

**CASE STUDY**



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

**COMPREHENSIVE EXAM REPORT**

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**La Libertad – Ecuador**

**2022**

La Libertad, August 26<sup>th</sup> , 2022

STATEMENT OF AUTHORSHIP

I, Ashley Viviana Alegria Valle with ID # 2100423207, undergraduate student of UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor degree in English, in my role as author of the Case Study, I certificate that this work is of my authorship, except for the quotes and reflections used in this Case Study.

A handwritten signature in black ink, appearing to read 'Ashley', with a large, stylized flourish above it.

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ASHLEY VIVIANA ALEGRIA VALLE

## DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY  
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THE INTELLECTUAL PROPERTY BELONGS TO UNIVERSIDAD  
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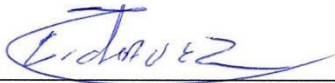
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## **ABSTRACT**

In teaching a foreign language, it is not only necessary to take into account that we have to teach the grammatical structure on a particular topic, but we have to teach the correct use of a new language, in this case English. Therefore, in this case study the problematic of teaching English language when applying in numerous student courses is presented, the topic of motivation is the main one since the course in which this problematic is developed lacks such a topic, which provides possible solutions to improve the development of knowledge in the area of English . Along with this case study, it can be seen that the materials provided by the teacher and the proposed activities can strengthen their knowledge and skills in Writing, Reading and Speaking. The conclusion is based on the expectations that can be applied when using the proposed solutions to develop and improve their knowledge in the area of English.

**KEY WORDS:** Foreign language, problems, large classrooms, motivation, solutions.

## **Resumen**

En la enseñanza de una lengua extranjera no sólo hay que tener en cuenta que hay que enseñar la estructura gramatical sobre un tema concreto, sino que hay que enseñar el uso correcto de una nueva lengua, en este caso el inglés. Por lo tanto, en este caso de estudio se presenta la problemática de la enseñanza de la lengua inglesa cuando se aplica en numerosos cursos de estudiantes, el tema de la motivación es el principal ya que el curso en el que se desarrolla esta problemática carece de dicho tema, el cual aporta posibles soluciones para mejorar el desarrollo de los conocimientos en el área de inglés .

Junto con este caso de estudio, se puede observar que los materiales proporcionados por el profesor y las actividades propuestas pueden fortalecer sus conocimientos y habilidades en Writing, Reading y Speaking.

La conclusión se basa en las expectativas que se pueden aplicar al utilizar las soluciones propuestas para desarrollar y mejorar sus conocimientos en el área de inglés.

**PALABRAS CLAVE:** Lengua extranjera, problemas, numerosos cursos, soluciones.

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## INTRODUCTION

The current situation of the students in the face-to-face modality has allowed them to develop their knowledge in such a way that they were able to adapt to the pace of learning that they had at the time before the Covid-19 pandemic.

According to García (2009) “The main objective of learning a new language is motivation” (p.4), acquiring new words requires good memory and adaptation to understand, but for this to happen there must be a method that allows young people to focus their attention on a new language.

To solving such problems as motivation in a large classroom, it is necessary to find common interests of the students, for some students, it can be a little complicated since the situation of each student is different.

According to the previous observations developed at the “Unidad Educativa Bilingue Americano” High School, it can be determined that the 10th grade, section A, which consists of 49 young learners between males and females, has the educational disadvantage that we call low motivation.

Few students feel motivated when talking about the English class because they are not focused on what they can learn or what they are going to learn, but on how long the hours in the classroom will be while they think that is hard for them to pay enough attention to focus on the main topic of the class, since they mentioned that being a small physical classroom, but with many classmates, this also becomes a drawback for the development of their learning since not developing the ability of speaking and listening with English words prevents them from acquiring new vocabulary, so solutions could be developed through strategies that allow them to practice the language more, taking the previous solutions will help them in their future life, it will allow them to expand their speaking, reading, listening and writing skills.



