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COMPREHENSIVE EXAM REPORT

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Statement of Authorship

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DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY; THE INTELLECTUAL PROPERTY BELONGS TO UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA.



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Advisor's Approval

In my role as Advisor of the case study **COMPREHESIVE EXAM REPORT** prepared by **QUIMI FIGUEROA JAMES STEVEN** an 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.

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En calidad de Directora de la Carrera de Pedagogía de los Idiomas Nacionales Extranjeros, certifico que el trabajo de estudio de caso denominado VERB TO BE/DESCRIBING PEOPLE/THINGS/ANIM ALS, elaborado por el estudiante QUIMI FIGUEROA JAMES STEVEN, de la Carrera de Pedagogía de los idiomas Nacionales y Extranjeros de la Facultad de Ciencias de la Educación e Idiomas, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 0% de la valoración permitida, por consiguiente se procede a emitir el reporte.

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SUMMARY (ABSTRACT)

This article approaches a research study for the practical component of the comprehensive examination, based on innovative strategies and approaches adapted to the diverse characteristics of the learner.

The process was carried out in the Unidad Educativa Americano, the study subjects belong to the 9nd level of high school parallel A, a total of 46 students; the learning content is related to the Verb To Be/Describing People/Things/animals. Therefore, after having carried out the observation visit, you extracted detailed qualitative and descriptive information on all the evidence.

In the area of English, the purpose of this process is to evaluate teacher training through an evaluation in an academic environment, as well as to know and investigate the different faults or real situations in an educational environment, to reflect on it, and to be able to act accordingly in order to improve the educational facts.

KEY WORDS: Innovate strategies, teacher training, academic environment.

RESUMEN

Este artículo aborda un estudio de investigación para el componente práctico del examen integral, basado en estrategias y enfoques innovadores adaptados a las diversas características del alumno.

El proceso se llevó a cabo en la Unidad Educativa Americana, los sujetos de estudio pertenecen al 9º nivel de bachillerato paralelo A, un total de 46 estudiantes; el contenido de aprendizaje está relacionado con el Verbo Ser/Describir Personas/Cosas/Animales. Por lo tanto, después de haber realizado la visita de observación, se extrajo información cualitativa y descriptiva detallada de todas las pruebas.

En el área de inglés, la finalidad de este proceso es evaluar la formación del profesorado a través de una evaluación en un entorno académico, así como conocer e investigar las diferentes faltas o situaciones reales en un entorno educativo, para reflexionar sobre ello, y poder actuar en consecuencia para mejorar los hechos educativos.

PALABRAS CLAVE: Estrategias innovadoras, formación del profesorado, entorno académico.

INTRODUCTION

Because of this, teachers in today's educational system must be innovative in order to lead students toward new information. However, they must do this in a highly dynamic manner, and in order to accomplish this, they must operate in accordance with the goal and expertise that underlies the theory. The teacher's mission has some bearing on the student's desire to study. It is emphasized that each technique has some degree of material dependence and that the method is not actually an end in and of itself but rather a tool for achieving the suggested goals.

A constructivist-based didactic technique with the primary goal of achieving student and teacher motivation and commitment in the pursuit of academic excellence is offered in order to support students' learning and skill development.

The case study method, as a practice of analysis and multidisciplinary reflection within an academic structure, will be carried out in the American Educational Unit. The content that will be taught through a demonstration class is related to the Verb To Be/Describing people/things/animals; this topic will be focused on the students of the ninth year of basic education parallel A with a population of 46 students, both male and female, their ages range between 12 and 13 years old. For some students it goes smoothly; however, others do not perform well and their learning encounters multiple difficulties.

Studies have demonstrated that a number of important factors, such as motivation, adjustments to the educational situation, learner overload, learning styles, and learning methodologies, have a role in determining how well a second language is acquired.

A qualitative-descriptive technique must be utilized to analyze the situation in order to find the factors that influence students' acquisition of the English language since it

enables the situation to be analyzed in light of its specific characteristics. Similarly, observation will be crucial as a tool for analysis since it enables the instructor to comprehend how learning is integrated, how students employ various tactics, and how each learning experience has a unique value for each student. In essence, it is clear from this process that the study issues have been described, analyzed, and interpreted.

Due to this, the constructive method fosters a relationship between the student and the teacher that is based on academic knowledge and helps the students develop holistically on all fronts—socially, personally, and professionally. In addition, the idea of a teacher who cares about and is adaptable with his or her students influences their education and upbringing and boosts their self-assurance, security, and effort.

In concluding, positive student-teacher interactions lead to students becoming more independent and motivated to succeed, which is strongly correlated with higher academic achievement.

BACKGROUND

The development of the English language in educational institutions in Ecuador is not a short-term issue; rather, it is a process that has been going on for a while in response to the government's goal and political determination to transform education.

