



STATE UNIVERSITY PENÍNSULA OF SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES MAJOR

“THIRD AND MIXED CONDITIONALS”

REPORT OF COMPLEX EXAM
(PRACTICAL COMPONENT)

As a prerequisite to obtain a:

BACHELOR’S DEGREE IN PEDAGOGY OF
NATIONAL AND FOREING LANGUAGES

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ADVISOR: LCDO, ÍTALO R.CARABAJO ROMERO, MSC.

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ADVISOR'S APPROVAL

In my role as Advisor of the Complex Exam under the title "**THIRD AND MIXED CONDITIONALS**" prepared by **QUIJIJE MENOSCAL NOEMI YAJAIRA** undergraduate student of the Pedagogy of National and Foreign Languages Career, Faculty of Educational Science and Language at Peninsula of Santa Elena State University, 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,

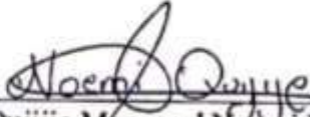


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I, Quijije Menoscal Noemi Yajaira with ID number # 2400152340, undergraduate student from Universidad Estatal Península de Santa Elena, at the School of Educational Sciences and Languages, as a prerequisite to obtaining a Bachelor's degree in Pedagogy of National and Foreign Languages, in my role as author of the comprehensive exam report titled "**Third and mixed conditional**" certify that this work is of my authorship, except for the quotes and reflections used in this report.



Quijije Menoscal Noemi Yajaira
ID: 2400152340

ACKNOWLEDGMENT

I would like to take the opportunity to thank God who helped me to successfully complete this goal.

To my parents Manuel Quijije and Angela Menoscal, who unconditionally supported me in every way, I am sure that without them nothing would have been possible.

To my son Tito Matthew who was my greatest inspiration, he was my strength.

To my brothers and sisters; Jenny, Wilmer, Joel and Irene, who were with me at all times.

Finally, to my great colleague René Suárez who with his knowledge and wisdom helped me at all times.

DECLARATION

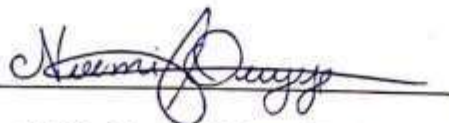
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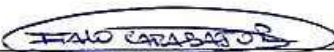
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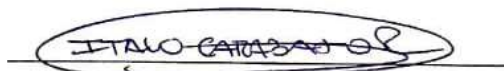


MSc. Ítalo Carabajo Romero
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CERTIFICADO SISTEMA ANTI-PLAGIO

En calidad de tutor del Trabajo del Examen Complexivo denominado "**Third and mixed conditional**" elaborado por el estudiante **Quijije Menoscal Noemi Yajaira**, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 10% de la valoración permitida, por consiguiente se procede a emitir el informe.

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MSc. Carabajo Romero Ítalo Rigoberto.

TUTOR

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DEDICATION

I want to dedicate this work to my son Tito Matthew because we fought together to achieve this goal and to my parents who did not allow me to give up.

With Love,

Quijije Menoscal Noemi Yajaira

ABSTRACT

The second component of the complex exam is the demonstrative class that was developed at the prestigious State University Peninsula of Santa Elena in the School Sciences and Languages, located in the province of Santa Elena, which aimed to assess the teaching abilities of the students.

Therefore, the demonstration class is the second component of the complex exam. The objective of this report is to present each of the details and evidence that was carried out in the process of the demonstration class. The demonstration class is considered an effective method to measure the abilities of students as future teachers. In the process of this evaluation, the student must demonstrate command of the stage, command of the English language and use of teaching methods.

Key words: Demonstration class, Abilities, Teaching methods, Knowledge

RESUMEN

El segundo componente del complejo examen es la clase demostrativa que se desarrolló en la prestigiosa Universidad Estatal Península de Santa Elena en la Facultad de Ciencias e Idiomas, ubicada en la provincia de Santa Elena, que tuvo como objetivo evaluar las capacidades didácticas de los estudiantes.