## BACKGROUND

Nowadays, the teaching of English is a priority in different parts of the country, as absorbing a new language allows us to broaden our knowledge and explore different backgrounds, new cultures and provide the opportunity to meet new people.

Communicating in English, the global and most spoken language in the world, gives the opportunity to communicate with different parts of the world and open international communication channels. It also opens up new possibilities in different fields of activity. Teaching and learning a foreign language leads to the acquisition of skills such as listening, speaking, reading and writing. These skills enable students to use English to thrive in various professional fields and in everyday contexts. In addition, the application of new technology in classrooms makes it easier for teachers to teach new languages and for schools to continue lessons.

This case study was observed in a 10<sup>th</sup> grade, section A classroom, which has a large number of students, where English teachers have to apply different methods to teach a new language, taking into account the variables that may interfere, in this case the motivation to learn new vocabulary and more so, in English. Since the 10<sup>th</sup> grade class has 49 students divided between 30 boys and 19 girls, there will not be much time to verify step by step if each student is learning at the same pace as their peers. Furthermore, few students really pay attention and show sign of interest towards the English lesson and this problem points once again to the lack of motivation the students have.

Possible solutions will be offered in which the correct functioning of the English language teaching can be carried out so that each one of the 10<sup>th</sup> grade students, section "A", obtain and develop a bilingual level in the short term and eventually use this knowledge in college and perhaps for the rest of their life.

## CASE ANALYSIS

The focus of this case study is based on the motivation that students have about the English language, many do not see it as necessary because it is an unusual language for them and it all starts with those previous teachers who have taught them, perhaps they were excellent and qualified teachers, but somehow they failed to find the correct methodology to make students fall in love with the language, not only to start speaking it but also to read it and let alone to write it. Previous teachers failed to send the message across in planting the seed of how important world-wise English is to succeed in today's world.

There are different strategies that allow students to learn continuously without losing motivation and interest in a second language.

Based on the topic of motivation for the 10th grade section A, it can be noticed that the students lack emotion and motivation when it comes to learning of the English language or any subject related to English, to achieve this motivation, or to bring students to a level of paying attention, there must be different factors that influence this problem; for example, the motivation and attitude that the teacher can provide in a classroom. It is known that teachers are the example to follow for students and therefore should do everything possible to positively influence this group of students. However, when it is the opposite and perhaps the teacher does not find a way to motivate a large class of 49 students, it can affect them emotionally by letting them know that they are not forced to acquire a second language since they and their country of origin speak Spanish, and this causes a great demotivation towards the students since they do not see the need to communicate in a new language unless they have plans to either travel to an English speaking country or to live with an English speaking person. According to M<sup>a</sup> Dolores

López García, (2009) "Another of the main reasons is due to the rejection of the foreign language and its culture, learning difficulties, boredom or even desire to stand out" (p.2).

Teachers must implement different strategies to reach students' cognitive towards English and one solution for those difficulties could be to focus on Visual learning because students learn better by seeing and reading what you are trying to teach.

In this case, teachers could use flashcards to teach the topic of simple past, for example on a card you can place a time expression, and it would be important to use it as a tool to activate and motivate class participation. Another strategy could be to ask questions about time expressions or create sentences that allow the student to understand the vocabulary, In turn, it can improve their knowledge because when they try to formulate sentences they are thinking of new vocabulary, which if they have difficulties the teacher can reinforce providing different samples. Therefore, it will be a blessing for students to express themselves word after word in a new language and with this, they will adapt to create sentences to finally start using them regularly.

The use of flashcards is known to be a reliable source for learning in a short class time, according to Manpreet Singh (2022) "children have got the hang of visual learning more than ever. Thus, flashcards, also known as index cards, help in stimulating and motivating kids by helping them learn and retain easily"(p.1).

At the same time, it is consider that it can be applied not only with children but also with young learners or beginners of the English language since the activity is very practical and direct; therefore, students can memorize it can also practice and finally use it in a better way.

