



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

CASE STUDY REPORT

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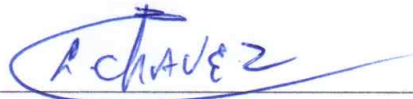
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ADVISOR'S APPROVAL

In my role as Advisor of the comprehensive exam report under the title **“CASE STUDY FOR THE 11TH GRADE SECTION A, AT THE UNIDAD EDUCATIVA BILINGÜE AMERICANO, SCHOOL YEAR 2021-2022”** prepared by **ALDO ABRAHAM CHAMBA GONZÁLEZ** undergraduate student of the Pedagogy of National and Foreign Languages Career, Faculty of Educational Science and Languages at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed this report, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

A handwritten signature in blue ink, reading "L. CHAVEZ", is written over a horizontal line. The signature is stylized with a large initial "L" and a long horizontal stroke extending to the right.

Ab. Leo A. Chávez Gonzabay, MSc

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STATEMENT OF AUTHORSHIP

I, Chamba González Aldo Abraham with ID number # 2450283243, undergraduate student from Universidad Estatal Península de Santa Elena, at the School of Educational Sciences and Languages, as a prerequisite to obtaining a Bachelor's degree in Pedagogy of National and Foreign Languages, in my role as author of the comprehensive exam report titled "Case study for the 11th grade section a, at the Unidad Educativa Bilingüe Americano, school year 2021-2022" certify that this work is of my authorship, except for the quotes and reflections used in this report.

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EL CONTENIDO DEL SIGUIENTE TRABAJO DE GRADUACIÓN ES DE MI RESPONSABILIDAD;

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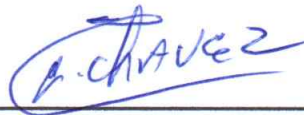
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ABSTRACT

Teaching learning process is considered sometimes a complex factor because of all the elements it includes, however teachers must be prepared for every kind of situation it has inside a classroom. In Ecuadorian educational context it is evident that there are a lot of issues that avoid to achieve the learning objectives in students or, even, in an entire educational institution, it is due to many factors, being one of them and the most common one the number of students that is which has a consequence a chain of issues. For that, this research paper has important and base elements that have been useful for an English class in order to repair all those learning problems in the Americano high school, 11th grade section "A", having as a results that it depends on the methodology, techniques and strategies to have better results at the end of the lesson, it does not matter how many students a teacher has, the main idea is to have a very good professional preparation and classroom management.

Classroom management, teaching methods, learning results, teaching – learning issues, English class.

RESUMEN

Teaching learning process is considered sometimes a complex factor because of all the elements it includes, however teachers must be prepared for every kind of situation it has inside a classroom. In Ecuadorian educational context it is evident that there are a lot of issues that avoid to achieve the learning objectives in students or, even, in an entire educational institution, it is due to many factors, being one of them and the most common one the number of students that is which has a consequence a chain of issues. For that, this research paper has important and base elements that have been useful for an English class in order to repair all those learning problems in the Americano high school, 11th grade section "A", having as a results that it depends on the methodology, techniques and strategies to have better results at the end of the lesson, it does not matter how many students a teacher has, the main idea is to have a very good professional preparation and classroom management.

Classroom management, teaching methods, learning results, teaching – learning issues, English class.

INTRODUCTION

Education in the Ecuadorian territory has changed over the years, the last few years being the most radical, new adaptations that, at the same time, they allow to have great advances and improvements in Teaching–learning process, especially English as a subject. Curricular updates today allow teachers to have access to seminars courses or programs where they can develop and improve teaching and learning skills, also with the implementation of more hours within class schedules.

However, despite all those improvements implemented, there are many types of situations and problems in the Teaching–learning process. In the Santa Elena province there are many educational institutions that present problems in teaching and learning context, especially in the English language. The lack of teachers and the few hours provided for the class schedule, delaying a correct planning and elaboration of the objectives.

The most common reason which makes us evidence of all that chain of problems in the acquisition of knowledge for learning a foreign language: English is the number of students in a class. The large number of students in a classroom is a relevant factor and it is the principal subject focused in this Study Case.

According to (Garza, 2016) It is recommended to have between 10-to-20 students in a classroom to have a better educational environment. It is so important, even, it determines the learning results that it is achieve in a class. The success obtained does not matter if the educational institution is a basic school, college, high school among others.

