

CASE STUDY



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

COMPREHENSIVE EXAM REPORT

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La Libertad – Ecuador

2022

La Libertad, August 26th, 2022

STATEMENT OF AUTHORSHIP

Me, NICOLE CAROLINE CANTOS VILLAO with ID number 0929014082 undergraduate student from Universidad Estatal Península de Santa Elena, School of Education and Languages, as a prerequisite to obtain a bachelor's degree in English, in my role as author of the case study, I certify that this work is of my authorship, except for the quotes and reflections used in this research paper.



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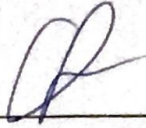
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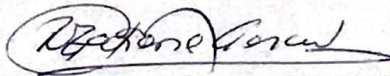
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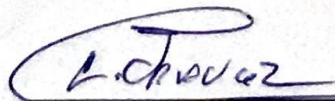
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Topic

Research paper for the practical component of the 10th "B" Comprehensive Exam.

Summary (Abstract)

The case study managed to analyze several important points of real scenarios of student life through the inquiry of information that helped the student to have good learning in an educational context with the help of lesson plans. Lesson plans are elaborated and contribute to innovative ways to improve the teaching of the English language, thus reaching competent results for society.

The particularity of my research project is how family components and language problems create negative variants for not achieving an adequate academic formation. Emotional problems are overlooked by the teaching staff due to the complexity of handling large numbers of students. This leads us to individually review problems that create a great disadvantage to those who are part of an educational context.

Key words: Family problems, inquiry, academic training, strategies, language problems, language problems.

Resumen

El estudio de caso logro analizar varios puntos importantes de escenarios reales de la vida estudiantil mediante la indagación de información que ayudo al estudiante a tener buen aprendizaje en un contexto educativo con la ayuda de planificaciones de clases.

Planificaciones las cuales están elaboradas y contribuyen a innovadoras formas para mejorar la enseñanza del idioma inglés, con esto llegando a resultados competentes para la sociedad.

La particularidad de mi proyecto de investigación es como los componentes familiares y problemas de lenguaje crean variantes negativas para no lograr una adecuada formación académica. Problemas emocionales que pasan por alto a la vista del personal docente gracias a la complejidad que es manejar grandes números de estudiantes. Esto nos lleva a revisar individualmente problemas que crean una gran desventaja a los que forman parte de un contexto educativo.

Introduction

This Case Study was carried out at the "Unidad Educativa Fiscomisional Americano", High School, working with a special student from 10th grade "B" Junior High. This class is composed of forty-one students, who are between thirteen and fourteen years old and practicing the grammar of the point "Simple Present (Daily Routine)".

According to the researcher's observation, plus the information gathered from the High School Americano's authorities, it is concluded that the student has problems not associated with a physical disability. His condition implies language issues, which gives way to complications within the student environment and its social context, where he is daily involved in influencing his school and personal performance.

This problem was also affected by the type of motivation used in the classroom. The methodology used by the teachers was traditional education (the reception of information and hierarchization within the classroom). Students were asked to work on spelling through quick tests, taking into account the vocabulary that had been previously distributed. A theoretical class was conducted and then exercises were implemented in class and homework, which, according to what was investigated, were tedious for the students. In short, the environment inside the classroom tends to be a dominant factor in the learning process.

In addition, it must be taken into account that each learning process is different, and each student is completely different. This type of strategy completely affects the student's school performance, especially if an effective way out of this same type of methodology is not previously detected.

The important point of this analysis is that it is focused on the personal perception that is given to the case study thanks to the researcher who is in charge of the classroom and with the help of data collection gathered from the main administrative offices of the institution that gave an important contribution in this research with the psychologist, inspectors, and teachers who gave their contribution with information from their perspective. Thanks to this project, society will be aware of problems and possible action plans that will be given based on the student's observation.

Background

It is therefore vital to review some of the main referential theories, which point to the postulates of Skinner, Chomsky, and Piaget on the process of language development and acquisition. Skinner (1957) presents his theory of operant conditioning, based on the stimulus-response-reinforcement loop. The author puts forward the idea that students learn language through imitation, according to what they hear in their context. Through this methodology, repetitive learning is implemented, hand in hand with mechanical exercises, as mimesis typical of life. Chomsky (1968), presents the innatist method, which raises the rationalist hypothesis based on the idea that human beings are born biologically programmed for language, that is, we are genetically endowed with a device through which we access the knowledge and use of language, or what Chomsky calls universal grammar. This biological endowment develops upon contact with a natural language and gives rise to the internal language of each native speaker. Finally, we review the theory put forward by Piaget (1962), which proposes that people possess cognitive structures from birth and that it is from these structures that language arises. Piaget insists on the idea of language as part of the learner's cognitive development.