Directing this strategy towards 10th grade, section A, the use of this important tool can be quite effective because there are 49 students in the classroom, going at a pace that everyone can reach and can benefit from the activity so that each one can memorize

and remember the main theme and what it means to understand and use it in English grammar such as the simple Past focused on time expressions.

In this case, students will use the solution provided as a guide to developing their future situations.

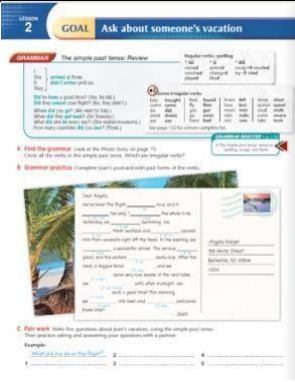

## LESSON PLAN

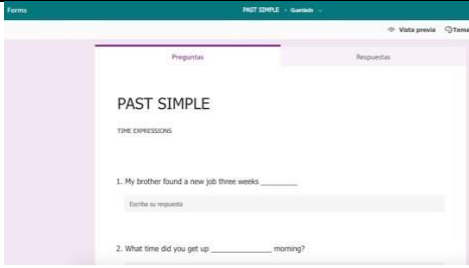
Teacher: ASHLEY VIVIANA ALEGRIA VALLE

Date:	Level	Unit	Lesson
30/08/2022	10th grade section A	7	1
Lesson Skills Emphasized: Writing			Overall Time: 40 minutes
<p>Objectives: By the end of the lesson, students will have learned how to use Past Simple tense and will be able to make a presentation using the grammar by talking about their experiences based on the topic Time expressions.</p> <ul style="list-style-type: none"> <li>• React to: Students reactions will be good because they have to pay attention and teacher have to catch this attention and motivate them to learn about the topic.</li> <li>• Review / learn new vocabulary: The vocabulary provided is based in the past, such as the way that verb in past change and how to use time expressions to describe a situation.</li> <li>• Listen for specific details: (N/A): Students will increase their comprehension of a new language.</li> <li>• Read for specific information: The material provided is based on the book called Top Notch 1.</li> </ul>			
Materials used:	Textbook – worksheets – whiteboard – over-head projector – laptop, realia – carton boxes – (other.....)		

## LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	<p>T. Will Present the main topic “Past simple, time expressions”</p> <p>T. Will start with a short educational game related with the topic, to create a confident environment.</p>	Writing on the white-board	5 min.	T ==> Ss
Step 1	<p>1 – Questionnaire: T. Will Present again the main topic “Past simple, time expressions”</p> <p>T. Will ask about key words or ideas related</p>	Visual aid White board Working sheet	7 to 10 min	T ==> Ss  Ss ==> T

	<p>to the topic</p> <p>2 – Ss will answer with their own ideas based on the previous knowledge</p> <p>T. Will explain the main concept about past simple and the importance of time expressions in past simple.</p> <p>Ss. Will ask questions if they have doubts</p> <p>T. Will answer with many examples as much as possible</p> <p>T. will provide vocabulary</p>			
<p>Step 2</p>	<p>Class Participation:</p> <p>T. Will present the activity of writing that they are going to work.</p> <p>Ss. will hear the conversation and then they will answer the following questions, taking into account time expressions.</p> <p>Ss. Will work on activity applying the previous knowledge, solving grammar exercises based on simple past, time expressions.</p>	<p>Listening for instructions that teacher explain.</p> <p>Deducting information</p> 	<p>10 to 15 min</p>	<p>T ==&gt; Ss Ss ==&gt; T</p>
<p>Step 3</p>	<p>Class Assessment (Formative)</p> <p>T. Will take an assessment about all the knowledge</p>	<p>Formative Assessment</p>	<p>10 min</p>	<p>T ==&gt; Ss</p>

