

CASE STUDY REPORT



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

COMPREHENSIVE EXAM REPORT

AUTHOR: GENESIS ELIZABETH TOMALA GUALE

ADVISOR: MSC. LEONARDO CHÁVEZ

LA LIBERTAD – ECUADOR

2023

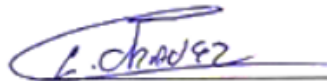
“STRATEGIES TO IMPROVE THE CLASSROOM SPACE DURING ENGLISH
TEACHING-LEARNING ON FIRST-YEAR HIGH SCHOOL STUDENTS AT THE
BILINGUE AMERICANO HIGH SCHOOL”

La Libertad, October 4th, 2023

ADVISOR'S APPROVAL

In my role as Advisor of the research paper title "**STRATEGIES TO IMPROVE THE CLASSROOM SPACE DURING ENGLISH TEACHING-LEARNING ON FIRST-YEAR HIGH SCHOOL STUDENTS AT THE BILINGUE AMERICANO HIGH SCHOOL**" prepared by **GENESIS ELIZABETH TOMALA GUALE** 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,

A handwritten signature in blue ink, appearing to read 'L. CHAVEZ', with a horizontal line underneath.

MSc. Leonardo Chávez Gonzabay

Advisor

La Libertad, October 4th, 2023

STATEMENT OF AUTHORSHIP

I, Genesis Elizabeth Tomalá Guale with ID # 2400447658, student from Universidad Estatal Peninsula de Santa Elena, at School of Educational Sciences and Languages, as a prerequisite to obtain a Bachelor's degree in Pedagogy of Nationals and Foreign Languages, in my role as author of the research paper "STRATEGIES TO IMPROVE THE CLASSROOM SPACE DURING ENGLISH TEACHING-LEARNING ON FIRST-YEAR HIGH SCHOOL STUDENTS AT THE BILINGUE AMERICANO HIGH SCHOOL" certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

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

Genesis Elizabeth Tomalá Guale

ID. 2400447658

DECLARATION

**THE CONTENT OF THE FOLLOWING GRADUATION WORK IS OUR RESPONSIBILITY;
THE INTELLECTUAL PROPERTY BELONGS TO PENINSULA DE SANTA ELENA
STATE UNIVERSITY.**

A handwritten signature in blue ink, reading "Genesis Tomala", written over a horizontal line.

GENESIS ELIZABETH TOMALA GUALE

AUTHOR

BOARD OF EXAMINERS



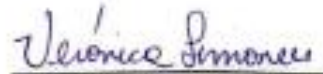
MSc. Eliana León Abad
Pedagogy of National and
Foreign Language Career Director



MSc. Sandra Caamaño
UIC PROFESSOR



MSc. Leonardo Chávez Gonzabay
TUTOR



MSc. Verónica Limones Borbor
SPECIALIST PROFESSOR

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Summary (Abstract)

The purpose of this case study is to analyze the incorrect positioning of the classroom and the reasons why it is not a good way to start the class. In addition, to implement strategies to help position the classroom to make the teaching environment more comfortable.

Upon completion of the classroom observation, the students' classroom is very cramped for the number of students it has with a total of 33 students and a very limited classroom space, where it is very difficult for both the student and the teacher to move freely around the classroom.

In addition, this can cause distractions and can be detrimental to the academic record of the students, something which can look very bad for the teacher and the Educational Unit. The Bilingue Americano High School classrooms do not have large classrooms for the number of students it handles, so it is essential to correct this problem.

The present investigation proposes a very useful solution to correct the problem of the space in the classroom, as well as the implementation of strategies that help all the people who make up the Educational Unit, especially the students of the English class and the teacher in charge, will benefit from it.

KEYWORDS: Classroom Space, Strategies, English Class, Teacher-Students.

Resumen (español)

El propósito de este estudio de caso es analizar la colocación incorrecta del aula y las razones por las que no es una buena manera de empezar la clase. Además, implementar estrategias que ayuden a posicionar el aula para que el ambiente de enseñanza sea más cómodo.

Al finalizar la observación del aula, el aula de los alumnos es muy estrecha para el número de alumnos que tiene con un total de 33 alumnos y un espacio de aula muy limitado, donde es muy difícil tanto para el alumno como para el profesor moverse libremente por el aula.

Además, esto puede ocasionar distracciones y puede ir en detrimento del expediente académico de los alumnos, algo que puede quedar muy mal para el profesor y para la Unidad Educativa. Las aulas de la Unidad Educativa Bilingüe Americano no cuentan con aulas amplias para el número de alumnos que maneja, por lo que es indispensable corregir este problema.

