



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

**MOTIVATION, NUMBER OF STUDENTS IN CLASSES AND  
THE ENGLISH TEACHING-LEARNING PROCESS**

**COMPREHENSIVE EXAM REPORT**

As a prerequisite to obtain a:

**BACHELOR'S DEGREE IN PEDAGOGY OF NATIONAL AND  
FOREIGN LANGUAGES**

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### **Statement of Authorship**

I, DANIELA JANAEL SOTO BORBOR with ID number 2450351164 undergraduate student from the Universidad Estatal Península de Santa Elena, School of Education 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 case study "MOTIVATION, NUMBER OF STUDENTS IN CLASSES AND THE ENGLISH TEACHING-LEARNING PROCESS" certify that this work is of my authorship, except for the quotes and reflections used in this research paper.



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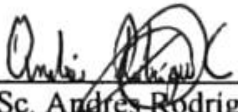
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### **Advisor's Approval**

In my role as Advisor of the research paper and title " Motivation, Number Of Students In Classes And The English Teaching-Learning Process" prepared by Soto Borbor Daniela Janael, and undergraduate student of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied, and reviewed the project, 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.



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MSc. Andrés Rodríguez

## DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK NAMED

“MOTIVATION, NUMBER OF STUDENTS IN CLASSES AND THE ENGLISH  
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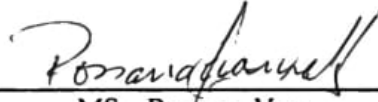
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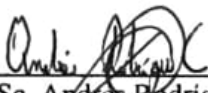
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## **DEDICATION**

This work is dedicated to my mom, Lilia Alexandra Borbor Lainez and my nana, Rosa Lilia Lainez Alejandro, which have been always by my side, helping in every moment and encouraging me to do my best to achieve my goals.

It is also dedicated to my siblings, Alessandra and Iker, who always support me and brighten my days.

And last but not least, I dedicate this work to Harry Potter, Hermione Granger, Percy Jackson, Nico DiAngelo and the members of BTS, because even if they don't know me, they had saved me in several ways and times.

## **ABSTRACT**

This case study focuses on the problem of the relationship between the number of students in classes, motivation and the teaching of the English language in the classroom, in order to find a solution to improve said process. Following the exposed situation, a class plan is proposed that focuses on good classroom management and a suitable learning environment for the teaching-learning process.

**Key Words:** Teaching-Learning process, motivation, classroom management.



## **RESUMEN**

Este estudio de caso se enfoca en el problema de la relación entre el número de estudiantes en clases, la motivación y la enseñanza del idioma inglés en el salón de clase con el fin de encontrar una solución para mejorar dicho proceso. A raíz de la situación expuesta, se propone un plan de clases que se enfoca en el buen manejo del aula y un ambiente de aprendizaje adecuado para el proceso de enseñanza-aprendizaje.

**Palabras Claves:** Proceso de enseñanza-aprendizaje, motivación, manejo de aula

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## **INTRODUCTION**

The purpose of this study case is to identify the relationship between motivation, the number of students in classes and the English teaching-learning process. In Ecuador, overpopulation causes a great imbalance in productivity in terms of the teacher's work. The topic of student excess and its relationship with the teaching-learning process is not a recent problem.

Despite that, it is considered that the student demand presented in the country at the moment, generates that what is seen as a solution, carries a series of problems within the classrooms and the pertinent attention that each student must receive, in terms of the fulfillment of the aims shown by the education curriculum, due to the lack of organization during the assignment of students in high schools.

## **BACKGROUND**

### **Motivation in Education**

Motivation is a force which cause people to behavior particularly and according to management point of view, the aim of creating motivation in students is to have a behavior in which brings the highest benefits in the teaching-learning process. (Aliyeva & Mammadova, 2018)

Motivation is the driver of guidance, control and persistence in human behavior, and has been recognized as a crucial factor in language learning because it works as the starting point for learning and supporting the process of foreign language acquisition.