	<p>acquire in the previous class, They will write about their own vacations experiences using the grammar point simple past, time expressions.</p>	 <p>The screenshot shows a digital interface for learning the Past Simple tense. At the top, it says 'Forma' and 'PAST SIMPLE'. Below that, there are tabs for 'Preparación' and 'Repuestas'. The main content area is titled 'PAST SIMPLE' and 'THE EXPRESSIONS'. It contains two exercises: 1. 'My brother found a new job three weeks _____' with a dropdown menu showing 'Escribo la respuesta'. 2. 'What time did you get up _____ morning?'.</p>		
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## LESSON PLAN



Teacher: ASHLEY VIVIANA ALEGRIA VALLE

Date:	Level	Unit	Lesson
30/08/2022	10th grade section A	7	1
Lesson Skills Emphasized: Speaking			Overall Time: 40 minutes
<p>Objectives: By the end of the lesson, students will have learned how to use Past Simple tense and will be able to make a presentation using the grammar by talking about their experiences based on the topic Time expressions.</p> <ul style="list-style-type: none"> <li>• React to: Students reactions will be good because they have to pay attention and teacher have to catch this attention and motivate them to learn about the topic.</li> <li>• Review / learn new vocabulary: The vocabulary provided is based in the past, such as the way that verb in past change and how to use time expressions to describe a situation.</li> <li>• Listen for specific details: (N/A): Students will increase their comprehension of a new language.</li> <li>• Read for specific information: The material provided is based on the book called Top Notch 1.</li> </ul>			
Materials used:	Textbook – worksheets – whiteboard – over-head projector – laptop, realia – carton boxes – (other.....)		

## LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	<p>T. Will Present the main topic “Past simple, time expressions”</p> <p>T. Will start with a short educational game related with the topic, to create a confident environment.</p>	Writing on the white-board	5 min.	T ==> Ss
Step 1	<p>1 – Questionnaire: T. Will Present again the main topic “Past simple, time expressions”</p> <p>T. Will ask about key words or ideas related</p>	Visual aid White board Working sheet	7 to 10 min	T ==> Ss  Ss ==> T



	<p>to the topic</p> <p>2 – Ss will answer with their own ideas based on the previous knowledge</p> <p>T. Will explain the main concept about past simple and the importance of time expressions in past simple.</p> <p>Ss. Will ask questions if they have doubts</p> <p>T. Will answer with many examples as much as possible T. will provide vocabulary</p>			
Step 2	<p>Class Participation:</p> <p>T. Will present the activity of speaking that they are going to work.</p> <p>Ss. Will make groups of two and they are going to choose one topic between: Vacations, travel or funny experiences, taking into account time expressions.</p> <p>Ss. Will work on activity applying the previous knowledge and vocabulary, solving grammar exercises based on simple past, time expressions.</p>	<p>Listening for instructions that teacher explain.</p> <p>Deducting information</p> 	10 to 15 min	T ==> Ss Ss ==> T
Step 3	Class Assessment (Formative)		10 min	T ==> Ss

	<p>T. Will take an assessment about all the knowledge acquire in the previous class based on the main topic simple past, time expressions.</p>	<p style="text-align: center;"><b>Formative Assessment</b></p>  <p>The screenshot shows a digital assessment interface. At the top, it says 'Formative Assessment' and 'PAST SIMPLE'. Below that, there are tabs for 'Preguntas' and 'Respuestas'. The main content area is titled 'PAST SIMPLE' and 'TIME EXPRESSIONS'. It contains two questions: '1. My brother found a new job three weeks _____' and '2. What time did you get up _____ morning?'. There are input fields for the answers.</p>		
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## LESSON PLAN