La presente investigación propone una solución muy útil para corregir el problema del espacio en el aula, así como la implementación de estrategias que ayuden a que todas las personas que conforman la Unidad Educativa, en especial los alumnos de la clase de inglés y el docente a cargo se vean beneficiados.

PALABRAS CLAVE: Espacio en el Aula, Estrategias, Clase de Inglés, Profesor-Alumnos.

Introduction

Education in Ecuador has been changing over time, and during the last few years, it has undergone a radical change. The great advances that have been implemented in different institutions in the country, from changes in infrastructure to the implementation of technology, issues that have positively affected the teaching and learning process, have also influenced the English language as a subject of study.

However, despite all the positive changes, the problems within the classroom are things that have not changed and remain. In many educational institutions in the Province of Santa Elena, many problems can affect not only the students but also the authorities, teachers, and families. And this can lead to a very bad classroom environment.

The present Case Study will not only analyze the problem in depth with various factors but will also propose solutions for the students to benefit from it, thus improving the teaching-learning process. In addition, the institution could keep these proposed solutions to apply them to all classrooms that present the same problem, since not all of them have reduced space and have made good use of the workspace.

Nowadays, the way in which students learn is quite traditional, where the teaching style is always by rows, although many believe that this is not something that affects teaching, it really does. Learning can stagnate because of this issue and although not all institutions in Ecuador have this problem, due to the progress that the government has given to schools and colleges for the better, some do not benefit from this.

According to (Garza, 2016), institutions should have a classroom size of no more than 20 students to have a good educational environment, because having a large group of students can cause: distractions or disturbances. It is important that the teacher determines a favorable

outcome at the end of the class. This is something that should be successful in many educational institutions.

For a teacher in charge of a large group of students in a small space is hard, because not only does he have to have material for everything, but he will have to control them, guide them and even supervise them, It is evident that this will affect the student process for many factors that will be analyzed during the present study.

The number of students in the classroom analyzed through observation is 48 divided into 6 rows in the classroom; in addition, the teacher has to handle a very large number of students in a very short time, the class time is 40 minutes. The American bilingual educational unit located in La Libertad, province of Santa Elena, presents a problem with the students of High School.

Background

The information obtained through the observation process, therefore, it is concluded that the problem of the lack of space in the classroom for the number of students that there are currently, could be the cause of the constant distraction of the students who sit in the back of the classroom are the most affected because it is the place where more distraction, noise, and cases of discipline have occurred.

The practice of educational management is a very interesting training process since it has allowed us to understand that there are other spaces in which we can interact, learn, and know beyond our previous knowledge. We could understand educational management as a support in the educational area, everything that has to do with events and activities carried out by an institution. (Fontecha, Ruiz, Gómez, Mendoza, & Rodríguez, 2018)

By building an adequate space where students feel free to release their doubts and make their knowledge known, we will be creating a balanced learning environment. Many students find it difficult to focus and remain attentive during classes, mainly the theoretical ones, and with little playful material, having an adequate space where the teacher can reach the student and monitor their actions can help them remain attentive for a longer time and achieve the learning objective of the day.

There are many reasons why students who sit behind the classroom are the most affected in their learning, and this can be caused by many reasons, most of the time unknown in other easy to identify what the problem is, however, it is not that the teacher does not take them into account, in the end, all students are important in the teaching-learning process. But being in a place far away from the teacher, who cannot circulate freely in these places because of the way the classroom is arranged, it is complicated for the teacher to work with these students. Although other students tend to easily lose interest in a class because they feel excluded by being at the end of the classroom, unlike those who are closer to the teacher because they are more participative.

Case analysis

This report focuses on the problem of insufficient space in the classroom, as well as analyses the strategies that the teacher applies, and how the students behave with this issue.

Before analyzing the factors, during the observation process the following points were placed under consideration:

The first point is the issue of the students. They are between 14 and 15 years old, so they are in the middle of adolescence and it is important not only for the teacher but also for the family to teach them educational and social issues, because sometimes at that age they can learn

things that will not favor their future, and also the fact that they think that class time is for conversation, for example:

Substitute Teachers

In the event that a teacher cannot be at the institution and a substitute has to be used, the students, upon seeing a person they are not used to seeing on a daily basis, may behave completely differently, and as a consequence cause a lot of noise and even disrespect the substitute teacher.

Substitute teachers will not only have to have a good knowledge of the language but also be able to manage, control and supervise a group of students. Being a substitute is not easy, sometimes students will treat your job as a challenge, in addition, the substitute will be teaching something another teacher planned before, so the way the substitute will do it can be creative. (Kelly, 2020)

Regular English Teachers

Secondly, the English teacher is well prepared to implement strategies that not only help the students to understand but also try to improve their English skills. Even though the teacher does not have so many resources at his disposal so he always tries to bring something new so that the students do not stagnate. The teacher is very dynamic and comes up with innovative ideas although he tries to keep the students focused and involved, it is very difficult for him to know if they are focused as he cannot move around the classroom.