As learners enter the sublevel EGB Superior, it is important to remember that language is principally about interacting with others and expressing meaning. English is an important communication tool in today's globalized world, one which allows learners to communicate beyond their own linguistic and geographical boundaries. Learners in EGB Superior are becoming more mature and more expressive, and being able to communicate in the international language of English will prepare them for a myriad of career opportunities, responsibilities and experiences they will surely encounter in the coming years. (Educación, 2016)

The EGB Superior curriculum is unmistakably in line with CEFR requirements. The curriculum aims to produce students who can respond appropriately in a variety of social situations, who can assess and analyze material in a number of ways using a variety of abilities, and who can think critically and creatively through alignment to these international standards. (Harmer, 2007)

Based on this, several schools in the province of St. Helena use various ways of teaching and learning English that are presented in an inventive way to develop a foundational understanding that is challenging to forget. The construction of skills and values is linked to the method the teacher selects and employs based on the target, and these approaches aim to include the student in the acquisition of knowledge.

Teaching second languages is a major issue in District 5. However, it is obvious that each student's learning style is related to the aspects that can impact academic learning. For additional information on the three factors that influence English learning, see the list below.

People don't usually adjust to change readily and rapidly, making the shift in educational settings the first element to consider. It can be detrimental to academic performance, student behavior, or social interactions to change schools, particularly if the youngster is unfriendly or unprepared for the transition.

The second element is overcrowding, which has a significant effect on education because it doubles the teacher's workload when working in a big classroom. This also entails preserving order, supplying everyone with the required resources, and guaranteeing the same degree of education. Because they limit the abilities of other kids, students struggle with focus, lack of interest in learning, lack of confidence in their teachers, and occasionally even social communication issues.

In addition to making classroom interactions worse, a lack of drive causes students to perform poorly and become apathetic. Teachers' incapacity or lack of awareness of motivational tactics, as well as external variables like inappropriate technology use, are the key factors affecting students' motivation for learning.

It is vital to get involved in the area of research being studied and to use observation as a method of data gathering in order to better grasp this issue. It is possible to learn about someone's professional preferences and build intervention tactics that are suitable for their interests or requirements through the sharing of ideas, skills, feelings, or thoughts. this training environment, whether official or informal. (Dalhberg, 2010)

CASE ANALYSIS

Definition of the problem:

According to the observation carried out on 8 August of this year, the following points were obtained as strategic for the focus of this case study: 12% of the students who sit at the back of the classroom do not have a good view of the class, therefore, they face distractions, conversations with other classmates who are paying attention to the subject of the class and this causes a chain of distractions, which could be affecting the understanding of the subject or the proportion in which the knowledge that the teacher is transmitting is distributed. In addition, another of the shortcomings that could be observed in the classroom was the participation of 9% of the students in the activities that were carried out in that class hour.

A positive aspect of the teacher is the correct pronunciation and, of course, sufficient intonation of his or her voice according to the type of classroom he or she is in and the number of students he or she has. In this case, the teacher ensures that his or her intonation is appropriate so that students who are located all the way to the back of the classroom have a good reception of the teacher's voice, thus ensuring that the information is correctly conveyed and received.

On the other hand, this same methodology is not having a positive effect because, although it is true that the students manage to listen to the teacher, they do not pay enough attention because the teacher does not encourage them to take part in the activities, and does not check that 100% of the students are taking part in the activity that is being carried out at that precise moment.

The primary goals of education should be for students to learn and pay attention to the teacher's explanations. Our teaching experience has shown us that many students lack

enthusiasm in their studies and succumb to distraction, which is just the divergence of attention from what one should be paying attention to. In this regard, technology is one of the primary sources of student disengagement, and it can be challenging to persuade students of the negative effects of excessive portable device use in their academic lives. (Gutierrez, 2010)

In their academic careers a handheld gadget. If you know how to use technology responsibly, it's not all negative. For example, it can help with homework, information research, and even family relationships. A variety of ambient stimuli, including things that are used or connected to the study and can act as distractions, can have a negative impact on the focus of the student. (Figueroa, 2013)

The following is a list of the most typical distracters:

- Music devices: It is not advised to listen to music when studying for exams.
- Posters, posters, or images: Are common classroom supplies that can interfere with a student's ability to focus. If it is not possible to remove them, it is suggested to shift them to less obvious locations from where the student is sitting.
- Windows: The window is not inherently distracting, but it may be when used as a natural replacement for a phone in an effort to divert our attention and force us to spend hours studying in the most interesting manner. Close the blinds or drapes, even if doing so requires utilizing artificial light. As a last resort, try to move the study area within the classroom itself.

