



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

**“CASE STUDY FOR 1<sup>st</sup> BACCALAURATE, AT THE UNIDAD EDUCATIVA BILINGÜE AMERICANO,  
SCHOOL YEAR 2021-2022”**

**As a prerequisite to obtain a: BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN  
LANGUAGES**

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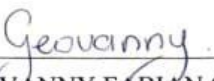
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**La Libertad – Ecuador**

**2022**

**STATEMENT OF AUTHORSHIP**

I, GEOVANNY FABIAN ORTIZ BORBOR with ID number 2400197931 undergraduate student from the Universidad Estatal Peninsula de Santa Elena, School of Education Sciences and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages, in my role as author of the case study "CASE STUDY FOR THE 1<sup>ST</sup> YEAR OF BACCALAUREATE SECTION D, AT THE UNIDAD EDUCATIVA BILINGÜE AMERICANO, SCHOOL YEAR 2021- 2022" certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

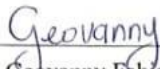
  
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GEOVANNY FABIAN ORTIZ BORBOR

AUTHOR

**DECLARATION**

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY.

THE INTELLECTUAL PROPERTY BELONGS TO UNIVERSIDAD ESTATAL PENÍNSULA  
DE SANTA ELENA.

  
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Geovanny Fabian Ortiz Borbor

La Libertad, August 8<sup>th</sup>, 2022

**Advisor's Approval**

In my role as Advisor of the case study and title "CASE STUDY FOR 1st BACCALAURATE SECTION B, AT THE UNIDAD EDUCATIVA BILINGÜE AMERICANO, SCHOOL YEAR 2021-2022" prepared by Ortiz Borbor Geovanny|Fabián, and undergraduate student of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Península 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,



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MSc. Rudy Parragá

**TUTOR**

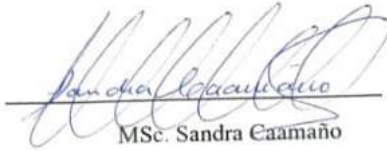
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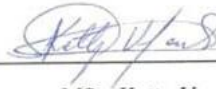
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## **Acknowledgment**

I dedicate this work to the people who always believed in me and were willing to support me unconditionally, my dear family. Thank you for always understanding me and supporting me in my decisions, this achievement would not have been possible without you.

## **Abstract**

This case study presents a descriptive analysis of the factors that affect the English language teaching-learning process in Ecuadorian public high schools, such as the case at Americano High School located in the province of Santa Elena, La Libertad canton where we are going to conduct a demonstration teaching in English using the topic of simple past tense time expressions, where some issues such as having a class with a large number of high school seniors may arise.

As a result, research has been conducted on strategies and resources that can be adapted to classrooms to help control these issues that can negatively influence the teaching and learning process. Moreover, to be able to carry out a lesson plan for the previously stated group of students with resources, techniques, and methods focused on the skill to be worked on and thus be capable of instructing the class without any type of difficulty that may show up.

**KEYWORDS:** teaching, learning, students, English language, issues, methods, class.



## **Resumen**

Este estudio de caso presenta un análisis descriptivo de los factores que afectan el proceso de enseñanza-aprendizaje del idioma inglés en los colegios públicos ecuatorianos, como es el caso del Colegio Americano ubicado en la provincia de Santa Elena, cantón La Libertad donde vamos a realizar una clase demostrativa en inglés utilizando el tema de las expresiones de tiempo del pasado simple, donde pueden surgir algunos problemas como tener una clase con un gran número de estudiantes de colegio.

Por ello, se ha investigado sobre las estrategias y recursos que se pueden adaptar a las aulas para ayudar a controlar estas cuestiones que pueden influir negativamente en el proceso de enseñanza y aprendizaje. Además, para poder llevar a cabo un plan de clases para el grupo de alumnos anteriormente indicado con recursos, técnicas y métodos enfocados a la habilidad que se va a trabajar y así ser capaz de instruir a la clase sin ningún tipo de dificultad que pueda aparecer.