After analyzing those involved, it is important to analyze in detail during English class hours, because the classroom problem can involve many inconveniences when learning.

THE CLASSROOM SPACE

The main problem of this research is the space in the classrooms. Educational and academic institutions continue to teach in this way, perhaps authorities, teachers, and students think that this pedagogical issue does not affect the teaching-learning process, but in reality it does. The students who sit in the back of the classroom may have hearing or vision problems, and perhaps they did not reach a place at the front of the classroom and their only option was to go to the back.

Another option to consider is that there is always one or a group the students in the class that disrupts this person will always distract, which often affects the attention of other students and prevents learning in the classroom from flowing smoothly.

Although it is true that each person is responsible for his or her education, the teacher must guide him or her so that he or she does not get lost.

LACK OF DIDACTIC MATERIALS

The teacher will always have to try to implement new things that help students to improve their learning, the use of didactic material is very helpful as flipcharts, Board games, although if you could add the use of videos or audio playback would be something innovative for students to learn with new tools.

A LANGUAGE DIFFICULT TO UNDERSTAND

The teacher always starts his classes, by explaining the activities to be implemented; however, everything is explained in English, which is very difficult for the students to understand. Although some students can understand what the teacher is trying to say, the majority of the class is having trouble listening.

When students from the front row participate following the teacher's instructions, the other students sitting in the back do not participate because they do not know how to follow up

with the class methodology. This scenario often occurs in regular class participation and when students do presentations, normally, back raw students' pronunciation is not appropriate according to the English level.

The issue of reading and writing is reflected in the evaluations taken by the teacher, with the information obtained, students often do not reach the required learning, in some cases their language skills are not solid and this obstructs the learning process.

The teacher's attitude is optimistic and does not lose the fact that the students can manage to grasp the idea, although it does not always work, the few people who master the language a little try to help the others, which is a good thing, it can be seen as an environment where everyone shares and helps each other, something very encouraging for the classroom.

Proposed Solution/Changes

The purpose of this research is to implement a strategy that favors the improvement of the of English learning at a High School level, in addition to the space and the lack of resources work together to have disrupted classroom were some students a capable to learn and some other ones are not.

The collaborative learning method is a style that consists of students going together in small groups or large groups depending on the number of students. The objective is that the teacher has good supervision of the class. The collaborative learning method can be used in different educational settings making the teaching and learning process easier. (Rigacci, 2020)

Applying this method will allow students to help each other and will improve the issue of cooperation since they will share their knowledge, it is important to apply this from an early age because it will ensure better working relationships.

Also, this method put the students in the form of islands, which consists of having the students in groups that do not exceed five. The objective of implementing these strategies is that everyone will improve, in case someone doesn't understand a lot another who does can help them.

It would also be much easier for the teacher to supervise the classroom if the students do sit properly, this way, the teacher will no longer have the problem of distractions, and besides, being able to move freely around the room. The teacher would have the opportunity to take advantage of every space in the classroom to work and respond to the needs of the students.

Lesson Plan

Topic: Active and passive voice

Student: Genesis Elizabeth Tomalá Guale	Date: February 16th, 2023	Students #: 48
Teacher: MSc. Leonardo Chavez	Lesson level: A2	Lesson length: 40 min
Pedagogía de los Idiomas Nacionales y Extranjeros	Course: PINE 8/1	Venue: UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA

1. Lesson context & aims.

CONTEXT:

SOCIAL NETWORKS

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

Complete the following box and prompt:

Main aim:

By the end of the lesson, the students will be able to change sentences from active voice to passive voice in present and past simple.

Sub-aims:

Students will know the grammatical structure of the passive voice.

Students will students may change verbs to participles.

Students will write sentences in passive voice.

2. LEARNER'S PROFILE, RATIONALE & TIMETABLE FIT

Recently completed work:

Before this class, students have gone through units in which they were taught the present and simple past tenses, as well as object pronouns and past participle verbs.

3: Personal Aims, Assumptions and Problems and Solutions

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

<u>Objectives:</u>	<u>Strategies (How are you planning to achieve these objectives?)</u>
<ul style="list-style-type: none"> ➤ Teach how to change a sentence from active voice to passive voice. ➤ Remind students of the grammatical structure of the present and past simple. ➤ To remind students of object pronouns and some verbs in the past participle. 	<ul style="list-style-type: none"> ➤ This will be achieved by using playful material that captures the students' attention and allows them to learn in a different way than usual. ➤ This will be achieved through the warm-up, where topics such as the present and simple past will be covered, and the explanation of how to change between active and passive voices will also be emphasized. ➤ I will place play material on the blackboard to remind the students of these topics.

