



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

COMPREHENSIVE EXAM REPORT

**Case study:for 3rd level of high school parallel D,at the unidad
educativa Bilingüe Americano,school year 2021-2022.**

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La Libertad – Ecuador

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La Libertad, August 27th, 2022

Advisor's approval

In my role as advisor of the research paper and little "CASE STUDY FOR 3RD LEVEL OF HIGH SCHOOL PARALLEL D, AT THE UNIDAD EDUCATIVA BILINGÜE AMERICANO, SCHOOL YEAR 2021-2022" prepared by GABRIELA BELEN LACANO FARIÑO an undergraduate student of Pedagogy of National and Foreign Language Major, at school of educational Science 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



Lcdo. Rudy Parraga

ADVISOR

La Libertad, August 27th ,2022

STATEMENT OF AUTHORSHIP

I, **GABRIELA BELEN LASCANO FARIÑO** with ID number 2400119299 undergraduate student from the Universidad Estatal Peninsula de Santa Elena, School of Education Sciences and Foreign Language, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Language, in my role as author of the comprehensive exam report "CASE STUDY FOR 3RD LEVEL OF HIGH SCHOOL PARALLEL D, AT THE UNIDAD EDUCATIVA BILINGÜE AMERICANO, SCHOOL YEAR 2021-2022" certify that this work is of authorship, except for the quotes and reflections used in this research paper



Gabriela Belen Lascano Fariño

AUTHOR

DECLARATION

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



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ACKNOWLEDGMENT

I would like to thank the people who have helped me throughout my educational process at the university, I thank the master's professor. Sara Gonzales who has shown that with patience, effort, and dedication you can achieve all the goals that I have set for myself, she has been with me for a long time and with her way of teaching with patience and love I managed to understand each of the lectures given. for her.

I thank Mrs. Rudy Párraga, thanks to his guidance and patience, I was able to carry out this case study, highlighting how creative and willing he was to help his students.

Finally, I thank everyone who was with me during my university career, helping me through every difficult moment and sharing good and bad moments and some unforgettable ones where each one left a memory in me and that will not be repeated. thank you very much to all.

DEDICATION

I want to dedicate this work to my family, my parents, my daughter, my husband and my friends, who have been by my side whenever I have needed support throughout my educational process. I thank them from the bottom of my heart, and I thank them for believing in me.

With love

Gabriela.

Summary (Abstract)

A case study was carried out in the mixed BILINGÜE AMERICANO high school in the 3rd grade with 42 students in the English area to be able to give a demonstrative class with the theme "PRESENT PERFECT CONTINUOUS" where it is possible to find factors that affect the learning and teaching of the English language: the possible factors could be overcrowded in the classroom, lack of motivation and behavioral problems. For this, research has been carried out on strategies and resources and adaptations of classes that help control these problems that can delay the learning process. learning and which in turn serves to be able to carry out a lesson plan for the group of students previously mentioned where they have resources, techniques, etc., focused on the skill that is going to work and thus can give the class without any setback and with expected results.

KEYWORDS: problems, class, lesson-plane, learning.

Resumen (español)

Se realizó un estudio de caso en el colegio mixto BILINGÜE AMERICANO de 3er curso de bachillerato con 42 estudiantes del área de inglés para poder dar una clase demostrativa con el tema "PRESENTE PERFECTO CONTINUO" donde se pueda encontrar factores que interrumpen el aprendizaje y la enseñanza del idioma inglés, los posibles factores podrían ser hacinamiento en el aula, falta de motivación y problemas de conducta. Para ello se ha investigado sobre estrategias y recursos y adaptaciones de clases que ayuden a controlar estos problemas que pueden retrasar el proceso de aprendizaje. aprendizaje y que a su vez sirva para poder realizar un plan de clase para el grupo de alumnos anteriormente mencionado donde tengan recursos, técnicas, etc., enfocados a la habilidad que se va a trabajar y así poder dar la clase sin cualquier contratiempo y con los resultados esperados.

PALABRAS CLAVES: problemas, clase, lesson-plan, aprendizaje.

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Introduction

In Ecuador, the reality of English as a Foreign Language (EFL) is shown in a study conducted by Education First (EF) on the level and proficiency in English of speakers of the language in the country in 2019. This news study has shown that although there is the implementation of the 2016 curriculum, which is supposed to improve English as a foreign language in the country in recent years and currently ranks 19th out of 19 at the Latin American level (Biloon, Recino, et al, 2020, p 276)

Therefore, to improve the English language in Ecuador, it is necessary for both parties (students and teachers) that can be achieved the objectives and expectations that they have in the learning and teaching process so that at some point Ecuador can occupy one of the best places in the English proficiency index.

The case study is focused on the 41 students of the "BILINGÜE AMERICANO" high school between the ages of 16 and 17 in a mixed class of boys and girls, which possibly found several factors that affect the teaching and learning process, one of these factors may be the lack of motivation, the overcrowding of students and the lack of discipline that are often the cause of entertaining the group of students who will be taken to a demonstration class with the theme "PRESENT PERFECT CONTINUOUS" where it will be to cover the possible problems that may interfere in the teaching-learning process.

