



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

COMPREHENSIVE EXAM REPORT

**Methodological strategies to improve
communication skills in English language**

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Advisor's Approval

In my role as Advisor of the research paper and little “**METHODOLOGICAL STRATEGIES TO IMPROVE COMMUNICATION SKILLS IN ENGLISH LANGUAGE**” prepared by **DIANA LISBETH ROSALES MOREIRA** an undergraduate student of the Pedagogy of National and Foreign Language Major, at School of Educational Sciences and Languages at University 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,

A handwritten signature in blue ink, appearing to read 'Andrés Rodríguez', is written over a horizontal dotted line.

MSc. Andrés Rodríguez

ADVISOR

Statement of Authorship

I, DIANA LISBETH ROSALES MOREIRA with ID number 0926912171 undergraduate student from the Universidad Estatal Península 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 comprehensive exam report "METHODODOLOGICAL STRATEGIES TO IMPROVE COMMUNICATION SKILLS IN ENGLISH LANGUAGE" certify that this work is of authorship, except for the quotes and reflections used in this research paper.



DIANA LISBETH ROSALES MOREIRA

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Declaration

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY;
THE INTELLECTUAL PROPERTY BELONGS TO UNIVERSIDAD ESTATAL
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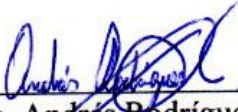


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En calidad de tutora del Trabajo de Integración Curricular denominado “METHODODOLOGICAL STRATEGIES TO IMPROVE COMMUNICATION SKILL IN ENGLISH LANGUAGE” elaborado por el estudiante Diana Lisbeth Rosales Moreira, de la Carrera de Pedagogía de los Idiomas 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 OURIGINAL, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 0% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



MSc. Andrés Rodríguez
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There are many people who were by my side during this college journey, I am immensely grateful to all of them.

It has been a great journey these years full of significant experiences for this reason, my first gratitude is to Jehovah God who kept me on the right path and blessed me to be where I am.

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In addition to all of the above mentioned, my deepest thanks to each of my teachers from whom I learned not only information but also qualities to become a professional in the field of teaching.

Dedication

This research and all these last years of study are not due to a single person, not even me, rather all those people who have helped me achieve my goals. Therefore, this present work is dedicated to each one of them, because they deserve it without a doubt.

From my family and partner to colleagues and friends, I dedicate this work to them with all my love and affection, for the effort and sacrifice that they have gone through together with me to provide me with all possible opportunities and achieve this great dream for a better future.

With love

Diana Lisbeth Rosales Moreira

Abstract

Through this case study, several important outlooks could be examined, which have a great impact when organizing an English as a foreign language class. Each one of them was analyzed based on a real scenario where some characteristics were found to be taken into account when planning the lesson to be taught, in order to counteract the possible drawbacks that may arise. In this case study are some of the difficulties surrounding teaching-learning. From the peculiarities of teaching young learners between 15 and 16 years old, and the disadvantages of being in an overcrowded classroom, which hinder the existence of a real and meaningful learning with greater reach for all students in teaching young learners. As a result, the cooperative learning strategy will be used to promote communication skills in the classroom, at the “Unidad Educativa Fiscomisional Americano”, since it has certain student collaboration techniques which can be adapted to the specific needs of Learners. The techniques of group work, self-assessment and peer-assessment will be used mostly in the planning to maximize the scope of the teaching, with the help of the benefits of the exchange of opinions, ideas and knowledge among peers.

KEY WORDS: English as Foreign language, Planning lesson, overcrowded classroom, Teaching young Learners.