**PALABRAS CLAVE:** enseñanza, aprendizaje, estudiantes, lengua inglesa, problemas, métodos, clase.

INDEX

Table of Contents

**INDEX.....10**

**Introduction .....9**

**Background .....10**

**Case Analysis.....12**

**Proposed solution / Changes .....15**

**Lesson plan.....18**

**Lesson plan.....21**

**Conclusion .....27**

**References.....28**

**Appendices.....29**

## Introduction

Awarding to the annual reports of the EF English proficiency Index, Ecuadorians have a low English level. Throughout this published reference, the Ecuadorian government has been implementing some necessary programs to maintain and improve English education in the country since 2012. One of them is the Improving English Teaching Project, which provides scholarships for teachers to receive training in other countries and practice the language in a proper environment to develop the skills needed in Ecuadorian classrooms.

The research aims to establish whether or not class sizes influence the English language teaching-learning process in Ecuadorian high schools.

Boboy (2017) suggests that classes with more than 35 students decrease teaching performance due to the teacher's lack of knowledge and conditions to teach that number of pupils.

On the other hand, the study carried out by Tutiven Bone (2015) shows that students experience stress in large classes, which affects the outcomes of the English language teaching-learning process.

This study focuses on learning in a large group of pupils, which cause a negative effect on student performance. Furthermore, the research into the approaches and techniques used by teachers to respond to challenges in such situations.

Large classes are one of the most significant issues affecting the quality of English instruction in developing countries like Ecuador, many educational institutions in the Santa Elena province present learning challenges, particularly in the English language such as the case at Americano High School where the number of students in classrooms is increasing year after year.

## Background

The review of English as a subsequent language presents numerous challenges in secondary schools in the country, particularly in open educational units where the vast majority of understudies do not have even the fundamental English information to compose or communicate in this unknown dialect. One of the most concerning issues that influence the quality of English guidance is huge classes, which is a typical viewpoint in emerging nations such as Ecuador.

Larger classes harm student grades after controlling for several individual characteristics and course-fixed effects. Furthermore, students who have taken courses in larger classes have a significantly lower chance of passing an exam. While class size has a minor impact on grades, it has a significant effect on the outcome of passing: A class size increase of 50 students reduces the probability of passing the exam by about 9%. (De Paola, 2009)

Furthermore, Mohammed (2013) suggests that the high number of students, pedagogical deficiencies such as lack of motivation, raised voices, lack of attention, and classroom stress all have an important influence on educators.

Instead, they have to adapt themselves to achieve the educational goals, requirements, and needs of students, institutions, and the government.

Overcrowding in classrooms is a common problem in the educational system. The study aims to identify the challenges instructors face as a result of large classes because the concept of an overcrowded classroom entails a large number of students as well as a small amount of space in the classroom. (Fatima, 2019)

Concerning the number of students per classroom, it is important to note that the Ecuadorian government works tirelessly every day to improve the level of teaching and learning English in both private and public schools. However, the problem of dealing with more than thirty-five students per class persists and has become a true conflict for both teachers and students.

Nevertheless, large classes provide an opportunity for teachers to improve their teaching skills and style (De Mera Urea, 2015).

This means that the educator is responsible for how the class is conducted, considering the difficulties encountered.

According to Dueñas (2022) methods provide teachers with options for which system to implement in the classroom and then assist teachers in expanding their repertoire of techniques for dealing with students effectively.

Many factors have been shown to influence the teaching-learning process, but one of the most important in the present study is the Ecuadorian large classes. This analysis contributes to the discussion about the influence of class size on learners' outcomes in secondary education using a natural experiment with 46 students of the 1 BGU 'D' at Americano High School.

Regardless of the fact that it is understood that there are numerous procedures to manage huge gatherings of learners, it means a great deal to know the total number of understudies to be educated, this will serve to mentalize as an educator and plan with the essential assets for that enormous class. As a result, future solutions to improve the expected outcomes for learners to communicate in both written and oral form will be possible.

## Case Analysis

English is very essential in life; it is an international language that has become the most popular around the world; it opens numerous opportunities to work, travel, meet new people, and raise the cultural level. Since the beginning of the globalization era, the English language has played an important role in science, technology, tourism, and, most notably, communication.

Furthermore, as the population grows, so do their needs, resulting in an increase in the number of students per classroom where there is only one teacher to care for them; this is especially true in public-sector institutions.

In terms of the number of students per classroom, it is important to recognize that the Ecuadorian government is working every day to improve the teaching of English in private and public schools. However, the problem of handling more than 35 students per class remains and has become a real conflict for both teachers and students.