Por lo tanto, la clase de demostración es el segundo componente del examen complejo. El objetivo de este informe es presentar cada uno de los detalles y evidencias que se llevaron a cabo en el proceso de la clase demostrativa. La clase demostrativa se considera un método eficaz para medir las capacidades de los alumnos como futuros docentes. En el proceso de esta evaluación, el estudiante deberá demostrar dominio del escenario, dominio del idioma inglés y uso de métodos de enseñanza.

Palabras clave: Clase de demostración, Habilidades, Métodos de enseñanza, Conocimiento

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INTRODUCTION

The second component of the complex exam is the demonstrative class that was developed at the prestigious State University Peninsula of Santa Elena in the School Sciences and Languages, located in the province of Santa Elena, with the objective to assess the teaching abilities of the students.

Therefore, the demo class is the second component of the complex exam, the objective of this report is to present each of the details and evidence that was carried out in the process of the demonstration class.

Demonstration class is thought to be a useful tool for assessing students' potential as teachers. The student must exhibit command of the stage, command of the English language, and utilization of instructional techniques during this evaluation.

After the learning imparted by the teachers, the student applied the teachings of the following subjects: *Didáctica general, English for a Specific Propose, Classroom Management, Teaching Adults, Leadership and school administration, among others.*

PLANNING

Efficiency is required in the classroom, so the lesson plans will help teachers to be more effective with the teaching directed to their students, however, the students must have a detailed outline to follow each phase in the class.

“With planning, a good distribution of time is ensured, without missing time or overtime, both are problems that as a teacher must be resolved prior to class. The time must be used correctly, so that the new concepts are provided, moreover, there is a critical environment among the students”
(STAUFFER, 2019)

The topic: *“Third and mixed conditionals”.*

Third conditionals are used to describe ‘something that didn’t happen’, and mixed conditionals sentences refers to an unreal condition in the past and its probable result in the present. They express a situation that was contrary to reality, both in the past and at the present time.

The objective:

By the end of the lesson, the students must differentiate third and mixed conditionals.

The objective of this class is that the students can differentiate between the third and mixed conditional, so at the end of the class they should know the use and structure of this grammar rule.

The methodology:

The method to introduce the subject were questions that help the student to gain confidence considering the level of English that they have developed. Then, presentation of slides made in canvas, this will help the class to be easier to understand. Finally, to finish the exercises carried out with the help of the teacher, so that the student can have a better understanding of the subject.

The resources:

In the class, there was a slide show with important information of the topic "Third and mixed conditionals".

In addition, some virtual platforms such as websites, printed documents, liveworksheets, whiteboard markers, and word wall that played a fundamental role in attracting the attention of students, were essential to catch the students' attention

DEVELOPMENT

The development of activities is the most intense part of class, characterized by a strong contact between the teacher and the students, and it is intended to help the students develop and put into practice the cognitive and specific abilities required for the field.

Students must have the chance to apply, practice, elaborate, build, or adapt the knowledge and material covered in class throughout these activities.

Activities:

- **Warm up activities:** At the beginning of the class, the teacher presents a rule with icebreaker questions, and the students had to answer.
- **Presentation of the topic:** Explanation about the third and mixed conditionals with Canva (slide presentation)
- **Exercises for practice:** Students worked in one activity; they must translate the sentences using the correct grammar learned during classes.
- **Feedback:** Reading to identify grammar rules.
- **Homework:** Write a short story, using the third and mixed conditionals, then underline the sentences to identify the grammar rule.

Group work

The students were given a worksheet, where they had to translate the sentences, always emphasizing the grammatical rule of the "third and mixed conditional", in this way the teacher asked the students step by step the construction of the sentences, therefore, the teacher was evaluating the students and knowing if the objectives were met.

Class management

Classroom management and the creation of a pleasant environment are crucial elements that influence how the class develops and the accomplishment of goals. Therefore, during the class there were problems with the document that was going to be projected from the exercises in class, and the teacher printed the sheets of the exercises if a problem presents. This allowed the students to have a worksheet and continue the lecture without interruption.

