UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

COMPREHENSIVE EXAM REPORT

CASE STUDY:

**"ENGLISH LANGUAGE SKILLS DEVELOPMENT IN A
PUBLIC INSTITUTION"**

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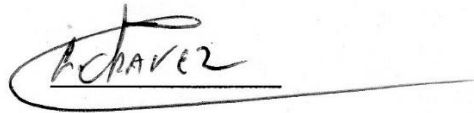MSc. LEONARDO CHÁVEZ

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ADVISOR'S APPROVAL

In my role as advisor of the research paper and little **CASE STUDY "ENGLISH LANGUAGE SKILLS DEVELOPMENT IN A PUBLIC INSTITUTION"** prepared by **RODRÍGUEZ RODRÍGUEZ RONALDO ARIEL** 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 entirely because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.
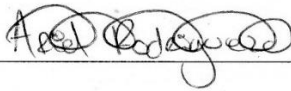
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STATEMENT OF AUTORSHIP

I, **RODRÍGUEZ RODRÍGUEZ RONALDO ARIEL** with ID number 2450857707 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 a author of the comprehensive exam report **CASE STUDY "ENGLISH LANGUAGE SKILLS DEVELOPMENT IN A PUBLIC INSTITUTION"** certify that this work is of authorship, except for the quotes and reflections used in this research paper.

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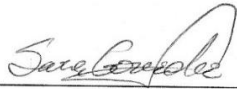
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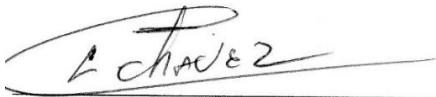
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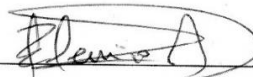**PEDAGOGY OF NATIONAL AND
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Abstract

The purpose of this case study is to investigate to determine the development of English language skills in public institutions in Ecuador.

The factors to be analyzed come from the curriculum of the Ministerio de Educacion, which is designed to be implemented in public educational institutions, both for general basic education (5th to 7th) and General Unified High School (1st to 3rd).

The development of English skills is fundamental for the acquisition of a second language, and it is also important that the level of English depends on the language skills that a person has, therefore it will also depend on the activities that are carried out in class.

In public schools in Ecuador, planning is based on the prioritized curriculum imposed by the Ministry of Education in order to improve student learning, however both the teacher and the students play an important role in this learning process.

During the present investigation, different points will be exposed, both positive and negative, to analyze the learning factors of the English language skills.

KEY WORDS: English language teaching, Teaching and learning process, public institutions, Teacher, Students.

Resumen

El propósito de este estudio de caso es investigar para determinar el desarrollo de las habilidades del idioma inglés en instituciones públicas de Ecuador.

Los factores a analizar provienen del currículo del Ministerio de Educación, el cual está diseñado para ser implementado en instituciones educativas públicas, tanto de educación general básica (5º a 7º) como de Bachillerato General Unificado (1º a 3º).

El desarrollo de las destrezas en inglés es fundamental para la adquisición de una segunda lengua, y también es importante que el nivel de inglés dependa de las habilidades lingüísticas que tenga una persona, por lo tanto, dependerá también de las actividades que se realicen en clases.

En las escuelas públicas del Ecuador, las planificaciones se basan en el currículo priorizado impuesto por el Ministerio de Educación, este con el fin de mejorar el aprendizaje de los estudiantes, sin embargo, tanto el docente como los estudiantes juegan un papel importante dentro de este proceso de aprendizaje

Durante la presente investigación, se expondrán diferentes puntos, tanto positivos como negativos, para analizar los factores de aprendizaje de las competencias lingüísticas en inglés.

PALABRAS CLAVE: Enseñanza del inglés, Proceso de enseñanza y aprendizaje, Instituciones públicas, Profesor, Alumnos.

Table of contend

1. INTRODUCTION

Education in Ecuador is a topic that has been changing over the years and some factors have been changing for better and for worse. One of the issues that stands out as an improvement is the implementation of technological tools in public institutions.

