

STATE UNIVERSITY PENINSULA OF SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES MAJOR



**REPORT OF COMPLEX EXAM
(PRACTICAL COMPONENT)**

As a prerequisite to obtain a:

BACHELOR'S DEGREE IN ENGLISH

AUTHOR:

ALEGRIA VALLE ATIATNA VALERIA

TOPIC OF THE CLASS:

REPORTED QUESTIONS

LA LIBERTAD - ECUADOR

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UNIVERSIDAD ESTATAL PENÍNSULA OF SANTA ELENA

FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS

CARRERA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

INFORME DEL EXAMEN COMPLEXIVO (COMPONENTE
PRÁCTICO)

Previo la obtención del título de:

LICENCIADA EN INGLÉS

AUTORA:

ALEGRIA VALLE ATIATNA VALERIA

TEMA DE LA CLASE:

REPORTED QUESTIONS

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2022

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I, Atiatna Valeria Alegria Valle with ID number # 2100395066, undergraduate student from UNIVERSIDAD ESTAATL PENINSULA DE SANTA ELENA, Faculty of Education and Languages, as a prerequisite to obtain a bachelor's degree in Pedagogy of National and Foreign Languages, in my role as author of the comprehensive exam report titled "Reported Questions" certify that this work is of my authorship, except for the quotes and reflections used in this report.

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ALEGRIA VALLE ATIATNA VALERIA

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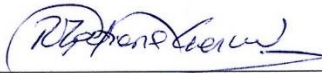
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ABSTRACT

The teaching and learning of the English language are universally relevant and teaches us not only to learn it for the moment but to practice it in order to keep it active in our daily lives.

This report aims to provide information about the teaching, practice, methodology, materials, used with the topic reported question for the demonstration class with the corresponding level b1.

We can also find step by step how to start, maintain and conclude a class in order to have control of it, such as initial motivational activities, introduce the topic, explain and most importantly make yourself understood about the topic, followed by activities so that they can develop and increase their knowledge and concluding with a general review of what was done in class.

In conclusion, we rely on the methodologies that can be applied and used in the solutions to develop and improve the knowledge and learning of the English language.

Key words: Methodology, motivation, warm-up, didactic resources.

RESUMEN

La enseñanza y aprendizaje del idioma inglés correspondiendo universalmente nos enseña no solo aprenderlo por el momento si no a practicarlo para mantenerlo activo en nuestra vida diaria.

Este informe tiene como objetivo dar a conocer sobre la enseñanza, practica, metodología, materiales, utilizados con el tema reported questions para la clase demostrativa con el nivel correspondiente B1.

También podemos encontrar paso a paso de como iniciar, mantener y concluir una clase para así tener el control del mismo, como las actividades de motivación iniciales, dar a conocer el tema, explicar y lo más importante hacerse entender sobre el tema, seguido de actividades para que puedan desarrollar e incrementar su conocimiento y concluyendo con una revisión general de lo hecho en clase.

En conclusión, nos basamos en las metodologías que se pueden aplicar y utilizar en las soluciones para desarrollar y mejorar los conocimientos e aprendizaje del idioma inglés.

Palabras claves: Metodología, motivación, calentamiento, recursos didácticos.

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INTRODUCTION

Nowadays, the teaching of English is considered a priority as it broadens our knowledge and allows us to get to know new cultures and people. Communicating in English, the universal language, gives us the opportunity to create links with different parts of the world and opens up international lines of communication. It also opens up new possibilities in different fields of activity. Teaching a foreign language lead to the acquisition of skills such as listening, speaking, reading and writing, enabling learners to use English to develop in a variety of occupations and everyday contexts. New technologies make it easier for teachers to teach new languages and for institutions to continue their courses.

According to UPSE statements tittle II about the graduation, students should take into account some requirements before obtaining their grade. In article 3 we have the options that students have to choose in order to be professionals in their major, it says “Each major will have the two options related to their knowledge area which, according to part five number three article 22 of the CES academic statement, these options will obligatorily include the comprehensive examination and the research projects.” (UPSE, 2015)

To this end, the State University of the Santa Elena Peninsula, in collaboration with El Consejo Superior de la Universidad, stipulates in a declaration that students of this institution must pass a block of curriculum integration in order to be able to design and develop a research project related to the subjects that make up the profession, or an examination in which all subjects considered relevant to the students' professional profile are taken into account.

