



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

**“USE OF GAMES AND ACTIVE LEARNING TO ENHANCE  
ATTENTION AND TEACHING THE PRESENT PERFECT TENSE  
IN TENTH-GRADE STUDENTS AT THE BILINGUE AMERICANO  
HIGH SCHOOL”**

**COMPREHENSIVE EXAM REPORT**

As a prerequisite to obtain a:

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

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**La Libertad – Ecuador**

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## Advisor's Approval

In my roles as advisor of research paper and title "USE OF GAMES AND ACTIVE LEARNING TO ENHANCE ATTENTION AND TEACHING THE PRESENT PERFECT TENSE IN TENTH-GRADE STUDENTS AT THE BILINGUE AMERICANO HIGH SCHOOL" prepared by PAOLA JAZMIN GONZALEZ ROCA an undergraduate student of the Pedagogy of National and Foreign Languages Major, Faculty of Educational Sciences and Languages at Universidad Estatal Peninsula 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,



.....

Calle León Patricio Rolando. MSc.

ADVISOR

### Statement of Authorship

I, PAOLA JAMIN GONZALEZ ROCA with ID number 2450388141 undergraute student from the Unversidad Estatal Peninsula de Santa Elena, School of Education Sciencies and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages, in my role as a autor of the case study report titled “USE OF GAMES AND ACTIVE LEARNING TO ENHANCE ATTENTION AND TEACHING THE PRESENT PERFECT TENSE IN TENTH-GRADE STUDENTS AT THE BILINGUE AMERICANO HIGH SCHOOL” certify that this work is of my authorship, except for the quotes and reflections used on this report.

A handwritten signature in blue ink that reads "Paola González". The signature is written in a cursive style and is positioned above a horizontal line.

González Roca Paola Jazmín

ID: 2450388141

**DECLARATION**

The Content of the following graduation work is my responsibility, the intellectual property belongs to Universidad Estatal Peininsula de Santa Elena.

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González Roca Paola Jazmín

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## **Acknowledgement**

First, I want to thank God for the many blessings in my life. I would like to thank my parents, especially my mother, who always supported me in college. To my in-laws, whom I consider my parents, who encouraged me to continue and not give up, despite the circumstances.

To my son, I am forever grateful because he has always been my driving force and the power to be the best I can be, just like my husband.

Finally, to my teachers who taught me everything I know today, for their dedication and patience.

### **Summary (Abstract)**

This case study examines common challenges in the teaching and learning process in general basic education, with a particular emphasis on the issue of student inattention during class. To address this, a lesson plan was developed using active learning and autonomous practice strategies. Following a brief introduction to the topic students engaged in dynamics activities aimed at improving their understanding and use of the present perfect tense, specifically the expressions “for” and “since”.

This proposed strategy can be adapted and applied to various English language contexts, helping improve how students participate and how effectively lessons are delivered.

Keywords: students’ inattention, active learning, game-based learning, present perfect, for and since, EFL classroom.

### **Resumen (español)**

Este estudio de caso analiza los desafíos comunes en el proceso de enseñanza aprendizaje en la educación general básica, con énfasis en el problema de la falta de atención de los estudiantes durante las clases. Par abordar este problema, se diseñó un plan de clase basado en estrategias de aprendizaje activo y la práctica autónoma. Tras una breve introducción al tema, los estudiantes participaron en actividades dinámicas destinadas a mejorar la comprensión y el uso del tiempo presente perfecto, en especial de las expresiones “for” y “since”.

La estrategia propuesta puede adaptarse y aplicarse a diferentes contextos de la enseñanza del idioma inglés, mejorando tanto la calidad de la instrucción como la participación del estudiante.

Palabras clave: falta de atención, aprendizaje activo, enseñanza basada en juegos, presente perfecto, aula de EFL.

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## Introduction

Nowadays, lack of attention is the most common issues in class. It can significantly hinder academic performance and disrupt classroom dynamics. Often, this inattention stems from a lack of motivation or interest in the content being taught. This case study focuses on a group of 41, tenth-grade students from section B at Unidad Educativa Bilingüe "Americano," consisting of 21 girls and 20 boys aged between 14 and 15 years old.