ASSUMPTIONS (What you assume the students to know, be familiar with, have experienced, or have been taught) **Write AT LEAST 4 Assumptions, feel free to write more! (e.g., sub-skills, language systems, learner training, themes, and topics, etc.).**

- I assume that students are introduced to common action verbs about daily routine.
- I assume that students are introduced to the rule of the present simple tense.

- I assume that students are introduced to the rule of the past simple tense.
- I assume that students have read or seen verbs in past and past participle tense.
- I assume that students have ever read about object pronouns.

ANTICIPATED PROBLEMS AND SOLUTIONS.

Problem 1: Students do not have a good technology to show images or videos in the class.

Solution 1: The teacher will provide playful materials that help students have a better understanding of the topic to be discussed.

Problem 2: Students have problems remembering grammatical rules that will be applied during the new class.

Solution 2: For this in the warm-up the students will remember with the teacher which grammatical rules and vocabulary will be used throughout the class.

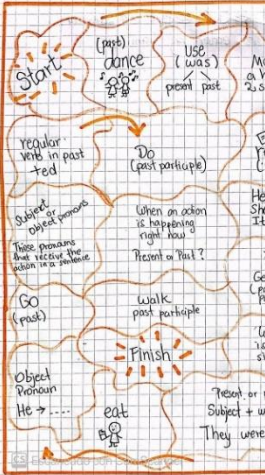
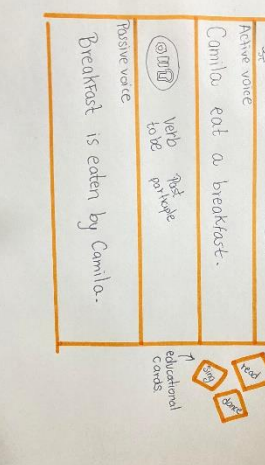
Problem 3: Students can feel rushed to be the last hour of classes before leaving school.

Solution 3: For this the teacher will have small prizes for people who are participants or volunteers during the class, this generates an incentive for the students.

Section 4:

Methodology:
Collaborative work with the whole class, questions, answers, dynamics, incentives for individual participation.
Strategies:
Explain the activities clearly, allow the student to give his point of view, allow the exchange of ideas, evaluate with random questions during the class.
Resources and Materials:
Ludo Games Educational board

Time in Min utes	Description of Activity	Resources Needed and Other Notes
2 min	<ul style="list-style-type: none">➤ Greeting students.➤ Check the attendance of the students.	

<p>7 min</p>	<p>Warm-up</p> <ul style="list-style-type: none"> ➤ Ludo game: Students take turns rolling the die, then place the token on the board in the appropriate box and answer the question. ➤ The students will participate in a random way by passing the ball. 	 <ul style="list-style-type: none"> ➤ For this activity I will use tokens and dice.
<p>5 min</p>	<p>Grammar time</p> <ul style="list-style-type: none"> ➤ The teacher reads the objectives of the class. ➤ The teacher explains to the students what the rules of the class are. ➤ We start the explanation using playful work material. 	 <ul style="list-style-type: none"> ➤ In addition to this I will place on the second board two posters, one with the object pronouns

		and the other with the verbs in participle that I am going to use.
10 min	<p>Practice Time</p> <ul style="list-style-type: none"> ➤ Students will use the material provided by the teacher. ➤ They will write their example on the board: one student writes a sentence in active voice and the other student changes it to passive voice. 	➤ I will use the same material I used to explain.
10 min	<p>Individual activity</p> <ul style="list-style-type: none"> ➤ Students will write their own examples of active and passive voice. ➤ At the end of the activity, students will exchange their papers with each other for a review. ➤ We will again use the passing the ball game so that the selected student writes the sentence on the board and the partner who made the sentence explains 	

	it.	
6 min	<p>Wrap up.</p> <ul style="list-style-type: none"> ➤ Feedback, attendance, and goodbye. ➤ The teacher will give feedback about the class to the students. ➤ The teacher will give indications about homework. ➤ The teacher will say goodbye. 	

LESSON PLAN

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3. Lesson context & aims.

CONTEXT:

Occupations.

LEARNING OUTCOMES:

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

C) Language (L): e.g., Grammar, functions, Vocabulary.

D) Skills: (S): e.g., **Reading**, Listening, Speaking, Writing

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

c) If the main aim is skills, indicate the language system you will use to support the skill:

Reading.

- d) If the main aim is language, indicate the language skill you will use to support the language: Grammar. **Complete the following box and prompt:**

Main aim:

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Sub-aims:

Students will know the grammatical structure of the passive voice.

Students will students may change verbs to the past participles.

Students will recognize sentences in active and passive voice.

