



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

“PAST SIMPLE - TIME EXPRESSIONS”

COMPREHENSIVE EXAM REPORT

As a prerequisite to obtain a:

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

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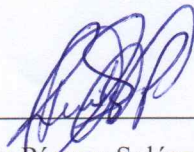
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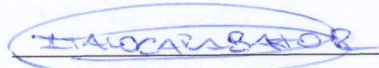
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JUAN CARLOS LEÓN MALAVÉ

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La Libertad, 26 de agosto de 2022

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ABSTRACT

This research study for the practical component of the comprehensive examination is based on innovative strategies and approaches adapted to the large classes that disrupt the flow of classroom activities and interfere with learning in education nowadays.

The study was carried out in the Unidad Educativa Americano, the 42 students study subjects belong to the 2nd level of high school parallel E; the learning content is related to the Simple Past - Time Expressions. However, observation would be crucial as a research tool, providing qualitative and descriptive data about anything that revealed an overview of the current state of the teaching-learning processes of English as a foreign language within this setting.

In the English area, the purpose of this process is to evaluate the classroom management of teachers through an evaluation in an educational field to know and investigate the various shortcomings of a real situation, to reflect on it, and to be able to act accordingly to improve the learning.

KEYWORDS: English teaching, classroom management, large classes, students' behavior

RESUMEN

Esta investigación para el componente práctico del examen complejo se basa en estrategias y enfoques innovadores adaptados a las clases numerosas que interrumpen el flujo de las actividades en el aula e interfieren con el aprendizaje en la educación actual. El estudio se realizó en la Unidad Educativa Americana, los 42 alumnos sujetos de estudio pertenecen al 2º nivel de bachillerato paralelo E; el contenido de aprendizaje está relacionado con el Pasado Simple - Expresiones de Tiempo. Ahora bien, la observación resulta crucial como herramienta de investigación, ya que proporciona datos cualitativos y descriptivos sobre todo aquello que revela una visión general del estado actual de los procesos de enseñanza-aprendizaje del inglés como lengua extranjera en este entorno. En el área de inglés, la finalidad de este proceso es evaluar el manejo de clases del profesorado a través de una evaluación en un ámbito educativo, a su vez, conocer e investigar las distintas carencias de una situación real, reflexionar sobre ella, y poder actuar en consecuencia para mejorar el aprendizaje.

PALABRAS CLAVE: Enseñanza del Inglés, manejo de clase, clases numerosas, comportamiento de estudiantes

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INTRODUCTION

Classroom cramming is a psychosocial phenomenon which occurs in many academic and community contexts. It is recognized by its propensity to provoke sociocultural factors that have an impact on both learning and individual development. Class sizes can be quite large and some cases are growing even larger. It is important to underline that cramming negatively affects students' performance in their learning environments as it causes a number of issues that have a direct influence on students' understanding ability.

(Küçükler & Kodal, 2018) specified in his article that

Pre-kindergarten classes are required to have 18 or fewer students; kindergarten classes are set at 25, grades one through six are set at 32. College classes are set at between 30 and 33, and high school are set at 34. (p. 169)

Unfortunately, cramming in classrooms has modified into new normality. Being a teacher in a crowded classroom may be demanding and exhausting. Even the most skilled teachers can feel overwhelmed by the difficulties presented by a crowded classroom. Many schools are forced to compromise of enlarging class sizes in order to maintain operational.

This study's goal is to provide a lesson plan that will help students of the Second BGU parallel E at Unidad Educativa “Americano”, also provide information that can serve as a basis for this and future research on the topic.

By acknowledging the direct negative consequences that cramped environments have on students we can obtain a broader vision of the status of teaching-learning processes of English as a foreign language in such a context.

BACKGROUND

The Unidad Educativa “Americano” formerly known as Colegio Mixto Particular "UPSE", was created by Ministerial Resolution No 0000002 of February 20, 2009 and Resolution No 0000004 of March 9, 2009, issued by the Provincial Directorate of Education of Santa Elena, it begins activities in the classrooms of the Universidad Estatal Peninsula de Santa Elena, with the academic years of Basic Education. Based on agreements suggested by education authorities and the university, the school is installed in the following school year 2007 - 2008. On April 27, 2012, as a result of the working meeting held at the Governor's Office in relation to the Analysis and Solutions, the Colegio Mixto Particular "UPSE will work as a cost-free private entity until the fiscalization process has been completed.

This transition process has caused difficulties in conducting classes in the Unidad Educativa “Americano”, it is difficult for the students to attend in a classroom where there is a lot of noise.

English has a significant and relevant place in today's society regularly being taught and practiced as a second language all over the world as well as in Ecuador, so with the aim of increasing the teaching of English in public schools, the Minister of Education of Ecuador (2011), through the updating of the Educational Curriculum Reform, implemented changes in the structure of the curriculum, English was included in the formal curriculum with a 5-hour program from eighth grade of elementary education.