ASSESSMENT

At the end of the explanation of each topic, some exercises were carried out in class to evaluate the students. In this way all the students participate. In this lesson the sentences must be translated, with the correct grammar that was learned during the explanation, and at the end of this reading, I help to complete the learning process to check the correct answers all together.

WRAP UP

Feedback

The feedback exercises were solved to complement the knowledge acquired about the grammar rule, in this phase the students could ask questions and the teacher answered to clarify the students' doubts.

Autonomous work and assignments

In the demonstrative class, the subject was the third and mixed conditional, where the grammar rule could be successfully learned, therefore, a writing task was assigned that has the purpose of putting the student practice what they learned during classes and review the reading that was read in class.

SELF REFLECTION

This demonstration class represents my last presentation as a student, where I was able to apply everything that my teachers have taught me for 4 years. That moment was the opportunity to demonstrate my skills and abilities as a teacher.

For me, the most important thing during the class was to create a pleasant, equitable, egalitarian, and respectful environment, so that my students felt comfortable and listened to by the teacher.

While the class was taking place, the pressure was felt at the beginning, high-ranking teachers were the ones who represented the students, and this time I was their teacher. Correction gazes were not lacking; or it could have been just my impression, but I felt them.

Classifying the students present, I observed their reactions and used the tools to be able to reach them interactively. The introduction began with a game of personal questions to get into the mood, in this part of the class I had the opportunity to witness the human and sentimental side of each member of my jury. The questions were like: What is the first thing you do after getting up? O Who is your favorite superhero?

They smiled and in an indirect way I reached them and gained their interest to be able to introduce the chair that they had previously chosen.

Although the preparation was arduous and exhaustive, the results were positive and completely to my liking, the jury teachers or students at that time were very strict and at the same time very kind and respectful, which led to a very assertive moment of knowledge.

CONCLUSIONS

During the demonstration class, the significance of planning and organizing a class, creating lesson plans for students using technological resources, having classroom management and leadership, maintaining control of the classroom, and teaching the English language are all demonstrated along this process.

So, demonstration class is an excellent choice for the graduation process and a useful tool for assessing students as potential teachers.

Finally, this procedure helps in providing a crucial experience for the student who hopes to become a teacher. In other words, this practical component immerses the student in the professor-student relationship and the teaching-learning environment, giving them a sense of what the workplace is like.

BIOGRAPHY

Noemi. (n.d.). *Evidencia de clase demostrativa* . UPSE, Santa Elena.

STAUFFER, B. (2019, 09 1). *AES*. Retrieved from <https://www.aeseducation.com/blog/what-is-a-lesson-plan>

UPSE. (2015). *REGLAMENTO DE LA UNIDAD DE TITULACIÓN ESPECIAL EN EL NIVEL DE EDUCACIÓN SUPERIOR REFORMADO*.

ANNEXES

Attachment 1: Class Evidence



Attachment 2: Lesson Plan

Student's name: Quijije Menoscal Noemi Yajaira	Date: April 20 th , 2022	Level B1
Venue: Universidad Estatal Península de Santa Elena	Lesson: 1	Lesson length: 30 minutes

1. Lesson context & Aims

CONTEXT:

What is the theme of context of your lesson?

- **THIRD AND MIXED CONDITIONALS**

LEARNING OUTCOMES:

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

- A) Language (L): e.g., **Grammar**, Functions, Vocabulary.
- B) Skills: (S): e.g., **Reading**, Listening, Speaking, Writing

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

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

Complete this following box and prompt:

(These should be your aims in terms of what you want the students to achieve)

Main aim:

By the end of the lesson, students must differentiate third and mixed conditionals

Sub-aims:

-Students will be able to make sentences using third and mixed conditionals

-Students will be able to identify third and mixed conditionals in readings.

Section 2. LEARNER'S PROFILE, RATIONALE & TIMETABLE FIT

Recent work done:

Before this lesson, the students have been practicing the grammar rule "active voice" with exercises that have allowed them to complete this task in the best possible way.

