners consistently practice each skill and overcome the fear of making mistakes, as failure is part of the learning process.

English proficiency has become more valuable in higher education since universities began to incorporate internationalization processes at home, which has also encouraged the acquisition of the language by professors. (Solís Navarro, J. M., & González Bello, É. O., 2023)

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

Planning is a tool, not a goal. It is a work tool that simplifies the organization, implementation, and supervision of administrative work, so it must be based on goals and resources for superior performance.

The ECRIF Method, or “Encounter, Clarify, Remember, Internalize, and Fluently Use”, is based on the teaching process. It focuses its strategy on the skills to be acquired or on the knowledge of the language itself, rather than on the tasks that the teacher may be planning at the time of the explanation. In this context, the teacher's job is to organize activities focused on the content of the subject to be learned.

Through ECRIF, teachers can assess the extent to which the instruction is beneficial and examine the attitude of the learners during the language learning process.

Advantages and disadvantages of the ECRIF method

- One of its advantages is that it promotes long-term memorization by incorporating concrete stages for students to remember and internalize the content; ECRIF promotes a deep and lasting understanding of the material, beyond superficial memorization.
- One of its disadvantages is that it requires greater student involvement, as there are situations in which some students in classes have trouble adjusting to this method if they are accustomed to a serene or rote memorization approach.

The PDP approach is an effective educational resource that promotes dynamic and relevant learning. By organizing educational tasks according to these three stages, teachers can enhance student engagement and understanding of topics. If properly applied, this method can make a significant contribution to design.

Advantages and disadvantages of the PDP approach

- Its advantage is that it makes it easier for learners to clearly understand the content before practicing it, which helps prevent confusion and establish a firm foundation.
- The disadvantage is that they can become monotonous if they focus too much on repetitive tasks, which may decrease learner interest and motivation.

The writing process is a relevant means of communication and plays a crucial role in foreign language acquisition. Students often think that this is a tedious and complicated task since it demands mastery of the language, application of grammar, and vocabulary retrieval. In addition, it requires critical thinking techniques that facilitate effective expression in the foreign language.

Advantages and disadvantages of Writing Process

- One of its advantages is that it promotes the understanding that writing is a process, assisting students in developing skills of organization, argumentation, and clarity.
- One of its disadvantages is that sometimes there are situations in which students, by choosing to write quickly or naturally, may experience frustration with the formal structure of the process, which could demotivate their roles.

Strategic planning helps organizations to set clear goals and objectives, allowing them to direct their resources and efforts toward a common goal. (Barraza, 2022)

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

Volunteer work in the community has been a powerful engine of my personal development, as it has allowed me to cultivate emotional, social, and ethical skills that are fundamental for daily life. In addition to giving me individual satisfaction, it fostered in me

a spirit of commitment and solidarity; that has transformed my personal vision and my relationship with society.

Community service is a work of great public and social utility, carried out over some time, in this case by higher education students without any kind of remuneration, focusing on educational work to support and assist other people. (González, 2012)

Community service is an activity that we higher education students perform in society, aiming to apply all the knowledge we have acquired during our academic training, whether cultural, physical, and social, sports, humanitarian, engineering, or scientific, in a way that manages to benefit society and achieve the objectives.

Community service has great potential for promoting regional development. At the same time, it represents an enriching opportunity to achieve the satisfaction of the human needs of the families and inhabitants of the communities. (Terán González, C. del C., & Araujo, W. J., 2016)

This experience taught me that true growth, not only measured by personal achievements but also by the positive impact I can leave on others.

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

The elements that contributed to my professional training were to be able to share with other teachers, to see how the process of the daily workday works, start and end times, programs to be carried out, where you can share, exchange, socialize, and integrate, and to be able to contribute with my ideas.

Rodriguez mentions that the reflective practice of teachers implies a systematic attitude of analysis and evaluation of their work to design new strategies that can have a

positive impact on their teaching. (Ofelia Moreno Hernández, Irma Pérez Casillas & Leticia Martínez Pérez, 2020)

Watching that teacher training, the career I am following is a fundamental part to help society, seeing that we as teachers are also human beings who not only have to dedicate ourselves to the teaching-learning process but also to put into practice our social and cultural values.