Due to the emergency in which the whole world was affected, academic activities and more were affected, and we resorted to virtuality, at the beginning it was a little difficult but we were able to learn and advance in our learning.

This document shows the practical part considering the demonstration class, which exposes the planning part, methodology and material to be used for the teaching-learning process.

PLANNING

The topic

Reported Questions, A reported question is when we explain to someone what someone else has asked. To do this, we can use direct speech or indirect speech but does not use the person's actual word.

As with reported statements, we may need to change pronouns and tense as well as time and place in reported questions. But we also need to change the word order.

The objective

At the end of the class, the students learned how to use the question report and are able to do the exercises in class using grammar when talking about different topics.

The methodology

The method to introduce the topic is Thinking based learning to start the class with an idea about the topic and introduce vocabulary that they already handle with their L1, with this the students will be able to work with the information given to them and in this way it will be easier to learn with the examples and slides used in the explanation as it helps to maintain the new knowledge due to the learning with visual resources, they can also relate the examples with real life and personal situations in the new language (English).

The resources

The demonstrative class was held face-to-face, I used slides with the basic information of the topic, the unit and the objective so that the students knew what the topic was about and what the information was useful for. In addition, didactic videos where examples related to the topic were shown, for the practice we used resources such as printed exercises for each student and the same ones that are

virtual in the platform that quiz and thus the activities were fulfilled, the first 10 exercises were practiced where each student performed them and to finish the same printed exercises for the final lesson.

DEVELOPMENT

Activities

- ✓ Welcome was the key element to start the class. It is very important to motivate the atmosphere in the classroom and I did it with a song – Good Morning Rap.

- ✓ Mentioning the topic of the class, reporting questions, starting with brainstorming what the students think and taking notes to give their opinion at the end.

- ✓ Giving the main topic report questions so they know the importance and how to use the topic and what it will be useful for.

- ✓ Using the slides worked on power point, it was shown on screen the general concept, the classes on the same topic how to learn to differentiate them and then some examples with real life situations to be clear about the use.

- ✓ In the first worksheet, students can practice on what was explained by applying grammar, also on the changes that have to be made to report a question.

Individual work

The individual activity was the practice with printed exercises, 10 questions where first the students had to identify if it was a yes and no question or if it was a word question, then report the question using the grammar explained changing the tense and verbs, for this activity they had 5 minutes and at the end they were reviewed in class giving the correct answers.

Class management

The class is taught face-to-face only in the presence of the teachers in charge, classroom management, creating a good and comfortable environment are important factors that influence the development of the class and the achievement of the objectives. So, for the class, a warm-up song and a quick ending were prepared, the activity was a bit more complex, but it was completed together with the teachers pretending to be the students. In addition, the class was more participatory since that was one of the purposes that practicing, they can learn faster.

ASSESSMENT

In the class, students were working on an activity: identify each question and then choose among the answers the correct one by reporting the form question, for that activity, they had to consider some rubrics to be graded on 15 points:

Identify the question		whether it is a yes or no question, or question word
Identify the time of the question		This will allow changes to be made
Write the correct answer	10 points	Choose among the four answers

NAME:

- | | |
|--|---|
| <p>1. Christopher: "Do you want to dance?"
Christopher asked me if I wanted to dance.</p> <p>2. Betty: "When did you come?"
Betty wanted to know when I had come.</p> <p>3. Mark: "Has John arrived?"
Mark asked me if John had arrived.</p> <p>4. Ronald: "Where does Maria park her car?"
Ronald asked me where Maria parked her car.</p> <p>5. Elisabeth: "Did you watch the latest film?"
Elisabeth asked me if I had watched the latest film.</p> <p>6. Mandy: "Can I help you?"
Mandy wanted to know if she could help me.</p> | <p>7. Andrew: "Will Mandy have lunch with Sue?"
Andrew asked me if Mandy would have lunch with Sue.</p> <p>8. Justin: "What are you doing?"
Justin asked me what I was doing.</p> <p>9. Frank: "How much pocket money does Lisa get?"
Frank wanted to know how much pocket money Lisa got.</p> <p>10. Anne: "Must I do the shopping?"
Anne asked if she had to do the shopping.</p> |
|--|---|

At the end of the class students took a short test for 20 points. The exam took into account some important points of the class: the grammatical structure, the vocabulary of the verbs in different tenses, to make the report of the questions, and the vocabulary of the verbs in different tenses.