### **English Teaching**

*English lessons are concerned with all aspects of the individual; thoughts and feelings are inseparable; students' responses are an essential element of what is being studied; individual differences are often more significant than universal truth.* (Brindley, 1994)

For students to learn, it is essential to supply a classroom environment in which they feel safe, engaged, connected, and supported in. *“The educational policies create assessment techniques, and their planning and implementation can have a large effect on language learning in schools.”* (Sevy-Biloon et al., 2020)

### **English in Ecuadorian High Schools**

Considering the fact that Ecuador is a multicultural territory, a certain number of Ecuadorian students who learn English may descend from indigenous civilizations where Spanish is the second language and English the third, Ecuadorian English teachers require an understanding of other cultures and know how it may affect their learning of the language.

The ELLS are based on the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) as they provide a common basis for the explicit description of objectives, content, and methods. (Ministerio de Educación, 2012)

The "Bachillerato" is part of the third level of school education that continues and complements the skills developed in the three sublevels of EGB (Educación General Básica). And according to the Ministerio de Educación del Ecuador, the English level for 3<sup>ro</sup> BGU (Bachillerato General Unificado) according to the EFL (English as a Foreign Language) Curriculum is B1.

## CASE ANALYSIS

The wide command aim of education is to equip students with knowledge, skills, attitudes and competencies that may change them to give helpful services to themselves and to the society at the future. In an attempt to supply good education worldwide, many factors have been identified as handling the falling standard of education.

The quality of teaching and learning process relies upon on, among several factors, the range of students in the classroom and the psychological environment conditions under which they learn. In Ecuador, most schools and high schools have a considerable number of students in the classroom, which may have a positive or negative influence on the teaching and learning of the English language and may be one of the causes for the language low achievement.

In a large class, teacher support rate is incredibly low. this can be thanks to the very fact that the scholars are too several and therefore the teacher cannot attend to them individually. The students the teacher tends to support are those that are highly active at school; that's those who raise queries, answer questions and contribute throughout tutorial session. Those that are quiet, reserved and back don't seem to be recognized in class in order that they receive less support from the teacher, and this clearly results in poor educational performance.

Much research has been done on the influence of only large class and how it affects academic performance. It includes research of Seda (2008), Earthman (2002), and Adeyemi (2005) just to mention a few.

Limited physical space due to large classes leads to increased student behavior, increased safety issues, and reduced variety of classroom activities. Interactions between

students and teachers are also affected by class size, which affects student instruction and classroom management. In large classes, teachers cannot build the relationships that they can in smaller classes.

The second significant factor in the teaching-learning process, is motivation. Motivation has an instantaneous effect on how a person learns. The influence of motivation is typically some distance achieving as it will increase a person's power level, determines the patience in achieving a particular goal, influences the forms of mastering strategies used and a person's wondering processes.

Motivation in education can have several effects on how students learn and how they behave towards subject matter. (Tohidi & Jabbari, 2012) Motivation must be seen as a completely vital part of the teaching-learning process. Motivated learners have the inner ability to acquire some knowledge, discover and capitalize on capabilities, to enhance educational performance and to adapt to the needs of the academic context.

One motive because students are not disciplined is due to the fact students' motivations do not suit those of the teacher. For most teachers, confronting some type of classroom management issues is an everyday occurrence. These issues may consist of infractions of college or classroom rules, "spacing out", sleeping in class, refusal to participate or speak, among others.

Classroom management is additionally an important part of effective and significant learning. Classroom management can absorb a large amount of time from the teacher. This time is normally centered on keeping the students on task and making sure that the task is effective.

The number of students in a group has been an obvious concern for teachers for a long time. One of the main reasons why so many teachers advocate group reduction is that it commonly reduces effective learning time. Teachers use part of the instructional time in each class to keep order, perform administrative tasks, and motivate students to be receptive to the instructional material.

However, the whole problem cannot be attributed to the number of students, there are other variables that are at play. Teacher preparation, the classroom environment, and the motivation of both the students and the teacher must all be considered.



## **PROPOSED SOLUTIONS**

The teaching-learning process most of the time depends on teamwork, one educational element complements the other. For this reason, it should be emphasized that within a classroom the maximum number of students must be respected. Each classroom must have a maximum number of 25 students and a minimum of 15 students, in order to ensure that the learner and the educator achieve a harmonious relationship and the achievement of the objectives present in the education curriculum.

Currently in the country there is a notable increase in student demand to access preschool education, which has caused endless changes in educational processes, with the main affected being the student and the educator; facing such an unsustainable situation, it is essential that all agents in the Ecuadorian educational area become aware of how important it is to prevent student overpopulation from existing in institutions and especially in classrooms in order to ensure an inclusive education of quality.