The academic tutorials built a valuable support tool that helped me to improve my academic performance through the efficient organization of the time that the teacher was with me, to know how to guide, understand, and help me at the time to be able to give classes as technically and enjoyably as possible.

Vanegas et al, mentions that the professional teaching identity goes through three tensions: the first, between the confirmation of identity or vocation and the acquisition of a new identity; the second, between the identity attributed to training and the identity, claimed or proven; and the third, between the personal identity project and that of others. (Vanegas Ortega, C. M., & Fuente Jara Alba, 2019)

Motivation and inspiration foster interest in learning in students and allow them to overcome challenges while staying focused on achieving their professional goals.

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

I consider that the weaknesses that were present in the process as a student-teacher were the nervousness of thinking that the students would not appreciate or recognize me as a future teacher or intern in the field of English as a foreign language, and I am referring to the emotional or social part that I have as a person. As for the academic part, I consider that perhaps the weaknesses that existed were now in elaborating the plans because I was in

doubt if they were going to be accepted by the students at the moment of teaching the subject of the class.

Susenna mentions that multiple weaknesses are found in students entering Teacher Training: most of them do not have leadership skills, therefore, they are not decisive, not able to make decisions, and not able to manage. (Silvana Susenna & Mónica Lobecio, 2019)

Although this experience can be enriching and offer unique insights into the educational process, those who find themselves in a similar circumstance must find methods to manage these challenges to ensure effective and rewarding learning in both roles.

According to Rodríguez M. et al, mention that student teachers present weaknesses in the design or application of pertinent evaluation instruments or in the use of evaluation results to provide feedback to students. (Rodríguez, M., & Mahías, M., 2016)

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

What I consider necessary within the curriculum in the career I am studying (Pedagogy of national and foreign languages), I think it would be very necessary to take into account each of the students and work on the part of psychology, psycho pedagogy, because it is also relevant for our emotional and social development.

Sarmiento Coello et al said the training of English teachers in Ecuador is diverse. It is developed from the universities that provide students with English modules and faculties where knowledge for the teaching of this language as a foreign language is given; it is also done in academies where students can develop the four skills of the English language. This typifies the formative variety of teachers in technical universities. (Sarmiento Coello, E. G., & Rodríguez Mestre, A., 2018)

Simulation activities and discussions can help students gain confidence and fluency, as well as digital tools and online resources, such as educational platforms and language applications such as Duolingo, Preply, Langua, and Univerbal, Sounds Right, among others, that simplify access to interactive and up-to-date resources.

According to Calderón, these authors mention that professional development processes are considered relevant spaces for modern organizations. To be at the forefront, educational systems are committed to analyzing the competencies and professional performance of teachers. This perspective frames the consideration that English teachers have training needs as they advance in their professional careers, which requires teachers to update their knowledge, know how to be, and know how to do. (Calderón, R., & Mora, Y., 2015)

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

The skills I have developed in this teaching and learning process have been diverse, but I consider that my best skills were the ability to transmit with my body and my emotions what I wanted to communicate to my students.

Reflective practice is a professional learning model whose main starting elements are the experiences of each teacher in his or her context and reflection on his or her practice. (Domingo, 2021)

During my experience in the classroom, I have come to understand that being an excellent educator involves knowledge and content, but also a series of interpersonal, pedagogical, and organizational competencies, which are essential for success in instruction.

The educational practice of teachers is a dynamic, reflective activity, which includes the events that occur in the interaction between teacher and students. (Benilde García Cabrero, Javier Loredó Enríquez & Guadalupe Carranza Peña, 2008)

In my career, I have learned to adjust my communication style to serve diverse groups of students, ensuring that everyone has the opportunity to get involved and express their thoughts.

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

Regarding the difference between the diagnostic test and the final test, I was able to identify each of the obstacles to achieving an objective, and I made weaknesses become strengths. In the final test, I was able to transform each of the problems that arose at the beginning into goals already established, thus achieving an objective turned into an accomplishment.

According to Guerrero Hernández, diagnostic evaluation allows all interested parties to know the degree of mastery of a certain learning process before starting to work with it. It is carried out before the development of an educational process to explore the knowledge that students already possess. (Guerrero Hernández, 2019)

In this context, I could notice that the level of the students when they entered the educational institution and how they have managed to learn something of this new language so far, fills me with happiness to know that a proposed objective has been achieved.