- Mobile phones/tablets: Through calls, SMS, or social media, students can thus satisfy their need to always feel "connected" to their peers; if this happens during study time, it becomes a very distracting factor.

One of the aspects considered by teachers and parents with respect to this distractor is the prudence with which this device should be used. While we know that nowadays we are moved by technology, we should not let it interfere with the understanding of physical verbal knowledge. It is evident that many learning activities are developed through virtuality, and should not be completely detached from the face-to-face and its fundamental advantages when learning or improving a student's knowledge.

PROPOSED SOLUTION/CHANGES (LESSON PLAN)
LESSON PLAN – Reading

Teacher: James Steven Quimí Figueroa

Date:	Level	Unit	Lesson
Lesson Skills Emphasized: (Reading Skill)			Overall Time: 40 minutes
Objectives: By the end of the lesson, Students should be able to: <ul style="list-style-type: none"> • Review the verb To Be • Identify words and phrases described with the verb To Be to describe people, things and animals. • Listen for specific details: (N/A) • Read for specific information 			
Materials used:	Textbook – worksheets – whiteboard – realia – “miniwork”- board markers- notebook		

LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	Drama Game: “Lap, Lap, Clap, Snap!”	body move	5 min.	T explains the game instructions. Ss. will perform the body movement following the instructions.
Step 1	1–Introduce the verb To Be. T. prepares the class on how he describes people, animals and things. Ss listen to the explanation of the grammar.	(Miniwork) Writing on whiteboard and explain with readings and examples.	7 to 10 min	T explains about the verb to be and its use. Ss take notes from the grammar.

Step 2	Class Participation: T. prepares the class with readings to identify the verb to be Ss. identify the verb to be from the reading.	woorsheet readings on the verb to be (people, things, animals)	10 to 15 min	T explains the activity. Ss do it following the instructions.
Step 3	Class Assessment Formative assessment	Complete Verb to be (worksheet)	10 min	T. gives worksheet to students to assess learned knowledge

Lesson plan – Development

As a warm up, a game is played that is entertaining and the movement of the body is used to awaken the mind and be ready to learn. Then the teacher introduces the grammar, that is, explains the theme and the use of the grammar in this case (describing people, animals and things using the verb to be), this explanation will be done on the blackboard through a method called "miniwork" which is where the vocabulary that is learned on the day is written down according to the grammar. Once the explanation of the class is given, the student will practice what has been explained before, for this activity, the student will have some worksheets in which they must identify and mark the verb to be. and to end the class, it is important that the teacher realizes to evaluate the knowledge to see what the students have learned.

LESSON PLAN - Listenig

Teacher: James Steven Quimí Figueroa

Date:	Level	Unit	Lesson
Lesson Skills Emphasized: (Listening 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 the verb To Be • Identify words and phrases described with the verb To Be to describe people, things and animals. • Listen for specific details: (N/A) • Read for specific information 			
Materials used:	Textbook – worksheets – whiteboard – realia – “miniwork”- board markers- notebook- Listening		

LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	Drama Game: “Lap, Lap, Clap, Snap!”	body move	5 min.	T explains the game instructions. Ss. will perform the body movement following the instructions.
Step 1	1–Introduce the verb To Be. T prepares the class on how he describes people, animals and things. Ss listen to the explanation of the grammar.	Listening: Explain with a listening related to the grammar: verb to be Notebook: Student notes	7 to 10 min	T explains about the verb to be and its use. Ss take notes from the grammar.

Step 2	<p>Class Participation: T prepares the class with listening to complete the verb to be.</p> <p>Ss complete the worksheets with the verb to be based on the audio</p>	<p>Worksheet: Listening about the grammar verb to be focusing on describing people, animals and things.</p>	10 to 15 min	<p>T explains the listening activity so that the students complete the worksheet.</p> <p>Ss listen about the verb to be and complete in the worksheets.</p>
Step 3	Class Assessment Formative assessment	complete the worksheet according to the listening on describing people (He is a student)	10 min	T. gives worksheet to students to assess learned knowledge

Lesson plan – Development

To start the class, there will be a game that deals with the movement of the body, speaking, and gaining confidence, it is a very entertaining activity to start the class well. After warm up, the teacher will explain the class with a listening that is related to the topic that is going to be studied in this case: Describing people, animals and things, after the listening, the teacher will give examples so that the topic is clear to the students. In the activities the students will have worksheets where they must complete with the verb to be according to the listening and to finish, the teacher will evaluate the students through a worksheet where there is listening to complete "describing people" for example:

-Marcos _____.

- Marcos is a student .