By reviewing previous research, some results can be obtained, such as those implemented by Bacca (2018) in his article ("Estrategias para el fortalecimiento de la habilidad de comprensión lectora para la lengua extranjera inglés, a través de ambientes de aprendizaje mediado por las TIC"), which is a pedagogical reflection on the different types of learning environments that are mediated through ICT and whose objective lies in the search for meaningful strategies that allow strengthening the process of reading comprehension in English. In this research, based in Colombia, we work on a descriptive investigation of the analysis of educational contexts in that country, in addition to the fact that it proposes different necessary tools of useful documents that allow achieving the goals of this study. In the results of this study, it is possible to observe, at the same time, the implementation of ICT in the English classroom as the importance of previous knowledge, the uses of learning strategies for the development of the language in real contexts, and the construction of knowledge that respond, in one way or another, to the current needs of contemporary students.

Another background is the work done by Calderón and Rey (2018), regarding English reading and writing skills, in the article entitled: "Development of reading comprehension and

written production skills in learning English", where they present advances in the research of English as a second language through ICT, which establishes the process of reading comprehension and written production, as the result of interactive classes in the classroom, which occurs naturally. Here the motivation and the accompaniment of the same are raised, through the search and the attainment of goals and achievements. From the results obtained, it was also possible to verify that the interactive search in the classroom allowed interaction and provided autonomy and leadership to the students, as well as the formulation of learning strategies.

Another work reviewed is the one proposed by Caucha and Gutiérrez (2019), which they called: "Comparative study of the use of open educational resources for the development of communicative skills of reading and writing in English in 4th-grade students", which is based on computer research that responds to the question of whether technology favors the learning of a language. In this research, it is possible to establish that platforms such as REA English for kids and Duolingo allow a teaching process through the predominance of the game and the didactic activity of these skills.

Therefore, the research process to be carried out in this study responds to the need to analyze the problem previously stated, where the reading and writing problems are investigated and the possible case of mental disability of a 10th-grade student of the "Americano" High School, through methodologies that use ICT. Following the above, and given that the nature of this study focuses on useful teaching strategies for the development of reading and writing in the learning of the English language, we proceed to analyze the case study presented here, to identify the operations and actions involved in their learning and thus reflect on didactic bases for their teaching.

Case analysis

The student assigned as my case study is Reyes Tigrero Gabriel Alexander from the 10th grade "B" High School, who was diagnosed with a 43% unspecified disability according to the "UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA". He is fourteen years old. My student's parents have several family and health problems that further complicate the analysis of the case.

Most of the information that I am going to present below is provided by Lcda. Patricia Tomala is the psychologist at the Americano School. She has been a fundamental piece in the process of my case study.

The first encounter I had with the psychologist was on Monday, August 1, 2022. She mentioned that the student was reported with a "Language Acquisition Problem (LAP)" according to his mother on June 29th of this year. Lcda. Patricia and Gabriel's parents had a meeting in which the mother told her about the problems that her son may have, however, it could be confirmed that the child has any disability because the mother informed that he had never been under any psychological nor LAP treatment, but she had a suspicion that her son had a language delay problem. When he was four or five years old, he had speech therapy without much relevance because they stopped the process of therapies, thinking that he would grow out of it. They overlooked his "lack of language" because they thought it was just an age thing that he was going through. Everything that was said in that meeting they had with the psychologist in the personal perception of the parents. Therefore, he has not been diagnosed by a professional at any time. For that reason, the disability mentioned above is false. He does not have a 43% disability. The psychologist categorizes it as a language problem not associated with disability.

The institution needs to know what they are dealing with the student's condition. If some kind of curricular adaptation is needed or if there is a need for speech therapies with psychotherapists because of some kind of trauma or late learning disability. For this reason, the psychologist recommended that the student needed to be diagnosed as soon as possible by a mental health specialist. The next thing the psychologist did was to refer him to the psychologist Francisco Salazar, in charge of the Ministry of Public Health, for the corresponding follow-up.