The main challenge identified was attention deficit, which may be influenced by factors such as low motivation and limited trust in the classroom environment. It was also observed that during English language instruction, the teacher often relied on Spanish (L1) rather than English (L2), reducing opportunities for authentic language exposure and immersion.

After identifying the problem, appropriate strategies, methodologies, and materials were selected to deliver more engaging and effective lessons. An interactive approach was implemented to make students feel confident and get over making mistakes. This case accompanies how a well-structured lesson on the present perfect tense using "for" and "since" can increase student focus and improve comprehension of a lecture.

These proposals focus to create an inclusive, interactive environment where learners could capture with the content without fear. The outcome of this case study demonstrates that when instruction is carefully planned and delivered using communicative and participatory techniques, students show improved attention and a greater ability to apply grammatical concepts correctly.

## **Background**

Learning a second language, such as English, involves a range of cognitive, emotional, and contextual factors that influence the acquisition process. Age, motivation, instructional approach, and exposure to the target language all play a critical role in shaping a learner's progress. Proficiency in English has become increasingly valuable worldwide due to its widespread use in global communication, education, and employment.

The relevance of English has grown significantly in Ecuador, especially due to globalization, international tourism and the advancement of educational requirements. In 1992, a major transformation took place: the Ministry of Education began teaching English at all public and private educational levels, with the collaboration of the British Council (Ministry of Education, 2016). This initiative marked the beginning of a more comprehensive and structured approach to English language teaching throughout the country. Under the leadership of President Rafael Correa, further progress was made by implementing an improved English curriculum aligned to the Common European Framework of Reference for Languages (CEFR).

This curriculum, which was implemented in 2016, structures language instruction on a progressive level that fosters communicative competence and the four language skills: speaking, listening, reading and writing (Ministry of Education, 2016). The curriculum, which is divided into five learning blocks, aims for students to complete their high school studies with a level of proficiency no lower than B1, which will enable them to participate in basic and intermediate conversations.

These educational reforms also set new professional standards for English teachers. Educators now need to have a degree in English pedagogy and a minimum B2 proficiency certification obtained through recognized international exams.

Teachers are expected to offer inclusive classes and employ diverse teaching methods that address the academic and social-emotional needs of their students. Student neglect, which has been a persistent obstacle in Ecuadorian classrooms, can significantly hinder language learning. According to the APA (2020), inattention is characterized by difficulty maintaining focus on academic tasks, social interactions, or structured activities. This challenge often requires teachers to change their methods to better engage students' interest and maintain active participation. Strategies such as predictable routines, organizational tools, and various learning formats are recommended to address attention-related issues (APA, 2020). With these issues in mind, the special cognitive and developmental characteristics of young learners must be taken into account when planning effective lessons.

Learners can maintain attention and retain grammatical structures more effectively if lessons include authentic contexts, active participation, and opportunities for interaction. In teaching English as a foreign language (EFL), keeping students motivated is critical for consistent and meaningful learning outcomes.

## Case Analysis

Nowadays, it is important to learn another language, as it offers a number of benefits for professional and personal development. Speaking another language opens up opportunities for better-paid jobs and the chance to work abroad, thereby enabling students to learn about new cultures and enrich the knowledge acquired through their education.

On the other hand, it is important to mention that providing better quality English language teaching has presented a series of challenges for the Ministry of Education, which is why President Rafael Correa has decided to introduce a scholarship program for English teachers called “Leader.” In 2012, these changes were implemented to improve teaching in various areas of language learning. (Ministerio de educación, 2012)

Another reason why students show a lack of attention is due to a lack of motivation. It should be noted that learning other languages is difficult due to factors such as grammar, vocabulary, and different learning skills. It is important to mention that teaching grammar is not the same as teaching vocabulary. Both are in English, but students understand them differently. Today, there are many technological tools available to teach classes in a didactic way. These classes can be presented in a traditional manner, but videos or slides can be introduced for better understanding.