CONCLUSIONS

Community service benefits both students and communities, as it fosters empathy, cooperation, and social awareness while also generating tangible improvements in people's quality of life.

The design of lesson plans allowed the development of language skills and communicative competencies while contextualizing learning in real educational settings.

The systematization of the experience contributes to the continuous improvement of teaching competencies and promotes professional growth through reflection and collaboration.

RECOMMENDATIONS

Incorporate community service into the curriculum and align projects with the real needs of communities to ensure meaningful impact and authentic learning experiences.

Strengthen the teaching-learning process with active methodologies and provide continuous guidance so that student teachers can successfully bridge theory with practice.

Take into account the findings and reflections of community service experiences to enhance hard and soft skills required for effective professional teaching practice.

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11(22), 171-192.: https://www.scielo.org.mx/scielo.php?pid=S2007-74672021000100171&script=sci_arttext

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ANEXOS

INFORME

Estimado: Lic. Rider Mendoza Saltos, Mgs
Coordinador Carrera Pedagogía de los Idiomas
Nacionales y Extranjeros

Asunto: Informe de desempeño de la estudiante
Maritza Mariuxi Cedeño Saltos

Es un placer dirigirme a usted para transmitirle un saludo fraterno y también para comunicarle lo siguiente:

Primero: Que la estudiante mencionada se desempeña bajo la modalidad de **TELF IN COMMUNITY SERVICE**, desde el 08 de abril hasta el 31 de Julio del 2024 (primer semestre) cumpliendo con responsabilidad acrisolada en los siguientes aspectos:

1. Gestión del proceso educativo y de aprendizaje (PEA). – Realizando completamente la organización de los materiales, estableciendo metas, preservando la enfoque, motivación y dedicación de los alumnos durante los periodos de clase.
2. Contribución académica. – Resulta crucial fomentar en los alumnos el interés por aprender un idioma que les proporcionará oportunidades en diversas áreas.
3. Posturas de los docentes. – La alumna muestra vocación y dedicación en cada una de las tareas asignadas a ella.

Esto es todo lo que puedo asegurar en defensa de la verdad y para que el interesado pueda darle el uso que considere apropiado.

Chone, 19 de diciembre del 2024

Atentamente

.....

Lic. Patricia Vera
Directora educativa

INFORM

Estimado: Lic. Rider Mendoza Saltos, Mgs
Coordinador Carrera Pedagogía de los Idiomas
Nacionales y Extranjeros

Asunto: Informe de desempeño de la estudiante
Maritza Mariuxi Cedeño Saltos

Es un placer dirigirme a usted para transmitirle un saludo fraterno y también para comunicarle lo siguiente:

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

1. Gestión del proceso educativo y de aprendizaje (PEA). – Realizando completamente la organización de los materiales, estableciendo metas, preservando la enfoque, motivación y dedicación de los alumnos durante los periodos de clase.
2. Contribución académica. – Resulta crucial fomentar en los alumnos el interés por aprender un idioma que les proporcionará oportunidades en diversas áreas.
3. Posturas de los docentes. – La alumna muestra vocación y dedicación en cada una de las tareas asignadas a ella.

Esto es todo lo que puedo asegurar en defensa de la verdad y para que el interesado pueda darle el uso que considere apropiado.

Chone, 19 de diciembre del 2024

Atentamente

.....
Lic. Patricia Vera

Directora educative

FORM MEANING AND USE

GRAMMAR

THE COLORS

FORM

Colors are adjectives. They describe nouns (things).

- Example: red apple, blue car, green tree.
- Basic colors: red, blue, yellow, green, orange, purple, pink, black, white, brown.

MEANING

Colors help us identify and describe the world around us. They make objects unique.

USE

We use colors to describe objects: for example, this is a red ball.

To talk about favorites: for example, my favorite color is blue.

FUTURE ANTICIPATED DIFFICULTIES

- Students may confuse the pronunciation of colors (green vs. blue).
- They might forget to use “is” when describing (This ball red instead of This ball is red).

