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ELENA SCHOOL OF EDUCATION AND
LANGUAGE PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES**

**“CASE STUDY FOR 2ND BACHELOR SECTION “E”, AT
UNIDAD EDUCATIVA BILINGÜE AMERICANO,
SCHOOL YEAR 2021-2022”**

As a prerequisite to obtain a:

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

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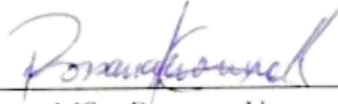
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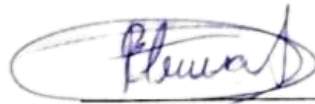
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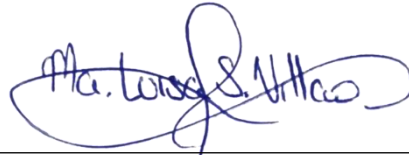
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I, SUÁREZ VILLOO MARIA LUISA with ID number 2450178005 undergraduate student from the Universidad Estatal Península de Santa Elena, School of Education Sciences and languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages, in my role as author of the case study "CASE STUDY FOR 2ND BACHELOR SECTION "E", AT 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 research paper.

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CERTIFICACIÓN

En condición tutor del estudio de caso correspondiente al componente práctico del examen de carácter complejo, certifico que la señorita **SUAREZ VILLOO MARIA LUISA**, ha desarrollado su trabajo de acuerdo a los lineamientos dados, observando las disposiciones institucionales, metodológicas y técnicas, que regula esta actividad académica, por esta razón se autoriza a la entrega para su respectiva presentación al especialista designado, y proceda a la exposición de su contenido. Se adjunta porcentaje de plagio obtenido a través de URKUND.



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ABSTRACT

The report analyzes the reasons for the growth of the motivation of the students of 2 BGU “E” of the “American” Bilingual Educational Unit, which is based on real facts regarding the lack of motivation that students feel when learning a new language. The objective of this was to establish a study plan which does not lack resources for the knowledge of students through participation in different events or situations. Therefore, working in a non-native environment, but taking into account that the teacher’s task is to teach a foreign language, which must comply with the requirements established in improving education with the English as Second Language, improving critical and creative thinking skills, since with that knowledge, opportunities and global understanding increase, among other; to find a way to help find motivation within the classroom, the teacher needs to find student’s motives in order to accommodate them by favoring the student and showing interest in learning.

KEY WORDS: Student Motivation, Resources, Second language, Learning

RESUMEN

El informe analiza las razones del crecimiento de la motivación de los estudiantes de 2^o BGU “E” de la Unidad Educativa Bilingüe “Americano”, el cual se fundamenta en hechos reales respecto a la falta de motivación que sienten los estudiantes al aprender un nuevo idioma. El objetivo de este fue establecer un plan de estudio que no carezca de los recursos para el conocimiento de los estudiantes a través de la participación en diferentes eventos o situaciones. Por lo tanto, trabajar en un ambiente no nativo, pero teniendo en cuenta que la tarea del docente es enseñar una lengua extranjera, la cual debe cumplir con los requisitos establecidos en el mejoramiento de la educación con el inglés como Segundo Idioma, mejorando las habilidad de pensamiento crítico y creativo, ya que con ello aumenta los conocimientos, las oportunidades y el entendimiento global, entre otros, para encontrar una manera de ayudar a encontrar la motivación dentro del aula, el docente necesita encontrar los motivos del estudiante para acomodarlo favoreciendo al estudiante y mostrando interés por aprender.

Palabras claves: Motivación del estudiante, Recursos, Segundo Idioma, Aprendizaje

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INTRODUCTION

Education is a public service it ends up being used at point in life, which has become a powerful survival tool. For some time now, there have been many critical voices from teachers and education professionals who have asked for power to be implanted in classrooms work in projects, avoiding the rigidity that characterizes current curricular content, and that it is the students themselves who involve then in their learning and encourage their daily self-motivation. Few schools and teachers follow this way to improve the learning in the classroom, those who use it obtain exceptionally satisfactory results, both academically and in terms of personal satisfaction.