An important factor emphasized in this case study based on Section B of Class B is the fact that the teacher still relied on the translation method and wasted time on language teaching. The teacher used a grammatical translation method that focuses on practicing grammatical rules, using sentence translation between the native and target languages, which often leads to overly literal

interpretations (Khan, 2022). Using this method, we have been able to reach students, but not in the right way, because we encourage them to translate everything literally and accurately when not everything translates word for word.

As mentioned above, by introducing new methods, it is possible to understand and help students learn. In addition, you may notice that students who really need reinforcement or prevention of different situations can be taught using different methods depending on the type of learning and using the relevant tools. According to Paul B. Thornton, as English teachers, you should consider these three types of methods that can even be combined according to the class and the topics to be covered. They are: the directing style, the discussing style, and the delegating style (Thornton, 2013).

As a result, the use of games and collaborative activities proved effective in improving attention, reinforcing grammatical concepts, and increasing the learners' overall confidence in using the present perfect tense accurately.

## Lesson plan

### Lesson Plan #1

<b>Student:</b> Paola Jazmin Gonzalez Roca	<b>Date:</b> Thursday, 16 <sup>th</sup> February 2023	<b>Students #:</b> 41
<b>Teacher:</b>	<b>Lesson level:</b> A2	<b>Lesson length:</b> 40 min
<b>Pedagogía de los Idiomas Nacionales y Extranjeros</b>	<b>Course:</b> 10th B	<b>Venue:</b> Unidad Educativa Bilingue Americano

### 1. Lesson context & Aims

#### CONTEXT:

**Present Perfect Tense for and since**

#### 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:  
**Reading**
- b. If main aim is language, indicate the language skill you will use to support the language:  
**Vocabulary**

#### Complete this following box and prompt:

Main aim:  
*By the end of the lesson, students will be able to identify and use the terms “for” and “since” in present tense sentences and apply them using the learning strategies involved, which are game-based and active.*

Sub-aims:  
- Students use “for” and “since” in a differentiated way based on contextual time references.  
- Students gain confidence in forming sentences in the present perfect tense, both in spoken and written form.

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

### Recent work done:

Before this lesson, students reviewed the structure and usage of the present perfect tense and practiced using past participles. This served as preparation for focusing specifically on the expressions "for" and "since."

## Section 3: Personal Aims, Assumptions and Problems and Solutions

### PERSONAL OBJECTIVES

<p><u>Objectives:</u></p> <ul style="list-style-type: none"> <li>To create an engaging learning environment where students improve their understanding and use of "for" and "since" in the present perfect tense through interactive and game-based activities that foster attention and participation.</li> </ul>	<p><u>Strategies (How are you planning to achieve these objectives?)</u></p> <ul style="list-style-type: none"> <li>To use readings or texts that contain the present perfect.</li> <li>Take a quick, oral or written lesson at the end of the class.</li> </ul>
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### ASSUMPTIONS

- Students should know the pronouns, the conjunction of the pronouns with the verb, and the tense of the verbs.
- Students can identify the parts of sentences and the order.
- Students know each verb tense, whether or not it changes its structure.
- Students recognize their positive, negative and interrogative form of present perfect.

### ANTICIPATED PROBLEMS AND SOLUTIONS

**Problem 1:** If students do not remember as well as they should about the past lesson.

**Solution 1:** To make a quick reinforcement of what was learned in the previous classes.

**Problem 2:** If students fail to complete the activities in the time allotted.

**Solution 2:** Unfinished activities could be homework assignments to be sent home and reviewed next class.


**Problem 3:** If any student has difficulty with the third person verb or fails to complete the activities.

**Solution 3:** Explain quickly but efficiently and make clear your doubts about the class or the subject you ask about.

**Section 4:**

<b>Methodology</b>
Game Based Learning
<b>Strategies</b>
To prepare a good material and manage the time correctly.
To take a lesson at the end of this class, so I can check whether students have learned during the explanation
<b>Resources and Materials</b>
<a href="#">What Is the Present Perfect Tense? Definition and Examples   Grammarly</a> <a href="#">Present perfect simple with for and since   Learn and Practise Grammar (oxfordlearnersdictionaries.com)</a>