2. LEARNER'S PROFILE, RATIONALE & TIMETABLE FIT

Recently completed work:

Before this class, students have gone through units in which they were taught. the present and simple past tenses, as well as object pronouns and past participle verbs.

3: Personal Aims, Assumptions and Problems and Solutions

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

<u>Objectives:</u>	<u>Strategies (How are you planning to achieve these objectives?)</u>
<ul style="list-style-type: none"> ➤ Teach how to change a sentence from active voice to passive voice. ➤ Remind students of the grammatical structure of the present and past simple. ➤ To remind students of object pronouns and some verbs in the past participle. 	<ul style="list-style-type: none"> ➤ This will be achieved by using playful material that captures the students' attention and allows them to learn in a different way than usual. ➤ This will be achieved through the warm-up, where topics such as the present and simple past will be covered, and the explanation of how to change between active and passive voices will also be emphasized. ➤ I will place play material on the blackboard to remind the students of these topics.

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Solution 2: For this in the warm-up the students will remember with the teacher which grammatical rules and vocabulary will be used throughout the class.

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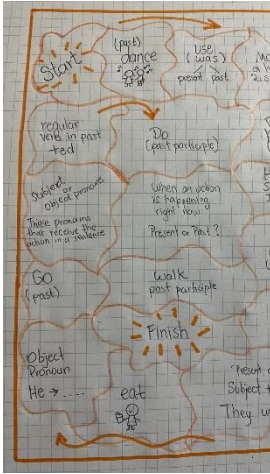
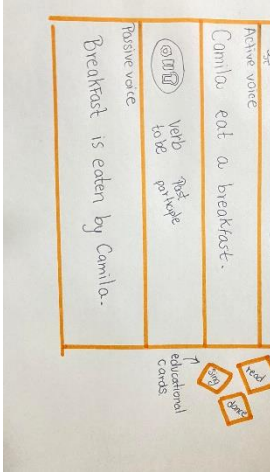
Solution 3: For this the teacher will have small prizes for people who are participants or volunteers during the class, this generates an incentive for the students.

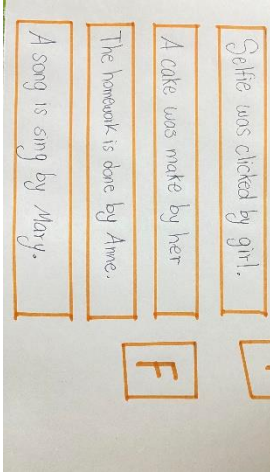

Section 4:

Methodology:

Collaborative work with the whole class, questions, answers, dynamics, incentives for individual participation.
Strategies:
Explain the activities clearly, allow the student to give his point of view, allow the exchange of ideas, evaluate with random questions during the class.
Resources and Materials
Ludo Games Educational board

Time in Minutes	Description of Activity	Resources Needed and Other Notes
2 min	<ul style="list-style-type: none"> ➤ Greeting students. ➤ Check the attendance of the students. 	

<p>7 min</p>	<p>Warm-up</p> <ul style="list-style-type: none"> ➤ Ludo game: Students take turns rolling the die, then place the token on the board in the appropriate box and answer the question. ➤ The students will participate in a random way by passing the ball. 	 <ul style="list-style-type: none"> ➤ For this activity I will use tokens and dice.
<p>5 min</p>	<p>Grammar time</p> <ul style="list-style-type: none"> ➤ The teacher reads the objectives of the class. ➤ The teacher explains to the students what the rules of the class are. ➤ We start the explanation using playful work material. 	 <ul style="list-style-type: none"> ➤ In addition to this I will place on the second board two posters, one with the object pronouns

		<p>and the other with the verbs in participle that I am going to use.</p>
10 min	<p>Practice time:</p> <ul style="list-style-type: none"> ➤ True or false: The teacher pastes sentences on the board and a student reads. ➤ Students raise their right hand if they think it is true and the left hand if it is false. ➤ The student who explains his answers will receive a sweet. 	
10 min	<p>Individual activity.</p> <ul style="list-style-type: none"> ➤ The teacher explains what he is going to do in the next activity. ➤ The teacher gives the worksheet to the students. ➤ The students will work individually on the written part, but the answers will be checked orally. 	

6 min	<p>Wrap up.</p> <ul style="list-style-type: none">➤ Feedback, attendance, and goodbye.➤ The teacher will give feedback about the class to the students.➤ The teacher will give indications about homework. <p>The teacher will say goodbye.</p>	
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PASSIVE VOICE : SIMPLE PRESENT TENSE WORKSHEET

Rewrite each sentence using passive voice for simple present tense.



1. People produce cars in this factory.

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.....



2. The farmer grows carrots in his field.

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.....



3. Mrs. Lawrence milks her cow twice a day.

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4. Alexander plays golf every Sunday morning.