COMPREHENSION CHECKING QUESTIONS

What color is this?

Can you find something green in the classroom?

What is your favorite color?

TEACHING IDEAS

1. Color Songs:

Use simple songs about colors to reinforce vocabulary. (Example: “Red, red, red, I see something red”).

2. Interactive Story:

Read a short story with colors (Example: The Rainbow). Ask children to repeat and identify colors in the story.

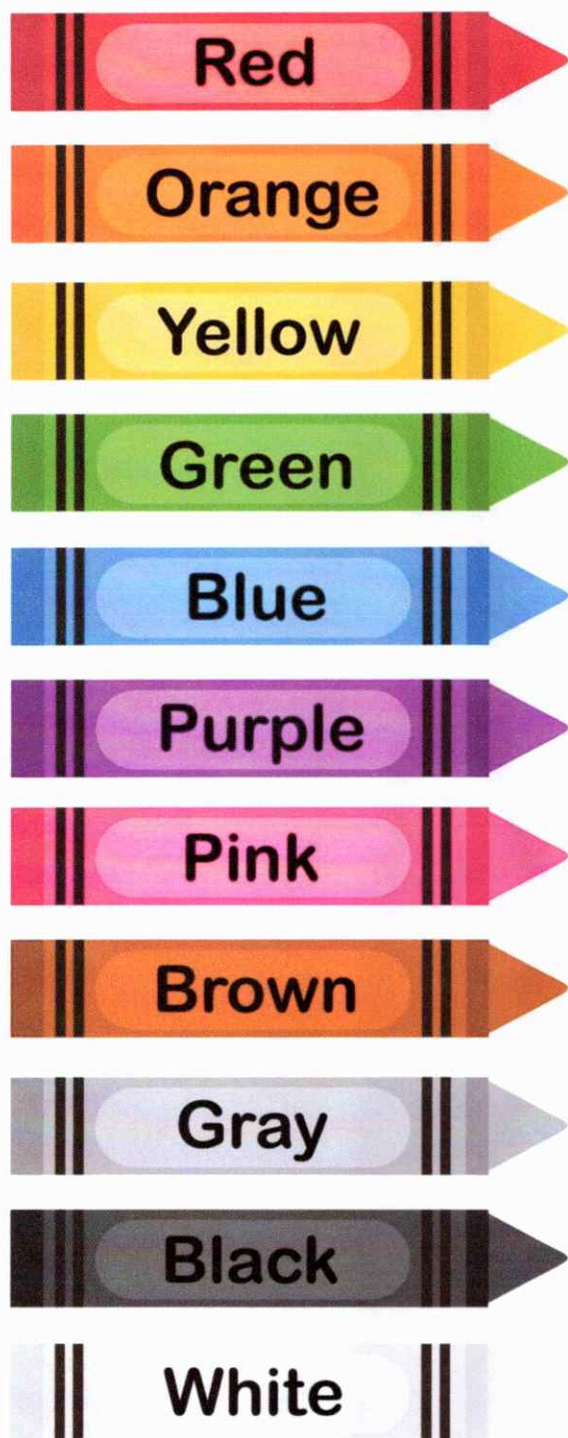


Imagen #1. Colors. Fuente: <https://www.vecteezy.com/vector-art/29919106-set-of-colorful-wax-crayons-color-name-and-vocabulary-for-learning-worksheet-for-preschool-or-kindergarten-kids-back-to-school-sign-symbol-icon-or-logo-isolated-cartoon-vector-illustration>

LISTENING LESSON PLAN

FREE TIME ACTIVITIES

Name: Cedeño Maritza

Date: 14/11/2024

Level: 3ro y 4to

Action points (In my teaching, I am going to work on two key things)

1. Improves listening comprehension skills using authentic audio materials related to various everyday free time activities.
2. Reduces teacher-led instruction time by using student-centered listening comprehension activities.

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

Show understanding of vocabulary related to free time activities

By listening to different activities in free time

And then tell your favorite hobbies

When/How in the lesson will I check the student's progress toward the above Learning Objective?

What behaviors/activities will show me whether they have mastered the material?