<b>Time in Minutes</b>	<b>Description of Activity</b>	<b>Resources Needed and Other Notes</b>
7	<p>Warm up</p> <p>“Potato hot”</p> <p>A marker will be given to each student to write the past participle of the verb that will be placed on the blackboard and with their marker and the mini board that they use in class they will be able to write the past participle of the verb.</p> <p>The markers can be provided by the teacher or by the students themselves. The first row will be given the marker and they will pass the marker to the sound of the pass, pass, pass, pass, and when it stops the students with whom the marker remains will be the ones who will participate in the competition at the count of 5 they will show what they have on the mini board and everyone will raise the marker. Whoever has written the word correctly and, in the time, they should have will earn a star and whoever has more than 5 stars at the end of the class will be given a gift for participation.</p>	

15	<p><b>Explanation</b></p> <p>The explanation of the class will focus on for and since, how, and when to use it. Remember also the use of the verb so that when they learn the structure, they already know how the verb is placed, that is why it is the starting activity. The keywords will be shown so that they can recognize when to use for and when to use since. Within the key words, we can also explain how else we can find them so that when choosing whether to use for or since they can do it correctly.</p>	
10	<p><b>Activity 1</b></p> <p>In this activity, readers will be able to recognize how they would use the present perfect based on for and since. In this reading, we can find several verbs that are already in their participle form and placed together with the keywords the word for or since.</p>	 <p>My hero is my grandfather. He's 60 years old. He loves football and he has watched every Arsenal game (1) _____ 1951. He hasn't missed a game (2) _____ the day he got married – it was a Saturday. He's been married (3) _____ over 60 years and he and my grandma have lived with us (4) _____ five years. He loves music and he's been a fan of hip hop (5) _____ 2011 when I played him one of my hip hop CDs. He's the coolest grandfather in the world.</p>
8	<p><b>Activity 2</b></p> <p>Lesson about the topic taught.</p>	<p>Complete the sentences using Present Perfect. Then, choose FOR or SINCE.</p> <p>a) She _____ (live) in London <b>FOR / SINCE</b> five years.</p> <p>b) Nick _____ (know) Tom <b>FOR / SINCE</b> he moved to London.</p> <p>c) Mrs Harris _____ (be) a teacher <b>FOR / SINCE</b> twelve years.</p> <p>d) Felix _____ (live) in Paris <b>FOR / SINCE</b> 1998.</p> <p>e) You _____ (not / play) the piano <b>FOR / SINCE</b> several weeks.</p> <p>f) I _____ (not / see) Emma <b>FOR / SINCE</b> last week.</p> <p>g) They _____ (study) English <b>FOR / SINCE</b> three months.</p>

## Lesson about Present Perfect

Complete the sentences using Present Perfect, Then, Choose FOR AND SINCE.

- a) She \_\_\_\_\_ (live) in London **FOR/SINCE** five years.
- b) Nick \_\_\_\_\_ (know) Tom **FOR/SINCE** he moved to London.
- c) Mrs Harris \_\_\_\_\_ (be) a teacher **FOR/SINCE** twelve years.
- d) Felix \_\_\_\_\_ (live) in Paris **FOR/SINCE** 1998.
- e) You \_\_\_\_\_ (not / play) the piano **FOR/SINCE** several weeks.
- f) I \_\_\_\_\_ (not / see) Emma **FOR/SINCE** last week.
- g) They \_\_\_\_\_ (study) English **FOR/SINCE** three month.