The present case study is based on the study plan of 42 students of the "American" bilingual Educational Unit of the 2 BGU "E", who a certain amount is reflected in the lack of the motivation when learning a new language. In addition. it is essential to carry out this case study which has been based on certain investigations and observations according to the lack of motivation the student present. However, it has been shown that the particularity with which the teacher exercises her role towards the students, there is no impulse in which they want to learn, and student feels pressured to learn it, and there is no motivation to acquire English as foreign language. Since, the class seems to be with the traditional method, and the student is another stage, this is a new generation, which require new methodologies and learning techniques where the student feels according to the level of English that is required for the training. Student, which one as a teacher can show certain interactive games so that the classroom can learn while finding a pleasant moment to learn in the easiest and most fun way.

Finally, regarding the effectiveness of the planning of the demonstrative class with the topic "Past Simple (used to)" which has been designed with the purpose of making it understood in a more innovative way to be able to carry out the class.

BACKGROUND

The acquisition of a second language, in this case English, is significant advantage for the person or group of people who possess it, because it is widely recognized that proper use of a second language allows people to break down language barriers and communicate with people who are native or non-native speakers of the language. This is since there are countries all over the world that operate not only with an official language but also with a second language.

Approximately, 30 years ago, in the early 1990s the Ministry of Education (MINEDUC) accepted English language instruction in public and vocational schools through a partnership with the British Council. However, it wasn't until 1950 that the MINEDUC issued an order requiring English as a subject in all public, schools in Ecuador.

Howard Gardner claims that motivation for second Language Acquisition (SLA) is based on the definition of motivation as “the measure in which an individual works or makes an effort to learn a language due to a desire to do so and the satisfaction experienced in doing so” (Gardner, 1985)

Despite this significant initiative in English language education in the country, this situation was insufficient because the teachers in charge of imparting the material were not professionals in the field and were not considered within the range that was required, resulting in a shift in the goal of teaching English to Ecuadorians. During Rafael Correa's presidency in 2007, the educational system received special attention and priority, with a focus on appropriate English language instruction for primary and secondary school students, with the goal of graduating with a B1 English proficiency.

In addition, the government put pressure on English teachers when it required a bachelor's degree in English and an international B2 certificate; only those who met these requirements were considered qualified to teach in the public school system, creating a filter in which not everyone could teach. This action was very beneficial to education because the teachers were professionals with extensive knowledge and command of the language. Furthermore, teachers must be capable of resolving any type of problem that may arise during the teaching process.

CASE ANALYSIS

The case studies are responsible for providing teachers with the different processes of problem-solving in the classroom, as experienced teacher eventually learn through trial-and-error problem solving. In addition, the new teachers have been in a stage of isolation so that they can discover these problem-solving centers. The case study method gives new teachers the benefit of experimentation within the classroom, but hopefully reduces learning by trial and error. It is a way to provide help in teacher development so that future teachers are more effective quickly in the classroom.

Nowadays, learning a new language, such as English, has become very important for the Ecuadorian people because, as the world's first language, it opens numerous opportunities in the labor market, allowing a person with limited resources to grow economically. On the other hand, in the educational field, there are certain exchange programs that assist students in being able to embark on trips to other countries where students can develop and learn about culture, traditions, and customs, but most importantly, be able to soak in totality of the foreign language.

In recent years, English language education has grown significantly, with positive and significant changes in the educational system because of the implementation of exchange programs, changes in English as a Second Language (ESL) plans, and scholastic awards, which have provided an incentive for students to continue their language learning. Despite this, there are many aspects of secondary school that must be considered to improve, because students have a variety of academic needs that can help solve problems that impede good management of English as a foreign language.

From another perspective, many times students are not fully engaged or do not have adequate motivation to learn this foreign language because, in many cases, teachers or those in charge of the student's education do not apply the proper technique, which

causes the educational environment to become stale and students to lose interest in learning and, as a result, see it as a chore.