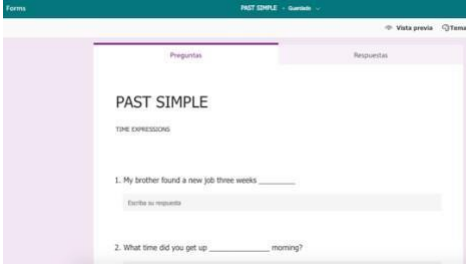
Teacher: ASHLEY VIVIANA ALEGRIA VALLE

Date:	Level	Unit	Lesson
30/08/2022	10th grade section A	7	1
Lesson Skills Emphasized: Reading			Overall Time: 40 minutes
<p>Objectives: By the end of the lesson, students will have learned how to use Past Simple tense and will be able to make a presentation using the grammar by talking about their experiences based on the topic Time expressions.</p> <ul style="list-style-type: none"> <li>• React to: Students reactions will be good because they have to pay attention and teacher have to catch this attention and motivate them to learn about the topic.</li> <li>• Review / learn new vocabulary: The vocabulary provided is based in the past, such as the way that verb in past change and how to use time expressions to describe a situation.</li> <li>• Listen for specific details: (N/A): Students will increase their comprehension of a new language.</li> <li>• Read for specific information: The material provided is based on the book called Top Notch 1.</li> </ul>			
Materials used:	Textbook – worksheets – whiteboard – over-head projector – laptop, realia – carton boxes – (other.....)		

## LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	<p>T. Will Present the main topic “Past simple, time expressions”</p> <p>T. Will start with a short educational game related with the topic, to create a confident environment.</p>	Writing on the white-board	5 min.	T ==> Ss
Step 1	<p>1 – Questionnaire:</p> <p>T. Will Present again the main topic “Past simple, time expressions”</p>	Visual aid White board Working sheet	7 to 10 min	T ==> Ss  Ss ==> T

	<p>T. Will ask about key words or ideas related to the topic</p> <p>2 – Ss will answer with their own ideas based on the previous knowledge</p> <p>T. Will explain the main concept about past simple and the importance of time expressions in past simple.</p> <p>Ss. Will ask questions if they have doubts</p> <p>T. Will answer with many examples as much as possible</p> <p>T. will provide vocabulary</p>			
<p>Step 2</p>	<p>Class Participation:</p> <p>T. Will present the activity of writing that they are going to work on in this moment</p> <p>Ss. Are going to read a reading and analyze vocabulary, they are going to answer the specific questions based on the reading taking into account time expressions.</p> <p>Ss. Will work on activity applying the previous knowledge, solving grammar exercises based on simple past, time expressions.</p>	<p>Listening for instructions that teacher explain.</p> <p>Deducting information</p> 	<p>10 to 15 min</p>	<p>T ==&gt; Ss</p> <p>Ss ==&gt; T</p>

Step 3	<p>Class Assessment (Formative)</p> <p>T. Will take an assesment about all the knowledge aquire in the previous class based on the main topic simple past, time expressions.</p>	<p>Formative Assesment</p>  <p>The screenshot shows a digital form titled 'Formative Assesment' with a sub-header 'PAST SIMPLE'. It includes a 'Preguntas' (Questions) tab and a 'Respuestas' (Answers) tab. Under 'PREGUNTAS', there is a section for 'TIME EXPRESSIONS' with two questions: '1. My brother found a new job three weeks _____' and '2. What time did you get up _____ morning?'. A 'Enviar la respuesta' (Submit answer) button is visible below the first question.</p>	10 min	T ==> Ss
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## CONCLUSION

Practicing is the best way to learn and acquire new vocabulary and experience with the topic, in this case, the topic is Past simple, time expressions, so based on the material provided applying with the skills of reading, writing and speaking, students will be able to speak about their own experiences or their own ideas using the grammar point in past, with the vocabulary provide based on the reading skills they will be able to recognize vocabulary in past and recognize in which tense they are talking or reading about, and finally with the skill of speaking, students will be able to use their previous vocabulary acquired in past tense, they will have short or long conversations using time expressions.

The knowledge that students acquire, with this proposal, will also be beneficial in the way that they will feel more motivated to learn about a new language.