It is essential that students learn this second language so they can develop satisfactory linguistic competencies for a successful student career. To a student the English teacher becomes a role model of communicative performance in matters of pronunciation, fluency, intonation, vocabulary in the classroom to imitate and reproduce. Inappropriate modeling by the teacher has a negative impact on any language acquisition.

English language acquisition requires native contexts and partners for communication by learners in non-English speaking countries. Teaching English is not only to transfer the knowledge to the students, but to permit them to read, speak and write them fluently. Teaching the language requires taking into account all the necessary tools for the language learning process. It is necessary include different methods and the cultural dimensions that surround the language. The need to communicate is part of the fluency in a second language that is often the main purpose of language learners.

According to (Asodike and Onyeike, 2015)

The situation makes it difficult for teachers to use individualized learning methods as practiced in smaller classes. While teachers have difficulties managing marking; dealing with students' deliberate naughtiness and incivilities and finding ways to get students pay attention, students in large classes also highlight difficulties in asking questions, getting to know others, approaching teachers, and getting enough feedback on work. (p 34)

CASE ANALYSIS

The most essential space in a school is the classroom. Most of the time the learners spend there in a setting where it is intended to support learning.

At present, institutions are neither designed nor able to accommodate more than a minority of the admitted student population.

As stated by Yelkperci et al., 2012 the issue of large class size has arisen because of increase in the population, the quest for higher education and better living conditions of life. (p 321)

Other reasons that affect the high student demand in the current school context is the increase in the birth rate, immigration. This problem encompasses the entire Ecuadorian educational system, since the lack of proper implementation of public education policies by the authorities is directly affecting the teaching-learning process. Students easily become distracted and lose attention in any lesson, but this is certainly relevant in a large classroom where their concentration lapse becomes relatively brief by the abundant noise.

Teachers constantly search for unique activities that will grab and hold students' attention mostly because they know how difficult it can be to please youths. In an overcrowded classroom the teacher is unable to give personalized attention to the students, making comprehension more difficult, which leads to poor school performance.

It is evident that large class sizes not only affect the quality of teaching and learning, but also the stress levels of classes.

UNESCO (2005) conducted a survey in Ecuador related to the various factors that may hinder teacher's performance in the school environment giving the result that undisciplined behavior in class by students is the third reason that affects their performance, according to 22.75%.

Maintaining discipline in a class of forty students is hard to imagine. It is possible that an instructor has great planning skills, is smart, and is dependable in his line of work, but fails to maintain discipline in courses with such large enrollments. The best environment for an educator to impart knowledge is a disciplined class.

In the words of Mendoza, (2013)

Teachers with more than 25 tend to behave more aggressively towards the children and, in turn, the children have to take out their frustrations violently on the children. and, in turn, the children have to take out their frustrations violently on their classmates. (p. 13)

As teacher we have an authority and use them selectively and wisely, the obligation to treat students fairly and avoid humiliating them. We assume they will respect us if we treat them with respect.

When it comes to evaluation the process becomes laborious and confusing when considering how many pupils make up the group.

It is generally understood that deterioration to the infrastructure of schools and institutions happens and advances relatively quickly when the student population exceeds the school's capacity.

The use of basic services such as water and electricity are overused, and sanitation is largely absent, especially in terms of the use of sanitary facilities.

The damage to the infrastructure of schools and institutes is notorious and accelerated when the number of students overwhelms the school's capacity.

The school ceases to focus on itself so that it is no longer the student who adapts to it but the school adapts to the student.

PROPOSED SOLUTION / CHANGES

Teachers all across the world strive to build environments that are nurturing and helpful in order to maximize student learning.

To optimize their learning potential in a large class, the students require more direct instruction, one-on-one instruction time, and few distractions.

Every lesson requires to be engaging, lively, enjoyable, speedily, innovative, entertaining, carefully designed and managed in order to keep students motivated and interested.

Teens need to be taught in a systematic way. It is advisable to use instructional methods at this age level that will reinforce all four learning skills—listening, speaking, reading, and writing—but will place a focus mainly on communicative competence. An individualized interaction makes students feel important, that we know them as part of the class.

For an inappropriate behavior we can establish and apply if we needed the consequences in a fair manner, for some students with consistent discipline problems can help trying to find the reason of his behavior.