It is essential to have certain rules of the classroom which are discussed with the students, they feel a stronger sense of belonging and commitment to them. Often, these rule-making sessions at the start of the year produce groups of rules that are similar and affective. It is more likely that students will meet expectations and interact positively with others once the rules and consequences have been agreed upon. It is also possible to allow students to set realistic rules for their teachers such as “always be willing to help” and “assure that our test is fair”. The teacher also has the obligation, as part of a motivational teaching approach, to make learning interesting for students.

Also, students will get distracted at some point during the school year and several will fall behind. However, to increase the concentration, it could be suggested that students draw examples of situations that have interrupted learning both inside and outside the classroom, as there are several reasons why students tend to be distracted more quickly, the various options associated with these distractions that must focus on positive and realistic solutions, such as task and reward.

Particularly when a teacher follows the traditional method, based on grammatical explanations and then the distribution of worksheet, which students must complete with relevant information from the topics discussed in class, but this does not allow the student to interact with the language more and, in fact, limits his or her abilities and knowledge. Furthermore, another common issue is an overabundance of students in the classroom which causes the teacher to not give adequate attention to all students, resulting in knowledge gaps and a significant loss of motivation to learn a new language.



PROPOSED SOLUTION/CHANGES
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LESSON PLAN 1

Teacher: María Luisa Suárez Villao

Date:	Level	Unit	Lesson
Thursday, September 1st-2022	2 BGU E	3	5
Lesson Skills Emphasized: (Writing Skill)			Overall Time: 40 minutes
Objectives: At the end of the lesson, students should be able to develop the necessary skills related to the modal verb "used to" that would be carried out through activities, thus having a better motivation to learn the English language.			
Materials used:	Worksheets – whiteboard – markets – flashcards		

LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	Setting the stage for the lesson, implement a warm-up activity called "odd one out", which consists of showing a set of words and the student must choose the one that does not correspond to this set of words.	Writing on the white board	5 min.	T ==> Ss
Step 1	Preparation: T. Prepare the class by giving some instructions: Present "Agree/Disagree cards" and mention when they will be able to use them, such as when participating with their classmates and when they feel confused with an explanation from the teacher. 2 – Questionnaire:	Flashcards Visual aid White board Working sheet	7 to 10 min	T ==> Ss Ss ==> T

	<p>T. Present to the class showing information related to the topic "Past Simple"</p> <p>T. explains the use of the modal verb in the past simple "used to".</p> <p>3- Ss relate the information with previous knowledge</p>			
Step 2	<p>Class participation: T. prepares the class for class participation SS. Write 3 sentences using "used to" and then students can gain participation in class by writing the answers on the board and saying helping other classmates participate using "popcorn (name of another student)". Then complete a worksheet related to the topic.</p>	<p>Listening for details (instructions) Deducting information</p>	10 to 15 min	<p>T ==> Ss Ss ==> T</p>
Step 3	<p>Class Assessment (Formative) T. Introduces formative assessment to ensure student learning by providing ongoing feedback.</p>	<p>Worksheet (Explanation) and give feedback</p>	10 min	T ==> Ss



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LESSON PLAN 2

Teacher: María Luisa Suárez Villao

Date:	Level	Unit	Lesson
Thursday, September 1st-2022	2 BGU E	3	5
Lesson Skills Emphasized: (Speaking Skill)			Overall Time: 40 minutes
Objectives: At the end of the lesson, students should be able to develop the necessary skills related to the modal verb "used to" that would be carried out through activities, thus having a better motivation to learn the English language.			
Materials used:	Worksheets – whiteboard – markets – flashcards		

LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	Setting the stage for the lesson, implement a warm-up activity called "Telephone" in which the teacher will give a message to the first students in each row, and will pass a message to the classroom hoping that the message will not be modified while it reaches the last student from each row.	Writing on the white board	5 min.	T ==> Ss
Step 1	Preparation: T. Prepare the class by giving some instructions: Present "Agree/Disagree cards" and mention when the student will be able to use the cards, such as when participating with the classroom and when the students feel confused	Visual aid White board Working sheet	7 to 10 min	T ==> Ss Ss ==> T