As a drawback, it is also fair to mention that students would not have any intention of learning English for the simple fact that they would not like to make an effort to understand a new language, to learn English you need to be constant and at the same time responsible so that learning is gradual, but while it is true that most of them consider that grammar is the most complicated part of the whole process, it requires much attention, time and study to understand and apply it correctly; There could also be other drawbacks such as lack of attention and importance to the English subject, since being a course with a large number of students, can influence important factors such as discipline causing disinterest and demotivation.

My recommendation would be to strengthen as much as possible the area of grammar through motivational teaching, for example music, there are songs or readings that teach the corresponding grammar in a fun and interactive way, so that would capture the student's attention keeping them active and motivated.

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## **Appendices**

The mentioned information provides us with detailed and informative data as it covers the important issues as the focus of the case study, which is based on the demotivation of students, so solutions are proposed in which it would be helpful to apply them, because through them, students could correct the problem they have when learning English, It will also help guide them in developing their knowledge of the past tense and using time expressions to talk about and describe personal situations or social issues. The assessment materials and activities are essential to develop their knowledge and skills in the secondary language acquired.



## ANNEXES:



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
RÚBRICA PARA LA EVALUACIÓN DE LA CLASE  
DEMOSTRATIVA COMPONENTE PRÁCTICO EXAMEN  
COMPLEXIVO  
CARRERA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS



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## UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

Facultad de Ciencias de la Educación e Idiomas

Carrera: Pedagogía de los Idiomas Nacionales y Extranjeros



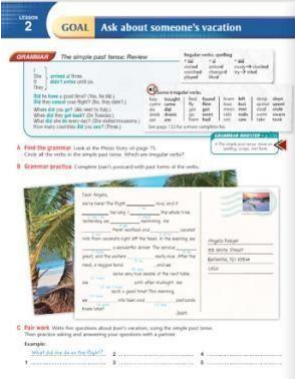
### LESSON PLAN


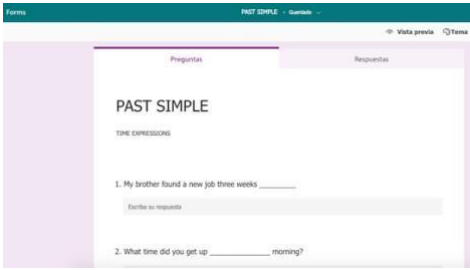
Teacher: ASHLEY VIVIANA ALEGRIA VALLE

Date:	Level	Unit	Lesson
30/08/2022	10th grade section A	7	1
Lesson Skills Emphasized: Writing			Overall Time: 40 minutes
<p>Objectives: By the end of the lesson, students will have learned how to use Past Simple tense and will be able to make a presentation using the grammar by talking about their experiences based on the topic Time expressions.</p> <ul style="list-style-type: none"> <li>• React to: Students reactions will be good because they have to pay attention and teacher have to catch this attention and motivate them to learn about the topic.</li> <li>• Review / learn new vocabulary: The vocabulary provided is based in the past, such as the way that verb in past change and how to use time expressions to describe a situation.</li> <li>• Listen for specific details: (N/A): Students will increase their comprehension of a new</li> </ul>			

<p>language.</p> <ul style="list-style-type: none"> <li>Read for specific information: The material provided is based on the book called Top Notch 1.</li> </ul>	
Materials used:	Textbook – worksheets – whiteboard – over-head projector – laptop, realia – carton boxes – (other.....)

### LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	<p>T. Will Present the main topic “Past simple, time expressions”</p> <p>T. Will start with a short educational game related with the topic, to create a confident environment.</p>	Writing on the white-board	5 min.	T ==> Ss
Step 1	<p>1 – Questionnaire: T. Will Present again the main topic “Past simple, time expressions”</p> <p>T. Will ask about key words or ideas related to the topic</p> <p>2 – Ss will answer with their own ideas based on the previous knowledge</p> <p>T. Will explain the main concept about past simple and the importance of time expressions in past simple.</p> <p>Ss. Will ask questions if they have doubts</p> <p>T. Will answer with many examples as much as possible</p>	<p>Visual aid White board Working sheet</p> 	7 to 10 min	<p>T ==&gt; Ss</p> <p>Ss ==&gt; T</p>

	T. will provide vocabulary			
Step 2	<p>Class Participation:</p> <p>T. Will present the activity of writing that they are going to work.</p> <p>Ss. will hear the conversation and then they will answer the following questions, taking into account time expressions.</p> <p>Ss. Will work on activity applying the previous knowledge, solving grammar exercises based on simple past, time expressions.</p>	<p>Listening for instructions that teacher explain.</p> <p>Deducting information</p> 	10 to 15 min	<p>T ==&gt; Ss</p> <p>Ss ==&gt; T</p>
Step 3	<p>Class Assessment (Formative)</p> <p>T. Will take an assessment about all the knowledge acquire in the previous class, They will write about their own vacations experiences using the grammar point simple past, time expressions.</p>	<p>Formative Assessment</p> 	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

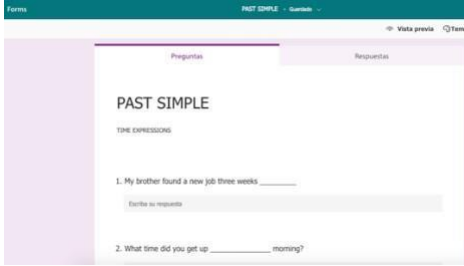
Teacher: ASHLEY VIVIANA ALEGRIA VALLE

Date:	Level	Unit	Lesson
30/08/2022	10th grade section A	7	1
Lesson Skills Emphasized: Speaking			Overall Time: 40 minutes
<p>Objectives: By the end of the lesson, students will have learned how to use Past Simple tense and will be able to make a presentation using the grammar by talking about their experiences based on the topic Time expressions.</p> <ul style="list-style-type: none"> <li>• React to: Students reactions will be good because they have to pay attention and teacher have to catch this attention and motivate them to learn about the topic.</li> <li>• Review / learn new vocabulary: The vocabulary provided is based in the past, such as the way that verb in past change and how to use time expressions to describe a situation.</li> <li>• Listen for specific details: (N/A): Students will increase their comprehension of a new language.</li> <li>• Read for specific information: The material provided is based on the book called Top Notch 1.</li> </ul>			
Materials used:	Textbook – worksheets – whiteboard – over-head projector – laptop, realia – carton boxes – (other.....)		

### LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	<p>T. Will Present the main topic “Past simple, time expressions”</p> <p>T. Will start with a short educational game related with the topic, to create a confident environment.</p>	Writing on the white-board	5 min.	T ==> Ss

<p>Step 1</p>	<p>1 – Questionnaire: T. Will Present again the main topic “Past simple, time expressions”</p> <p>T. Will ask about key words or ideas related to the topic</p> <p>2 – Ss will answer with their own ideas based on the previous knowledge</p> <p>T. Will explain the main concept about past simple and the importance of time expressions in past simple.</p> <p>Ss. Will ask questions if they have doubts</p> <p>T. Will answer with many examples as much as possible T. will provide vocabulary</p>	<p>Visual aid White board Working sheet</p> 	<p>7 to 10 min</p>	<p>T ==&gt; Ss Ss ==&gt; T</p>
<p>Step 2</p>	<p>Class Participation:</p> <p>T. Will present the activity of speaking that they are going to work.</p> <p>Ss. Will make groups of two and they are going to choose one topic between: Vacations, travel or funny experiences, taking into account time expressions.</p> <p>Ss. Will work on activity applying the previous knowledge and vocabulary, solving grammar</p>	<p>Listening for instructions that teacher explain.</p> <p>Deducting information</p> 	<p>10 to 15 min</p>	<p>T ==&gt; Ss Ss ==&gt; T</p>

	exercises based on simple past, time expressions.			
Step 3	<p>Class Assessment (Formative)</p> <p>T. Will take an assessment about all the knowledge acquire in the previous class based on the main topic simple past, time expressions.</p>	<p>Formative Assessment</p> 	10 min	T ==> Ss