A large number of students inside a classroom is considered when the number of students goes above 40 and the class time is only 40 minutes. For that, if there are more students than the considered suitable to work with, the teacher's job will be hard to achieve, all over when the teacher has to share knowledge in the Teaching–learning process because the time will not be enough and some students, even most of them will not have the control that they need to acquire the information that allow them to achieve the goals in their learning results. It is evident the negative impact of this situation, because with time there will be more challenges and difficulties in the educational environment.

At the Americano High School in La Libertad county, located in the province of Santa Elena, presents this situation due to this particular issue. Within this context, this Case Study is to find the problems that involve working in large classrooms such as: lack of control in class, bad behavior, lack of motivation, among others that may directly or indirectly affect the Teaching-learning process

BACKGROUND

According to (Rosario, 2012) the study was conducted to determine the most critical challenges that instructors in packed courses encountered. Twenty students from all of the government-run secondary schools for females in the Peshawar area of the Khyber Pakhtunkhwa province of Pakistan made up the sample of the study.

The findings of the study showed that overcrowded classrooms made it impossible to teach effectively, and the majority of the instructors were having issues with instruction, discipline, physical health, and assessment. The government should establish strict rules and policies regarding the number of students who should be enrolled in each class and allocate enough funding to the education department so that schools can have better facilities, according to some workable solutions that were proposed to address these issues.

According to (Ane, 2019) Overcrowded classrooms are a very prevalent issue in our educational system. Since the concept of an overcrowded classroom envisioned a big number of students as well as a little space in the room, the study aims to identify the challenges instructors encountered as a result of overcrowded classrooms. The main goals were to identify the academic and physical difficulties instructors had in the classroom. According to the report, there are physical issues as well as issues with classroom discipline, student involvement, teacher assessment, and other issues. It was advised that student of school and teacher populations need to be rationalized, that physical impediments may be removed, and that instructors might receive training on how to manage huge classrooms.

One of the most common and one of the most relevant problems in Ecuadorian education is the large number of students in the class. In this aspect, it is possible to determine if the big number of students has a negative impact on the Teaching – learning process.

As a result, it will be possible to find the best solutions without affecting the relationship of students with teachers, especially inside the classes. By this way it is expected to develop English skills (Listening, Speaking, Reading, Writing).

Within the pertinent observation, thanks to the authorization of the highest authorities, I was able to collect a great deal of information about the 11th grade, section "A" at the Americano High School.

According to (Vaquero, 2006) Resources are any tools that enable us to accomplish any task or activity; more specifically, they are auxiliary materials that support the learning process for students. Therefore, materials such as the blackboard, videos, audio player among others, have a great importance in the Teaching-learning process, these resources help the student to perform activities more effectively, facilitating the learning process. The use of books also facilitates the teacher's work, but the students of the American school do not have a book to work with, delaying the following activities planned in advance.

According to (RHALMI, 2013) Teachers are seriously affected by the large number of students, pedagogical deficiencies as a give you an example lack of motivation, raising the voice, lack of attention, among others. Also from the stress this class produces. The large number of students have a lot of problems, one of them is the little space they provide.

At the time of giving the class the teacher is only located in the front of the class, so that disables the total control over the students, being those in the back of the class the most affected.

CASE ANALYSIS

Motivation plays a fundamental and determining role in the educational system. If there is more motivation inside a course, it will be easier to achieve the objective. At the Americano High School there is a particular case, the students lack this characteristic. The lack of motivation within the 11th grade students, section "A", is quite evident. Most of the students do not have or do not feel empathy for the English subject, because every time the teacher joins the classroom, students complain or make ugly faces.

The overcrowding of students in the classroom prevents activities that encourage and promote motivation in the classroom. The teacher at the beginning of the class, while explaining the lesson plan, has to repeat it several times for the students to understand, delaying the teaching process in such a short 40 minutes class hour.

As evidence, there are incomplete work, lack of commitment, students sleeping, among others; these are clear consequences of lack of motivation.

The lack of time is one of the consequences because for an optimal development in the Teaching – learning process more than 40 minutes are needed, especially if there is a large number of students (45) and the students only have, in some cases 2, 40 minutes classes per week and in other cases 5, 40 minutes classes a week, causing that the objectives taught by the teacher are not completed with determination and at the same time delaying future activities. Many times the other teachers take up the time of the teacher, consuming important minutes, taking into account that there are only 40 minutes to work, many occasions the teacher is only able to explain the worksheet because the time is over, for this reason he has to change the activity to be homework.