Background

English in Ecuador is an essential point-to-point tool because the country is a tourist place that millions of people visit. Although English is not their native language for some tourists, it is more accessible to use it to communicate through business studies vacations, etc.

Focused on the educational field is said about:

The English National Curriculum Guidelines aim to ensure that secondary school graduates reach a minimum level of B2 language proficiency according to the CEFR and to develop students' communicative linguistic competence in its linguistic, sociolinguistic, and pragmatic components through the development of the four language skills. (Murga, Niama, et al. 2018, p235).

But for high school students to leave with a B2, more than just a project is needed, the commitment of the authorities and the students, because there are still many learning needs, remembering that Ecuador is among the countries with the least proficiency in English.

It is known that some schools may find factors that delay or affect the learning of English. This could be the case in the "BILINGÜE AMERICANO" high school of the 3rd grade located in the province of Santa Elena, La Libertad canton, where factors such as lack of motivation, behavior problems, and large groups of students can be found.

Dişlen & İfadeleri, et al (2013) say that it is important to find out the reasons that lead to a lack of motivation. In the classroom observed and investigated, students experience a lack of motivation when there is a negative environment. The fact that the teacher is negative and not supportive destroys her motivation (p.43), so it is important to recognize that the lack of motivation does affect learning, and strategies should be used to help motivate students.

About misconduct in the Student classroom according to a study by a meta-study, see Aloe et al., (2014) "misconduct and disciplinary problems are aspects of the work that teachers perceive

as especially stressful "(p. 2), so this could be considered as a problem that interferes with education and learning since, due to stress, the teacher could not give his class as planned and the students could not focus on learning.

Another problem is overcrowding in a classroom Gabriela Fraga, mentioned :

The number of students does influence the learning process and the ideal number for each classroom is 20 to 25 students, a figure that would help ensure that there will be no indiscipline in the classroom and there will be no gaps in content.(Gabriela, 2019,pr4,6)

But in the " BILINGÜE AMERICANO" high school in the 3rd grade the reality is different because in the classroom there are 41 students twice as many students as should be in a classroom, in addition, the classroom is where they spend most of their time and the learning environment must be adapted to the needs of the students.

It is necessary to find a way to reach all students who seek to concentrate on their studies since it is of great importance that they have a suitable classroom for this academic training process and being in an overcrowded classroom can generate a lot of noise, lack of seats for the students or that the teacher cannot give the class to all the students because not all of them can concentrate due to the problems that can arise in an overcrowded classroom.

Case analysis

Ecuador was a country where before English was not given importance because it was thought that it was only for people who traveled or had business in countries that spoke the language, but a blow of reality is when the level of English that Ecuador has is evaluated. It is not something that pleases or is something to be proud of, because in 2014, according to studies and results of the EF, Ecuador had one of the worst places, due to the lack of command of the language. In many government schools, they did not teach English at a young age if you were lucky you managed to see English in the next few years to graduate in a monotonous way without strategies or plans and with situations of lack of interest and commitment on both sides because English was not Necessary or compulsory, much less some type of level of English was required with which they had to graduate.

In the same year, 2014, the Ministry of Education establishes the obligation of English in educational units, coming into force in the Sierra region in 2016 and Costa in 2017.

As soon as the ministry of education specifies the following:

The curricular proposal is designed for students from 2nd to 10th grade of Basic General Education and from 1st to 3rd of Unified General Baccalaureate, whose mother tongue is not English. Since the Ecuadorian population is made up of groups from different cultural and linguistic backgrounds, this curriculum recognizes that not all students in Ecuador are Spanish-speaking L1s and there are varying degrees of bilingualism in the communities. (MINEDUC,2016)

This happened during the government of Rafael Correa Delgado.

The IBE-UNESCO National Curriculum Guidelines A document or set of documents that generally guide teachers and instructors on approaches and procedures for successful curriculum

planning and implementation at the school, local or national level. (pr,1) from the second year of basic to the 3rd year of high school where this curriculum can provide organization and equality at the educational level since it is used in fiscal, fiscal, and private schools to go at the same pace and that everyone can leave school to have an acceptable level of agreement with the curriculum.

It is also possible that in the "BILINGÜE AMERICANO" high school of 3TH grade the students have problems that affect learning such as the aforementioned lack of motivation, classroom overcrowding, and behavior problems that can be managed by implementing dynamic techniques and methods and that the teacher prepares mentally for any of these problems that they can appear in the class but how to control or solve it? If demotivation is a problem, a possible solution will be the dynamics and that the student knows that no matter how many mistakes he makes, what is useful is his participation, encouraging the student makes him make an effort in what the teacher explains. , given the overcrowding in the classroom, group work can be carried out where everyone is included and contributes ideas, about possible behavior problems, the class can be controlled by applying various activities that keep them busy and anticipating the student to everything he says about the class will be taken as participation even if their answer is incorrect.