Regarding the impact of large class sizes on the education system, it is necessary to mention some of the most common approaches and methods in the English teaching process, as well as other important aspects that affect it.

In Ecuador, educational policymakers see English as an important tool for moving forward in the global world in many different aspects and areas, as evidenced by the new planning in the *Curriculo lengua extranjera* (2016), the country's new language curriculum. With the change in curriculum came the introduction of up-to-date methodologies, strategies, and various types of technology to promote English language learning throughout the country. *Curriculo lengua extranjera* (2016) discusses methodologies such as content and language

integrated learning (CLIL), communicative language teaching (CLT), and the use of technology for educational purposes, all of which support and aid in EFL learning.

According to Richard (2006) communicative language teaching can be defined as a set of principles concerning the goals of language teaching, how students learn a language, the types of classroom activities that best facilitate learning, and the roles of educators and learners in the classroom.

Educators who use the CLT approach in English as a Second Language (ESL) classrooms stimulate students to use English.

To encourage meaningful language use, ESL teachers can use activities that promote students' speaking while performing meaningful tasks. Interaction is indeed the method and the goal of ESL education (Monroe, 2021).

CLT activities are most effective when students can collaborate in pairs or groups. This simulates natural communication and emphasizes fluency over grammatical competence. According to research, ESL students feel more confident and at ease practicing their language skills and ideas when they work with other students. For the reason that they are working with other English Language Learners (ELLs), they frequently feel more comfortable communicating without fear of making mistakes.

Grouping and pairing students also promotes participation in in-class activities. For instance, students could collaborate to play a game in which they must describe an object to each other in English so that their peers can guess what it is.

Working with students not only encourages meaningful language engagement, but it also has the potential to gamify the ESL classroom and incentivize active participation (Monroe, 2021).

On the other hand, another author suggests that group discussions, according to information processing theorists, can help participants rehearse, elaborate, and expand their knowledge (Woolfolk, 2007).

At Americano High School, the implementation of this method could help the teachers focus on group interaction through a social exchange, which allows learners to use their thinking skills and better comprehend what others are trying to communicate. Besides, children learn more effectively in groups, which prepares them to perform tasks on their own later. As a result, the CLL approach is an excellent source of support and scaffolding in the learning process.

Even though it is well known that there are numerous strategies for dealing with large groups of students, it is essential to comprehend the total number of pupils to be taught. This will help you mentally prepare as a teacher with the necessary resources for that large class. Additionally, group work is one of the best ways to initiate communicative activities such as talking to one another, asking questions, structuring answers, and using communicative expressions that are essentially part of conversational English.



## Proposed solution / Changes

In the demonstration class at Americano High School, there can be several negative factors that prevent the carrying out of the planned activities, such as having a class with 46 students. In this case, in order to be able to work with this number of learners, the communicative language teaching method should be used, as it allows the pupils to interact with each other through the use of cooperative learning strategies. The aim of the method is that each student depends on the contribution of the whole group during the class sessions. This is an effective way of involving the whole class, as such exercises involve all learners, not just the minority of active students who normally participate in a regular class.

Collaborative activities in CLT include assigning groups of students to solve a puzzle using only the target language. This type of exercise allows students to not only improve their communication skills but also to experiment with the peer learning approach, which is beneficial for strengthening student relationships. ( Piispanristi, 2021)

A clear example of the application of this method in the classroom is through group work in which the students have as a main theme the use of the simple past. They will ask each other what activities they have done in the last days, months, or years. This will help to create ideas in the students who cannot say quickly some activity because they will take as an example what their classmates say.

On the other hand, working with many students can also bring with it another disadvantage, which is the lack of motivation that the students may have at the time of the class, since in the acquisition of a second language, it is very common to see this kind of problem.

Motivation is frequently linked to second language learning success. Motivation is the most commonly used concept to explain a language learner's success or failure (Jodaei, 2015).

To motivate the students from 1BGU D, we would use an activity in which all students could participate, such as the hot potato game, in which pupils pass a ball to their classmates until the teacher tells them to stop, at which point the learner who has lost must do a penance, which is to say a sentence using simple past tense expressions. During this activity, the students' motivation will be increased through the use of a group game, which also supports the use of the communicative language teaching method.