Resumen

Atraves de este caso de estudio se pudo examinar varios panoramas importantes, las cuales tienen gran impacto a la hora de organizar una clase de inglés como lengua extranjera. Cada uno de ellos fueron analizados en base a un escenario real donde se encontró algunas características a tener en cuenta a la hora de realizar la planificación de la lección a enseñar, con el fin de contrarrestar los posibles inconvenientes que se puedan presentar. En este estudio de caso son algunas de las dificultades que rodean a la enseñanza-aprendizaje. Desde las peculiaridades de enseñar a estudiantes adolescentes de entre 15 a 16 años de edad, y las desventajas de encontrarse en un aula sobrepoblada. Causas que obstaculizan un aprendizaje real y significativo de mayor alcance para todos los estudiantes en la enseñanza de jóvenes estudiantes. Como resultado se usará la estrategia de aprendizaje cooperativo para impulsar las habilidades comunicativas en el aula de clases en la unidad educativa Fiscomisional Americano, puesto que cuenta con ciertas técnicas de colaboración estudiantil las cuales se pueden adaptar a las necesidades específicas de los estudiantes. Se usará mayormente en las planificaciones las técnicas de trabajo en grupo, auto evaluación y evaluación en pares para maximizar el alcance de la enseñanza con ayuda de los beneficios del intercambio de opiniones, ideas y conocimientos entre compañeros.

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Introduction

The case study consists of evidencing an exhaustive investigation process for a specific case, through the qualitative research methodology. It is carried out with the interest of elaborating a series of hypotheses or theories about the topic of interest. This case study has been developed through an analysis process of educational factors for the implementation of methodological strategies.

The consideration of formal education and language learning, has become evident. With globalization, English has become a purpose for all countries, which is a valuable component for communication between cultures. For this reason, it became a necessity to devise strategies for effective learning according to the objectives and contexts required.

Ecuador has been making curricular changes for years with the intention of improving education. Despite that changes, certain disadvantages are still noticeable regarding to English as a foreign language (EFL). This case study was developed in an educational unit where English is taught as a foreign language, in order to implement communication strategies for a topic of interest, in a classroom composed of forty-eight adolescent students.

One of the most observable problems is the large number of students per classroom, which means little interaction between student-teacher, and information does not reach all students effectively as well. As a result, it brings distractions and lack of attention to the lesson.

On the other side, the age factor counts in this study, and the low level of enthusiasm that students have about their studies, causes disinterest the subject, discouragement and gaps in knowledge when learning EFL. Consequently, this author has proposed some pedagogical strategies to put into practice, in order to maintain an ideal and dynamic educational environment and boost students' communicative skills.

Background

Unidad Educativa Fiscomisional Americano, the institution where the case study was carried out. The analysis of this study focuses on implementing communicative strategies according to the possible disadvantages that may arise in the classroom. According to the designated course, it can perceive some problems to consider.

On the one hand, with the number of students is noticeable that the classroom is overcrowded. This leads to some basic activities that are difficult for the teacher to carry out due to having a crowded class of many students. In addition, the information does not reach everyone effectively because of low interaction between the teacher-students (Küçükler y Kodal, 2019). It can be perceived as not easy and beneficial to have a large class to a precise communication in teaching-learning English as a Foreign Language.

Despite being complicated to develop a specific communicative activity with each student, it is possible with the complementation between a good plan lesson and key strategies and techniques that are adapted to the student context (age, interests, level, subject) a memorable learning experience can be achieved for students. But above all, to meet these goals, the teacher must know how to manage a classroom with young people effectively.

To maintain a managed and dynamic class is paramount highlight other challenges of this foreign language and its complications. Foremost, there is little interest in most adolescents regarding this subject as a result of low attention. Although the importance of acquiring English for their professional future is emphasized to students, the low curiosity or not understand the information causes having a student with various levels of knowledge in a classroom. Furthermore, the non-implementation strategies that attract attention make it arduous to comply with the proposed indicators.

On the other hand, it is essential to consider the group age of learners to successfully plan a lesson. Being a teacher of adolescents entails distinct approaches than being of

children or adults, all stages must be carefully analyzed because each of them has distinct characteristics. Another researcher (Nunan, 2011), who in his research on teaching English to young learners, provides a great contribution to this case study by commenting that all students go through different mental, psychological and social stages according to their age, which should be paid close attention to their specific characteristics and take them into consideration when designing the teaching-learning experience and establishing the activities and resources, so that all of them go according to the stage in which the students are. Thus, knowing the singularity of being an adolescent means helping teachers to choose which methods, strategies, or tactics are more convenient to implement for a good environment.