Although it is known that there are many strategies to deal with large groups of students, it is important to know the total number of students to be taught, this will help to mentalize as a teacher and prepare with the necessary resources for that large class, you can also work by making groups and keep control of each activity by time, so you will avoid delaying the class and if you are lucky, you will finish with the objectives of the day in the estimated time, thus trying to cover all the problems that a course with many students can cause.

To teach a class in a language that is not the student's first language, it is important to implement curricular adaptation because it allows for a change that adheres and adapts to the

needs of a classroom, for example, in the classroom classes there may be students who like to learn through reading because they can learn new words and the readings are silent and imaginative and other students find it more interesting to learn pronunciation by speaking and because of this the teacher can adapt his class to include varied activities that motivate and capture the attention of the entire audience by making the class interesting for each of the students.

Proposed Solution/Changes (lesson plan)

For this class, the TBL (Task-based learning) will be used. What is mainly done with the method is that the teacher establishes tasks relevant to the subject of English that will be learned and the student will have to do everything in the language that they want to teach. that the student finds himself with the need to learn more and commit to his education in addition to that

UNIR says that "TBL encourages the commitment, participation, and commitment of students, key aspects to guarantee their motivation for the subject and to achieve progress in their learning" (2020) this encompasses all the possible factors that intervene in the process of education learning already mentioned in this case study.



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Facultad de Ciencias de la Educación e Idiomas

Carrera: Pedagogía de los Idiomas Nacionales y Extranjeros

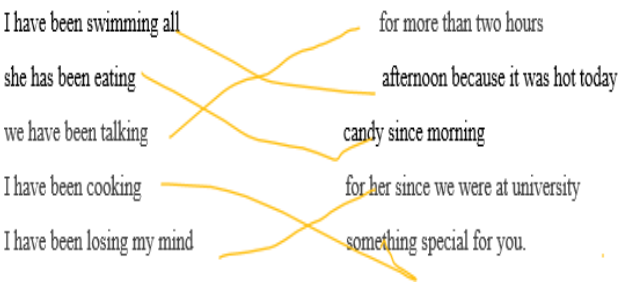
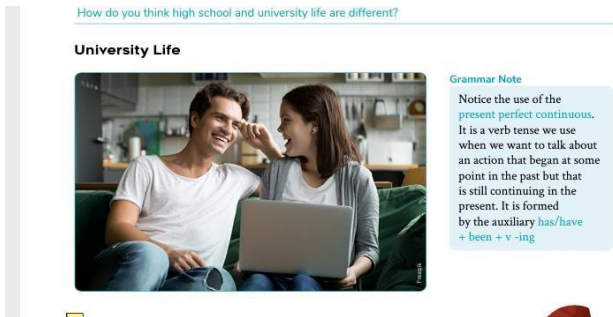


LESSON PLAN READING

Teacher: Gabriela Belen Lascano Fariño

Date:	Level	Unit	Lesson
August 31st	3rd baccalaureate	2	1
Lesson Skills Emphasized: Reading			Overall Time: 40 minutes
<p>Objectives: By the end of the lesson, Students should be able to identify when the present perfect continuous is used so that by the end of the class they will be able to make a lesson where they will be able to show how much they learned during the class and the topic of the day.</p> <ul style="list-style-type: none"> • React: students are expected to be able to react to each of the activities that will take place that day since it will be as far as possible for everyone to be attentive so that everyone can participate. • Review/learn new vocabulary: you will learn the present perfect continuous verb tense made up of two tenses, the past and the present, and thus you will be able to swim an event that began in the past but continues in the present • Listen for specific details: (N/A): Students will be able to accurately use the new grammar they are taught and will increase their understanding of a new language. • Read for specific information: book of the ministry of education for the third year of high school - module 2 and web site English club 			

Materials used:	worksheets -cards- laptop- markers- realia- whiteboard.
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Stages	Content / Procedures	Techniques	Timing	Interaction 18
Warm-up	<p>start with a dynamic:</p> <p>T.Explains to the students that they have to find the other part of the sentence by giving them an example.</p> <p>Ss. will join the sentences as they believe to be correct.</p> <p>At the end of this activity, the teacher will ask what verbal tense the sentences are in.</p> <p>T.waiting for responses from students whoever answers well wins an incentive (sticker)</p>	<p>Cardboard-blackboard-marker</p> <p>The <u>warm up</u> tries to unite the sentences as appropriate:</p> <p>Each of the parts of the sentences will be on cardboard where you can see and read:</p> <p>The teacher explains to the students that they <u>have to</u> find the other CORRECT part of the sentence AND JOIN</p> <p>I have been swimming all _____ for more than two hours</p> <p>she has been eating _____ afternoon because it was hot today</p> <p>we have been talking _____ candy since morning</p> <p>I have been cooking _____ for her since we were at university</p> <p>I have been losing my mind _____ something special for you.</p> 	5 min.	T ==> Ss
Step 1	<p>1 –</p> <p>Questionnaire:</p> <p>T. will introduce to explain the topic “present perfect continuous”</p> <p>T. will quiz the students who know about the subject.</p> <p>2 – Ss will give their answers according to</p>	<p>Whiteboard</p> <p>Book’s information</p> <p>Internet information</p> 	10 min	<p>T ==> Ss</p> <p>Ss ==> T</p>