- ❖ I will check progress by asking comprehension questions after the listening activity about free time activities.
- ❖ Students identify free time activities correctly from the audio, and then they answer comprehension questions with accuracy.

Preliminary considerations:

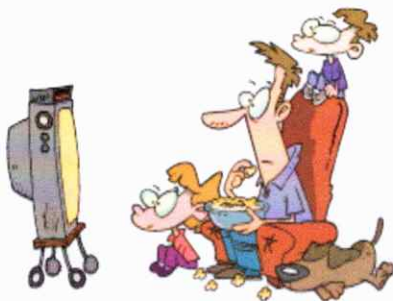
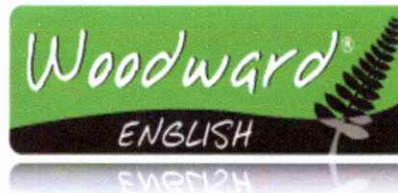
- a. What vocabulary/grammar/information/Skills do your students already know in relation to today's lesson?**
 - Students already know basic verbs like play, read, and watch
- b. What aspects of the lesson do you anticipate your students might find challenging/difficult?**
 - Some students may struggle with understanding quickly
- c. How will you avoid and/or address these problem areas in your lesson?**
 - Play the audio more than once and pause at key moments to ensure understanding.
 - Provide a list of key vocabulary before the listening activity.
 - Form groups to discuss the answers, allowing them to help each other.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 minutes	Pre	Start by asking students what free time they know. Make a list on the board while they mention the different options.	She listens carefully to his students to write on the board the different free times they know and writes it on the board.	T-Ss V	Board Markers
10 minutes	Early during	Play the audio and display on the board some pictures of different free-time activities previously prepared for the audio. Students should watch them first to familiarize themselves. While listening to the dialogue, they should slap each other when they hear a profession they know. What vocabulary did they hear?	IMAGE PREDICTION Listen to the audio and clap your hands when you hear a free-time activity shown.	T-Ss Ss-Ss VA	Audio Computer Speaker
10 minutes	Middle during	Students will be given a sheet of paper on which they must correctly connect the lines according to the audio they hear about free activities.	NUMBERING Listen to them again and match them according to the free activity you hear.	T-Ss Ss-Ss VA	Audio Computer Speaker Worksheet Pencil Pen Eraser

10 minutes	Later during	Distribute a worksheet where students in the class must listen to the speaker and repeat the sentence about the location from the free time activity. Will they repeat and speak or pair up in this activity?	COMPLETE THE SENTENCE Listen and complete the sentence with information about the place where each free time activity takes place.	T-Ss VA	Audio Computer Speaker
5 minutes	Final during	Ask students to describe their favorite free time activity after listening to the description of each one. Are you going to read or listen, and write?	WRITE A DESCRIPTION OF YOUR FAVORITE FREE TIME Write your favorite free time activity according to what you heard	T-Ss V	Notebook Pen Pencil
5 minutes	Post	Encourage students to start a dialogue with the vocabulary they learned, and say which free activity they like the most and why	Share with the class your favorite free time activity and why you liked it.	Ss-Ss	Speakers

Free Time Activities

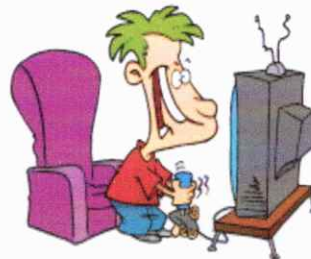
English Vocabulary



Watch TV



Go to the movies



Play video games



Listen to music



Read



Surf the internet



Play an instrument



Go shopping



Do/Play sport



Spend time with the family



Go out with friends



Study

www.grammar.cl

www.woodwardenglish.com

www.vocabulary.cl

Imagen #2. Free time activities. (sf). <https://www.woodwardenglish.com/lesson/free-time-activities-english/>

Hobbies & Free Time Activities - Matching

Match the pictures with the right hobby or free time activity.