But on August 1, when I interviewed the psychologist, she told me that she was not aware of his follow-up since she had left Gabriel Reyes' case in the hands of the legal representative and the psychologist who had been referred to him. The psychologist did not know whether or not he had attended the evaluation appointments. At that point in the interview, she decided to call the father of the family. To which the parent notified her that they had not attended any appointments with the psychologist Francisco due to domestic calamities, health, and lack of time. She told him again how important it is to diagnose the problem of his son, (even though at no time has had problems with teachers or classmates because of his condition). But the parents told her through the phone call that they were in Guayaquil city due to the mother's health problems. The child has been in the care of a familiar member for a couple of weeks. They did not give more information about it and that the appointments with the psychologist will remain until further review.

On my third follow-up, I would have preferred to go directly to the student. To be clear about what his "Language Acquisition Problem" really was. The psychologist and the tutor mentioned quite a bit that he is shy, stuttering, and with lexical problems.

On Thursday, August 11, 2022, I approached the student when he was in recess. I saw him quietly eating and decided to ask him how old he is, he answered without looking me in the eyes and he told me: "fourteen years old", but he stuttered a lot. I didn't get to ask him more because he kept walking. What I could see is that his speech problem varies a lot depending on the type of confidence he feels.

The psychologist deduces that his condition is due to neuro-emotional problems. Of course, he has not yet been properly evaluated by specialists and the appropriate equipment for this diagnosis. A few minutes later, I approached the psychologist again because she had important news for my analysis of the case. She told me that on August 10 she had taken to psychologist Francisco Salazar. They took Gabriel with him. She took him informally so that the student could communicate with the psychologist and that he could give his perception of how he saw the student.

According to Lcda. Patricia, it was 3 hours session with Francisco. In which the student mentioned his mother's health problems. It is severe dermatitis that is compromising the health of his entire body. In addition, he mentioned that being the oldest child, he is responsible for cooking for the family while the mother is recovering from her illness. And

those kinds of responsibilities are affecting his school performance. He has not been submitting some assignments that are of concern to his tutor.

All of these numerous problems presented by the student create a lot of concern for all of us who are behind the case because it leads us to the conclusion that the student has several responsibilities on their shoulders at such a young age and this affects, of course, in their academic performance.

There is no neurological problem diagnosed so far. His process will be followed up with psychologist Patricia Tomala.

Proposed Solution/Changes (lesson plan)

Lesson plan #1 (Writing)

Date:	Level	Unit	Lesson
August 31st	A1	4	1
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"> • Review / learn new vocabulary about greetings and verbs • Listen for specific details: Daily routines • Write correctly. 			
Materials used:	worksheets – whiteboard - flashcards		