## Lesson plan #2

<b>Student:</b> Paola Jazmín González Roca	<b>Date:</b> Thursday, 16 <sup>th</sup> February 2023	<b>Students #:</b> 41
<b>Teacher:</b>	<b>Lesson level:</b> A2	<b>Lesson length:</b> 40 min
<b>Pedagogía de los Idiomas Nacionales y Extranjeros</b>	<b>Course:</b> 10TH B	<b>Venue:</b> Unidad Educativa Bilingue Americano

### 1. Lesson context & Aims

#### CONTEXT:

**Present Perfect Tense For and Since**

#### 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:**

Main aim:

*By the end of the lesson, students will be able to identify and use the terms "for" and "since" in present tense sentences and apply them using the learning strategies involved, which are game-based and active.*

Sub-aims:

- Students use "for" and "since" in a differentiated way based on contextual time references.
- Students gain confidence in forming sentences in the present perfect tense, both in spoken and written form.

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

### Recent work done:

Before this lesson, students reviewed the structure and usage of the present perfect tense and practiced using past participles. This served as preparation for focusing specifically on the expressions "for" and "since."

## Section 3: Personal Aims, Assumptions and Problems and Solutions

### PERSONAL OBJECTIVES

<p><u>Objectives:</u></p> <ul style="list-style-type: none"> <li>To create an engaging learning environment where students improve their understanding and use of "for" and "since" in the present perfect tense through interactive and game-based activities that foster attention and participation.</li> </ul>	<p><u>Strategies (How are you planning to achieve these objectives?)</u></p> <ul style="list-style-type: none"> <li>To use texts that contain the present perfect.</li> <li>Take a quick, oral or written lesson at the end of the class.</li> </ul>
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### ASSUMPTIONS

- Students should know the pronouns, the conjunction of the pronouns with the verb, and the tense of the verbs.
- Students can identify the parts of sentences and the order.
- Students know each verb tense, whether it changes its structure.
- Students recognize their positive, negative, and interrogative form of present perfect.

### ANTICIPATED PROBLEMS AND SOLUTIONS

**Problem 1:** If students do not remember as well as they should about the past lesson.

**Solution 1:** To make a quick reinforcement of what was learned in the previous classes.

**Problem 2:** If students fail to complete the activities in the time allotted.

**Solution 2:** Unfinished activities could be homework assignments to be sent home and reviewed next class.


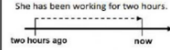
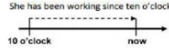
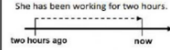
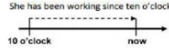
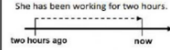
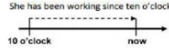
**Problem 3:** If any student has difficulty with the third person verb or fails to complete the activities.

**Solution 3:** Explain quickly but efficiently and make clear your doubts about the class or the subject you ask about.

#### Section 4:

<b>Methodology</b>
P.P.P. Presentation, Practice and Production
<b>Strategies</b>
<p>To prepare a good material and manage the time correctly.</p> <p>To take a lesson at the end of this class, so in this way I can check if the students have learned during the explanation</p>
<b>Resources and Materials</b>
<p><a href="#">What Is the Present Perfect Tense? Definition and Examples   Grammarly</a>  <a href="#">Present perfect simple with for and since   Learn and Practise Grammar (oxfordlearnersdictionaries.com)</a></p>

<b>Time in Minutes</b>	<b>Description of Activity</b>	<b>Resources Needed and Other Notes</b>
7	<p>Warm up</p> <p>“Potato hot”</p> <p>A marker will be given to each student to write the past participle of the verb that will be placed on the blackboard and with their marker and the mini board that they use in class they will be able to write the past participle of the verb.</p> <p>The markers can be provided by the teacher or by the students themselves. The first row will be given the marker and they will pass the marker to the sound of the pass, pass, pass, pass, and when it stops</p>	