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Facultad de Ciencias de la Educación e Idiomas

Carrera: Pedagogía de los Idiomas Nacionales y Extranjeros



### LESSON PLAN



Teacher: ASHLEY VIVIANA ALEGRIA VALLE

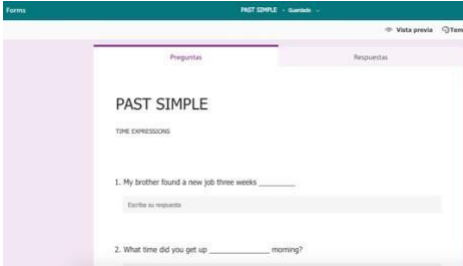
Date:	Level	Unit	Lesson
30/08/2022	10th grade section A	7	1
Lesson Skills Emphasized: Reading			Overall Time: 40 minutes
<p>Objectives: By the end of the lesson, students will have learned how to use Past Simple tense and will be able to make a presentation using the grammar by talking about their experiences based on the topic Time expressions.</p> <ul style="list-style-type: none"> <li>• React to: Students reactions will be good because they have to pay attention and teacher have to catch this attention and motivate them to learn about the topic.</li> <li>• Review / learn new vocabulary: The vocabulary provided is based in the past, such as the way that verb in past change and how to use time expressions to describe a situation.</li> <li>• Listen for specific details: (N/A): Students will increase their comprehension of a new language.</li> <li>• Read for specific information: The material provided is based on the book called Top Notch 1.</li> </ul>			
Materials used:	Textbook – worksheets – whiteboard – over-head projector – laptop, realia – carton boxes – (other.....)		

### LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	<p>T. Will Present the main topic “Past simple, time expressions”</p> <p>T. Will start with a short educational game related with the topic, to create a confident environment.</p>	Writing on the white-board	5 min.	T ==> Ss



<p>Step 1</p>	<p>1 – Questionnaire:</p> <p>T. Will Present again the main topic “Past simple, time expressions”</p> <p>T. Will ask about key words or ideas related to the topic</p> <p>2 – Ss will answer with their own ideas based on the previous knowledge</p> <p>T. Will explain the main concept about past simple and the importance of time expressions in past simple.</p> <p>Ss. Will ask questions if they have doubts</p> <p>T. Will answer with many examples as much as possible</p> <p>T. will provide vocabulary</p>	<p>Visual aid White board Working sheet</p> 	<p>7 to 10 min</p>	<p>T ==&gt; Ss Ss ==&gt; T</p>
<p>Step 2</p>	<p>Class Participation:</p> <p>T. Will present the activity of writing that they are going to work on in this moment</p> <p>Ss. Are going to read a reading and analyze vocabulary, they are going to answer the specific questions based on the reading taking into account time expressions.</p> <p>Ss. Will work on</p>	<p>Listening for instructions that teacher explain.</p> <p>Deducting information</p> 	<p>10 to 15 min</p>	<p>T ==&gt; Ss Ss ==&gt; T</p>

	activity applying the previous knowledge, solving grammar exercises based on simple past, time expressions.			
Step 3	<p>Class Assessment (Formative)</p> <p>T. Will take an assesment about all the knowledge acquire in the previous class based on the main topic simple past, time expressions.</p>	<p>Formative Assesment</p>  <p>The screenshot shows a digital form titled 'PAST SIMPLE' under the heading 'THE EXPRESSIONS'. It contains two questions: '1. My brother found a new job three weeks _____' and '2. What time did you get up _____ morning?'. There are input fields for answers and a 'Finish to requests' button.</p>	10 min	T ==> Ss