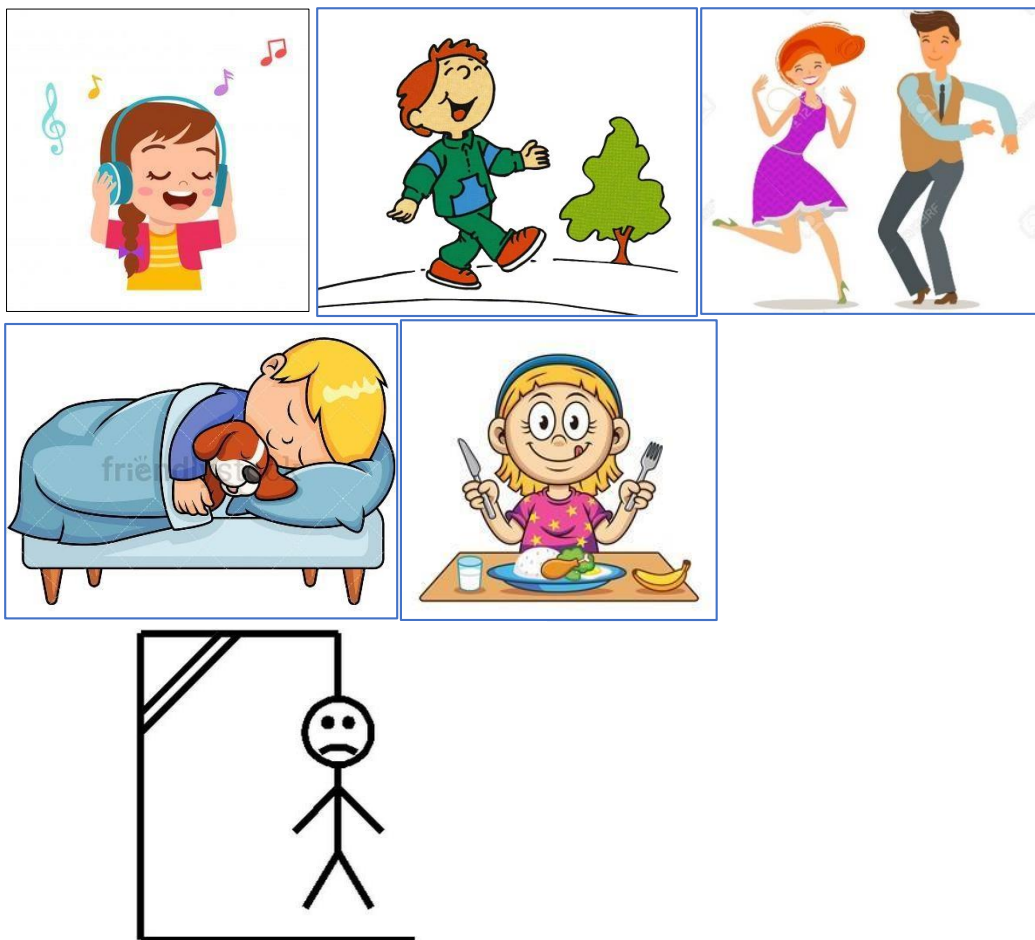
Lesson outline

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	Hangman game: List of the verbs	Flashcards the students should write on whiteboard	5 min.	T ==> Ss
Step 1	1 Explanation of Daily routine -Give them examples to recognize what is routines with flashcards.	White board Examples Worksheets	10min	T ==> Ss Ss ==> T
Step 2	Class Participation: -Prepares the class for the activities. -5 students dramatize action in front of their classmate. -Students use their minibboards to writing a dialy routine as competition. -Give extra points.	Listening for details Dynamics Recognize	15 min	T → Ss Ss → T

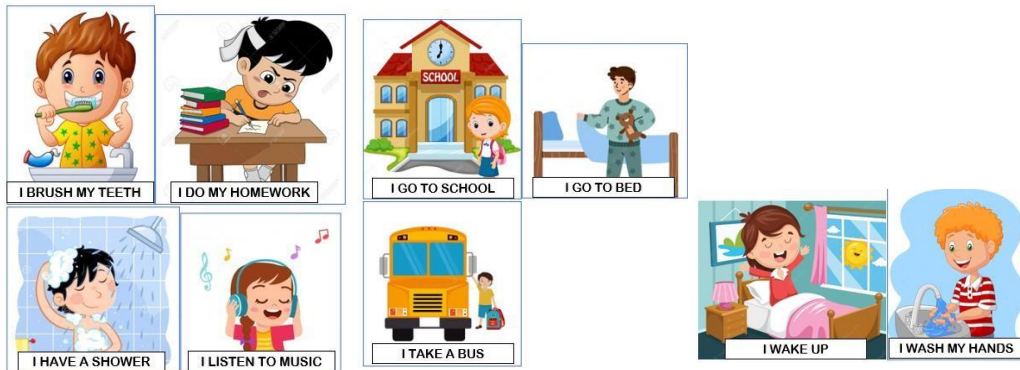
Step 3	Class Assessment (Formative – Summative) Write 3-4 dialy routines on their minibords	Write correctly sentences	10 min	T → Ss
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Materials used:

-Flash cards



-Explanation and examples reference: Flashcards.



-Class participacion:

Instructions

- Will choose 5 students to do a skit.
- They going to present in front of their classmates.
- Students have to write on minibboards.
- First one that fish the sentence correctly, win extra point.

-Quiz:

They write on minibboards 3 dialy routines without flashcards.

Lesson plan #2 (Speaking)

Date:	Level	Unit	Lesson
August 31rst	A1	4	1
Lesson Skills Emphasized: (SPEAKING)			Overall Time: 40 minutes
Objectives: By the end of the lesson, Students should be able to:			
<input type="checkbox"/> Review / learn new vocabulary actions, gestures, verbs. <ul style="list-style-type: none"> • Developing speech skills through practices. • Read for specific information about daily routines. 			
Materials used:	worksheets – whiteboard-quiz - fashcards		

Lesson outline

Stages	Content / Procedures	Techniques	Timing	Interaction
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Warm up	Simon says	Speaking with students	5 min.	T ==> Ss
Step 1	1 – Questionnaire: Prepare what is Daily routines. 2 – Verbs in flash cards. 3 – Examples	Listening aid White board Working sheet	10 min	T ==> Ss Ss ==> T
Step 2	Class Participation: -Prepares the class to create sentence with verbs in the whileboard. -Practice pronunciation.	Listening for details Interaction Speaking practice.	10 min to 15min	T ==> Ss Ss ==> T
Step 3	Class Assessment (Formative – Summative) Questions and answers: (extra points) if they say one Daily routine according to a clock	Thinking verbs or say a daily routine and speaking.	10 min	T ==> Ss