Cooperative learning strategies allow students to learn by doing in an environment that is more similar to the one they will encounter in their future jobs. Teachers can work on students' core competencies as well as their communication and soft skills, which are important for students' success in life and work, by incorporating them into school curricula. (Rigacci, 2020)

Furthermore, another method, such as cooperative learning, can be combined to help manage a large class. Cooperative Learning is a teaching method in which students work in small groups to achieve a common learning goal under the supervision of the teacher.

In fact, Cooperative learning and English-language learners complement each other. It helps ELL students become more confident in producing and using English when working in small groups, and students can pick up new learning methods by observing how their peers solve problems that involve learning English.

Above all, the application of these methods within the classroom would help to improve the performance of the students, as managing a large class has its disadvantages, such as a lack of motivation, which does not allow all students to achieve the learning goal.

That is why we encourage group activities for students at Americano High School, such as the hot potato game, where they learn as they play, as well as when we make groups of 5 or 6 students to interact with a game of questions and answers, they feel that they want to learn just by watching the rest of their classmates doing the activity.



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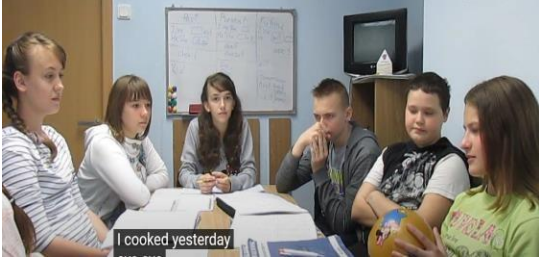


## Lesson plan


Teacher: Geovanny Fabian Ortiz Borbor

Date:	Level	Unit	Lesson
September 1, 2022	1 <sup>st</sup> bacallaureate	1	1
Lesson Skills Emphasized: SPEAKING			Overall Time: 40 minutes
<p>Objectives: By the end of the lesson, Students should be able to identify the simple past time expressions, then they will be able to make a lesson where they will be able to show how much they learned during the class.</p> <ul style="list-style-type: none"> <li>• React: Students are expected to be able to respond to each of the activities that will take place during that day because everyone will be expected to be as attentive as possible so that everyone can participate.</li> <li>• Review / learn new vocabulary: Ss will learn about the time expressions using in the past simple tense</li> <li>• Listen for specific details: Students will be able to use the new vocabulary they are taught with precision and will increase their knowledge of the language.</li> <li>• Read for specific information : Book of the ministry of education for the first year of high school. Internet information on English Grammar</li> </ul>			
Materials used:	worksheets -cards- l markers- realia- whiteboard.		

### LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	The teacher will start the class with a game such as hot potato, in	The student who loses will have to say a sentence using the simple past tense	5 min.	T ==> Ss

	<p>which the teacher will pass a ball to the students and they will pass it to their classmates. The teacher can call a halt to the game at any time, and then the learner who has the ball will have to pay the penalty for being the loser.</p>			
<p>Step 1</p>	<p>1 – Questionnaire: T. will introduce the main topic Simple past Time expressions</p> <p>2 – Ss relate the main topic to the activity done in the warm-up at the beginning of the class.</p>	<p style="text-align: center;"><b>Internet Information</b></p> <p><b>Time adverbial: ago</b> We use <b>time reference + ago</b> to show <b>how far back in the past something happened</b>.</p>  <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>The movie <b>ended</b> five minutes <b>ago</b>.</li> <li>The plane <b>landed</b> two hours <b>ago</b>.</li> <li>My son <b>was born</b> six months <b>ago</b>.</li> <li>Her husband <b>died</b> six years <b>ago</b>.</li> <li>I <b>took</b> that photo many years <b>ago</b>.</li> <li>I <b>came</b> to this city a long time <b>ago</b>.</li> </ul> <p><b>TIME ADVERBIAL: last</b> We use <b>last + time reference</b> to mean the <b>most recent or nearest to the present day time</b>.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>I <b>saw</b> a game on TV <b>last night</b>.</li> <li>My parents <b>traveled</b> to Japan <b>last month</b>.</li> <li>Michael <b>arrived</b> in Mexico <b>last January</b>.</li> <li><b>Last Christmas</b> I got a lot of presents.</li> <li>My girlfriend and I <b>met</b> at the beach <b>last summer</b>.</li> <li><b>Last year</b> Jake and Jill <b>got</b> married.</li> </ul> 	<p>7 to 10 min</p>	<p>T ==&gt; Ss Ss ==&gt; T</p>