1. Reading
2. Painting
3. Hiking
4. Playing a musical instrument
5. Surfing
6. Gardening
7. Knitting
8. Singing
9. Cooking
10. Fishing
11. Rowing
12. Camping
13. Writing
14. Acting
15. Swimming
16. Gymnastics
17. Bird watching



Imagen #3. Hobbies and free time activities. (2011)

https://www.eslprintables.com/vocabulary_worksheets/actions/free_time_activities/HOBBIES_FREE_TIME_ACTIVITIES_556057/

Link to the Audio

https://youtu.be/Y-g1pJ0FUTY?si=Wm2bpE_5rdU6Cs-c

Reading Lesson Plan Form
ZOO ANIMALS

Name: Cedeño Maritza

Date: 08/07/2025

Level: 7mo

Action points (In my teaching, I am going to work on two key things)

1. Correctly manage the time of activities.
2. Make sure materials are clear and well prepared.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

Show understanding of: making simple zoo animal sounds, such as "the gorilla goes... woof!"

By creating a simple map with key animal-related sounds.

And then: Role-play: Student A makes the sound of their favorite animal and asks Student B questions. They then switch roles.

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

I will ask verification questions during activities, such as:

- How would you say your favorite animal? What questions would you ask to find out someone else's favorite animal?
- I will monitor students as they complete the activities in class and make corrections if necessary.

Preliminary considerations:

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

- They probably know some familiar animals, such as "lion" or "tiger."
- They may be able to identify certain zoo animal sounds.

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

- Some students may feel insecure about making sounds in front of their classmates.
- They may have difficulty remembering certain zoo animals.

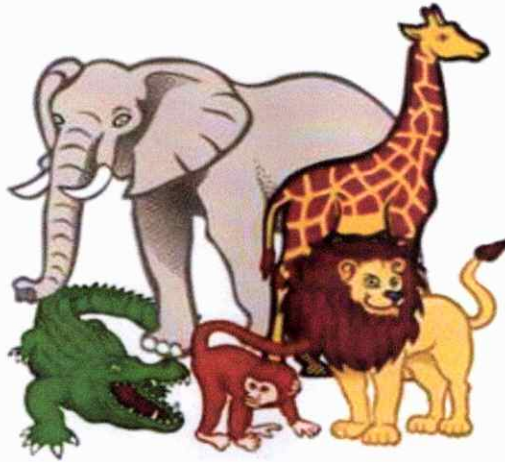
c. How will you avoid and/or address these problem areas in your lesson?

- Create a safe and motivating environment where mistakes are considered part of learning.
- Provide clear examples and repeat to reinforce key structures.
- Offer visual guides, such as vocabulary cards.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 minutes	Pre	Explain the activity in which students brainstorm about the different animals they think are in a zoo (monkey, elephant, tiger, etc.). Ask questions to engage students: "What is your favorite animal?"	• Stand up and discuss possible answers to the questions in pairs or small groups. • Share their ideas with the class.	T-Ss V	None
5 min	Encounter and clarify	T introduces the class topic: Zoo animals T explains that they will read about different animals that can be found in a zoo	UNDERSTAND READING Listen to the class topic learn the characteristics of animals	T-Ss A	Board Markers

10 minutes	Early during	Distribute a worksheet with examples of zoo animals. Ask comprehension questions: "Who is more dangerous, the tiger or the dog?"	COMPLETE TO WORKSHEET Read the examples and discuss in pairs. Answer comprehension questions on the worksheet.	T-Ss Ss-Ss VA	Worksheet
10 minutes	Middle during	Describe the activity in which students write a brief description of their favorite zoo animal. Provide starter phrases as prompts: "Hi, I like it because it makes a sound."	DESCRIBE YOUR FAVORITE ZOO ANIMAL Write a brief introduction using the prompts. Share their introduction with a partner.	T-Ss Ss-Ss VA	Writing template
7 minutes	Later during	Explain the line-matching activity based on a self-introduction example. "How much time do we have for this activity?"	MATCH WITH LINE Listen and watch the example, then correct with the line	T-Ss Ss-Ss VA	Worksheet
8 minutes	Final during	Guide students to create a paragraph with the text below.	CREATE A PARAGRAPH Create a paragraph that includes animals and things like elephants, gorillas, and zoo.	T-Ss Ss-Ss VA	Text of zoo Notebook Pen
5 minutes	Post	Organize a role-play where students practice animal sounds.	ROLE-PLAY Ask Student A to introduce themselves and ask a question (e.g., "What sound do you make?"), while Student B answers and introduces themselves.	T-Ss Ss-Ss VA	None

A visit to the zoo



Today our class teacher took us to the zoo. We went to the zoo by bus. We were about twenty students on the bus. We entered the zoo through a large gate. Our teacher guided us. We saw a lion inside a cage. We also saw tigers, giraffes and other wild animals in a fenced area. The best experience was seeing the roar of the big Lion face to face. Snake park was also a part of the zoo. It was a thrilling experience watching the snakes move just like that behind the glass panes. We came back to school at 3 PM. It was a place worth to spend time with family or big groups.