Materials used:

-Explanation and examples reference:



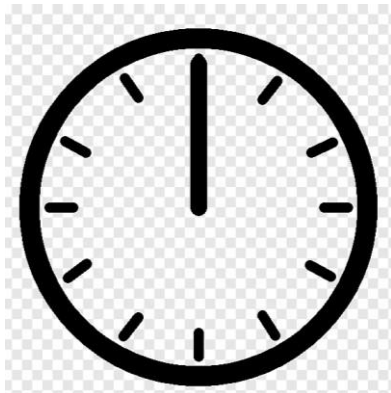
My daily routine



- **I wake up at 6am**
- **I get up at 6:30am**
- **I take a shower**
- **I have breakfast**
- **I go to work by bus**
- **I arrive at work at 7am**

Step 3

Questions and answers:



Ask to students what they do in some hours.

Questions:

- What do you do at 6:00?
- What do you do at 12:00?
- What do you do at 13:00?
- What do you do at 20:00?

Date:	Level	Unit	Lesson
August 31st	A1	4	1
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"> • Review / learn new vocabulary • Read for specific information about present simple (daily routines) □ Respond through readings			
Materials used:	worksheets – whiteboard.		

Lesson outline

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	Hot potato game	Instructions	5 min.	T ==> Ss
		Reading on a paper a difficult word		
Step 1	Explanation of Daily routine - Give them examples to recognize what is routines with flashcards.	White board Flashcards	7 to 10 min	T ==> Ss Ss ==> T
Step 2	Class Participation: Reading and match with the correct picture.	Flashcards	10 to 15 min	T ==> Ss Ss ==> T
Step 3	Class Assessment (Formative – Summative) Worksheets	Reading Complete according to the reading.	10 min	T ==> Ss

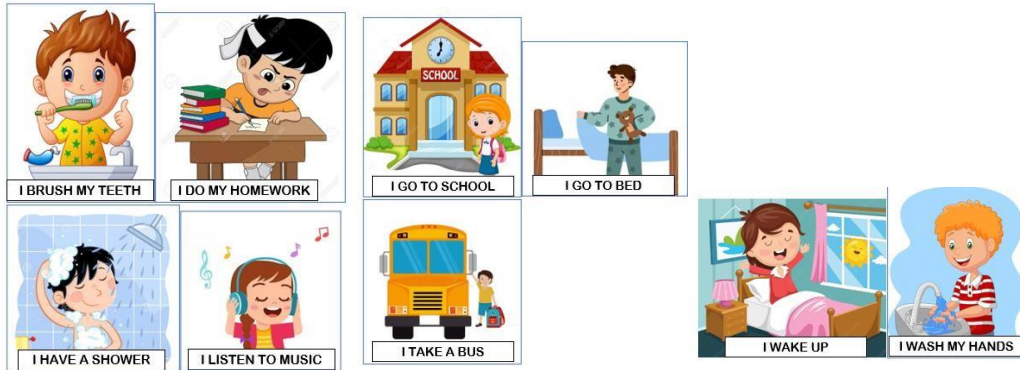
Materials used:

Warm up

Paper with a difficult word: COMPREHENSION and MICROPHONE

Step 1:

Flashcards.

**Step 2:**

Complete and read.

brush my teeth	get up	do laundry	get dressed	watch TV
at 10 o'clock	do the dishes	take a shower	At 5 o'clock	read
eat lunch	brush my hair	brush my teeth	go for a walk	go to bed
have breakfast	surf the internet			

I _____ at 8 in the morning. Then, I _____. I like to eat eggs, bacon, and a bagel. I have a cup of coffee and _____. Then, I _____. I work out at the gym _____. I _____ at noon. I like to eat fruit a sandwich and chips. After lunch, I _____ then I shave, _____, _____ and _____. I listen to music and _____, and then, I _____. I go to work at 1 o'clock. I have three classes in the afternoon. _____, I have dinner in the staff room. I bring leftovers from home. After dinner, I _____. I have three more classes in the evening. I get off at 9 o'clock. After work, I go to a bar to have a drink with friends. When I get home, I _____. Then I wash my face and _____. I _____ after midnight.

Step 3:

Complete the tale about Anna's routine.

IT'S TIME TO READ!



She is Anna.

On Monday, she reads books.

On Tuesday, she writes stories.

On Wednesday, she studies English.

On Thursday, she plays with the ball.

On Friday, she goes to the park.

On Saturday, she eats pizza.

On Sunday, she sleeps all day.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

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