



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**

**SCHOOL OF EDUCATION AND LANGUAGES**

**PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“CASE STUDY FOR THE 10TH GRADE SECTION “A”, AT THE UNIDAD  
EDUCATIVA BILINGÜE AMERICANO, SCHOOL YEAR 2021-2022”**

**COMPREHENSIVE EXAM REPORT**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND  
FOREIGN LANGUAGES**

**Author: YAJAIRA JULISSA CHALEN TIGRERO**

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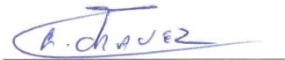
**La Libertad – Ecuador**

**2023**

## **ADVISOR'S APPROVAL**

In my role as Advisor of the research paper and title **“CASE STUDY FOR THE 10TH GRADE SECTION “A”, AT THE UNIDAD EDUCATIVA BILINGÜE AMERICANO, SCHOOL YEAR 2021-2022”** prepared by **YAJAIRA JULISSA CHALEN TIGRERO** an 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,**

A handwritten signature in blue ink, appearing to read "A. Chávez", is written over a horizontal line.

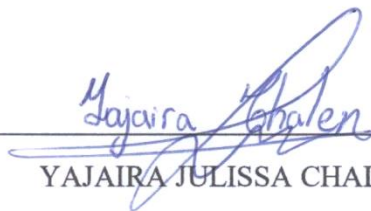
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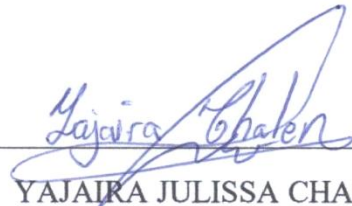
## STATEMENT OF AUTHORSHIP

Me, **YAJAIRA JULISSA CHALEN TIGRERO**, with I.D.: 245058593-6 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 of 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.

  
YAJAIRA JULISSA CHALEN TIGRERO  
**AUTHOR**

**DECLARATION**

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY  
RESPONSIBILITY; THE INTELLECTUAL PROPERTY BELONGS TO  
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YAJAIRA JULISSA CHALEN TIGRERO

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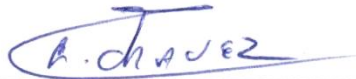
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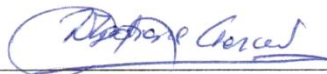
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## **Acknowledgment**

My first thought of gratitude is for God, who helped me trust in myself to face every university challenge during these 4 years of my major.

I would also like to thank my family, who have always supported me, even in the most difficult days. Listening to their professional and life experiences and advice strengthened me day by day not to give up and not to break down from exhaustion. I am especially grateful to my father, who helped me financially to start this journey, and to my mother, who was my guide on my path day by day and who I carry in my heart and soul; both gave me courage and strength to finish this case study.

I would like to thank my friends and future colleagues who shared this adventure with me and created indelible memories at this university stage.

Finally, I would like to thank my advisor, who was my instructor to complete this project, and all my teachers, who enriched me with great knowledge to meet my professional goals and achievements.

## **Dedication**

I would like to dedicate my research to the one who gave me the wisdom and the strength of courage to carry it out, to God, who always helped me to continue, because it is through him that I am fulfilling this dream, this goal, and this challenge.

To my parents, Hilario and Gladys, and siblings, Rosa, Vicente, Blanca, Carmen, Angela, Sara, Lorena, and Erika, who took the time to give me words of encouragement to make this process less stressful and to give me the strength to be brave.

To my closest friends and colleagues, Erika B., Sharon P., Estefania S., and Marcela F., who undertook this journey and made this dream come true.

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To my pet Fluffy, who greeted me every day after coming home from university, and gave me the love of a faithful friend.

Finally, I dedicate this work to me because only I know how much I have sacrificed to do it. I cried, I washed myself, and I gave myself strength to fight with the thoughts of my memory. I was too brave, a very important value that I learned from my mother.

With love

Yajaira Julissa Chalen Tigero

## **Abstract**

In this case study, one of the problems is the student's attention deficit which brings with it the loss of concentration by thoughts, irrelevant sounds or antipathy for the English subject that does not allow activities during class time. Furthermore, low cognitive ability by factors such as distraction or learning problems are often more perceptible negative features when learning a second language. The methodology applied for this case study was observation, that is, observing and analyzing the behavior of the students to diagnose a problem during the learning of a new language.