Imagen #6. Wild animals. (2012). José Miguel Jiménez Portugués.

[https://www.eslprintables.com/vocabulary_worksheets/the_animals/animals_flashcards/Wild Animals Flash Cards 2 648643/](https://www.eslprintables.com/vocabulary_worksheets/the_animals/animals_flashcards/Wild_Animals_Flash_Cards_2_648643/)



Imagen #7. Jungle animals. (2014). Rory Marin.

[https://www.eslprintables.com/vocabulary_worksheets/the_animals/animals_flashcards/Wild Animals Flashcards 751670/](https://www.eslprintables.com/vocabulary_worksheets/the_animals/animals_flashcards/Wild_Animals_Flashcards_751670/)

SPEAKING LESSON PLAN

PROFESSIONS

Name: Cedeño Maritza

Date: 12/09/2025

Level: 5th/6th

Action points – (In my teaching, I am going to work on two key things)

1. Real-world scenario for fluent use activity.
2. Minimize teacher talking time.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

USE profession-related vocabulary

TO describe their future professions

IN a conversation

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

- Observe how students use the learned vocabulary and grammatical structures in simulated situations. Pay attention to their fluency and accuracy.
- Students should be able to actively participate in class activities and respond appropriately to questions.

Preliminary considerations:

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

- Students do not know the different professions that exist; this vocabulary will be taught by the teacher.

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

- Students may struggle to remember and use new terms related to professions, such as their specific job title and other specific terms.

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

- Use pictures, flashcards, and interactive activities to reinforce new vocabulary. Be sure to practice the words in context and provide clear examples.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 minutes	Encounter and clarify	Show students pictures of professions and ask them the following: What would you like to be when you grow up? Which of your classmates would you like to have the same profession as you?	Picture Prediction Look at the pictures. Guess what profession each one represents. Answer the questions.	T-Ss VT	Pictures
10 minutes	Remember and internalize	Show students the activity of choosing the correct picture, then ask them to draw a line with the object that belongs to each profession. Are you going to write or match the pictures?	Connect with lines Connect with lines according to the correct profession	T-Ss T	Flashcards about professions Pen Pencil

10 min	Remember and internalize	Organize the class into groups and create a template with questions for students to answer with personal information about how often they choose to work and what professions they would like to pursue as adults. Are you going to answer the questions or create new ones?	Information Gap Practice Answer the questions about the professions and relate them to information gathering.	T-Ss Ss-Ss VA	Paper Pen Pencil
10 min	Remember and internalize	Ask questions about the professions, and students will work in pairs to ask and answer questions about which professions are the most fun or most interesting to study, and discover other professions they were not aware of before.	Exchange statements Ask and answer questions in pairs.	T-Ss Ss-Ss VT	None
10 min	Fluently Use	Encourage students to move around the room, ask questions of their peers, and share ideas about professions.	Conversation Walk around the room, ask your classmates questions, and share ideas about professions.	Ss-Ss VA	Conversation

Professions & Jobs



www.grammar.cl

www.woodwardenglish.com

www.vocabulary.cl

Imagen #9. Professions. <https://www.woodwardenglish.com/professions-occupations-jobs/>