	<p>what they know about the topic. 3 T. will explain the grammar of the verb tense, explaining structures and how it is in negative positive, and question. Ss. Will ask questions if they have doubts. T. will clear up any doubts by giving examples.</p>	<h3 style="text-align: center;">Present Perfect Continuous</h3> <div style="text-align: center; background-color: #f4a460; padding: 10px; border: 1px solid black;"> <p style="font-size: 0.8em; margin: 0;">The EnglishCLUB Guide to the PRESENT PERFECT CONTINUOUS TENSE</p> <h2 style="margin: 5px 0 0 0;">We have been singing.</h2> <table style="margin: 5px auto; border-collapse: collapse;"> <tr> <td style="padding: 0 5px; font-size: 0.7em;">subject</td> <td style="padding: 0 5px; font-size: 0.7em;">auxiliary have (in present tense)</td> <td style="padding: 0 5px; font-size: 0.7em;">auxiliary be (past participle V3)</td> <td style="padding: 0 5px; font-size: 0.7em;">main verb sing (present participle <i>-ing</i>)</td> </tr> </table> </div> <p>The Present Perfect Continuous uses two auxiliary verbs together with a main verb.</p> <p>In this lesson we look at the structure and use of the Present Perfect Continuous tense, as well as the use of for and since, followed by a quiz to check your understanding.</p>	subject	auxiliary have (in present tense)	auxiliary be (past participle V3)	main verb sing (present participle <i>-ing</i>)		
subject	auxiliary have (in present tense)	auxiliary be (past participle V3)	main verb sing (present participle <i>-ing</i>)					
<p>Step 2</p>	<p>Class Participation: T. will explain the activity to be carried out They will form a group of 6 to work on reading so that everyone can share their knowledge and what they have learned about the subject. T. incentivize the students and tell them that the group that finishes first will win an incentive. T. check the answers with the class</p>	<h3 style="text-align: center;">Listening for details (instructions)</h3> <h4 style="text-align: center;">Deducting information</h4> <div style="border: 1px solid gray; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center; font-size: 0.8em;">Work in group</p> <p style="font-size: 0.7em;">1. Read and underline the present perfect continuous in green and the words you do not know in red.</p> <p style="text-align: center; font-weight: bold; font-size: 0.8em;">Present Perfect Continuous Reading Comprehension.</p> <p style="font-size: 0.7em;">A) Read the following text, then answer the questions below.</p> <p style="font-size: 0.6em;">Ever since this pandemic started, many things in life have changed. Sometimes I imagine Chernobyl and think of how it would be if COVID-19 did the same with my city. It sounds like a bit to think about a ghost town, but it's not far away from reality... reality is evidence.</p> <p style="font-size: 0.6em;">When the lock down started we all imagined it was going to be a matter of two or three weeks, but its first birthday anniversary is around the corner. Since then, I have been doing one of things differently. First of all, I've stayed fit, or reconnected, although it had seemed fun I got bored of it soon. Second, I started gardening, and I still do, watering my plants, taking care of my orange tree, clearing the roses up and more. I have been gardening for almost one year now. Then, I have also been practicing some music. I've been singing, playing the blues and even learning some scales... it's hard but rewarding.</p> <p style="font-size: 0.6em;">Besides my hobbies, I've also gotten used to my family members, now I have some deep talks with my mother, now I've gotten sick of my sister less often and I have been eating healthier. Everyone I go to the store or market forget my mask, I've come back home mad at life shouting some bad words to just get my mask and go all the way once more to do the errands.</p> <p style="font-size: 0.6em;">We've all been waking up 10 minutes before our first class, and going back to bed in the later time of each class. We've been spending a lot of time sitting down with teachers who get mad at us if we aren't as focused on the webinars. It's stupid, isn't it? How it's parallelized to use our cellphones in our own houses "chuckles" I bet some of us have been shopping with night problems and now wear glasses... not to mention anxiety, OCD and so on... WHAT EVER, we're coming back to school soon... Hopefully 'cause I've been feeling sick of distance.</p> <p style="font-size: 0.7em;">Read and Choose the correct form: have or has and since or for.</p> <ol style="list-style-type: none"> Dennis <u>has</u> /have been learning English <u>for</u> /since 10 years. My friends <u>has</u> /have been living here <u>for</u> /since 2003. <u>Has</u> /have been waiting for Danny <u>for</u> /since 20 minutes. Ross and Gavin <u>has</u> /have been travelling around Australia <u>for</u> /since six weeks. Carol <u>has</u> /have been exercising in the gym <u>for</u> /since 2 o'clock. We <u>has</u> /have been reading <u>for</u> /since 10 o'clock. </div>	<p>10 to 15 min</p>	<p>T ==> Ss</p> <p>Ss ==> T</p>				