	<p>the students with whom the marker remains will be the ones who will participate in the competition at the count of 5 they will show what they have on the mini board and everyone will raise the marker. Whoever has written the word correctly and, in the time, they should have will earn a star and whoever has more than 5 stars at the end of the class will be given a gift for participation.</p>					
15	<p><b>Explanation</b> The explanation of the class will focus on for and since, how, and when to use it. Also remember the use of the verb so that when they learn the structure, they already know how the verb is placed, that is why it is the starting activity. The keywords will be shown so that they can recognize when to use for and when to use since. Within the key words, we can also explain how else we can find them so that when choosing whether to use for or since they can do it correctly.</p>					
10	<p><b>Activity 1</b> Complete according to the table below the sentences with for and since</p>	<p><b>GRAMMAR WORKSHEET</b> <b>FOR and SINCE</b> </p> <table border="1"> <thead> <tr> <th>FOR</th> <th>SINCE</th> </tr> </thead> <tbody> <tr> <td> <p>She has been working for two hours.</p>  </td> <td> <p>She has been working since ten o'clock.</p>  </td> </tr> </tbody> </table> <p>Instruction: Complete the sentences below with "for" and "since"</p> <ol style="list-style-type: none"> <li>I've <b>been</b> working at this company _____ five years.</li> <li>Kate has <b>lived</b> here _____ 2012.</li> <li>The TV has <b>been on</b> _____ five o'clock.</li> <li>I have <b>wanted</b> to be a doctor _____ I was a kid.</li> <li>Sam has <b>studied</b> at this college _____ only a week.</li> <li>Maria and Eduardo have <b>been</b> in the hospital _____ three months.</li> <li>I haven't <b>seen</b> my friend _____ last week.</li> <li>Stewart hasn't <b>eaten</b> any junk food _____ several months.</li> <li>That restaurant has <b>been</b> open _____ this morning.</li> <li>It has <b>been</b> raining _____ a long time.</li> </ol>	FOR	SINCE	<p>She has been working for two hours.</p> 	<p>She has been working since ten o'clock.</p> 
FOR	SINCE					
<p>She has been working for two hours.</p> 	<p>She has been working since ten o'clock.</p> 					
8	<p><b>Activity 2</b> For this activity, each student will have to make at least 3 sentences about themselves, using the keywords that will be visible all the time on the board and the verbs used in the warm-up.</p>					

0	If the activity time runs out quickly, students can write their sentences on the board and quickly show why they used for or since in their sentences.	

## GRAMMAR WORKSHEET

# FOR and SINCE



FOR	SINCE
<p>She has been working for two hours.</p>	<p>She has been working since ten o'clock.</p>

Instruction: Complete the sentences below with **“for”** and **“since”**

- I've **been** working at this company \_\_\_\_\_ five years.
- Kate has **lived** here \_\_\_\_\_ 2012.
- The TV has **been** on \_\_\_\_\_ five o'clock.
- I have **wanted** to be a doctor \_\_\_\_\_ I was a kid.
- Sam has **studied** at this college \_\_\_\_\_ only a week.
- Maria and Eduardo have **been** in the hospital \_\_\_\_\_ three months.
- I haven't **seen** my friend \_\_\_\_\_ last week.
- Stewart hasn't **eaten** any junk food \_\_\_\_\_ several months.
- That restaurant has **been** open \_\_\_\_\_ this morning.
- It has **been** raining \_\_\_\_\_ a long time.

**Lesson Plan #3**

<b>Student:</b> Paola Jazmín Gonzalez Roca	<b>Date:</b> Thursday, 16th February 2023	<b>Students #</b> 41
<b>Teacher:</b>	<b>Lesson level:</b> A2	<b>Lesson length:</b> 40 min
<b>Pedagogía de los Idiomas Nacionales y Extranjeros</b>	<b>Course:</b> 10th B	<b>Venue:</b> Unidad Educativa Bilingue Americano

**1. Lesson context & Aims****CONTEXT:**

<b>Present Perfect Tense For and Since</b>
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**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, **Speaking**

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

- a. If main aim is skills, indicate the language system you will use to support the skill:  
**Speaking**  
 b. If main aim is language, indicate the language skill you will use to support the language:  
**Grammar**

**Complete this following box and prompt:**

Main aim:

*By the end of the lesson, students will be able to identify and use the terms "for" and "since" in present tense sentences and apply them using the learning strategies involved, which are game-based and active.*

Sub-aims:

- Students use "for" and "since" in a differentiated way based on contextual time references.
- Students gain confidence in forming sentences in the present perfect tense, both in spoken and written form.