The lack of attention on the part of the students is also determinant, since the teacher when noticing this tells them "please pay attention", losing important minutes for the explanation of the topic to be discussed.

Students talk about other activities, often exhausting the patience of the teacher. The disrespect is notorious; they do not help the teacher to achieve the objective. However, the predisposition of the teacher is present, but since there are a large number of students, it is impossible for all students to attend and understand the indications given by the teacher.

The teaching learning process is being affected by all these issues, lack of attention and motivation due to the overcrowding of students results in non-completion of activities. Also the few hours in the subject, makes the worksheets and class activities are completed immediately, making students only perform the homework, but at the time of being evaluated do not meet the expectations of the teacher. There is not the necessary to follow-up each of the students because of the large number of students, so the teacher may improve and make a new plan and change the situation within the class.

From my point of view, it is assumed that students believe that English is a subject without importance, irrelevant in their life. For this reason, they do not pay the necessary attention during class hours. Many students are afraid to participate because they cannot pronounce any word in a correct way, as their classmates make fun of each other, in front of the teacher.

The attitude of the teacher to the students is not the right one, since he is very permissive, many of them take advantage of this and begin to create a non-optimal environment for the achievement of the objectives. I also assume that with a louder voice and more activities in and out of the classroom, students can relatively change this attitude.

PROPOSED SOLUTION/CHANGES (LESSON PLAN)

Cooperative learning method - Islands

It is a type of teaching method, in which students get together in a small or large group depending on the case, to achieve an objective in the best way, with the supervision of the teacher. Cooperative learning strategies can be used in different educational contexts, making the teaching-learning process easier. (Rigacci, 2020)

Cooperative learning strategies give students the opportunity to learn and become familiar with an environment similar to the one they will have in future working life. By applying this knowledge from an early age, we can ensure good relationships among co-workers.

Within the cooperative learning method, we can apply any class organization, in this case, it is suitable to have the course in islands. Islands are a way of having the students organized in small groups of no more than five students, the main objective of it is to support the students who have

to reinforce their knowledge, with the fast finisher ones. If a teacher wants to apply this method, it is recommended to know what type of student is each of them, and what are learning needs that they have.

Islands would be a solution for the eleventh-grade section "A" because there are more students than the recommended number for a class. This problem causes a chain of issues and, having a good organization is helpful because the students who master a bit more the topics reviewed in the English class, will help the partners of their groups, being such a guide to support the teacher's job. Moreover, teamwork is a good method because they share ideas and knowledge in order to build a new one that everyone has in common and achieve the same learning result at the end of the lesson.

Role plays and situations method - real life examples to relate them to the class to catch students' attention.

This teaching method is based on the performance of a situation, problem, and scenario with the main objective of assuming roles to put in practice what something says to let the audience know what this is about with body movements and dramatization. This kind of method gives the student a different learning experience which brings a lot of benefits and advantages if educators apply it inside an English class in the right way. Moreover, students can reinforce their knowledge by teamwork with trusted partner in order to have beneficial learning opportunities while they are sharing a good experience.

This teaching method could be used in a class starting by giving an introduction of the topic and then to use vocabulary that students already master in their L1 in order to develop their ideas to create some story telling with the performance of it. They develop the vocabulary through body movements and gestures to understand the message without using translation,

In the eleventh grade section "A" it would be very useful to apply this teaching method because they will be motivated to learn the language at the moment of seeing what their classmates try to perform. With that, their attention is caught too, being this a funny way to learn new words and increase their confidence to express their thoughts.

Game-based learning - enhance motivation

The definition of gamification is a strategy that implements game-like elements into non-gaming activities to enhance motivation. Since children are very interested in games, from video games and mobile applications to simple playground and board games, this can be a great place to start. Since childhood, students have been interested in games, body movements, virtual platforms, among others, so it is good to use all those elements they like to facilitate the acquisition of knowledge. (FutureLearn, 2021)

Most of people thought that teaching and learning was bored, but it is not right, nowadays in educational context, games and different virtual platforms are an important tool because students shows their interest in learning in a different way and not the traditional one which is based on repetition, a lot of texts which are not relevant for the class and unnecessary theory.