Step 3	Class Assessment T. Will take an assessment to have student knowledge about the present perfect	<p style="text-align: center;">Formative assessment</p> <p>Teacher: GABRIELA LACANO Grade: STUDENT'S NAME: Read and choose the correct answer.</p> <p>1. It has _____ snowing a lot this week. be been being</p> <p>2. _____ your brother and sister been getting along. Have Has Are</p> <p>3. Rick _____ been studying hard this semester. Has is Have</p> <p>4. I'm tired because I _____ been working out. Have has am</p> <p>7. We have been watching TV _____ we had dinner. for since</p> <p>8. He has _____ too hard today. working works been working</p> <p>9. Has it _____ raining since you arrived? be been is</p> <p>10. My brother has been travelling _____ two months. since</p>	10 min	T ==> Ss
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LESSON OUTLINE



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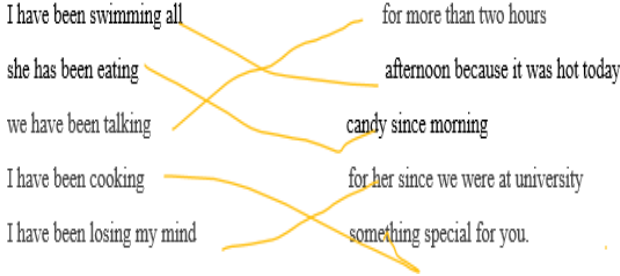

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LESSON PLAN WRITING

Date:	Level	Unit	Lesson
August 31st	3rd baccalaureate	2	1
Lesson Skills Emphasized: writing			Overall Time: 40 minutes
<p>Objectives: By the end of the lesson, Students should be able to identify when the present perfect continuous is used so that by the end of the class they will be able to make a lesson where they will be able to show how much they learned during the class and the topic of the day.</p> <ul style="list-style-type: none"> • React: students are expected to be able to react to each of the activities that will take place that day since it will be as far as possible for everyone to be attentive so that everyone can participate. • Review/learn new vocabulary: you will learn the present perfect continuous verb tense made up of two tenses, the past and the present, and thus you will be able to swim an event that began in the past but continues in the present • Listen for specific details: (N/A): Students will be able to accurately use the new grammar they are taught and will increase their understanding of a new language. • Read for specific information: book of the ministry of education for the third year of high school - module 2 and web site English club 			
Materials used:	worksheets -cards- laptop- markers- realia- whiteboard.		

LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm-up	<p>start with a dynamic:</p> <p>T.Explains to the students that they have to find the other part of the sentence by giving them an example.</p> <p>Ss. will join the sentences as they believe to be correct.</p> <p>At the end of this activity, the teacher will ask what verbal tense the sentences are in.</p> <p>T.waiting for responses from students whoever answers well wins an incentive (sticker)</p>	<p>Cardboard-blackboard-marker</p> <p>The <u>warm up</u> tries to unite the sentences as appropriate:</p> <p>Each of the parts of the sentences will be on cardboard where you can see and read:</p> <p>The teacher explains to the students that they <u>have to</u> find the other CORRECT part of the sentence AND JOIN</p> <p>I have been swimming all _____ for more than two hours</p> <p>she has been eating _____ afternoon because it was hot today</p> <p>we have been talking _____ candy since morning</p> <p>I have been cooking _____ for her since we were at university</p> <p>I have been losing my mind _____ something special for you.</p> 	5 min.	T ==> Ss
Step 1	<p>1 –</p> <p>Questionnaire:</p> <p>T. will introduce to explain the topic “present perfect continuous”</p> <p>T. will quiz the students who know about the subject.</p>	<p style="text-align: center;">Whiteboard</p> <p style="text-align: center;">Book’s information</p> <p style="text-align: center;">Internet information</p> <p>How do you think high school and university life are different?</p> <p>University Life</p>  <p>Grammar Note</p> <p>Notice the use of the present perfect continuous. It is a verb tense we use when we want to talk about an action that began at some point in the past but that is still continuing in the present. It is formed by the auxiliary has/have + been + v -ing</p>	10 min	<p>T ==> Ss</p> <p>Ss ==> T</p>