WRAP UP

Feedback

At the end of the lesson the students understood and used the grammatical rules applied in the questionnaire. The students performed the exercises in class, at the end of the lesson they practiced the use of grammar to report the questions in different exercises expressing the different situations they have been asked, in the case of not passing the lesson reinforcement classes will be given on the topic.

Autonomous work and assignments

After class, they were assigned a short exercise related to the topic of reporting questions.

After the homework, they were assigned to continue practicing so as not to forget the uses.

The importance of autonomous work in class is a review to see if the class topic has been understood and learned. I apply it as an activity of reporting questions, the same ones explained in class, reading and identifying the tense and making the grammatical change to report the questions.

SELF REFLECTION

At the beginning of the class, starting with music was an easy way to get started, followed by brainstorming was a good method to count on the ideas of the teachers, besides, it was a tool that created a comfortable environment because the ideas of the rest were listened to and that is important for a good relationship. When the topic was presented, they first read to give the general idea of the class, to get it clear.

Using the tools in the classroom such as whiteboard, markers, printed exercises, projector and audio it was easy to share the material to show the slides worked in power point in order to get attention and analyze the grammatical structure and the uses of them in different situations. Giving the opportunity to participate was a good strategy used in class because it is easier to realize if they are paying attention, also they analyze and practice it.

An important point or moment in the class is to give a few minutes to resolve doubts, if they have any questions related to what has been taught in class since it is not advisable to leave in doubt or without understanding any part. The objective is to have positive learning results with the whole class. In case of having any problems with the learning progress of the lesson, some reinforcement classes have been scheduled.

During the presentation of the slides a problem of the videos were not visualized but using a quick solution using the internet searching the videos could complete the activities, and therefore can be used different resources applied either virtual or face to face.

To conclude, the class was carried out normally, the explanation was understandable giving good results in class, by putting into practice all the knowledge imparted throughout the studies are reflected and giving in a better way.

CONCLUSIONS

At the end of the class and after analyzing the scores and responses of the lessons and the interaction of the teachers in simulation in being students during the class, it is evident that practice is very important during a new lesson or a new topic, since with that they will be relating the new language with real situations, facilitating the adoption of English in their daily lives.

Nowadays it is very important, and it is to take teaching seriously since there are different aids and resources so that there is a good communication to teach classes in order to develop the teaching-learning process in the educational context.

Knowing the students with whom we are going to work is a relevant factor, each person, each student is very different, and this is more noticeable when trying to do an activity, in the classroom it is not possible to apply the same for everyone because not everyone learns in the same way, but this helps to recognize and apply different teaching methods.

Question reporting is a topic that is related to real life and situations that we may face on a regular basis, is more common than we imagine and is used almost all the time when talking to

other people, being this a reason to use examples and thus improve in having more fluency and facilitate the ability to write questions and report them using different vocabulary or times in which the reports are written.