This case study was developed based on the observation of the 10th grade Section A, which is composed of 40 students, who are between 14 and 15 years old, from the "Americano High School", working with the grammar point "Simple Present focusing on Daily Routines" The application of new strategies such as flashcards that often attracts students' attention while learning a new English.

This document shows the analysis of the case study, as well as the evidence of the demonstration class before the 10<sup>th</sup> grade students.

**KEY WORDS:** Second language, daily routines, attention deficit, low cognitive, flashcards and students' attention.



## **Resumen**

En este caso de estudio, uno de los problemas es el déficit de atención del alumno que conlleva la pérdida de concentración por pensamientos, sonidos irrelevantes, o la aversión a la asignatura de inglés que no permite realizar actividades durante el tiempo de clase. Además, la baja capacidad cognitiva por factores como la distracción o los problemas de aprendizaje suelen ser características negativas más perceptibles a la hora de aprender una segunda lengua. La metodología aplicada para este estudio de caso fue la observación, es decir, observar y analizar el comportamiento de los alumnos para diagnosticar un problema durante el aprendizaje de una nueva lengua.

Este estudio de caso se desarrolló a partir de la observación de la Sección A del 10º grado, que está compuesta por 40 alumnos, que tienen entre 14 y 15 años, pertenecientes a la "Unidad Educativa Bilingüe Americano", trabajando con el punto gramatical "Presente Simple enfocado a las Rutinas Diarias" La aplicación de nuevas estrategias como "flashcards" en los planes de clase suele llamar la atención de los alumnos cuando aprenden un nuevo tema en inglés.

Este documento muestra el análisis del caso de estudio, así como las evidencias de la clase demostrativa, adjuntando las actividades a desarrollar durante la clase.

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## Introduction

As time goes by, it is known that education is paramount for people. It is the training that helps to develop new knowledge in the human being, and thus create a new advancement of the present and future generations involving the entire society.

The case study was developed based on the observation of the 10th grade "A", which is composed by 40 students, who are between 13 and 14 years old, belonging to the “Unidad Educativa Bilingüe Americano”, High School working with the grammar point “Simple Present (Daily Routines)”.

More than 20 years ago, education periodically underwent positive changes; nonetheless, there are often some problems in the classroom as far as learning a second language, especially for 13 or 14 years old students.

One of the problems is the student’s attention deficit that brings with it the loss of concentration, irrelevant sounds, or dislike of the subject that does not allow activities during class time. Furthermore, low cognitive ability by factors such as distraction or learning problems are often more perceptible negative features when learning a second language.

For this reason, at the Americano High School, it is necessary to use a variety of pedagogical alternatives implementing the use of technology and flashcards to make the classroom environment more dynamic. The application of new strategies tends to attract students' attention when learning a new topic in English.

Based on this problem, solutions will be developed to give a demonstrative class with the grammar topic: Present Simple-Daily Routines. To minimize distraction and lack of participation, these innovating activities will motivate students to develop new knowledge avoiding gaps in this topic by creating and implementing methods and strategies that benefit their learning.

## Background

According to Cifuentes, et al. (2019), English has certainly become a popular language in today's world. That is, language serves as a means of communication between people whose first language is not English. According to this author, globalization has allowed this language to become an international language and gradually become a tool for knowledge of the sciences and humanities. In 1993, The Ecuadorian Ministry of Education, launched a curriculum reform called the CRADLE project, which was applied to high schools in the country to improve the level of English in the country.

According to Rosero (2014), English first began to be taught in Ecuadorian public schools in 1912. Before that, there was little or no English education in the country. It became mandatory in the 1950s, under the government of Galo Plaza Lasso.

In 2007, when Rafael Correa became the new President of Ecuador, the education system in our country underwent significant changes, which are still going on today. One of the first things the ex-president did was to increase the number of English hours required in public schools from, in some cases zero to five hours per week. His government also made some changes regarding the rights of teachers and students. For example, teachers now have to demonstrate a higher level of English to teach it at any academic school level.

In addition, every two years, teachers have to demonstrate their English knowledge to at least a B2 level, according to the European Frame Work of References. Which means that all English teachers in the Ecuadorian system need to take the FCE examination or the TOEFL test. They need to obtain a minimum grade of 80/100 to continue working as English teachers. Avoiding this procedure could reveal information about possible problems that may be encountered in a classroom when teaching a second language.