Technology is an area in which one can learn in multiple ways because it opens a lot to the imagination of a person with the facilities it offers, the fact that an educator can create presentations, make games, create dynamics, and show videos among other things, all this to change a little the dynamics of teaching and improve it.

The implementation of tools such as technology is something that has been wanted to implement in Ecuador, so it is something beneficial for students, because it would not only help in learning but also in that it is something new to capture the attention during classes and not just a traditional class, however not all educational institutions have this tool to develop the skills of students.

However, as much as there are positive factors there are also negative ones, and not all public institutions have such a fundamental tool as technology, but it is not an impediment to teaching, which is why here comes one of the most important stakeholders, the teacher.

The teacher is the one who plans the activities so he/she is responsible for the performance of the students, besides the students are the other protagonists of the teaching-learning process.

This case study covers more problems and negative factors that impede the development of English language skills as well as emphasizing the factors already mentioned.

The public educational institutions are the place where this case study is directed, and in which the problems will be covered and analyzed. The justification for this research is that public institutions provide free education for students. However, the parents have to make an effort so that the students can have all the materials they need during the 3 trimesters that a school cycle lasts.

In addition, within the institutions, some factors affect the learning development of a child.

In the first place, we can focus on the infrastructure, and this is fundamental because many institutions do not have adequate classrooms for special subjects, such is the case of English. And the fact is that learning a second language for a child can be very complicated, at least at the beginning when the objective is to increase the child's vocabulary. Therefore, the use of activities is limited because the classes are based on the same activities.

In addition, to develop English language skills, more dynamic activities are needed for the students to show interest, as well as the role of the teacher. According to ((Robin Harwick, 2023)the teacher plays an important role in the classroom, for many the teacher is the person who has the authority in the classroom, and this means being able to defend, control and guide the students, in order to provide them with equal opportunities.

Another issue is the planning or activities that are carried out. The focus of this research is on the development of English language skills in public institutions, so the teacher is the one in charge of implementing the activities in the classroom.

Bad planning can cause the loss of the subject and also harm the student's learning, so the teacher has to know how to implement the topics correctly depending on the level of the students. Although the development of the class depends a lot on the teacher, students can also have certain weaknesses.

In public institutions there are many cases of indiscipline by students, in most cases, it can become extreme, and although the authorities in some cases can manage it, at other times it can get out of hand.

And is that the issue of indiscipline, at least in the classroom, can be shown in the smallest case, for example, the noises caused by students, students talking during class time, and the tasks they perform from another subject, among other things.

At first glance, the teacher is the example of the classroom, and it is because he is the person who should reflect a positive and motivating attitude toward students, because if the student misbehaves will continue to do so because they will take into account that before a problem the teacher does nothing, and the teacher makes long breaks during class that can affect, it is correct to take time but if there is inactivity, students lose interest (Melissa Kelly, 2021)

3. CASE ANALYSIS

This case study will analyze the English language skills in public institutions, after analyzing the background of this topic, it will analyze the issue of skills in public institutions and the positive and negative factors that this entails.

As background, we can deduce that students in public institutions do not have the necessary materials for the activities that should be performed, and thanks to MINEDUC, implementing the prioritized curriculum, which is necessary planning since it has evaluation criteria that can be useful for the teacher.

In addition, discipline problems are a common issue in these institutions and finally the issue of the classroom, since not being able to have a large classroom for the number of students that a teacher currently has, can make learning very difficult, but this is a problem that can be solved. In conclusion, if these cases are not treated, it can reach the point that the student is a school failure. According to (Martinez, 2020), in her study carried out in Spain, she concludes that "school failure is an inconvenience that happens in basic education, it is important to pay more attention to those who make up the institution to improve the learning process and that this motivates students to learn".