BIOGRAPHY

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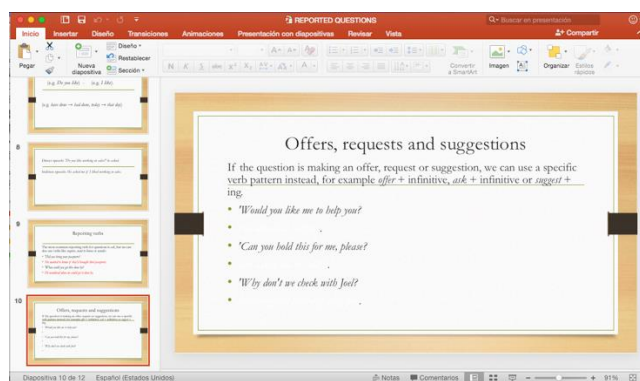
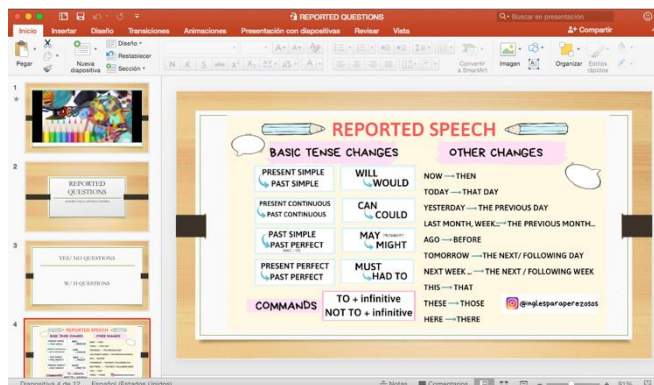
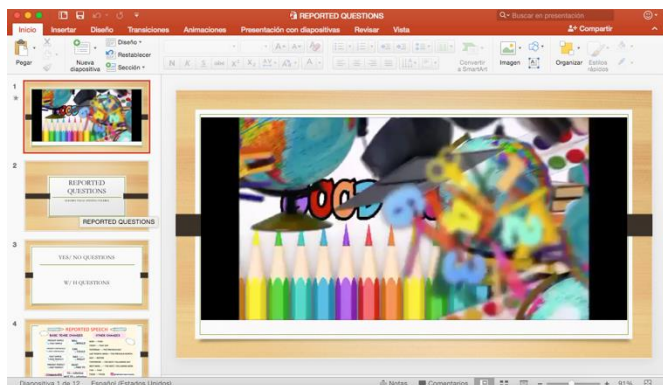
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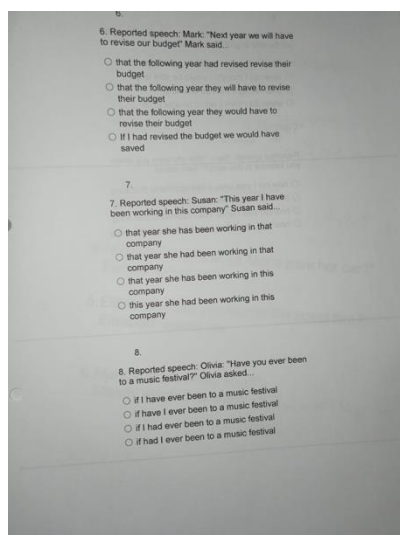
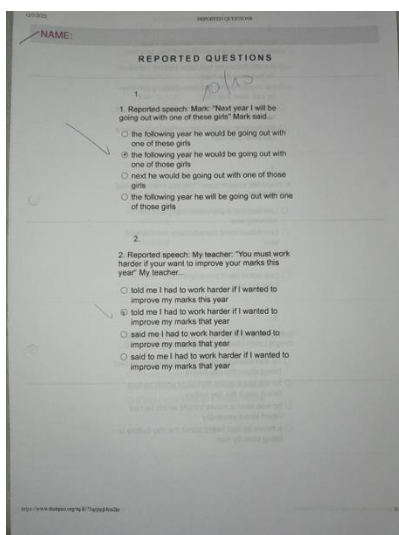
<https://www.youtube.com/watch?v=g2C7-nLkZ8I>

ANNEXES

Attachment 1:



Identify the question		whether it is a yes or no question, or question word
Identify the time of the question		This will allow changes to be made
Choose the correct answer	20 points	Choose among the four answers



LESSON PLAN

LESSON PLAN

Student's name: ALEGRIA VALLE ATIATNA VALERIA	Date:	Level B1
Venue: Universidad Estatal Península de Santa Elena	Lesson: 1	Lesson length: 30 m

1. Lesson context & Aims

CONTEXT:

What is the theme of context of your lesson? (e.g. at the restaurant, travelling to Europe, planning holidays, etc)

REPORTED QUESTIONS

LEARNING OUTCOMES:

Circle A or B and the language System/Skill - My lesson's **main aim** is:

- A) Language (L): e.g. **grammar**, functions, vocabulary.
- B) Skills: (S): e.g. Reading, Listening, Speaking, **Writing**

My lesson's **secondary aim** is:

- a) If main aim is skills, indicate the language system you will use to support the skill: **WRITING**
- b) If main aim is language, indicate the language skill you will use to support the language:
GRAMMAR

Complete this following box and prompt:

(These should be your aims in terms of what you want the students to achieve)

Main aim:

By the end of the class, students will have learned how to use question report and be able to do the exercises in class using grammar speaking on different topics.