Favorable outcomes in the teaching-learning process requires several aspects; it goes from the design and performance of a good and flexible lesson plan to the implementation of correct classroom management strategies. For this reason, I suggest working with the Direct Method and CLIL (Content and Language Integrated Learning) Method along with a great classroom management.

### **Direct Method**

*The direct method of teaching English is also known as the Natural Method. It is used to teach several different languages, not just English, and the main idea of the Direct Method is that it only uses the target language that the students are trying to learn.*

(INTESOL Worldwide, 2018)

This method is focus on oral skills, and it is taught via repetitive drilling, Grammar is taught using an inductive way and students need to try and guess the rules through the teacher's oral presentations.

### **Content and Language Integrated Learning Method**

*“The term Content and Language Integrated Learning (CLIL) was launched in Europe in the 1990s by a group of experts from diverse backgrounds, including educational administrators, researchers, and practitioners.”* (Cenoz et al., 2014)

The application of CLIL has ground on four main principles: cognition, community, communication, and culture. This means the students work with a particular interaction between the four skills, in which cognition (the thinking skills) approaches to a particular topic, community (the development of the self-awareness in the environment) of them with respect to the content and the purpose of learning, communication (interaction with others) in the language domains specific to the topic, and culture (how learner engages with the language) backgrounds needed to each to learn and communicate, are all interlinked.

CLIL approach has been incorporated into the curriculum of different educational institutions around the world. Although in the Ecuadorian educational system this approach is new it is imperative to know in depth each one of the components of a CLIL lesson. (Jaramillo-Ponton et al., 2019)

### **Classroom Management**

Classroom management is a giant a part of the environment factor of a classroom. A nice environment with well-behaved students allows them to feel safe and secure within the classroom. Effective classroom management initiates with well-organized and **methodical** lesson plans preparation, helps the educator teach and students learn.

So, in order to students to be willing to concentrate and perform well they must be able to focus on their work and not their safety and wellbeing. For that reason, is important to set up a favorable classroom environment for help all students work cooperatively to learn.

Give positive reinforcement such as giving praise to students for their efforts and work and use accountable talks with the students may help to establish positive discipline and a great classroom environment.

To keep students' attention in classes, it is important to use some tools as projectors, blackboards and flashcards among others, to show the topic you are talking about. Moving all around the classroom is not always going to help but walking the aisles from time to time brings you closer to the learners.

And to improve or implement a good the classroom environment, work in groups is a great idea. Groupworks can promote co-learning and will ensure the participation of shy students who usually do not participate in classes. But it is also important to have organization to avoid screams, loud talking and chaos. For that we can use the following tips: ask students to give their ideas in a quiet tone and respect everyone in the class, offer help to the students using a soft voice and being kind, participate in the activities and keep the students focused on the work.

Implementing the direct method in the classroom and adding to this a good classroom management and the due motivation of both the student and the teacher, it will be possible to meet the objectives of the lessons, as well as help the students to become familiar with the foreign language.

The lesson plans and the formative and summative evaluations below are part of the proposed solution for this study case.

**Lesson Plan 1****UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**

Facultad de Ciencias de la Educación e Idiomas  
Carrera: Pedagogía de los Idiomas Nacionales y Extranjeros

**LESSON PLAN**

Teacher:

|  |  |      |                          |
|--|--|------|--------------------------|
| Date:  | Level  | Unit | Lesson                   |
|  | B1   |      |                          |
| Lesson Skills Emphasized: Reading – Grammar  |  |      | Overall Time: 40 minutes |
| Objectives: By the end of the lesson, Students should be able to: <ul style="list-style-type: none"> <li>• Recognize the present perfect continuous to express themselves.</li> <li>• Make compositions using present perfect continuous.</li> <li>• Use new vocabulary</li> </ul> |  |      |                          |
| Materials used:  | Worksheets – Whiteboard – over-head projector – laptop, realia |      |                          |