	<p>2 – Ss will give their answers according to what they know about the topic. 3 T. will explain the grammar of the verb tense, explaining structures and how it is in negative positive, and question. Ss. Will ask questions if they have doubts. T. will clear up any doubts by giving examples.</p>	<h3 style="text-align: center;">Present Perfect Continuous</h3> <div style="text-align: center; background-color: #f4a460; padding: 10px; border: 1px solid black;"> <p style="font-size: small; color: white;">The EnglishCLUB Guide to the</p> <h2 style="color: white; margin: 0;">PRESENT PERFECT CONTINUOUS TENSE</h2> <h1 style="color: white; margin: 5px 0;">We have been singing.</h1> <table style="width: 100%; border-collapse: collapse; font-size: small;"> <tr> <td style="width: 25%; vertical-align: top; padding-right: 5px;">subject</td> <td style="width: 25%; padding-right: 5px;">auxiliary have (in present tense)</td> <td style="width: 25%; padding-right: 5px;">auxiliary be (past participle V3)</td> <td style="width: 25%;">main verb sing (present participle <i>-ing</i>)</td> </tr> </table> </div> <p style="font-size: x-small; margin-top: 10px;">The Present Perfect Continuous uses two auxiliary verbs together with a main verb.</p> <p style="font-size: x-small;">In this lesson we look at the structure and use of the Present Perfect Continuous tense, as well as the use of for and since, followed by a quiz to check your understanding.</p>	subject	auxiliary have (in present tense)	auxiliary be (past participle V3)	main verb sing (present participle <i>-ing</i>)																						
subject	auxiliary have (in present tense)	auxiliary be (past participle V3)	main verb sing (present participle <i>-ing</i>)																									
<p>Step 2</p>	<p>Class participation: T. will explain the activity to be carried out Ss. will form a group of 6 to work on writing this activity has different verbs for each member of the group and so they can each put a sentence so that everyone can share their knowledge and what they have learned about the subject. T. incentivize the students and tell them that the group that</p>	<h3 style="text-align: center;">Listening for details (instructions) Deducting information</h3> <p style="font-size: x-small;">Teacher: Gabriela Lascano Grade: Group#: Names:</p> <p style="font-size: x-small;">1.-Write sentences in present perfect continuous using for and since with activities you have been doing.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr style="background-color: #d9e1f2;"> <th style="width: 20%;">Have you been</th> <th style="width: 20%;">name</th> <th style="width: 60%;">More information</th> </tr> </thead> <tbody> <tr> <td>study</td> <td>Gabriela</td> <td>has been studying English for 5 years</td> </tr> <tr> <td>Play</td> <td></td> <td></td> </tr> <tr> <td>Watch</td> <td></td> <td></td> </tr> <tr> <td>Speak</td> <td></td> <td></td> </tr> <tr> <td>Write</td> <td></td> <td></td> </tr> <tr> <td>Run</td> <td></td> <td></td> </tr> <tr> <td>Go</td> <td></td> <td></td> </tr> </tbody> </table> <p style="font-size: x-small;">2.-Write questions in present perfect progressive.</p> <ol style="list-style-type: none"> 1. she / on the phone / talk → 2. his brother / dinner / cook → 3. Jane and Mary / badminton / play → 	Have you been	name	More information	study	Gabriela	has been studying English for 5 years	Play			Watch			Speak			Write			Run			Go			<p>10 to 15 min</p>	<p>T ==> Ss Ss ==> T</p>
Have you been	name	More information																										
study	Gabriela	has been studying English for 5 years																										
Play																												
Watch																												
Speak																												
Write																												
Run																												
Go																												

	finishes first will win an incentive. T.check the answers with the class			
Step 3	Class Assessment T. Will take an assessment to have student knowledge about the present perfect .	<p style="text-align: center;">Formative assessment</p> <hr/> <p style="text-align: center;">WRITE VERBS INTO THE CORRECT FORM AND IF IT IS SINCE OR FOR.</p> <ol style="list-style-type: none"> 1. He (<u>work</u>) <u>has been working</u> in this company since 1985. 2. I (wait) _____ for you _____ two o'clock. 3. Mary (live) _____ in Germany _____ 1992. 4. Why is he so tired? He (play) _____ tennis _____ five hours. 5. How long (learn / you) _____ English? 6. We (look for) _____ the motorway. <u>more</u> than an hour. 7. I (live) _____ without electricity _____ two weeks. 8. The film (run / not) _____ for ten minutes yet, but there's a commercial break already. 9. How long (work / she) _____ in the garden? 10. She (not / be) _____ in the garden. <u>more</u> than an hour. 	10 min	T ==> Ss