Sub-aims:

Students will have understood and used the grammar rules of report questions.

Students will have done the exercises in class, at the end of the lesson they will have practiced using grammar to report questions in different exercises.

Section 2. LEARNER'S PROFILE , RATIONALE & TIMETABLE FIT

Recent work done:

Prior to this lesson, students have understood, learned and practiced with writing exercises and grammar practice on reporting questions.

Profile of the learners and a description of their age and level, their linguistic and affective needs:

I have chosen a completely mixed course. Students are expected to be participative and like to work collaboratively. According to the Common European Framework of Reference (CEFR) this class is aimed at B1 level, they will be able to use question report and be able to do the exercises. They follow a schedule established at the beginning of the year.

RATIONALE.-

How the needs of the learners relate to the main aim, stage objectives, activities and materials in this lesson.

This material is based on the development of a productive skill (speaking) from an authentic material made by me that will show a technique to practice writing very well and to improve grammar. The lesson will be divided into stages as pre, post and while according to the needs of the students, a better understanding for them, and the requirements for this task.

Section 3: Personal Aims, Problems and Solutions

PERSONAL OBJECTIVES (*limit this to two or three points that you want to focus on in **this** lesson*)

TIP: look at your Summary of Feedback Form from your previous TPs and focus on what the tutor advised you to improve.

<u>Objectives:</u>	<u>Strategies (How are you planning to achieve these objective?)</u>
<p>Guide students to improve language learning and practice.</p> <p>Help students to good pronunciation, oral expression, good learning and application of grammar in the classroom.</p>	<p>Identify whether topics have been learned and practiced correctly.</p> <p>Use listening and speaking skills by listening to a partner's listening or speaking practice.</p> <p>The student will practice with his/her presentation about his/her routine and future plans taking into account the grammar to be used.</p>

ANTICIPATED PROBLEMS AND SOLUTIONS (Classroom Management & Tasks) – you should **write at least 3 problems & solutions, but feel free to write more!**

<p><u>Problem 1:</u></p> <p>Students are unable to comprehend the topics of the class.</p> <p><u>Solution 1:</u></p> <p>The solution would be to look for strategies to help maintain their attention and comprehension.</p> <p><u>Problem 2:</u></p> <p>Students find the class boring.</p> <p><u>Solution 2:</u></p> <p>The solution is to have interactive classes.</p>
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Problem 3:

Students do not understand the assignment.

Solution 3:

The solution would be to briefly explain to them what they have to do after handing in the homework.



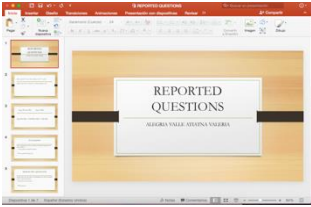
Section 4:**Resources and Materials**


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True Stories In The News (Second Edition) by Sandra Heyer 1996 by Addison Wesley Longman Publishing Company Pag.18

www.dictionary.com

<http://dictionary.cambridge.org/>

Time in Minutes	Description of Activity	Resources Needed and Other Notes
2	Welcome music as students enter the class	https://www.youtube.com/watch?v=GjZSwNjHINw
0	Turn down music to signal the start of class	
2 3 8	<p>Explain the topic to be taught and give the objective of the class.</p> <p>Grammar</p> <p>Pre-teach the grammatical contents of the report questions. They should look at the pictures, tell their structure and example.</p> <p>- We will watch a video in which it is explained in more detail.</p> <p>- Indirect and Direct form - examples.</p>	  
3	Video review about reported speech and practice.	

8	Practice one report questions word.	https://www.youtube.com/watch?v=g2C7-nLkZ8I  ACTIVITY REPORTED QUESTIONS.docx
3	FINAL LESSON ABOUT REPORT QUESTIONS	https://www.thatquiz.org/tq/classtest?ZDJJ2JK3
1	A brief review of the topic and dismissal of the class.	https://www.youtube.com/watch?v=OLDArAjf7-c