Step 2	<p>Class Participation :</p> <p>T. prepares the class for a group work (5 -6 members) then explain the activity in which the students will ask their partners about what they did using the simple past time expressions. Where did you eat lunch <b>yesterday?</b></p> <p>Ss. Practices making time markers for past simple questions and answers with ago and last. (last week/2 days ago)</p>	<p>Students talk about the things they did at certain period of time</p> 	10 to 15 min	T ==> Ss Ss ==> T
Step 3	T. will take a formative assessment to have student knowledge about the main topic	<p>The students who lost at the beginning of the class will be chosen and asked questions and answers to each other, giving small feedback to see the results of the class.</p> <p><b>Robert:</b> Hi Alice, what did you do last weekend?  <b>Alice:</b> I did a lot of things. On Saturday, I went shopping.  <b>Robert:</b> What did you buy?  <b>Alice:</b> I bought some new clothes. I also played tennis.</p>	10 min	T ==> Ss



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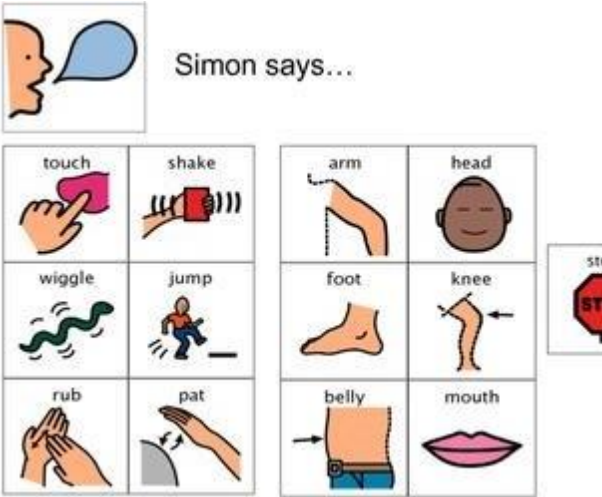


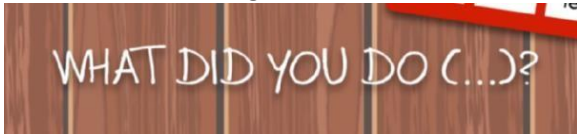
## Lesson plan

Teacher: Geovanny Fabian Ortiz Borbror

Date:	Level	Unit	Lesson
September 1, 2022	1 <sup>st</sup> baccalaureate	1	1
Lesson Skills Emphasized: Writing			Overall Time: 40 minutes
<p>Objectives: By the end of the lesson, Students should be able to describe about activities they did using the past time expressions</p> <ul style="list-style-type: none"> <li>• React: Students are expected to be able to respond to each of the activities that will take place during that day because everyone will be expected to be as attentive as possible so that everyone can participate.</li> <li>• Review / learn new vocabulary: Ss will learn about the time expressions using in the past simple tense</li> <li>• Listen for specific details: Students will be able to use the new vocabulary they are taught with precision and will increase their knowledge of the language.</li> <li>• Read for specific information: Book of the ministry of education for the first year of high school. Internet information on English Grammar</li> </ul>			
Materials used:	worksheets -cards- markers- realia- whiteboard.		

### LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	T. starts the class with an activity to motivate the students.	The activity is based on the fact that the teacher can tell the students to touch any part of the body, but the teacher can also fail to touch the wrong part of the body in order to confuse the students and make them lose.	5 min.	T ==> Ss