Profile of the learners and a description of their age and level, their linguistic and affective needs:

There are 5 students, divided by 3 women and 2 men. According to the Common European Framework of Reference (CEFR) their level is B1.

This course has an academic schedule of 30 minutes. They receive classes on Monday and Wednesday from 11: 00 to 11:30 AM, which means 1 hours weekly.

Students attend regularly to class, most of them feel uncomfortable during tasks because they do not like to work during class. Other students like to work a lot because they find this class as an opportunity to practice.

RATIONALE. -

This topic is focused on the grammar of *third and mixed conditionals* on reading.

How the needs of the learners relate to the main aim, stage objectives, activities, and materials in this lesson.

First, explain the objectives of the class in which each student is going to base their tasks.

Next, the students must attend to the explanation about the *third conditional*, to complete some exercises with the correct answer.

After, students must attend to the explanation about *mixed conditionals*, to complete with the correct answer.

Finally, Students must read a reading and identify the conditionals. The teacher makes the explanation about the homework.

Section 3: Personal Aims, Problems and Solutions

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

TIP: look at your Summary of Feedback Form from your previous TPs and focus on what the tutor advised you to improve.

<p><u>Objectives:</u></p> <p>The students at the end of the lesson will be able to:</p> <ul style="list-style-type: none"> • Understand a reading that has grammar rules about the <i>third and mixed conditionals</i> • Solve exercises easily and simply about the <i>third and mixed conditionals</i> 	<p><u>Strategies (How are you planning to achieve these objectives?)</u></p> <ul style="list-style-type: none"> • Reinforce by paraphrasing and giving feedback at the right time. • Asking and answering clarifying questions.
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ASSUMPTIONS (*What you assume the students to know, be familiar with, have experienced or have been taught*) **Write AT LEAST 4 Assumptions, feel free to write more! (E.g. sub-skills, language systems, learner training, themes and topics, etc.)**

- The students can communicate with a simple vocabulary.
- Students know basic grammar rules
- The students have been learning to read then write short stories
- Students have been learning to read then to identify grammatical rules in the readings.

ANTICIPATED PROBLEMS AND SOLUTIONS (Classroom Management & Tasks) – you should **write at least 3 problems & solutions, but feel free to write more!**

Problem 1: When students learn something new, certain details are often forgotten.

Solution 1: Apply exercises after each topic learned to reinforce knowledge

Problem 2: The students do not have a book and they have problem with internet access.

Solution 2: The teacher will provide you with the necessary material such as worksheets for practices.

Problem 3: The students at the beginning of the class are shy.

Solution 3: The teacher should motivate the students by asking questions, so that the students feel confident.




Section 4:

Resources and Materials

On Screen by Virginia Evans and Jenny Dooley, 2015 Publishing Express Publishing Pag, 122

<https://wordwall.net/es/resource/25984619/icebreaker-questions>

<https://es.liveworksheets.com/5-qq298991ff>

Time in Minutes	Description of Activity	Resources Needed and Other Notes
2	<ul style="list-style-type: none"> Welcome and greeting 	No needed resources
4	<p>Warm up:</p> <ul style="list-style-type: none"> “Icebreaker Questions” 	<p>https://wordwall.net/es/resource/25984619/icebreaker-questions</p> 
15	<ul style="list-style-type: none"> Grammar explanation about how to use the third and mixed conditionals Worksheets (it will help to emphasis what they learned) 	<p>Grammar Explanation with SLIDES Third Conditional https://es.liveworksheets.com/5-qq298991ff Mixed Conditionals https://es.liveworksheets.com/5-vh299086oi</p>
5	<p>Feedback</p> <ul style="list-style-type: none"> Reading about the third and mixed conditionals. Class participation. 	
2	<ul style="list-style-type: none"> Explanation about the homework -Write a short story, using the third and mixed conditionals, then underline the sentences to identify the grammar rule. -Write 50-100 words 	
2	<ul style="list-style-type: none"> Say Good Bay 	No needed resources

Attachment 3: Slide presentation “canvas”



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