According to Watenberg, " children with attention deficit and hyperactivity have difficulty concentrating." (Watenberg, 2000, p. 247)

Attention deficit in students between 13 and 14 years of age is a problem for learning; it can be present in most students because they are a large group in a classroom. Usually, students sitting in the middle or at the end of the class, which was observed in the 10<sup>th</sup> grade classroom where this study took place, tend to lose concentration when the teacher explains a topic and will be empty of content on the subject.

If a question is asked to these students, there will not be any response at all, perhaps students may reply "I do not know"; this is an answer that shows the lack of interest in the subject caused by this same problem. It also brings many more consequences such as late delivery of their school assignments, tardiness, and lack of cooperation with school officials. They may not even deliver them throughout the whole process or seldom perform the activities in class, and often do not participate in class, among other consequences that result in poor academic performance of students.

Swam & Lapkin argued that what happens if young adolescent language learners discover they have linguistic gaps in their knowledge as a result of trying to produce the new language? In particular, is it ever suggested by theoretical and empirical evidence that second language learning involves certain cognitive processes (Swam. & Lapkin, 2016).

During the cognitive process of learning a second language, there are implications such as alterations of perception that affect the memory to process the information taught by the teacher, the student does not retain the advanced knowledge during the class, and usually, there are gaps in any topic such as grammar, syntax, etc. that are difficult or need to learn with more time than other students. These problems should be taken with greater importance so the 10<sup>th</sup> grade students do not go with gaps in their new academic period, including not losing the pace of learning that other students who are leveled in the English subject.

## Case analysis

In Ecuador, English is seen by educational policymakers as an important tool to advance in many academic and financial fields in the global world, as reflected in the new plan of Curricula foreign language (2016), which is the newest language program in the country. With the change in the curriculum, different methods, strategies, and technologies have been updated to promote English language learning nationwide, and the use of technology for purposes of educating, supporting, and facilitating EFL learning. In addition to the 2016 curriculum, the 2018 curriculum also requires students to graduate from high school with an intermediate level of English in reading, writing, listening, and speaking, which according to the Common European Framework (CEFR), all students in Ecuador must graduate with a minimum B1 level.

The development of English language teaching-learning in Ecuadorian schools during the last decades has been satisfactory, according to what teachers perceive. But they are not free of problems generated when teaching English as a foreign language to high school students.

The lack of attention in several 10th-grade students reflects the lack of participation during class hours in the English language subject. The teacher in charge described that when she met the students for the first time, she gave a diagnostic test, and only 2 or 3 students responded. Then as time went on, many students improved, and few students were distracted by the teaching-learning in a small infrastructure classroom, but with a large group of 40 students, which is a disadvantage for teaching, and that generates a distraction or poor perception when processing new information on a new topic. By focusing on the subject, there is a lack of interest, which causes a lack of participation and failure to perform the activities in class.

When evaluating classroom teaching one of the strategies that work is to use the "mini-board", which is a mini A4 whiteboard that students use to write down any vocabulary or grammar questions and indicate the answer to the teacher.

This strategy is used to get students to participate it makes the class harmonious and encourages students to actively participate throughout the class time. Also, the use of flashcards is a positive point to learn the vocabulary of new words of any context or topic, even they are often used to make a brief description talking about it and apply them to develop the skill of speaking, speculating information just by showing an image to students and this through its imaginative analysis of its general criterion of the same.

In addition, the lack of technology is revealed, by not using the overhead projector to teach a class that provides information in real-time and thus minimizes those seconds that the teacher writes on the blackboard to perform activities that help to complement the class lesson plan, these new guidelines that are present today and should be present in Junior High and High School academic formation is efficient in learning a second language.

Examining the strategies that are used when teaching a class in a not as large as 40 students, it is assumed that the probability of students with attention deficit may be a smaller percentage, and it is generated by the lack of understanding of the subject; in addition, there is no total control of the class when managing the classroom so that all students have helpful progress.

One of the changes that the English teacher can implement is to distribute the desks in a U shape, which consists of placing the desks in a U-shape keeping space in the center, and in this way, the teacher can move around all the students.

This strategy is recommended because the teacher could visualize the whole classroom moving around seeing students face to face and of course, the teacher must adapt to the space given by the institution, But if we want to improve learning and even maintain the student's attention, the teacher could implement this new method in the first hours of class, attending the classroom a few minutes before and when students begin to arrive explain the methodology.