.....
.....



5. Maisie takes a lot of nature photos at weekends.

.....
.....



6. Everyone in this class loves and respects Diana.

.....
.....



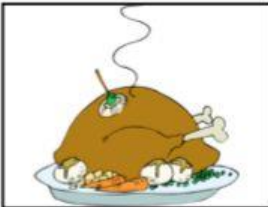
7. Mason and Lucas read story books every day.

.....
.....



8. Lexi and Megan eat ice-cream three times a week.

.....
.....



9. The Hamiltons cook roast turkey on special days.

.....
.....



10. Mr. Oven cleans our street every morning.

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.....



11. A mechanic repairs your car in his garage.

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.....



12. Mr. Ward sells fresh meat in his shop.

.....
.....



13. Most women watch TV series at home.

.....
.....



14. Eva's mother brushes her hair every morning.

.....
.....



15. People cut down more and more trees every day.

.....
.....



16. Policemen catch and arrest thieves and robbers.

.....
.....

ANSWER KEY

1. Cars are produced in this factory.
2. Carrots are grown in his field.
3. Her cow is milked twice a day.
4. Golf is played every Sunday morning.
5. A lot of nature photos are taken at weekends.
6. Diana is loved and respected.
7. Story books are read every day.
8. Ice-cream is eaten three times a week.
9. Roast turkey is cooked on special days.
10. Our street is cleaned every morning.
11. Your car is repaired in his garage.
12. Fresh meat is sold in his shop.
13. TV series are watched at home.
14. Her hair is brushed every morning.
15. More and more trees are cut down every day.
16. Thieves and robbers are caught

LESSON PLAN

Topic: Active and passive voice

Student: Genesis Elizabeth Tomalá Guale	Date: February 16th, 2023	Students #: 48
Teacher: MSc. Leonardo Chavez	Lesson level: A2	Lesson length: 40 min
Pedagogía de los Idiomas Nacionales y Extranjeros	Course: PINE 8/1	Venue: UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA

4. Lesson context & aims.

CONTEXT:

THINGS GO BETTER WITH COKE.

LEARNING OUTCOMES:

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

3. Language (L): e.g., Grammar, functions, Vocabulary.

4. Skills: (S): e.g., Reading, **Listening**, Speaking, Writing

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

e) If the main aim is skills, indicate the language system you will use to support the skill:

Listening.

f) If the main aim is language, indicate the language skill you will use to support the

language: Grammar.

Complete the following box and prompt:

Main aim:

By the end of the lesson, the students will be able to change sentences from active voice to passive voice in present and past simple.

Sub-aims:

Students will know the grammatical structure of the passive voice.

Students may change verbs to past participle.

5. LEARNER'S PROFILE, RATIONALE & TIMETABLE FIT

Recently completed work:

Before this class, students have gone through units in which they were taught the present and simple past tenses, as well as object pronouns and past participle verbs.

3: Personal Aims, Assumptions and Problems and Solutions

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

<u>Objectives:</u>	<u>Strategies (How are you planning to achieve these objectives?)</u>
<ul style="list-style-type: none"> ➤ Teach how to change a sentence from active voice to passive voice. ➤ Remind students of the grammatical structure of the present and past simple. ➤ To remind students of object pronouns and some verbs in the past participle. 	<ul style="list-style-type: none"> ➤ This will be achieved by using playful material that captures the students' attention and allows them to learn in a different way than usual. ➤ This will be achieved through the warm-up, where topics such as the present and simple past will be covered, and the explanation of how to change between active and passive voices will also be emphasized.

	<p>➤ For this, I will place play material on the blackboard to remind the students of these topics.</p>
--	---

ASSUMPTIONS (What you assume the students to know, be familiar with, have experienced or have been taught) **Write AT LEAST 4 Assumptions, feel free to write more! (e.g., sub-skills, language systems, learner training, themes, and topics, etc.).**

- I assume that students are introduced to common action verbs about daily routine.
- I assume that students are introduced to the rule of the present simple tense.
- I assume that students are introduced to the rule of the past simple tense.
- I assume that students have read or seen verbs in past and past participle tense.
- I assume that students have ever read about object pronouns.

ANTICIPATED PROBLEMS AND SOLUTIONS.

Problem 1: Students do not have a good technology to show images or videos in the class.

Solution 1: The teacher will provide playful materials that help students have a better understanding of the topic to be discussed.

Problem 2: Students have problems remembering grammatical rules that will be applied during the new class.