**LESSON OUTLINE**

| Stages  | Content / Procedures   | Techniques                | Timing       | Interaction         |
|---------|--|---------------------------|--------------|---------------------|
| Warm up | Greetings<br>Teacher will write examples of present perfect continuous in the whiteboard.  | Writing on the whiteboard | 5 min.       | T => Ss             |
| Step 1  | Questionnaire: Brainstorm and presentation about the topic.<br><br>Teacher will give grammar explanation. What is the present perfect continuous and when to use it. Usages in real life conversations.<br><br>Students will pay attention.                            | White board               | 7 to 10 min  | T => Ss<br>Ss => T  |
| Step 2  | Class Participation:<br>Reading task.<br>Teacher will give students a passage that contains instances of the present perfect continuous.<br><br>Students will find out the present perfect continuous and then they will compare their findings with their classmates. | Worksheets                | 10 to 15 min | T => Ss<br>Ss => Ss |
| Step 3  | Class Assessment (Formative – Summative)   |                           | 10 min       | T => Ss             |

**Lesson Plan 2****UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**

Facultad de Ciencias de la Educación e Idiomas

Carrera: Pedagogía de los Idiomas Nacionales y Extranjeros

**LESSON PLAN**

Teacher:

|  |  |      |                          |
|--|--|------|--------------------------|
| Date:  | Level  | Unit | Lesson                   |
|  | B1   |      |                          |
| Lesson Skills Emphasized: Writing - Grammar  |  |      | Overall Time: 40 minutes |
| Objectives: By the end of the lesson, Students should be able to: <ul style="list-style-type: none"> <li>• Recognize the present perfect continuous to express themselves.</li> <li>• Make compositions using present perfect continuous.</li> <li>• Use new vocabulary</li> </ul> |  |      |                          |
| Materials used:  | Worksheets – Whiteboard – over-head projector – laptop, realia |      |                          |

**LESSON OUTLINE**

| Stages  | Content / Procedures  | Techniques                | Timing       | Interaction         |
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| Warm up | Greetings<br>Teacher will write examples of present perfect continuous in the whiteboard.   | Writing on the whiteboard | 5 min.       | T => Ss             |
| Step 1  | Questionnaire: Brainstorm and presentation about the topic.<br><br>Teacher will give grammar explanation. What is the present perfect continuous and when to use it. Usages in real life conversations.<br><br>Students will pay attention. | White board               | 7 to 10 min  | T => Ss<br>Ss => T  |
| Step 2  | Class Participation:<br>Writing task.<br>Teacher will divide the class into groups and ask each group to illustrate a comic strip or write a mini mystery story<br><br>Students will write the imagined situation.                          | Worksheets                | 10 to 15 min | T => Ss<br>Ss => Ss |
| Step 3  | Class Assessment (Formative – Summative)  |                           | 10 min       | T => Ss             |

**FORMATIVE EVALUATION FOR BOTH LESSON PLANS**

Students will work correcting and changing some sentences using the correct grammar. 10 sentences will be given to them in a paper.

The formative evaluation will be after the review of the controlled practice and before the wrap up and feedback of the whole lesson.

**SUMMATIVE EVALUATION FOR BOTH LESSON PLANS****Writing.**

Unscramble the following words to form sentences, remember to use punctuation, and interrogation signs where it's necessary. (5pt) (1pt each item)

1. here/ has been / working / She / five / years. / for

2. You / recently. / eating / a / lot / have bee

3. They / learning / for / English / have been / two / years.

4. I / since / cooking / the / have been / morning.

5. It / the / pavement / is / has been / wet. / raining

**Multiple Choice**

(5pt) (1pt each item)

1. It has \_\_\_\_\_ snowing a lot this week.
  - a) be
  - b) been
  - c) being
2. \_\_\_\_\_ your brother and sister been getting along?
  - a) Have
  - b) Has
  - c) Are
3. I'm tired because I \_\_\_\_\_ been working out.
  - a) have
  - b) has
  - c) am
4. Julie \_\_\_\_\_ living in Italy since May.
  - a) has being
  - b) is been
  - c) has been
5. Did you know he's been teaching German \_\_\_\_\_ fifteen years?
  - a) before
  - b) since
  - c) for

## **CONCLUSION**

Considering that everyone has a different way of learning, and that is difficult to have a proper teaching without motivation from students and teachers, especially in a classroom with a large number of students. It is concluded that the implementation of the direct method, a right motivation and a great classroom management and environment could help improve the teaching-learning process and develop a better language learning.

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