## Section 2. LEARNER's PROFILE, RATIONALE & TIMETABLE FIT

### Recent work done:

Before this lesson, students reviewed the structure and usage of the present perfect tense and practiced using past participles. This served as preparation for focusing specifically on the expressions "for" and "since."

## Section 3: Personal Aims, Assumptions and Problems and Solutions

### PERSONAL OBJECTIVES

<p><u>Objectives:</u></p> <ul style="list-style-type: none"> <li>To create an engaging learning environment where students improve their understanding and use of "for" and "since" in the present perfect tense through interactive and game-based activities that foster attention and participation.</li> </ul>	<p><u>Strategies (How are you planning to achieve these objectives?)</u></p> <ul style="list-style-type: none"> <li>To use texts that contain the present perfect.</li> <li>Take a quick, oral or written lesson at the end of the class.</li> </ul>
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### ASSUMPTIONS

- Students should know the pronouns, the conjunction of the pronouns with the verb, and the tense of the verbs.
- Students can identify the parts of sentences and the order.
- Students know each verb tense, whether it changes its structure.
- Students recognize their positive, negative, and interrogative form of present perfect.

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

**Problem 1:** If students do not remember as well as they should about the past lesson.

**Solution 1:** To make a quick reinforcement of what was learned in the previous classes.

**Problem 2:** If students fail to complete the activities in the time allotted.

**Solution 2:** Unfinished activities could be homework assignments to be sent home and reviewed next class.

**Problem 3:** If any student has difficulty with the third person verb or fails to complete the activities.


**Solution 3:** Explain quickly but efficiently and make clear your doubts about the class or the subject you ask about.

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**Section 4:**

<b>Methodology</b>
Communicative Language Teaching
<b>Strategies</b>
<p>To prepare a good material and manage the time correctly.</p> <p>To take a lesson at the end of this class, so in this way I can check if the students have learned during the explanation</p>
<b>Resources and Materials</b>
<p><a href="#">What Is the Present Perfect Tense? Definition and Examples   Grammarly</a>  <a href="#">Present perfect simple with for and since   Learn and Practise Grammar (oxfordlearnersdictionaries.com)</a></p>

Time in Minutes	Description of Activity	Resources Needed and Other Notes
7	<p style="text-align: center;">Warm up</p> <p>“Potato hot”            A marker will be given to each student to write the past participle of the verb that will be placed on the blackboard and with their marker and the mini board that they use in class they will be able to write the past participle of the verb.            The markers can be provided by the teacher or by the students themselves. The first row will be given the marker and they will pass the marker to the sound of the pass, pass, pass, pass, and when it stops the students with whom the marker remains will be the ones who will participate in the competition at the count of 5 they will show what they have on the mini board and everyone will raise the marker. Whoever has written the word correctly and, in the time, they</p>	

	should have will earn a star and whoever has more than 5 stars at the end of the class will be given a gift for participation.											
15	<p>Explanation</p> <p>The explanation of the class will focus on for and since, how, and when to use it. Also remember the use of the verb so that when they learn the structure, they already know how the verb is placed, that is why it is the starting activity. The keywords will be shown so that they can recognize when to use for and when to use since. Within the key words, we can also explain how else we can find them so that when choosing whether to use for or since they can do it correctly.</p>											
10	<p>Activity 1</p> <p>Complete according to the table below the sentences with for and since</p>	 <p><b>For or Since</b></p> <table border="1"> <tr> <td>He has been working ..... twelve hours.</td> <td>The Millers have been married ..... fifty years.</td> </tr> <tr> <td>This dog has not eaten ..... last week.</td> <td>They have been playing chess ..... 8:00 AM.</td> </tr> <tr> <td>My aunt has been ill ..... last Tuesday.</td> <td>Mr. Robinson has been clearing the house ..... for three hours.</td> </tr> <tr> <td>Granny has been cooking ..... a long time.</td> <td>They have been saving money ..... twelve years.</td> </tr> <tr> <td>He has been waiting ..... ten minutes.</td> <td>They have been sitting ..... two years.</td> </tr> </table>	He has been working ..... twelve hours.	The Millers have been married ..... fifty years.	This dog has not eaten ..... last week.	They have been playing chess ..... 8:00 AM.	My aunt has been ill ..... last Tuesday.	Mr. Robinson has been clearing the house ..... for three hours.	Granny has been cooking ..... a long time.	They have been saving money ..... twelve years.	He has been waiting ..... ten minutes.	They have been sitting ..... two years.
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He has been waiting ..... ten minutes.	They have been sitting ..... two years.											
8	<p>Activity 2</p> <p>For this activity, each student will have to make at least 3 sentences about themselves, using the keywords that will be visible all the time on the board and the verbs used in the warm-up.</p> <p>At the end of the activity, students must pronounce their sentences correctly and will get stars according to how they perform.</p>											