	<p>The teacher explains the Simon says game, in which the losers have to think of a sentence using the simple past tense.</p>			
<p>Step 1</p>	<p>1 – Questionnaire: T. will introduce the main topic Simple past Time expressions</p> <p>2 – Ss relate the main topic to the activity done in the warm-up at the beginning of the class.</p>	<p style="text-align: center;"><b>Internet Information</b></p> <p><b>Time adverbial: ago</b> We use <b>time reference + ago</b> to show <b>how far back in the past something happened</b>.</p>  <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>The movie <b>ended</b> five minutes <b>ago</b>.</li> <li>The plane <b>landed</b> two hours <b>ago</b>.</li> <li>My son <b>was born</b> six months <b>ago</b>.</li> <li>Her husband <b>died</b> ten years <b>ago</b>.</li> <li>I <b>took</b> that photo many years <b>ago</b>.</li> <li>I <b>came</b> to this city a long time <b>ago</b>.</li> </ul> <p><b>Time adverbial: last</b> We use <b>last + time reference</b> to mean the <b>most recent or nearest to the present day time</b>.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>I <b>saw</b> a game on TV <b>last night</b>.</li> <li>My parents <b>traveled</b> to Japan <b>last month</b>.</li> <li>Michael <b>arrived</b> in Mexico <b>last January</b>.</li> <li><b>Last Christmas</b> I <b>got</b> a lot of presents.</li> <li>My girlfriends and I <b>met</b> at the beach <b>last summer</b>.</li> <li><b>Last year</b> Jake and Jill <b>got</b> married.</li> </ul> 	<p>7 to 10 min</p>	<p>T ==&gt; Ss Ss ==&gt; T</p>
<p>Step 2</p>	<p>Class Participation T. prepares the class for a group work (5 -6 members)</p>	<p>Students discuss about the things they did at certain period of time and take note of their colleagues' answers</p> 	<p>10 to 15 min</p>	<p>T ==&gt; Ss Ss ==&gt; T</p>



	<p>then explain the activity in which the students will ask their partners about what they did using the simple past time expressions. Where did you eat lunch <b>yesterday?</b></p> <p>Ss. Practices making time markers for past simple questions and answers with ago and last. (last week/2 days ago)</p>			
Step 3	<p>T. will take a formative assessment to have student knowledge about the main topic</p>	<p>Students will have to write a paragraph of at least 50 words using the simple past tense expressions taking into account the data from the previous activity and from the reading as an example.</p> <p><i>Example:</i></p> <p>When I was a child, I rode a bicycle with my friends and we played in the park and that was the best but at the end of playing, we always ate ice cream, I liked strawberry ice cream.</p> <p>I was so scared of clowns when I got home, I was very scared to go up the stairs because was a picture of a clown on the wall and I always hugged my teddy bear to protect me from the bad clown, I was only 7 years old.</p> <p>At night, I listened to stories in the living room of my home, I loved to listen to the story of the lady and the tramp, but this story was about dogs, I liked it because I had a dog similar to the one in the story.</p> <p>My childhood was the best, I had a lot of fun with my friends and my dog, although I had my fears, I tried to be very brave.</p> <div style="border: 1px solid black; height: 40px; width: 100%; margin-top: 10px;"></div>	10 min	T ==> Ss



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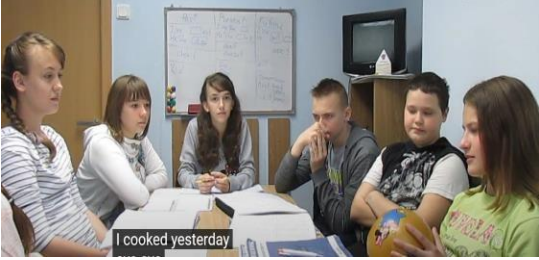


### LESSON PLAN


Teacher: Geovanny Fabian Ortiz Borbor

Date:	Level	Unit	Lesson
September 1, 2022	1 <sup>st</sup> baccalaureate	1	1
Lesson Skills Emphasized: Reading			Overall Time: 40 minutes
<p>Objectives: By the end of the lesson, Students should be able to recognize the past time expressions and they will be able to make a lesson to show how much they learned during the class.</p> <ul style="list-style-type: none"> <li>• React: Students are expected to be able to respond to each of the activities that will take place during that day because everyone will be expected to be as attentive as possible so that everyone can participate.</li> <li>• Review / learn new vocabulary: Ss will learn about the time expressions using in the past simple tense</li> <li>• Listen for specific details: Students will be able to use the new vocabulary they are taught with precision and will increase their knowledge of the language.</li> <li>• Read for specific information: Book of the ministry of education for the first year of high school. Internet information on English Grammar</li> </ul>			
Materials used:	worksheets -cards- markers- realia- whiteboard.		

### LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	The teacher will start the class with a game such as hot potato, in which the teacher will pass a ball to	The student who loses will have to say a sentence using the simple past tense.	5 min.	T ==> Ss

	<p>the students and they will pass it to their classmates. The teacher can call a halt to the game at any time, and then the learner who has the ball will have to pay the penalty for being the loser.</p>			
<p>Step 1</p>	<p>Questionnaire: T. will introduce the main topic Simple past Time expressions</p> <p>2 – Ss relate the main topic to the activity done in the warm-up at the beginning of the class.</p>	<p style="text-align: center;"><b>Internet Information</b></p> <p><b>Time adverbial: ago</b> We use <b>time reference + ago</b> to show <b>how far back in the past something happened</b>.</p>  <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>The movie <b>ended</b> five minutes ago.</li> <li>The plane <b>landed</b> two hours ago.</li> <li>My son <b>was born</b> six months ago.</li> <li>Her husband <b>died</b> ten years ago.</li> <li>I <b>took</b> that photo <b>many years</b> ago.</li> <li>I <b>came</b> to this city a <b>long time</b> ago.</li> </ul> <p><b>TIME REFERENCE: last</b> We use <b>last + time reference</b> to mean the <b>most recent or nearest to the present day time</b>.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>I <b>saw</b> a game on TV <b>last night</b>.</li> <li>My parents <b>traveled</b> to Japan <b>last month</b>.</li> <li>Michael <b>arrived</b> in Mexico <b>last January</b>.</li> <li><b>Last Christmas</b> I got a lot of presents.</li> <li>My girlfriend and I <b>met</b> at the beach <b>last summer</b>.</li> <li><b>Last year</b> Jake and Jill got married.</li> </ul> 	<p>7 to 10 min</p>	<p>T ==&gt; Ss Ss ==&gt; T</p>
<p>Step 2</p>	<p>Class Participation T. prepares the class for a group work (5-6 members) then explain the activity in which the students will ask their</p>	<p>Students discuss about the things they did at certain period of time and take note of their colleagues' answers. Then learners recognize if their partners use the past time expressions.</p>	<p>10 to 15 min</p>	<p>T ==&gt; Ss Ss ==&gt; T</p>

	<p>partners about what they did using the simple past time expressions. Where did you eat lunch <b>yesterday</b>?</p> <p>Ss. Practices making time markers for past simple questions and answers with ago and last. (last week/2 days ago)</p>			
Step 3	<p>T. will take a formative assessment to have student knowledge about the main topic</p>	<p>Students will have to read a short paragraph where they will note what they have learnt in class such as time expressions and then answer the questions below.</p> <p><u>Read the passage and answer the questions that follow it.</u></p> <p>Mary had a beautiful garden with roses, tulips and carnations. She liked to work in her garden at the weekend. One Saturday morning she was digging in the garden when she found an old box in the ground. She took it in her hands and looked at it carefully. It was a yellow, old wooden box. She was very happy because she thought she found a treasure. She took the box into the kitchen and cleaned it with some paper. Then, she took a knife and tried to open it but it was really hard. She tried again until she opened it. In the box were some old pictures of her mother when she was a little girl. Mary wasn't sad. Those pictures were a real treasure for her!!!</p> <p>a) What flowers did Mary have in her garden? _____</p> <p>b) When did she like to work in her garden? _____</p> <p>c) What did she find in the ground one day? _____</p> <p>d) Was the box new and green? _____</p> <p>e) Why was Mary happy? _____</p>	10 min	T ==> Ss

## Conclusion

Starting classes on a regular basis is not fun or interesting for anyone, let alone when students are unmotivated. As a good option, we can start with all the right attitude to motivate students to focus on the class. Depending on the teacher's need to research and find up-to-date information on the topics being taught, such as group work where one can help and learn from each other, as content in books is often incomplete or common, monotonous teaching must be avoided, depending on age. Curriculum modifications for different age groups, as well as assessments, are essential.

Considering the factors that influence English teaching in classes with a large number of pupils, group work can be used to encourage cooperative learning, and students can learn in a way that motivates them to study a second language through games and assessments. Looking for solutions to be capable of instructing a class happens every single day because it is important that students can learn and enjoy the various forms of this process because they need to implement and adapt methods that inform the teacher how he can work with pupils.

This research concludes that in large classes, learners have the opportunity to express their ideas, particularly through working groups that foster student relationships. Nevertheless, due to the large number of students, the teacher's task is challenging because the professor must find ways to adapt methods and techniques to achieve the class's goal.

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## Appendices

This case study was carried out with the purpose of presenting possible solutions to problems that may arise in the classroom, such as overcrowding, which can be solved by applying the communicative method of teaching, which encourages group work to be effective in obtaining the desired results in students.