Further, another difficulty that can arise is a group of students who have unequal knowledge of the target language, which results an arduous challenge for any teacher. Having a group of students with various levels requires a lot of prioritized management to achieve the same level and advance at the same level. It is not easy to provide solutions for this issue, nonetheless with group work, techniques and tools key, harmonious work can be achieved with the students without delaying the progress of the other students. A researcher (Garton, s.f) in his study interviewed teachers from South Korea who recognized that the methodology, the size of the classroom and the inconveniences of the students (behavior problem, motivation and classes with students who do not have the same level) are the problem faced by the majority in TEYL.

It can be noted these are challenges not only regarding in South Korea, but also affect most teachers and contexts around the world. Regarding all the aforementioned and the uniqueness that characterizes young people can be argued that creativity must be fostered, creation of resources, and applying dynamic trends in order to engage students' interest and provide a meaningful lesson.

Case analysis

With the internationalization of English as a lingua franca, many countries saw the need for their population to acquire the necessary skills such as listening, speaking, reading, and writing to comprehension. Then, they began to create methods to satisfy these communicative needs. Currently, Ecuador in terms of the English language has mostly theories of many methods which in several countries have been effective. But in the past, when the teaching of this language began, translation method, grammar focus, and memorization of content predominated. For many years, the Ministry of Education has been making changes and efforts to improve the quality of education in this area, initially training and evaluating teachers with international standards, and curricular reformulations such as the incorporation of the communicative approach, all to reach the goal of excellency.

This consequence tends to be attached to the little or no incorporation of technology in schools and colleges. Although it is true, it would be a very positive change, but that requires reconstruction and revolution of education in Ecuadorian classrooms. The solution is simpler than is thinking, and it must come from teachers and their vocation to teach in a more dynamic way, as commented by M. Calle et al. (2012) English teachers in public schools do not apply strategies that strengthen communicative competence, they continue to use traditional grammar method that hinder the development competences, as well as language skills (reading, writing, listening and speaking) which effect on low student performance. The key is to apply the communicative approach, which is which aims to develop communicative skills through the reception of real and significant student learning. Besides, if more creativity were implemented in teaching the class, moving from memorization to interaction, from passive to active students, from subject-centered to student-centered teaching, additionally, introducing meaningful materials and activities where communication

predominates, would help capture students' attention and improve communication skills in students more efficacy.

Although is true choosing an adequate educational approach is favorable to fulfill the proposed objectives in a class plan, it is worth emphasizing that in order to achieve them, other factors in the teaching context must also be analyzed. First, it is essential to focus on achieving a good learning atmosphere, which frames the management of an overcrowded classroom to achieve commitment to the tasks.

One of the constant challenges faced by English as a foreign language teacher of teenagers is the disadvantage of having an overwhelming number of students in a classroom. One author Tayeg, (2015) has confirmed the following:

Overcrowded classrooms may create an obstacle in the progressive activities of classroom teaching learning process. In the classroom the primary objective of a teacher should treat each and every individual student in a proper way in order to regulate his activities and to develop his inner personality, not only that, he has to give him a widest opportunity to develop his skills, abilities and potentialities at the optimum level., (p. 1)

In other words, this can be inconvenient for an adequate interaction with each student removing the possibility of boosting their communicative capacity. Undoubtedly, it is important that teachers use appropriate management techniques or participation strategies to control a classroom, and even more so when dealing with a large number of young people, it will be very difficult to carry out any activity successfully. For any teacher, the ideal amount would be between 15 and 20 students per class, as to attain a good student-teacher or student-student interaction without losing too much time requiring attention for the lesson.

Unfortunately, it is an ideal hardly to accomplish in schools, due to the high demand for public education that is increasing by the population a cause of the current pandemic Covid-19 as indicated by a newspaper article called Primicias. Achieving management and

engagement in a classroom full of teenagers is no easy task. However, there are modern methodology can benefit to have a good environment and try to maximize the reach of data to all students. A study conducted by (Ntombiyomusa, 2019) in which four experienced teachers discuss their common strategies they use in classrooms full of young people such as:

- Question-and-answer narratives diagnose students' problem areas or inattention.
- Discussion method, because they manifest working on individualization in an overloaded classroom is difficult.
- Working in pairs, provides the opportunity to listen and teach information to the designated partner.
- Group presentation, motivates students to empower themselves with knowledge and transmit it to their peers, in addition to helping with classroom management.