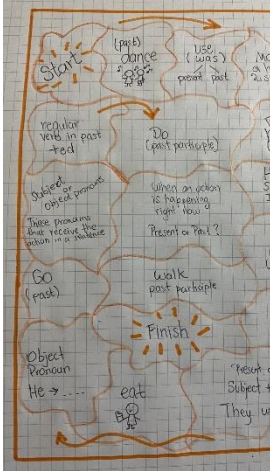
Solution 2: For this in the warm-up the students will remember with the teacher which grammatical rules and vocabulary will be used throughout the class.

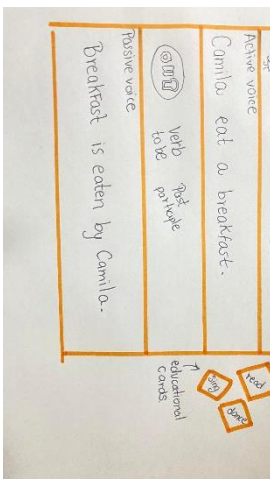

Problem 3: Students can feel rushed to be the last hour of classes before leaving school.


Solution 3: For this the teacher will have small prizes for people who are participants or volunteers during the class, this generates an incentive for the students.

Section 4:

Methodology:
Collaborative work with the whole class, questions, answers, dynamics, incentives for individual participation.
Strategies:
Explain the activities clearly, allow the student to give his point of view, allow the exchange of ideas, evaluate with random questions during the class.
Resources and Materials
Ludo Games
Educational board
Speaker

Time in Minutes	Description of Activity	Resources Needed and Other Notes
2 min	<ul style="list-style-type: none"> ➤ Greeting students. ➤ Check the attendance of the students. 	
7 min	<p>Warm-up</p> <ul style="list-style-type: none"> ➤ Ludo game: Students take turns rolling the die, then place the token on the board in the appropriate box and answer the question. ➤ The students will participate in a random way by passing the ball. ➤ 	 <p>For this activity I will use tokens and dice.</p>

<p>5 min</p>	<p>Grammar time</p> <ul style="list-style-type: none"> ➤ The teacher reads the objectives of the class. ➤ The teacher explains to the students what the rules of the class are. ➤ We start the explanation using playful work material. 	 <p>In addition to this I will place on the second board two posters, one with the object pronouns and the other with the verbs in participle that I am going to use.</p>
<p>10 min</p>	<p>Practice time:</p> <ul style="list-style-type: none"> ➤ The teacher places the material on the board and then explains the activity to the students. ➤ Students who have the answer go to the blackboard to place the answer and receive candy. 	<ul style="list-style-type: none"> ➤ Audio. ➤ Worksheet. 
<p>10</p>	<p>Group activity.</p>	<ul style="list-style-type: none"> ➤ Audio

<p>min</p>	<ul style="list-style-type: none"> ➤ The teacher facilitates the new activity. ➤ The activity is worked in pairs. ➤ The activity is explained, and the students work together with the teacher. ➤ For every two questions, a volunteer is asked to say the correct answers and receive candy. 	<p>➤ Worksheet.</p> 
<p>6 min</p>	<p>Wrap up.</p> <ul style="list-style-type: none"> ➤ Feedback, attendance, and goodbye. ➤ The teacher will give feedback about the class to the students. ➤ The teacher will give indications about homework. <p>The teacher will say goodbye.</p>	

WORKSHEET 2°MEDIO

1. Complete the text with the **past simple passive** form of the verbs in brackets.



Coca-Cola is enjoyed all over the world.

16 billion gallons are sold every year, in over one hundred and sixty countries.

The drink ^{a)} (invent) by Dr. John Pemberton in Atlanta as a health drink on 8 May 1886, but his partner, Frank Robinson, gave it the name Coca-Cola because it ^{b)} (make) from coca leaves and cola nuts. In the first year, only nine drinks a day ^{c)} (sell).

The business ^{d)} (buy) by a man called Asa Candler in 1888, and the first factory ^{e)} (open) in Dallas, Texas, in 1895. Coca-Cola is still made there. They produce billions of bottles and cans every year, but the recipe is still kept secret!

Diet Coke ^{f)} (introduce) in 1982, but human invention did not stop. Every year, more products are released and brought to people's tables.

These days, many clever advertisements are used to sell the product and it is difficult to imagine a world without this fizzy drink.



2. Read the text. Match the beginnings (1-5) to the correct endings (a-e).

1) Dr. Pemberton and Frank Robinson...

2) The drink...

3) The company...

4) Its two key ingredients were...

5) Asa Candler...

a) ...coca leaves and cola nuts.

b) ...sold the business in 1888.

c) ...opened the first factory.

d) ...has never revealed the drink's recipe.

e) ...started life as medicine.

3. Read the text again. Are these statements TRUE or FALSE?

Choose the correct option.

Σ

- a) It was invented in Dallas.
- b) It was originally made from coca leaves and cola nuts.
- c) 16 million gallons are sold every day.
- d) It was given the name Coca-Cola by Dr. John Pemberton.
- e) It is over 100 years old.