At the same time, the teacher can use new resources such as board games like "Funenglish" which consists of a player choosing a card and must get the rest to guess it by giving

clues with sounds or words related to a vocabulary word based on the topic explained. This strategy can also be used at the end of a unit or starting a new one; it encourages students to learn, so the teacher can have new experiences teaching a new language.

In general, the problems analyzed in the 10th A course can be negative factors for some students but, it is necessary to focus on them to improve the learning of a second language and progress academically in this subject. At the same time, to avoid complications when learning connected topics such as "Daily Routines" focusing on "Simple present"; for example, if there is still something that is not clear, it will delay a little the learning of the connected topic.

To conclude, it is necessary to slowly learn a book unit without having gaps rather than in a hurry progressing with ten book units and not understanding anything.




## Proposed Solution/Changes (lesson plan)





### LESSON PLAN 1




















**Teacher:** Chalén Tigrero Yajaira Julissa

Date:	Level	Unit	Lesson
12-08-22	A2.1	3	1
Lesson Skills Emphasized: Reading			Overall Time: 40 minutes
<p>Objectives: By the end of the lesson, Students should be able to:</p> <ul style="list-style-type: none"> <li>• React to attention deficit through interactive activities that encourage students to participate in class and focus on the activities performed during class.</li> <li>• Recognize the daily routines in every time of the day (morning, afternoon, evening and night).</li> <li>• Develop your class' Reading skills about topic.</li> <li>• Use the present simple tense to learn about daily routines.</li> </ul>			
Materials used:	Textbook – worksheets – whiteboard – market – flashcards.		

### LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	<b>Greetings</b>		2 min.	T ==> Ss
	<p>Pre-teach pictures with relation of the class and ask if they have an idea of what the class will be about. (Students should guess the name of some flashcards as the teacher spells out the name, and then guess the name of the class).</p> <ol style="list-style-type: none"> <li>1. Wake up</li> <li>2. Take a shower</li> <li>3. Go to school</li> <li>4. Do my homework</li> </ol>	<p style="text-align: center;"><b>Mini Board Market</b></p> <p style="text-align: center;"><b>Flashcards</b></p> <p style="text-align: center;">1. Wake up</p> <div style="text-align: center;">  <p style="font-size: 1.2em; font-weight: bold;">Wake Up</p> </div> <p style="text-align: center;">2. Take a shower</p>	8	<p>T ==&gt; Ss</p> <p>Ss ==&gt; T</p>

	<p>5. Others</p>	 <p>3. Go to school</p>  <p>4. Do my homework</p>  <p>5. Others</p> 	<p>10</p>	<p>T ==&gt; Ss Ss ==&gt; T</p>						
<p>Explanation</p>	<p>- Grammatical explanation on how to use daily routines with the simple present tense. Go through all conjugations of “wake up” on a board:</p>	<table border="1"> <thead> <tr> <th data-bbox="670 1668 845 1747">Affirmative</th> <th data-bbox="845 1668 997 1747">Negative</th> <th data-bbox="997 1668 1141 1747">Question</th> </tr> </thead> <tbody> <tr> <td data-bbox="670 1747 845 2072">                     I wake up                      You wake up                      He/She/It wakes up                      We wake up                      You wake up                      We                 </td> <td data-bbox="845 1747 997 2072">                     I don't wake up                      You don't wake up                      He/She/It doesn't wake up                      We                 </td> <td data-bbox="997 1747 1141 2072">                     Do I wake up?                      Do you wake up?                      Does he/she/it wake                 </td> </tr> </tbody> </table>	Affirmative	Negative	Question	I wake up You wake up He/She/It wakes up We wake up You wake up We	I don't wake up You don't wake up He/She/It doesn't wake up We	Do I wake up? Do you wake up? Does he/she/it wake		
Affirmative	Negative	Question								
I wake up You wake up He/She/It wakes up We wake up You wake up We	I don't wake up You don't wake up He/She/It doesn't wake up We	Do I wake up? Do you wake up? Does he/she/it wake								