4. ENGLISH LANGUAGE SKILLS

4.1. LISTENING SKILL

The ability to listen is usually easy because normally in the classroom the use of a speaker is used to play audio or music. However, this is not enough if the teacher gives a vocabulary topic and wants to put the pronunciation for the students, it is not enough to listen to it 10 times, but it should also be taken into account that we must practice to see if the students have really understood the pronunciation.

It is also important that the teacher also does the pronunciation himself so that the students notice that someone close to them can pronounce it correctly and not just by listening to the audio.

4.2.   WRITING SKILL

This skill will depend on the level of the student not only in the level of English but also in their level of writing, and obviously, it will depend on what area we are talking about, if it is an elementary level, we will have to be very careful with what activity we will do with the students because it is an age where students are developing their writing in Spanish, so many times it is difficult for them. But if we refer to an intermediate or high school level, the activities are different because the students will have an advanced level in their language skills, and on a few occasions, there will be difficulties in writing.

Despite this, we must always supervise the student's notes in the classroom, because they tend to make mistakes, and we must also take into account that in higher grades, there will be students with special needs and it is important to have a different activity for them.

4.3.   READING SKILL

The ability to read is another one that will depend on the student's linguistic skills in Spanish, if the student can understand a paragraph in Spanish, we will get him to read one in English, but it does not work from one day to the next, so the theme of reading must be constant. It doesn't matter if the student has to read a small sentence, just by reading something in English, we will know how good his pronunciation will be and also if he gets confused about something grammatically.

4.4.   SPEAKING SKILL

Possibly the most competitive skill, because if the teacher has an engaging class for the student by asking a question or giving a presentation, everyone will want to talk. On the other hand, if we perform a speaking activity, the student will involve all the skills previously analyzed, for the following reasons:

Writing: the student will write down what he has to say, if we are in an exposition, sometimes the student will practice at home and write his exposition.

Reading: If we want to start that the students can have a good speaking level, the teacher can help the student to take in his exposition small notes with words and lessons of his exposition so that the student can read them and can continue and not remain silent.

Listening: Every speech has its audience, in this case, the audience is the classroom and the teacher so the rest of the students will listen to someone who is speaking in English.

After analyzing the skills and possible failures, it is important to find a solution to these issues, because if we want to have a quality education, it is essential to work every day to overcome every mistake made by students.

5.   PROPOSED SOLUTION/CHANGES

The analysis skills will help to improve the English language skills in the classroom, but it is also important to solve internal problems.

The failures that are found in the classroom must be solved immediately because if the teacher lets them go, it can increase. This is why the solution will be given to the different problems.

Discipline problems are very frequent, but they can be controlled, that is why the teacher from the first day should make clear the rules and standards for the class, this will help that when the student breaks the rule will know that sanction will have. Also, the way we talk to the students is also important, the teacher should be friendly but should not forget that he is the authority in the classroom if the teacher is vulnerable the student will take advantage of that and if the teacher wants to call attention to the student, this may not matter.

Another problem is the classroom, if the teacher has a large classroom, it can be reduced by groups so that the classroom has more space for the teacher to supervise an activity. In addition, this would help underperforming students by putting them in groups with students who are at a higher level, which would help them not to stagnate.

As a result of the research, it is important to know what activity to implement and what tool the teacher will use, since this will demonstrate what the teacher will learn during the teaching and learning process. Also, the teacher has to change the activities, and make them more dynamic, so that the student does not lose interest and can catch his attention with attractive activities.

Managing discipline in the classroom and that the student does not do what he wants, should also be taken into account, if not handled can end up with the entire classroom having the same problem.

Finally, the classroom, if we want to evaluate our students it is necessary to have an adequate classroom to be able to supervise the students who sit at the end of the classroom, since they are the ones who work the least, placing them in groups would be a good option if we want to evaluate them individually or in groups.

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Annex 1: Anti-plagiarism Report

**UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA**
Facultad de Ciencias de la Educación e Idiomas

La Libertad, Julio 19 del 2023

**Certificado Sistema Anti Plagio
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Leo A. Chávez, MSc
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Annex 2

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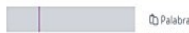
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