farmer



priest



doctor



artists



football player



fireman



waiter



footballer



office worker



policeman



singer



pilot



manager



worker



swimmer



engineer

CHOOSE THE RIGHT STUFF

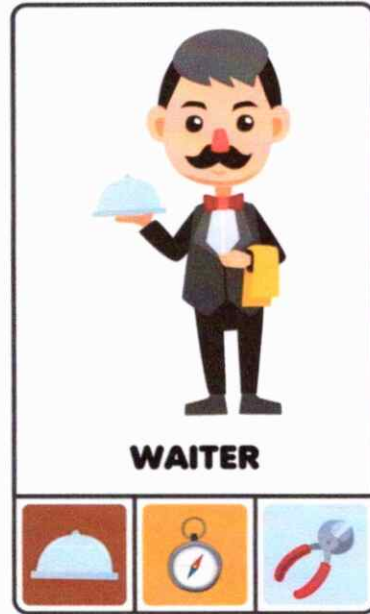
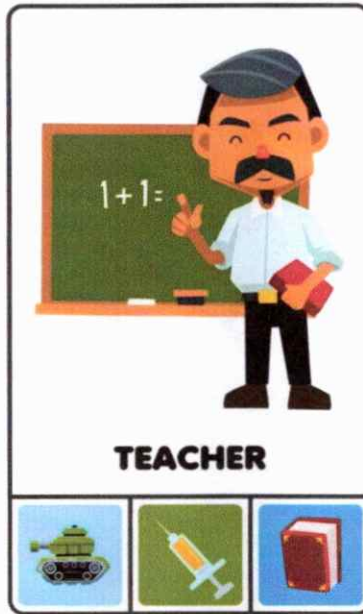


Imagen #11. Professions. <https://www.woodwardenglish.com/professions-occupations-jobs/>

CHOOSE THE RIGHT STUFF



Imagen #12. Professions. <https://www.woodwardenglish.com/professions-occupations-jobs/>

Writing Lesson Plan Form

POSTCARDS

Name: Cedeño Maritza

Date: 17/10/2025

Level: Séptimo

Action points (In my teaching, I am going to work on two key things)

1. Develop writing skills focused on describing a favorite place.
2. Minimize teacher talk time by prioritizing student-centered writing activities.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

Write a postcard

To describe your city

Then send the postcards out.

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

- d. I will review students' progress by analyzing their written paragraphs, paying attention to the use of appropriate vocabulary, organization of ideas, and clarity.
- e. I will monitor your participation in peer review activities and provide constructive feedback on your drafts.

Preliminary considerations:

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

Students have basic knowledge of descriptive adjectives such as beautiful, crowded, peaceful, and simple sentence structures.

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

- Difficulty including enough sensory details in their descriptions.
- Problems organizing ideas logically and fluidly.
- Inconsistent use of descriptive vocabulary.

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

- Provide clear examples of well-structured paragraphs that include sensory details and descriptive vocabulary.
- Conduct guided writing activities where students can practice organizing ideas and using descriptive words with teacher support.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 minutes	Preparation	Invite students to come to the board and write the best places in our city.	BRAINSTORMING Write on the board their favorite places in town.	T-Ss VT	Whiteboard and markers
10 minutes	Dratting	Bring a sample of postcards to be completed by students.	WRITING Complete the postcards describing their city and the information required to send them.	T-Ss VAT	Whiteboard and markers, worksheet.
10 minutes	Revising	Share the postcards with the whole class to peer editing using the following symbols. + Very nice } Verb error -Wrong word	PEER EDITING Read the postcards and, if it's possible, find the error using the symbols.	T-Ss VT	Whiteboard and markers, worksheet.

10 minutes	Editing	Tell students to give back the postcards to correct errors.	Editing. Read their handwriting and correct the errors that were found by the peer correction.	T-Ss Ss-Ss VT	Peer review, whiteboard, markers, and worksheet.
10 minutes	Extension	Students to stand up and share their postcards as many times as possible.	Exchanging. Exchange their postcards with their classmate in order to know what the best places in our city are.	T-Ss Ss-Ss VA	Postcards, whiteboard, and markers.

Stamp

Hello!

Greetings from Middle Earth!
It's been a fantastic vacation
so far (except for the glowing
eye in my host's backyard),
and I'm really loving the
second breakfasts.

Take care,
F.

Bob Smith
1234 First Street
Anytown, XX
A COUNTRY

Imagen #13. Lettlers. <https://www.callanschool.info/es/blog/consejos-para-escribir-una-carta-en-ingles-blog-consejos-para-aprender-ingles>

Annexes photos in community service practices