LESSON PLAN - Writing

Teacher: James Steven Quimí Figueroa

Date:	Level	Unit	Lesson
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 the verb To Be • Identify words and phrases described with the verb To Be to describe people, things and animals. • Listen for specific details: (N/A) • Read for specific information 			
Materials used:	Textbook – worksheets – whiteboard – realia – “miniwork”- board markers- notebook		

LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	Drama Game: “Lap, Lap, Clap, Snap!”	body move	5 min.	T explains the game instructions. Ss. will perform the body movement following the instructions.
Step 1	1–Introduce grammar and vocabulary (Verb to be) T. prepares the class on how he describes people, animals and things. Ss listen to the explanation of the grammar.	Realia about people, things and animals. Write on the whiteboard and explain with short sentences and examples.	7 to 10 min	T explains the grammar to the students through examples. Ss listen and take notes

Step 2	Class Participation: T. prepare the class with writings to correctly apply the verb to be. Ss write sentences, describing a classmate applying the grammar.	sheets to write	10 to 15 min	T explains the activity. Ss do it following the instructions and write about a classmate applying the verb to be.
Step 3	Class Assessment Formative assessment	Complete Verb to be (worksheet)	10 min	T. gives worksheet to students to assess learned knowledge

Lesson plan – Development

To start this class the students will play a game as a warm up so that they are ready to start the class. This activity is a dynamic in which the students will use their voice and their hands. After the warm up, the teacher will explain the grammar and vocabulary that must be explained for the topic describe people, things and animals with the grammar verb to be, for this explanation the teacher will use realia, for example: he will put a child or an adult and must describe it, likewise, he will put an object that he can describe using grammar, and finally he will also describe animals using the verb to be, to make the matter even clearer. Then, as participation and practice, the students have to describe a classmate with short sentences applying the verb to be and the vocabulary learned. Finally, to finish the class, the teacher will evaluate the students with worksheets to complete the grammar learned.

LESSON PLAN - Speaking

Teacher: James Steven Quimí Figueroa

Date:	Level	Unit	Lesson
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 the verb To Be • Identify words and phrases described with the verb To Be to describe people, things and animals. • Listen for specific details: (N/A) • Read for specific information 			
Materials used:	Textbook – worksheets – whiteboard – realia – “miniwork”- board markers- notebook		

LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	Drama Game: “Lap, Lap, Clap, Snap!”	body move	5 min.	T explains the game instructions. Ss. will perform the body movement following the instructions.
Step 1	1–Introduce the verb To Be. T. prepares the class on how he describes people, animals and things. Ss listen to the explanation of the grammar.	(Miniwork) Writing on whiteboard and explain with examples.	7 to 10 min	T explains about the verb to be and its use. Ss take notes from the grammar.
Step 2	Class Participation:	Participation Speaking	10 to 15 min	T makes groups or

	<p>T prepares the class with speaking for the students.</p> <p>Students practice speaking with sentences and phrases, describing and using the grammar.</p>	<p>Work in pairs/groups</p>		<p>chooses the student's partner and gives the instructions for the activity.</p> <p>Ss do it following the instructions and work in a group describing the other person using the grammar learned.</p>
<p>Step 3</p>	<p>Class Assessment Formative assessment -Activity: Describe the person you consider to be your greatest example.</p>	<p>Speaking Sheets</p>	<p>10 min</p>	<p>T explains the instructions for the following activity to assess the students.</p> <p>Ss completes the activity to demonstrate their knowledge</p>

Lesson plan – Development

To start this class, the teacher will do a dynamic with the students that will be a game of moving their hands, talking and interacting with their classmates, in order to start the class well. After the activity the teacher will introduce the grammar and explain the topic (Describe people, things and animals), for this, the teacher will use the "miniwork" method

that is based on writing the vocabulary and what was learned from the class of the day on the whiteboard. For this activity the students will practice their speech, the teacher will separate them into groups or pairs so that the students can describe their partner using the vocabulary and grammar learned in class. To finish the class, the teacher will evaluate the students with a Speaking with the theme of which person he considers an example, the student must use the verb to be while giving his Speaking.

CONCLUSION

The assumptions that were chosen to be applied in accordance with the improvement of the educational environment of the classroom were set especially on the importance of full participation of all students. Considering students with greater capacity to receive information being part of the students who tend to be distracted frequently or easily, in order to motivate them and include them in the development of the class so that it becomes a fully participatory activity.

A major benefit is the ease with which all students can be included in academic training, by proposing a more dynamic, explorative and motivating class.

One of the reflections that came to the forefront of consideration is the due attention, not only of the students to the teacher by the simple fact of teaching a subject or class. On the contrary, the attention of the teacher to the student must be equally proportionate to the verification that, in this case, and in all cases developed, and to be developed, they are in full attention. As simple as it may seem, the teacher cannot neglect a group of students who are in a disorderly position because they cause the inattention of the rest of the classmates, which would cease to be an interactive and complete class.

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APPENDICES



Appendix #1: Start of the class.



Appendix #2: Class development.