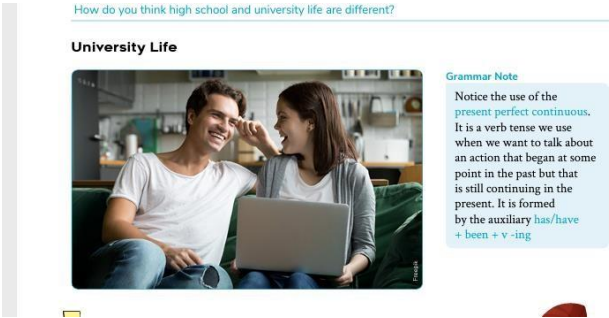



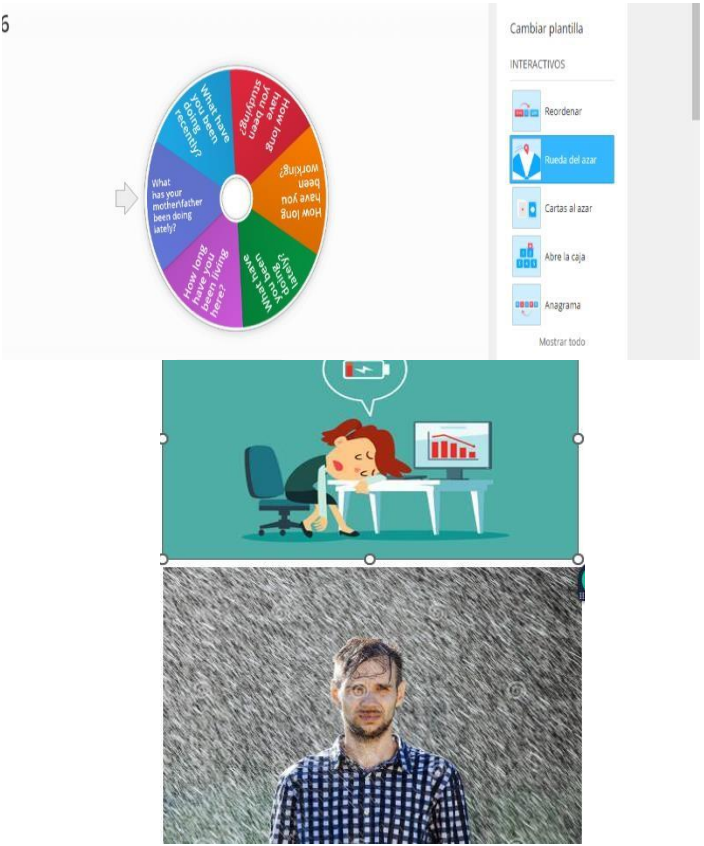
UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
 Facultad de Ciencias de la Educación e Idiomas
 Carrera: Pedagogía de los Idiomas Nacionales y Extranjeros



LESSON PLAN SPEAKING

Date:	Level	Unit	Lesson
August 31st	3rd baccalaureate	2	1
Lesson Skills Emphasized: Speaking			Overall Time: 40 minutes
<p>Objectives: By the end of the lesson, Students should be able to identify when the present perfect continuous is used so that by the end of the class they will be able to make a lesson where they will be able to show how much they learned during the class and the topic of the day.</p> <ul style="list-style-type: none"> • React: students are expected to be able to react to each of the activities that will take place that day since it will be as far as possible for everyone to be attentive so that everyone can participate. • Review/learn new vocabulary: you will learn the present perfect continuous verb tense made up of two tenses, the past and the present, and thus you will be able to swim an event that began in the past but continues in the present • Listen for specific details: (N/A): Students will be able to accurately use the new grammar they are taught and will increase their understanding of a new language. • Read for specific information: book of the ministry of education for the third year of high school - module 2 and web site English club 			
Materials used:		worksheets -cards- laptop- markers- realia- whiteboard.	

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm-up	<p>start with a dynamic: T.Explains to the students that they have to find the other part of the sentence by giving them an example. Ss. will join the sentences as they believe to be correct. At the end of this activity, the teacher will ask what verbal tense the sentences are in. T.waiting for responses from students whoever answers well wins an incentive (sticker)</p>	<p style="text-align: center;">READ AND ANSWER</p> <p>The <u>warm up</u> tries to unite the sentences as appropriate:</p> <p>Each of the parts of the sentences will be on cardboard where you can see and read:</p> <p>The teacher explains to the students that they <u>have to find</u> the other CORRECT part of the sentence AND JOIN</p> <p>I have been swimming all _____ for more than two hours she has been eating _____ afternoon because it was hot today we have been talking _____ candy since morning I have been cooking _____ for her since we were at university I have been losing my mind _____ something special for you.</p>	5 min.	T ==> Ss
Step 1	<p>1 – Questionnaire: T. will introduce to explain the topic "present perfect continuous" T. will quiz the students who know about the subject. 2 – Ss will give their answers according to what they know about the topic.</p>	<p style="text-align: center;">Whiteboard Book's information Internet information</p>  <p>How do you think high school and university life are different?</p> <p>University Life</p> <p>Grammar Note Notice the use of the present perfect continuous. It is a verb tense we use when we want to talk about an action that began at some point in the past but that is still continuing in the present. It is formed by the auxiliary has/have + been + v-ing</p>	10 min	T ==> Ss Ss ==> T