	<p>with an explanation from the teacher.</p> <p>2 – Questionnaire:</p> <p>T. Present to the class showing information related to the topic "Past Simple"</p> <p>T. explains the use of the modal verb in the past simple "used to".</p> <p>3- Ss relate the information with previous knowledge</p>			
Step 2	<p>Class participation:</p> <p>T. prepares the class for class participation.</p> <p>Ss. Tell 2 lies and 1 truth using "used to" while the classroom try to guess which is the truth, and when guess, the student must give the opportunity to participate another classmate using "popcorn (name of another student)", and thus, another student must carry out the same successively.</p>	<p>Listening for details (instructions)</p> <p>Deducting information</p>	10 to 15 min	<p>T ==> Ss</p> <p>Ss ==> T</p>
Step 3	<p>Class Assessment (Formative)</p> <p>T. Introduces formative assessment to ensure student learning by providing ongoing feedback.</p>	<p>Worksheet (Explanation) and give feedback</p>	10 min	T ==> Ss



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LESSON PLAN 3

Teacher: María Luisa Suárez Villao

Date:	Level	Unit	Lesson
Thursday, September 1st-2022	2 BGU E	3	5
Lesson Skills Emphasized: (Reading Skill)			Overall Time: 40 minutes
Objectives: At the end of the lesson, students should be able to develop the necessary skills related to the modal verb "used to" that would be carried out through activities, thus having a better motivation to learn the English language.			
Materials used:	Worksheets – whiteboard – markets – flashcards		

LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	Setting the stage for the lesson, implement a warm-up activity called "Give me 5", in which the student must give 5 words related to the word that will be shown by the teacher, and when the student says all 5, he/she will high-five with the teacher (giving all 5).	Writing on the white board	5 min.	T ==> Ss
Step 1	Preparation: T. Prepare the class by giving some instructions: Present "Agree/Disagree cards" and mention when the students will be able to use the cards, such as when participating with the classroom and when feel confused with an explanation from the teacher.	Visual aid White board Working sheet	7 to 10 min	T ==> Ss Ss ==> T

	<p>2 – Questionnaire:</p> <p>T. Present to the class showing information related to the topic "Past Simple"</p> <p>T. explains the use of the modal verb in the past simple "used to".</p> <p>3- Ss relate the information with previous knowledge</p>			
Step 2	<p>Class participation:</p> <p>T. prepares the class for class participation</p> <p>Ss. will read a story and among classmates, the student will give the opportunity to participate the classroom through a magic word "popcorn (name of another student)", and the other students who did not participate will be able to do so by answering questions related to reading.</p>	<p>Listening for details (instructions) Deducting information</p>	10 to 15 min	<p>T ==> Ss</p> <p>Ss ==> T</p>
Step 3	<p>Class Assessment (Formative)</p> <p>T. Introduces formative assessment to ensure student learning by providing ongoing feedback.</p>	<p>Worksheet (Explanation) and give feedback</p>	10 min	T ==> Ss

CONCLUSION

There are several things that the teacher must consider when teaching a class. One of these is the student's practice. Teaching a new topic can be difficult, but by employing the proper strategies or methods, the teacher can capture the attention of the student, and the same as the student-teacher, allowing the students to complete the activities and obtain a good grade. Currently, knowing how to use technology will be the best ally in daily instruction and improving academy quality, because students can use it to learn the various topics provided by the teacher. Another important factor is getting to know the students, because everyone has different knowledge and way to think, either using a variety of strategies, methods, and resources in the same class can result in high-quality and enjoyable learning for each student while also helping oneself improve as a teacher.

Furthermore, teach the topic "Simple Past (used to)" to 42 students from the 2 BGU "E" for the demonstrative class, performing the corresponding tasks; the topic being appropriate for students with a B1 English level, but in this case the students being in a bilingual institution, it is preferable to obtain the B2 or C1 level of English. It is complicated can detect a new language, and it is required acquire the language from at least the childhood, and this does not mean that students at the age of 15 or 16 will be able to learn. Furthermore, student at this age will find it easier to learn the specific topics covered in secondary school and will be able to follow instructions tailored to each class. Finally, students can learn at different levels; some will learn at a faster pace, while others will learn at a slower pace, because English is a difficult language to learn, but it is not impossible to learn because it provides many opportunities to those who do not wish to continue learning it.

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