## Lesson about Present Perfect

Complete the sentences using Present Perfect, Then, Choose FOR AND SINCE.

- a) She \_\_\_\_\_ (live) in London **FOR/SINCE** five years.
- b) Nick \_\_\_\_\_ (know) Tom **FOR/SINCE** he moved to London.
- c) Mrs Harris \_\_\_\_\_ (be) a teacher **FOR/SINCE** twelve years.
- d) Felix \_\_\_\_\_ (live) in Paris **FOR/SINCE** 1998.
- e) You \_\_\_\_\_ (not / play) the piano **FOR/SINCE** several weeks.
- f) I \_\_\_\_\_ (not / see) Emma **FOR/SINCE** last week.
- g) They \_\_\_\_\_ (study) English **FOR/SINCE** three months.

## **Conclusion**

Incorporating games and active learning strategies into the teaching of grammar proved effective in capturing students' attention and enhancing their understanding of the present perfect tense. This case study showed that by creating a dynamic and participatory classroom environment, students were more motivated, confident, and engaged. Focusing on specific grammar points such as "for" and "since" through meaningful practice allowed learners to apply the structure in real contexts.

As future language educators, it is essential to recognize the importance of adapting methodologies to students' needs, especially when addressing common challenges like inattention. The use of communicative and game-based approaches not only supports grammar acquisition but also contributes to a more enjoyable and effective learning experience.

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## Annexes

## Annex 1: Tutor Assignment



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

## MEMORANDO

REFERENCIA: PINE-224-2022

DE: Ing. Eliana León Abad, MSc.  
DIRECTORA DE CARRERA

PARA: Paola Jazmín González Roca  
ESTUDIANTE CARRERA PINE

Cc: Patricio Calle León, MSc.  
DOCENTE

ASUNTO: Aprobación de tutores para el asesoramiento y desarrollo  
de los componentes del Examen de Carácter Complexivo

FECHA: 02 de diciembre del 2022

Por medio de la presente y cumpliendo con la normativa existente para estudiantes de Pregrado de la Universidad Estatal Península de Santa Elena, me dirijo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SO-FCEI-2022-033, efectuado el 28 de noviembre, fue aprobado la comisión de tutores para el asesoramiento y desarrollo de los componentes del Examen de Carácter Complexivo, para la aprobación de la asignatura de Unidad de Integración Curricular.

DOCENTE	CORREO	TELÉFONO	DESIGNACION
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Atentamente,



Ing. Eliana León MSc.  
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros

D/c Archivo

## Annex 2: Anti-plagiarism Report

La libertad, 14 de agosto 2025

### **Certificado Sistema Anti-Plagio**

Se certifica que el trabajo de Integración Curricular denominado "USE OF GAMES AND ACTIVE LEARNING TO ENHANCE ATTENTION AND TEACHING THE PRESENT PERFECT TENSE IN TENTH-GRADE STUDENTS AT THE BILINGÜE AMERICANO HIGH SCHOOL", elaborado por la estudiante GONZALEZ ROCA PAOLA JAZMIN, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, una vez analizado en el sistema anti plagio COMPILATIO y luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 2 % de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



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Leda. Ketty Vergara Mendoza, MSc.

Carrera PINE

## COMPILATIO REPORT



INFORME DE ANÁLISIS  
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