Nelson (2002) based on his study of discipline concluded that:

Appropriate behavior by students is essential to their ability to attain successful educations. Without a disciplined atmosphere, teachers cannot teach effectively and learners cannot learn effectively. Appropriate school discipline practices involve all stakeholders in their designs. The principals and the teachers are responsible for carrying out an individual school's discipline practices; but to bolster success, the

practices must be custom designed by all participants including parents and students. (p. 76)

LESSON PLAN 1

Teacher: Juan Carlos León Malavé

Date:	Level	Unit	Lesson
31/ 09 /22	Intermediate	2	1
Lesson Skills Emphasized: Listening			Overall Time: 40 minutes
Objectives: By the end of the lesson, Students should be able to: <ul style="list-style-type: none"> Utilize and recognize the past time expressions widely and effectively Listen for and identify elements in a story, such as specific details 			
Materials used:	worksheets – whiteboard – over-head projector – laptop – markers audios - videos		

LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	Video “Yesterday”	Video- Laptop	5 mins.	Video related to the past time expressions
Step 1 Topic presentation	Introduce the different time expression related to past events, their use and position	Slides- White board- Laptop-	10 mins	Teacher explain to the students the uses of the expressions

				Students give some examples related to the topic
Step 2 Production	<p>Class Participation: T prepares the class for a listening comprehension activity</p> <p>Answer the following question based on the video When and where was Rosa Parks born?</p> <p>Where did she attend to school?</p> <p>How old was Rosa when she graduated from high school?</p> <p>What is the meaning of Racial Segregation?</p> <p>When did the bus incident happen?</p>	Listening for details	10 to 15 mins	<p>T explain to students the activity First, they are going to listen the video and then answer the questions related to the past expressions</p> <p>Ss listen the audio and try to answer the questions</p>
Step 3 Assessment	Class Assessment Summative		10 mins	T give to Ss the worksheet and choose the correct answer

LESSON PLAN 2

Teacher: Juan Carlos León Malavé

Date:	Level	Unit	Lesson
31/ 09 /22	Intermediate	2	2
Lesson Skills Emphasized: Writing			Overall Time: 40 minutes
<p>Objectives: By the end of the lesson, Students should be able to</p> <ul style="list-style-type: none"> • Utilize and recognize the past time expressions widely and effectively • Notice those events that started and finished in the past. • Write specific information and answer questions related to the history of the country 			
Materials used:	Worksheets – whiteboard – over-head projector – laptop – slides – papers – markers - pencil		

LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	Vocabulary race Based on past actions	Piece of paper, pencil	5 mins	<p>Ss in one minute will write down in a piece of paper vocabulary related to a specific topic.</p> <p>After the minute is finished, the students will, cross the word if is repeated off their list.</p> <p>The students get one point for every unique word on their list (words that no one else</p>

				put on their lists).
Step 1 Topic Introduction	Introduce the different time expression to related to past events, their use and position	Slides White board	10 mins	Teacher explain to the students the uses of the expressions Students give some examples related to the topic
Step 2 Production	Write past events in history Example: The War of Independence began in 1810 and ended in 1821	Writing according the topic	10 to 15 mins	First, ask to ss what the most important events of the history of their country. Then, choose five events and write them in order. Use past time expressions to say when the events happened.
Step 3 Assessment	Class Assessment Summative Complete the sentences		10 mins	T give the Ss the worksheet where and ss choose the correct answer

LESSON PLAN 3

Teacher: Juan Carlos León Malavé

Date:	Level	Unit	Lesson
31/ 10 /22	Intermediate	2	3
Lesson Skills Emphasized: Speaking			Overall Time: 40 minutes
Objectives: By the end of the lesson, Students should be able to: <ul style="list-style-type: none"> • Utilize and recognize the past time expressions widely and effectively • Learn new vocabulary and expressions related to events in the past 			
Materials used:	Worksheets – whiteboard – over-head projector – laptop, realia – cards		

LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	Teacher Tongue Twister		5 mins	Ask students to read the tongue twisters aloud. Then ask them to read them again but faster. Then ask them to read them as fast as they can three times in a row. Ask the students if they know any tongue twisters

				they might know.
Step 1	Introduce the different time expression to related to past events, their use and position.	Slides White board	10 mins	Teacher explain to the students the uses of the expressions Students give some examples related to the topic
Step 2 Production	Class Participation: Guess the Past Time Game	Deducting information	15 mins	Teacher explain to ss the game. Ss choose one of the cards and explain things at that time until the partner guesses
Step 3 Assessment	Class Assessment Summative Answer the questions according the arrangements did in past time. E.g.: When was the last time	Realia, cards	5 mins	Students choose a card, students answer when was the last time that they did the activity,

CONCLUSION

Several of the study's major findings could be used to support the following conclusions.

There is a persistent misunderstanding of what a large class is. Given that it is challenging to define, it is relative.

Large courses present a variety of difficulties that interfere with the teaching and learning process. Teachers can take advantage of this chance to enhance learning in such huge courses by employing tactics that will help them transform the issue into a solution. The teachers and students will be able to work together and learn well in the classroom thanks to these highly effective tactics.

Coordination, administration, and training are all necessary when managing large classes. Based on his teaching style, the requirements and abilities of the students, and the curriculum's aims and objectives, each teacher can build the strategy that suits them the best.

The lack of learner-teacher engagement makes students feel unimportant, which leads them to act out in disruptive ways provoking behavioral problems and disrupting the class. The essential component for intervention to occur is improvement in order to solve this issue. Both teachers and students will benefit from an improved teaching and learning environment as a result.

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