		They wake up	don't wake up You don't wake up They don't wake up	up? Do we wake up? Do you wake up? Do they wake up?																						
Reading Activity	<p>Read about Rama's and Nour's daily routines then complete the table below.</p> <ul style="list-style-type: none"> <li>Class participation: The teacher asks each question of the activity to several students, and they will answer.</li> </ul>	 <p><b>my daily routine</b></p> <p>Read about Rama's and Nour's daily routines then complete the table below.</p> <p><b>Rama's Routine:</b> My name is Rama. I usually wake up at 6:00 a.m. I wash my face, comb my hair, brush my teeth, make up my bed then I get dressed around 6:30 a.m. I have cereal with milk for breakfast. I take a bus to school at 7:00 a.m. I finish school at 2:30 p.m. I get home by bus at 3:00 p.m. I have my lunch at 4:00 p.m. I study for two hours. Watch TV till 7:00 p.m. And finally I go to bed at 8:00 p.m.</p> <p><b>Nour's Routine:</b> My name is Nour. I usually wake up at 7 a.m. I wash my face, comb my hair, brush my teeth, make up my bed then I get dressed around 7:30 a.m. I have cereal with milk for breakfast. My father drive me to school at 8:00 a.m. I finish school at 3:00 p.m. I get home by car at 3:30 p.m. I have my lunch at 4:20 p.m. I study for one hour. Play with my doll till 8:00 p.m. I go to bed at 9:00 p.m.</p> <table border="1" data-bbox="735 882 1074 1066"> <thead> <tr> <th>Daily Routine</th> <th>Rama</th> <th>Nour</th> </tr> </thead> <tbody> <tr> <td>Wake up (time)</td> <td></td> <td></td> </tr> <tr> <td>breakfast</td> <td></td> <td></td> </tr> <tr> <td>Transportation</td> <td></td> <td></td> </tr> <tr> <td>Finish school (time)</td> <td></td> <td></td> </tr> <tr> <td>Study (how long)</td> <td></td> <td></td> </tr> <tr> <td>Fun activity</td> <td></td> <td></td> </tr> </tbody> </table>			Daily Routine	Rama	Nour	Wake up (time)			breakfast			Transportation			Finish school (time)			Study (how long)			Fun activity			10  T ==> Ss  Ss ==> T
Daily Routine	Rama	Nour																								
Wake up (time)																										
breakfast																										
Transportation																										
Finish school (time)																										
Study (how long)																										
Fun activity																										
Wrap up	Evaluation. Students must complete the evaluation about the topic taught.	<p style="text-align: center;"><b>Summative Evaluation</b></p> <p>Name: _____</p> <p>Subject: English      Course: _____      Date: _____</p> <p>A. Match the picture to the sentence. (6 points)</p> <table border="0" data-bbox="746 1512 973 1803"> <tr> <td>I wake up</td> <td></td> </tr> <tr> <td>I get up</td> <td></td> </tr> <tr> <td>I get dressed</td> <td></td> </tr> <tr> <td>I watch TV</td> <td></td> </tr> <tr> <td>I have a shower</td> <td></td> </tr> <tr> <td>I brush my teeth</td> <td></td> </tr> </table> <p>B. Complete the blanks with the Present Simple of the verbs in brackets. (4 points)</p> <p>Sean and Linda _____ (1. be) on holidays, so they _____ (2. not make up) early. Sean usually gets up at around 10, but Linda _____ (3. stay) in bed a little bit longer. Then the children _____ (4. eat) a light meal. Sean has a glass of chocolate milk and a ham sandwich, but Linda _____ (5. not like) chocolate so she prefers cereal. Then it's time to play! If the weather's fine, they _____ (6. play) outside with their friends. If the weather _____ (7. not be) fine, they stay inside and Linda plays with her dolls and Sean _____ (8. study) a little English.</p>			I wake up		I get up		I get dressed		I watch TV		I have a shower		I brush my teeth		10 min  T ==> Ss									
I wake up																										
I get up																										
I get dressed																										
I watch TV																										
I have a shower																										
I brush my teeth																										









## LESSON PLAN 2




















**Teacher:** Chalén Tigrero Yajaira Julissa

Date:	Level	Unit	Lesson
27-08-22	A2.1	3	2
Lesson Skills Emphasized: Reading			Overall Time: 40 minutes
<p>Objectives: By the end of the lesson, Students should be able to:</p> <ul style="list-style-type: none"> <li>• React to attention deficit through interactive activities that encourage students to participate in class and focus on the activities performed during class.</li> <li>• Recognize the daily routines in every time of the day (morning, afternoon, evening and night).</li> <li>• Develop your class' Speaking skills about topic.</li> <li>• Use the present simple tense to learn about daily routines.</li> </ul>			
Materials used:	Textbook – worksheets – whiteboard – market – flashcards.		

### LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	<b>Greetings</b>		2 min.	T ==> Ss
	<p>Pre-teach pictures with relation of the class and ask if they have an idea of what the class will be about. (Students should guess the name of some flashcards as the teacher spells out the name, and then guess the name of the class).</p> <ol style="list-style-type: none"> <li>6. Wake up</li> <li>7. Take a shower</li> <li>8. Go to school</li> <li>9. Do my homework</li> <li>10. Others</li> </ol>	<p><b>Mini Board Market</b></p> <p><b>Flashcards</b></p> <p>1. Wake up</p>  <p><b>Wake Up</b></p> <p>2. Take a shower</p> 	8	<p>T ==&gt; Ss</p> <p>Ss ==&gt; T</p>

		<p>3. Go to school</p>  <p>4. Do my homework</p>  <p>5. Others</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid blue; padding: 5px; margin: 5px;">  <p>get up</p> </div> <div style="border: 1px solid blue; padding: 5px; margin: 5px;">  <p>wash</p> </div> <div style="border: 1px solid blue; padding: 5px; margin: 5px;">  <p>dress</p> </div> <div style="border: 1px solid blue; padding: 5px; margin: 5px;">  <p>breakfast</p> </div> <div style="border: 1px solid blue; padding: 5px; margin: 5px;">  <p>brush teeth</p> </div> <div style="border: 1px solid blue; padding: 5px; margin: 5px;">  <p>pick up bookbag</p> </div> </div>																																												
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<p>Reading Activity</p>	<p>The teacher will give each student an example of a daily routine and they should describe their own</p>		<p>10</p>	<p>T ==&gt; Ss</p> <p>Ss ==&gt; T</p>																																										



	<p>daily routine using the example given.</p> <ul style="list-style-type: none"> <li>Class participation: The teacher will choose 3 or more students for this activity.</li> </ul>																					
<p>Wrap up</p>	<p>Evaluation. Students must complete the evaluation about the topic taught.</p>	<p style="text-align: center;"><b>Summative Evaluation</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3">Name: _____</td> </tr> <tr> <td style="width: 33%;">Subject: English</td> <td style="width: 33%;">Course: _____</td> <td style="width: 33%;">Date: _____</td> </tr> </table> <p>A. Match the picture to the sentence. (6 points)</p> <table style="width: 100%;"> <tr> <td style="border: 1px solid black; padding: 2px;">I wake up</td> <td></td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">I get up</td> <td></td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">I get dressed</td> <td></td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">I watch TV</td> <td></td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">I have a shower</td> <td></td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">I brush my teeth</td> <td></td> </tr> </table> <p>B. Complete the blanks with the Present Simple of the verbs in brackets. (4 points)</p> <p>Sean and Linda _____ (1. be) on holidays, so they _____ (2. not make up) early. Sean usually gets up at around 5.0, but Linda _____ (3. stay) in bed a little bit longer. Then the children _____ (4. eat) a light meal. Sean has a glass of chocolate milk and a ham sandwich, but Linda _____ (5. not like) chocolate so she prefers cereals. Then it's time to play! If the weather's fine, they _____ (6. play) outside with their friends. If the weather _____ (7. not be) fine, they stay inside and Linda plays with her dolls and Sean _____ (8. study) a little English.</p>	Name: _____			Subject: English	Course: _____	Date: _____	I wake up		I get up		I get dressed		I watch TV		I have a shower		I brush my teeth		<p>10 min</p>	<p>T ==&gt; Ss</p>
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I wake up																						
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## LESSON PLAN 3









**Teacher:** Chalén Tigrero Yajaira Julissa

Date:	Level	Unit	Lesson
27-08-22	A2.1	3	3
Lesson Skills Emphasized: Reading			Overall Time: 40 minutes
<p>Objectives: By the end of the lesson, Students should be able to:</p> <ul style="list-style-type: none"> <li>• React to attention deficit through interactive activities that encourage students to participate in class and focus on the activities performed during class.</li> <li>• Recognize the daily routines in every time of the day (morning, afternoon, evening and night).</li> <li>• Understand the appropriate use of Daily Routines in Simple past tense.</li> <li>• Develop your class' Writing skills about topic.</li> </ul>			
Materials used:	Textbook – worksheets – whiteboard – market – flashcards.		








### LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	<b>Greetings</b>		2 min.	T ==> Ss
	<p>Pre-teach pictures with relation of the class and ask if they have an idea of what the class will be about. (Students should guess the name of some flashcards as the teacher spells out the name, and then guess the name of the class).</p> <ol style="list-style-type: none"> <li>11. Wake up</li> <li>12. Take a shower</li> <li>13. Go to school</li> <li>14. Do my</li> </ol>	<p><b>Mini Board Market</b></p> <p><b>Flashcards</b></p> <p>1. Wake up</p>  <p><b>Wake Up</b></p> <p>2. Take a shower</p> 	8	<p>T ==&gt; Ss</p> <p>Ss ==&gt; T</p>



	<p>home work 15. Others</p>	<p>3. Go to school</p>  <p>4. Do my homework</p>  <p>5. Others</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid blue; padding: 5px; margin: 5px;">  get up         </div> <div style="border: 1px solid blue; padding: 5px; margin: 5px;">  wash         </div> <div style="border: 1px solid blue; padding: 5px; margin: 5px;">  dress         </div> <div style="border: 1px solid blue; padding: 5px; margin: 5px;">  breakfast         </div> <div style="border: 1px solid blue; padding: 5px; margin: 5px;">  brush teeth         </div> <div style="border: 1px solid blue; padding: 5px; margin: 5px;">  pick up bookbag         </div> </div>																							
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<p>Writing Activity</p>	<p>Writing Practice: "Write a paragraph about your daily routine."</p>		<p>10</p>	<p>T ==&gt; Ss Ss ==&gt; T</p>																					



		<p>NAME: _____ DATE: _____</p> <p><b>DAILY ACTIVITIES</b> </p> <p>● <b>WRITING PRACTICE:</b> "Write a paragraph about your daily routine."</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>								
<p>Step 3</p>	<p>Evaluation. Students must complete the evaluation about the topic taught.</p>	<p style="text-align: center;"><b>Summative Evaluation</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3">Name: _____</td> </tr> <tr> <td style="width: 33%;">Subject: English</td> <td style="width: 33%;">Course: _____</td> <td style="width: 33%;">Date: _____</td> </tr> </table> <p>A. Match the picture to the sentence. (6 points)</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">I wake up</div>  </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">I get up</div>  </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">I get dressed</div>  </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">I watch TV</div>  </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">I have a shower</div>  </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">I brush my teeth</div>  </div> </div> <p>B. Complete the blanks with the Present Simple of the verbs in brackets. (4 points)</p> <p>Sean and Linda _____ (1. be) on holidays, so they _____ (2. not make up) early. Sean usually gets up at around 10, but Linda _____ (3. stay) in bed a little bit longer. Then the children _____ (4. eat) a light meal. Sean has a glass of chocolate milk and a ham sandwich, but Linda _____ (5. not like) chocolate so she prefers cereals. Then it's time to play! If the weather's fine, they _____ (6. play) outside with their friends. If the weather _____ (7. not be) fine, they stay inside and Linda plays with her dolls and Sean _____ (8. study) a little English.</p>	Name: _____			Subject: English	Course: _____	Date: _____	<p>10 min</p>	<p>T ==&gt; Ss</p>
Name: _____										
Subject: English	Course: _____	Date: _____								

## Conclusion

Teaching English as a foreign language at the Americano High School to the 10<sup>th</sup>-Grade Section A, High School students, I was able to observe that there are advantages and disadvantages in the teaching-learning process.

Among the advantages, it is fair to notice that learning a second language at the age of 13 to 14 helps to broaden students' knowledge in this educational field.

In addition, in the scope of the disadvantages, there are different points such as the lack of class participation when the teacher asks students questions about the topic explained in class. Students show a deficit of attention or lack of concentration to perform the activities in class. Through the analysis made on this classroom, it is concluded that the classes should be more interactive to awaken the attention of the students and the teacher should show enthusiasm when teaching a foreign language, this helps to encourage the students to participate in class and to feel connected with the subject during the class hour.