4. Read the text once more and answer the following questions.

a) Is Coca-Cola sold only in America?

b) How many bottles and cans are produced every year?

c) When was the drink invented?

d) Where was the first factory opened?

e) Why was the name Coca-Cola given to this drink?

Conclusion

The information analyzed and collected helped to propose the following solutions to improve the teaching-learning methodology. It is evident that the number of students in the classroom is excessive. Not everything depends on the teacher and the students should do their part if they want to improve.

The American bilingual school has a very good basis for their education, very good teachers and authorities that work to improve the education system, the students should take advantage of this, and obviously, the authorities could do more.

By knowing how to use the classroom, taking advantage of the spaces, being clear with the rules, respecting them, and being respectful and many factors that this institution will have to continue working to make it work so that they can have meaningful learning.

Recommendation

For people who are new to teaching, it will be a challenge to manage all this, you will not only supervise the teaching, but you will also be in charge of more than 30 students, so you will have to be well prepared.

It is important to learn methods and strategies that help students improve, be dynamic, empathize with students, and understand that if they have a problem, the teacher can help them. If the student thinks they are stuck, the teacher should guide them so that they can be stuck.

Most of the students are not interested in the subject, for many reasons, perhaps because they do not understand it or simply are not interested, if someone does not understand does not say it, none has doubts at the end of the class so their bad grades are reflected in the lessons or

exams, implement new things, tools, games, dynamics that can capture the attention of the student, that the lack of resources does not limit the creativity of the English teacher and this can solve this problem.

It is understandable that the number of students is very large, and it is easy to think of making another classroom, but it is something impossible because of the lack of courses in the institution, and this would also cause a lack of teachers, however, the teacher should know how to have good classroom management, ordering the students, recommended, in groups so that those who work less can be helped with what they do more in English class.

Reference

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ANNEXES

Annex 1: Tutor Assignment



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

CENTRO DE IDIOMAS

MEMORANDUM No. 007-CDI-UPSE-ME

PARA: ESTUDIANTES UPSE
DE: Directora Centro de Idiomas
ASUNTO: Examen de Suficiencia.
FECHA: La Libertad, 10 de marzo del 2023

Por medio de la presente informo a usted, que el día lunes 13 de marzo del 2023, se le tomará el **Examen de Suficiencia de Inglés**, en los salones del Centro de Idiomas, a las 15:00 horas (Asistir 30 minutos antes), el mismo será de manera presencial.

A continuación se detallan las instrucciones a considerar en el momento del examen.

Instrucciones para el examen:

- Sólo podrán presentarse al examen los candidatos/as que se hayan inscrito, adjuntando a la solicitud el comprobante de pago de la tasa
- Es obligatorio tener al momento del examen, la cédula de identidad original o pasaporte vigente. No se permitirá acceder al examen a ninguna persona sin identificación.
- Los/as candidatos/as deben estar presente en el salón de clases, al menos, 30 minutos antes del inicio de la prueba para la verificación de identificación. No se examinará a nadie que llegue tarde al examen.
- Queda prohibido el uso de cualquier tipo de material de apoyo, tanto impresos (libros, apuntes, diccionarios) como digitales (páginas web, traductores, diccionarios on-line, etc.).
- Los aspirantes deben realizar el examen en modalidad presencial.
- Las instrucciones del examen se darán en la lengua meta, es decir, en la lengua de la que se realiza el examen.
- No se permite comer ni beber durante el examen. Sólo se permitirá una botella de agua.

Particular que comunico para los fines pertinentes.



**UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA**

CENTRO DE IDIOMAS

Atentamente,

Saludos cordiales / Regards,



Ing. Eliana León Abad, MSc.
Directora Centro de Idiomas
Universidad Estatal Península de Santa Elena

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CERTIFICADO ANTIPLAGIO

La Libertad, 4 de octubre del 2023

En calidad de Tutor del trabajo de Integración Curricular, "STRATEGIES TO IMPROVE THE CLASSROOM SPACE DURING ENGLISH TEACHING-LEARNING ON FIRST-YEAR HIGH SCHOOL STUDENTS AT THE BILINGUE AMERICANO HIGH SCHOOL", elaborado por la estudiante GENESIS ELIZABETH TOMALA GUALE, egresada de la Carrera de PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS de la Facultad CIENCIAS DE LA EDUCACION E IDIOMAS de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de LICENCIADO/A EN PEDAGOGÍA DEL IDIOMA INGLES , me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 0 % de la valoración permitida, por lo tanto se procede a emitir el presente informe.


Adjunto reporte de similitud.

Atentamente,

Loda. Leonardo Chávez Gonzabay, MSc.
DOCENTE TUTOR



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