This teaching method applied in the eleventh grade section "A" would solve the issue of lack of motivation because students are not interested in traditional teaching methods, they see the games as an entertainment and not as an educational context, allowing them to mix their likes to become them in a new knowledge through the audiovisual resources they have in a platform or the realia.

Student-centered learning method – speech to asses each student’s participation

The main idea of this teaching method is to give the students an active role during the class, instead of being passives and repeat activities such as listening, drills, lectures or writings with traditional translation. It is useful to apply this method in a classroom too, because students will have debates to defend their ideas, to have more confidence to ask questions during a class, building a better learning result through teachers guide and partner’s thoughts. (Learn, 2021)

The traditional way to have a class is being the teacher the one who gave the information and the students were just receptor and playing the role of a sponge, having to memorize all what the teacher said, however with this teaching method are the students the principal character and their

ideas are the main content to build the knowledge that the teacher wants to give them and assess at the end of each lesson.

Most of the time, in a class with a large number of students, it is hard to assess each student's participation, it is common that in a classroom there is a specific group of students who interact during the class, but the rest are not motivated to do it, because they are conscious that the number of students forbid the teacher to assess or listen each one's participation. In this grade, the student centered method works because applying some speech, they will be taken into account, allowing them to be interested in the class, to be assessed.

Kinesthetic Learning method – music to encourage to learn through hand on experiences

The kinesthetic method is known also as tactile method, it is based on the implementation of physical activities in the learning environment, instead of listening long reading or watching not useful demonstrations. It is very common to use it in a classroom because the students are caught by the enjoyable activities that it includes, such as hand on experiences, building something, using drama or sports and performing a situation. (Jessie, 2019)

At the moment of applying this teaching method in an English class, the way that the class works is helpful to achieve the goals in the learning results context because students will be motivated to pay attention due to it is a different way to learn. The kinesthetic method could be used in several ways depending on what we want the students to acquire.

In the eleventh grade section "A", this method is going to be very helpful because most of the students like to avoid the traditional strategies and methods. Today, the audiovisual resources are a useful tool to increase the knowledge, in this case, the students will acquire more vocabulary, structures, even grammar, by an enjoyable way because they develop a cognitive learning, through the experience, the main objective is to learn by putting in practice instead of have the task of acquire a lot of theory.

LESSON PLAN

LESSON PLAN 1

Teacher: Chamba González Aldo Abraham.

Date:	Level	Unit	Lesson
29/08/2022	A2	2	3
Lesson Skills Emphasized: (writing Skill)			Overall Time: 40 minutes
Objectives: By the end of the lesson, Students should be able to: <ul style="list-style-type: none"> • Write past simple sentences with time expressions. • Review / learn new vocabulary (time expressions and verbs in past) • Express personal experiences in short sentences. 			
Materials used:	Worksheets – whiteboard – overhead projector – laptop, realia. Didactic resources.		

LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm-up	Setting the scene for the lesson.....	Writing on the white-board	5 min.	T ==> Ss
Step 1	1 – Questionnaire: T. starts with feedback about the last class (grammar structure). T. introduce the time expressions with brainstorming. Ss. Relate the time expressions with personal experiences giving examples of sentences using the grammar structure learned last class. Questions.	Visual aid White board Working sheet	7 to 10 min	T ==> Ss Ss ==> T
Step 2	Class Participation: T. prepares the class for the next activity. Ss. Form islands to listen to the instructions given by the teacher. Ss. Work in a writing activity using time expressions and the grammar structure, reinforcing teamwork and the usage of the vocabulary. T. gives a worksheet. Ss. Ask, in case they have got some questions about the activity.	Islands Listening for details (instructions) Deducting information Worksheet	10 to 15 min	T ==> Ss Ss ==> T
Step 3	Class Assessment	Formative	10 min	T ==> Ss

	Formative assessment	assessment through questions and answers in order to have feedback and reinforce any specific field for the next class.		
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LESSON PLAN 2

Teacher: Chamba González Aldo Abraham.

Date:	Level	Unit	Lesson
29/08/2022	A2	2	3
Lesson Skills Emphasized: (writing Skill)			Overall Time: 40 minutes
<p>Objectives: By the end of the lesson, Students should be able to:</p> <ul style="list-style-type: none"> • Review / learn new vocabulary (time expressions) • Comprehend what a short text says in past simple tense. • To answer questions about reading in order to reinforce the reading skill. 			
Materials used:	Worksheets – whiteboard – overhead projector – laptop, realia. Didactic resources.		

LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm-up	Setting the scene for the lesson.....	Writing on the white-board	5 min.	T ==> Ss
Step 1	<p>1 – Questionnaire:</p> <p>T. starts with feedback about the last class (grammar structure). T. introduce the time expressions with brainstorming. Ss. Relate the time expressions with personal experiences giving examples of sentences using the grammar structure learned last class. Questions.</p>	<p>Visual aid White board Working sheet</p>	7 to 10 min	<p>T ==> Ss Ss ==> T</p>
Step 2	<p>Class Participation:</p> <p>T. prepares the class for the next activity.</p>	<p>Islands Listening for</p>	10 to 15 min	<p>T ==> Ss Ss ==> T</p>

	<p>Ss. Form islands to listen to the instructions given by the teacher.</p> <p>Ss. Work in a writing activity using time expressions and the grammar structure, reinforcing teamwork and the usage of the vocabulary.</p> <p>T. gives a worksheet (reading)</p> <p>Answer the questions on the worksheet.</p> <p>Ss. Ask, in case they have got some questions about the activity.</p>	<p>details (instructions)</p> <p>Deducting information</p> <p>Worksheet</p>		
Step 3	<p>Class Assessment</p> <p>Formative assessment</p>	<p>Formative assessment through questions and answers In order to have feedback and reinforce any specific field for the next class.</p>	10 min	T ==> Ss

LESSON PLAN 3

Teacher: Chamba González Aldo Abraham.

Date:	Level	Unit	Lesson
29/08/2022	A2	2	3
Lesson Skills Emphasized: (Speaking Skill)			Overall Time: 40 minutes
<p>Objectives: By the end of the lesson, Students should be able to:</p> <ul style="list-style-type: none"> Review / learn new vocabulary (time expressions and verbs in past) Express personal experiences in short sentences. Show a short speech using past simple sentences with time expressions. 			
Materials used:	Worksheets – whiteboard – overhead projector – laptop, realia. Didactic resources.		

LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm-up	Setting the scene for the lesson.....	Writing on the white-board	5 min.	T ==> Ss
Step 1	1 – Questionnaire: T. starts with feedback about the	Visual aid	7 to 10 min	T ==> Ss

	<p>last class (grammar structure). T. introduce the time expressions with brainstorming. Ss. Relate the time expressions with personal experiences giving examples of sentences using the grammar structure learned last class. Questions.</p>	<p>White board Working sheet</p>		Ss ==> T
Step 2	<p>Class Participation: T. prepares the class for the next activity. Ss. Form islands to listen to the instructions given by the teacher. Ss. Work in an activity using time expressions and the grammar structure, reinforcing teamwork and the usage of the vocabulary. T. gives a worksheet. Ss. Present their speech to be evaluated in speaking skills. Ss. Ask, in case they have got some questions about the activity.</p>	<p>Islands Listening for details (instructions) Deducting information Worksheet</p>	10 to 15 min	<p>T ==> Ss Ss ==> T</p>
Step 3	<p>Class Assessment Formative assessment</p>	<p>Formative assessment through questions and answers In order to have feedback and reinforce any specific field for the next class.</p>	10 min	T ==> Ss

CONCLUSION

Once that all the information has been analyzed, it is concluded that the number of students in a classroom for an English class has an evident influence in the learning results and, in ecuadorian educational institutions, in this case Americano High ,it is something that people do not take into account as they should do. In addition, this factor develops a chain of other issues and consequences which affect the teaching - learning process, which includes many other important aspects inside the education such as: planning, schedule and time organization, teaching methods, among others, them all are the proof that the number of students is not only quantity, it is a very important point that will define and support the achievement of the goals each lesson.

RECOMMENDATIONS

To begin with, English teachers need better academically trained and better preparation for a large number of students per class. To be familiar with different kind of methods and strategies is an advantage because every semester there is a different group of students, with different needs and different behavior. It is imperative to be familiar with different methodology approaches to handle a variety of students in a classroom. Also, it is necessary to have a good classroom management in our lessons plan that will work in every class with a large number of students. It is necessary to have a clear concept of what the institution wants to achieve based on the Ecuadorian Board of Education.

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