With these small examples, it can be concluded that most strategies are based on cooperative learning in which students share ideas as well as appropriating ownership knowledge and transmit it to their classmates, then the others listen carefully and could achieve proper management in English as a foreign language classroom.

Second, another aspect must be analyzed for beneficial planning is to know the students' period and recognize their possible advantages and disadvantages, in addition to recognize the unevenness can be found in a classroom. It is known adolescence is the most complicated stage, not only for the family but also in education. In this last field, children tend to be more receptive, affectionate and obedient, whilst, adults are more focused, responsible and self-controlled, unlike young people who, due to the well-known stage of change, tend to be more susceptible to external stimuli. As corroborated by the psychologist (Pickhardt, 2014) "less attention paid in class, more challenges and complaints from students, less consistent completion of homework, lower motivation to academically achieve, more disorganization and distractibility, and increased expressions of boredom like tuning teachers

out”, these problems can be presented to any teacher, and they must be aware of those possible attitudes and know it is not an easy stage to deal with, since in many cases the teacher will have to deal with the rebelliousness prevails in adolescence.

Talking about solutions in this regard is somewhat diverse, because educational, family, psychological and other patterns are involved. For this reason, it only remains to encourage students to be active participants, to execute energetic and dynamic activities which allow them to question, reflect and make decisions to capture their interest, always trying to be a teacher who transmits security, respect, and consideration, but with firmness. Being a teacher also entails knowing the family environment, the difficulties and strengths of their students, as well as the level each one has.

The unevenness in a classroom can be caused by factors that may not be under the direct responsibility of the teacher. Giving a lesson where those students with a lower level are not involved can cause boredom in the students and having bored students is not propitious.

As the author indicates:

Being bored or lost eventually defeats the entire purpose of a class: to learn. Teaching the basics means the advanced student isn't learning anything new, just hearing what they already know. But teaching more difficult topics means the beginner isn't learning those basics that will allow them to progress. (Kristimarie, 2022)

Definitely, a rather delicate situation for any teacher. In these cases, the most efficient way that institutions usually offer level tutoring if they could afford it. However, it may not always be the case, hence certain strategies can support to counteract said imbalance, to illustrate:

- Group formation: In the first instance, groups with the same knowledge it might be a good idea to focus on their first tasks to have an equal interaction, on the other hand,

mixed level groups could also be made in order to avoid information gaps to mix and share knowledge among peers.

- Distinguish types of learning and hence expose in different ways from several sources of reality.
- In the activities, include tasks of various levels so that each student has the opportunity to understand the content and advance in difficulty an equal pace.

The implementation of a single strategy is not enough; it is necessary to adapt them according to the context in which we are going to work. Regarding the management of a full class, it is essential to know the general characteristics and disadvantages involved in teaching and learning with young learners. Then, certain methodology already mentioned could be adapted to the objective of the class so that they collaborate to get the maximum potential in the students.



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LESSON PLAN #1

Teacher: Diana Lisbeth Rosales Moreira

Date:	Level	Unit	Lesson
September 1st	A2		
Lesson Skills Emphasized: (Writing)			Overall Time: 40 minutes
Objectives: By the end of the lesson, Students should be able to: <ul style="list-style-type: none"> • To recognize new vocabulary about past tense. • To listen for specific details in past action. • To apply the context in the past thanks to time expressions. 			
Materials used:	Worksheets – whiteboard – laptop – realia – ball –flashcard –flipchart		

LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	Tingo Tingo Tango Game Answer questions about: - When did you do something?	-Writing on the white-board -Answer-questions	5 min.	T ==> Ss Ss ==> T
Step 1	Explanation time expression vocabulary 1– T. prepares the class for - Ago - Yesterday (time) - Last (time) - When (time) - In on at (time) 2 – Ss matching expression time with words	-Visual aid -Explain use -Write examples in board -Group working -Group decision -Visual word - Match sets	15 min	T ==> Ss Ss ==> Ss
Step 2	Task in group: T. prepares the class for - form 6 groups of 8 students - Each student must write a short sentence about something they have done in the past and when. - Then they must put the sentences together in	- Visual aid -Explain use -Write examples in board -Group working -Group decision -Visual word - Match sets	10 min	T ==> Ss Ss ==> Ss