	<p>3 T. will explain the grammar of the verb tense, explaining structures and how it is in negative positive, and question. Ss. Will ask questions if they have doubts. T. will clear up any doubts by giving examples.</p>	<p>Present Perfect Continuous</p>  <p>The Present Perfect Continuous uses two auxiliary verbs together with a main verb.</p> <p>In this lesson we look at the structure and use of the Present Perfect Continuous tense, as well as the use of for and since, followed by a quiz to check your understanding.</p>		
<p>Step 2</p>	<p>Class Participation: T. will explain the activity to be carried out. The students will be grouped into groups of 6 to then spin the wheel and the question that comes out, the student has to answer, helping the 6 to give the correct answer. s.s will have to respond orally to the question that appears on the wheel. in the other activity. t. shows some images where the student will be asked why the character is wet: Ss will have to answer using the</p>	<p>Listening for details (instructions) Deducting information</p> 	<p>10 to 15 min</p>	<p>T ==> Ss Ss ==> T</p>

	present perfect continuous. T. check the answers with the class.			
Step 3	Class Assessment T. Will take an assessment to have student knowledge about the present perfect	Formative assessment 	10 min	T ==> Ss

Conclusion

Finding solutions to be able to teach a class is something that happens every day because it is important that students can learn and enjoy the different forms of this process because for that they need to implement and adapt methods that inform the teacher how he can work with students. This helps to have class objectives and to be able to fulfill them. The method that can be implemented in 3rd-grade students is Language Teaching by Tasks since it helps the student to carry out activities in the language that is being learned and the teacher is a guide that explains the class and provides the materials that allow the student to develop the task individually or alone.

Starting a class regularly is not fun and interesting for anyone, even more so if the student is unmotivated, as a good option to start calmly with all the attitude with dynamics that motivate the student to pay attention to the class, we can also carry out activities that promote cooperative such as group work that can help and learn from each other, depending on the fact that the teacher has to investigate and find updated information on the subject being taught because many times what is in the books is not complete or they are common and that is why the monotony of teaching classes must be avoided, it is also important to make curricular adaptations by age, older age groups, and evaluations.

Creating a lesson plan where you can choose the skill that will be worked on on the day of the class helps the teacher orient himself and to know which skill is easier or more interesting for the student.

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Appendices

This case study was made with the purpose of knowing what the most common problems would be, but which do affect the process of teaching and learning the English language, which is based on demotivation, bad behavior in class and overpopulation of states and here they are proposed. solutions that can help the student to learn in this case the class and the lesson plan are made with the present perfect continuous theme that materials will be used to help in this process such as: worksheets -cards- laptop- markers- realia- whiteboard.

Appendices#1



SPEAKING: Use the correct structure of the present perfect and talk about the action when seeing the image: example

He has been walking in the rain for 4 hours.



Appendices#2

Work in group

1:-Read and underline the present perfect continuous in green and the words you do not know in red.

Present Perfect Continuous | Reading Comprehension.

A) Read the following text, then answer the questions below.

Ever since this pandemic started, many things in life have changed. Sometimes I imagine Chernobyl and think of how it would be if COVID-19 did the same with my city. It sounds like a lot to think about a **ghost town**, but it's not far away from reality... reality is **extreme**.

When the lock down started we all imagined it was going to be a matter of two or three weeks, but its first birthday anniversary is **around the corner**. Since then, I have been doing lots of things differently. First of all, I've played lots of videogames, although it had seemed fun I got bored of it soon. Second, I started gardening, and I still do, watering my plants, taking care of my orange tree, cleaning the space up and more. I have been gardening for almost one year now. Then, I have also been practicing some music; I've been singing, playing the bass and even learning some violin... it's hard but entertaining.

Besides my hobbies, I've also **gotten used to** my family members, now I have some deep talks with my mother, now I've gotten sick of my sister less often and I have been eating healthier. Everytime I go to the store or market I forget my mask, I've come back home mad at life **snorting** some bad words to just get my mask and go all the way once more to do the errands.

We've all been waking up 10 minutes before our first class, and going back to bed in the inter time of each class. We've been spending a lot of time sitting down with teachers who get mad at us if we move or aren't focused on the webcam. It's stupid, isn't it? Now it's penalized to use our cellphones in our own houses *chuckles* I bet some of us have been struggling with sight problems and now wear glasses... not to mention anxiety, **OCD** and so on. **WHAT EVER**, we're coming back to school soon... hopefully 'cause I've been feeling sick of distance.

Read and Choose the correct form: have or has and since or for.

1. Emma has /have been learning English for/since five years.
2. My friends has /have been living here for/since 2003.
3. I has /have been waiting for Danny for/since 20 minutes.
4. Ross and Gavin has /have been travelling around Australia for/since six weeks.
5. Carol has /have been exercising in the gym for/since 2 o'clock.
6. We has/have been reading for/since 10 o'clock.

Appendices#3

1.-Write sentences in present perfect continuous using for and since with activities

you have been doing.

Have you been	name	More information
study	Gabriela	has been studying English for 5 years
Play		
Watch		
Speak		
Write		
Run		
Go		

2.-Write questions in present perfect progressive.

1. she / on the phone / talk →
2. his brother / dinner / cook →
3. Jane and Mary / badminton / play →
4. Sue / in the gym / exercise →
5. Robert / the room / paint →
6. they / trees / plant →

Appendices#4

REPORTE URKUND

La Libertad, 26 de agosto de 2022

CERTIFICACIÓN

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



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FARRUGIA
SOLÓRZANO

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