	<p>chronological order to create a short story.</p> <p>- At the end they choose a leader who reads what is written.</p>			
Step 3	<p>Class group Assessment</p> <p>- A calendar is distributed, for them to write and individually represents the time of expression that will be dictated.</p>	<p>Represent an order in a calendar</p>	<p>10 min</p>	<p>T ==> Ss</p> <p>Ss ==> Ss</p>

LET'S SEE IF YOU CAN MATCH THESE PHRASES

1) WHEN afternoon
 2) LAST the 1080s
 3) IN she was a teenager
 4) ON ago
 5) YESTERDAY 8 August

Do this!



<p>January</p> <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	T	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						<p>February</p> <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	T	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28						<p>March</p> <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </table>	S	M	T	W	T	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			<p>April</p> <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1 2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </table>	S	M	T	W	T	F	S							1 2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
 Facultad de Ciencias de la Educación e Idiomas
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LESSON PLAN #2

Teacher: Diana Lisbeth Rosales Moreira

Date:	Level	Unit	Lesson
September 1st	A2		
Lesson Skills Emphasized: (Reading)			Overall Time: 40 minutes
Objectives: By the end of the lesson, Students should be able to: <ul style="list-style-type: none"> • To distinguish past contexts. • To Recognize time expressions in the past simple. • To identify specific information about past actions or activities. 			
Materials used:	Textbook – worksheets – whiteboard –speakers – laptop, realia – ball, speakers, flipchart		

LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	Questions and answer about past personal experiences	Writing on the white-board -Answer-questions	5 min.	T ==> Ss
Step 1	Explanation time expression vocabulary 1– T. prepares the class for <ul style="list-style-type: none"> - Ago - Yesterday (time) - Last (time) - When (time) - In on at (time) 2 – Ss matching expression time with words	Visual aid -Explain use -Write examples in board -Group working -Group decision -Visual word - Match sets	10 min	T ==> Ss Ss ==> T
Step 2	Reading worksheet Students should underline the past tense expressions they find in the reading. - Then they must exchange the sheets with other classmates and correct.	Deducting information Peer assessment	15 min	T ==> Ss Ss ==> T

Step 3	Class Assessment - Students will be assessed by comprehension of previous reading.	Reading comprehension	10 min	T ==> Ss
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MY LAST DECADE

My name is Lucia, and I want to tell you what happened in my life these **last ten years**. I want to start by describing them in one word "incredible", why you have to ask yourself. Well, every single time I lived fantastic experiences and I am going to tell you about them.



A long time ago in 2000 I had the opportunity to travel on a cruise to a beautiful island, and stay there 10 days to enjoy all its magnificent landscapes. I took a lot of pictures, tasted a lot of new food and I saw wild animals, part of that, obviously I met new

kind people.



The next year, **when I turned 25**, my family gave me an incredible surprise party, with a 4-floor cake and many gifts from friends and family. Also, the **last 8 years** I worked in a coffee shop in New York, my bosses were nice people, I love them. However, I got my dream job and I couldn't say no. **When I was a little girl**, I dreamed of working as an architect and finally I was able to do it. You don't know how happy I was.



Last winter on June 1, I went skiing for the first time. I practiced the **last three weeks** before traveling on a beginner course. When we arrived, I was afraid of skiing because of the high altitude of the mountain, however with the help of my friends I did it, and I enjoyed a lot, so I did several times and now I am a fan.

This last year went by very fast, it is already Christmas and the year is almost over. But this time, because of the snow I could not travel, but I will spend the night with my co-workers. We will have hot chocolate that was prepared **yesterday afternoon** and Easter breads that I prepared just **2 hours ago**. I feel that there have been many good experiences and for sure this coming year I will live many more.



READING COMPREHENSION

READ THE SENTENCES CAREFULLY AND MARK (X) IN TRUE (T) OR FALSE (F) ACCORDING TO THE READING.

(T) (F)

- In 2000, she travelled on tren to the island.
- The surprise party was when he turned 30.
- The last 8 years she worked in a coffee shop.
- Last winter she went camping.
- The chocolate was prepared yesterday afternoon.
- Easter bread was prepared 5 hours ago.



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LESSON PLAN #3

Teacher: Diana Lisbeth Rosales Moreira

Date:	Level	Unit	Lesson
September 1st	A2		
Lesson Skills Emphasized: (Listening)			Overall Time: 40 minutes
Objectives: By the end of the lesson, Students should be able to: <ul style="list-style-type: none"> • To comprehend new vocabulary about past tense. • To listen for specific details in past action. • To distinguish information from past time actions. 			
Materials used:	Textbook – worksheets – whiteboard – over-head projector – laptop, realia – flipchart, – speakers		

LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	The question ball Answer questions about: -When did you cook? -When did you do? -When did you go to the....? -When did you watch a....? -When you eat?	-Writing on the white-board -Answer-questions	5 min.	T ==> Ss Ss ==> T
Step 1	Explanation time expression vocabulary 1– T. prepares the class for <ul style="list-style-type: none"> - Ago - Yesterday (time) - Last (time) - When (time) - In on at (time) 2 – Ss matching expression time with words.	Visual aid -Explain use -Write examples in board -Group working -Group decision -Visual word - Match sets	10 min	T ==> Ss Ss ==> Ss
Step 2	Listening Audio -They will have to find the missing word in the reading with the help of the audio.	Listening for details and Self- assessment	15 min	T ==> Ss Ss ==> T

	- Then they must self-correct with another color with the teacher's instruction			
Step 3	Class Assessment - Their comprehension of the previous listening will be evaluated	Listening comprehension	10 min	T ==> Ss Ss ==> T

MY LAST DECADE

My name is Lucia, and I want to tell you what happened in my life these **last ten years**. I want to start by describing them in one word "incredible", why you have to ask yourself. Well, every single time I lived fantastic experiences and I am going to tell you about them.



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last	ago	yesterday
last week	three days ago	yesterday afternoon
last weekend	a week ago	yesterday evening
last year	a month ago	the day before yesterday
last month	a year ago	

LISTENING COMPREHENSION

JOIN WITH LINES THE CORRECT ANSWER ACCORDING TO THE CONTEXT OF THE LISTENING.

<p>In 2000 she travelled on:</p> <ul style="list-style-type: none"> <input type="radio"/> Coffee shop <input type="radio"/> Boutique <input type="radio"/> Restaurant 	<p>Last 8 years She worked in a:</p> <ul style="list-style-type: none"> <input type="radio"/> Coffee shop <input type="radio"/> Boutique <input type="radio"/> Restaurant
<p>Surprise party:</p> <ul style="list-style-type: none"> <input type="radio"/> When I turned 26 <input type="radio"/> When I turned 30 <input type="radio"/> When I turned 25 	<p>Chocolate was prepared:</p> <ul style="list-style-type: none"> <input type="radio"/> Today <input type="radio"/> Yesterday afternoon <input type="radio"/> Tomorrow
<p>Last winter:</p> <ul style="list-style-type: none"> <input type="radio"/> Coffee shop 	<p>Easter bread was made:</p> <ul style="list-style-type: none"> <input type="radio"/> 2 hours ago <input type="radio"/> 5 hours ago

Conclusion

The analysis of the case study has been completed, some real contexts through which the group of students of 1 BGU "C" of the "Americano" fiscal educational unit pass through are analyzed in depth.

After analyzing the possible difficulties that may arise when giving a lesson (time expression) to young students in a crowded classroom, certain strategies were found that could help achieve a harmonious environment. The strategies that were chosen when carrying out the planning were designed so that there is a greater scope of information in all the students and that knowledge gaps are not created.

Group activities were chosen without considering their level, so that they can share their knowledge and ideas and everyone can understand the information. Autocomplete activities were chosen so that students are quietly listening to the information they need to complete the task. In addition, the technique of self-correction and correction to a partner, that will help them recognize if they have made mistakes and analyze which is the correct answer.

Without a doubt, group work and self-correction help students to ensure that there are no gaps in what they have learned in class. These strategies and together with motivation techniques will achieve a higher quality education in the teaching-learning process.

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