Furthermore, the Daily Routines theme is present in every moment of the learner's life and connects to the simple present tense, so it emphasizes this new theme. Through the lesson plans, it is revealed that by creating a dynamic class, students show interest in the topic, and will participate during the class hour, and avoid lack of concentration when learning English. Finally, the case study reveals the different problems observed during the teaching process within the subject of English, obtaining relevant data to help strengthen learning and improve the academic planning that shows the lesson plans.

## **Recommendations**

Ensuring a quality education can promote beneficial learning in students when learning a second language, the result of the work carried out leads to proposals for change in the educational process of students to be applied by teachers in the classroom and students will feel confident to obtain new knowledge about this subject. To generate significant changes in the classes of the subject of English it is recommended:

Using resources such as flashcards or didactic games based on the learning themes are necessary to motivate daily English classes, which will allow the teacher to improve their professional performance, creating a positive environment in the classroom where authentic performances will be promoted in each student and learning will be meaningful.

This technique will help to improve the attention deficit in students, thus activating critical thinking, generating new ways of thinking and acting in the learning process, making this become a pedagogical tool, where topics such as daily routines, simple present, among others, will be put into practice.

In addition, it is recommended to generate a class with dynamism to engage students in each class, in this way, they will not have gaps in their new school year, so they will not have difficulties in this subject, nor in future topics related to the second language, they have already learned.

## References

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## Appendices

### Attachment 1



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**  
 Facultad de Ciencias de la Educación e Idiomas  
 rera: Pedagogía de los Idiomas Nacionales y Extranjeros




### LESSON PLAN

**Teacher:** Chalén Tigrero Yajaira Julissa

Date:	Level	Unit	Lesson
12-08-22	A2.1	3	1
Lesson Skills Emphasized: Reading			Overall Time: 40 minutes
<p>Objectives: By the end of the lesson, Students should be able to:</p> <ul style="list-style-type: none"> <li>• React to attention deficit through interactive activities that encourage students to participate in class and focus on the activities performed during class.</li> <li>• Recognize the daily routines in every time of the day (morning, afternoon, evening and night).</li> <li>• Develop your class' Reading skills about topic.</li> <li>• Use the present simple tense to learn about daily routines.</li> </ul>			
Materials used:	Textbook – worksheets – whiteboard – market – flashcards.		

### LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	<b>Greetings</b>		2 min.	T ==> Ss
	<p>Pre-teach pictures with relation of the class and ask if they have an idea of what the class will be about.            (Students should guess the name of some flashcards as the teacher spells out the name, and then guess the name of the class).            16. Wake</p>	<p><b>Mini Board Market</b></p> <p><b>Flashcards</b></p> <p>1. Wake up</p>  <p><b>Wake Up</b></p> <p>2. Take a shower</p>	8	<p>T ==&gt; Ss</p> <p>Ss ==&gt; T</p>

- up
- 17. Take a shower
- 18. Go to school
- 19. Do my homework
- rk
- 20. Others



3. Go to school






















4. Do my homework



5. Others



<p>Explanatio n</p>	<p>- Grammatical explanation on how to use daily routines with the simple present tense. Go through all conjugations of "wake up" on a board:</p>	<table border="1"> <thead> <tr> <th data-bbox="638 1597 836 1637">Affirmative</th> <th data-bbox="836 1597 995 1637">Negative</th> <th data-bbox="995 1597 1161 1637">Question</th> </tr> </thead> <tbody> <tr> <td data-bbox="638 1637 836 1677">I wake up</td> <td data-bbox="836 1637 995 1677">I don't</td> <td data-bbox="995 1637 1161 1677">Do I</td> </tr> <tr> <td data-bbox="638 1677 836 1718">You wake up</td> <td data-bbox="836 1677 995 1718">wake up</td> <td data-bbox="995 1677 1161 1718">wake up?</td> </tr> <tr> <td data-bbox="638 1718 836 1758">He/She/It</td> <td data-bbox="836 1718 995 1758">You</td> <td data-bbox="995 1718 1161 1758">Do you</td> </tr> <tr> <td data-bbox="638 1758 836 1798">wakes up</td> <td data-bbox="836 1758 995 1798">don't</td> <td data-bbox="995 1758 1161 1798">wake up?</td> </tr> <tr> <td data-bbox="638 1798 836 1839">We wake</td> <td data-bbox="836 1798 995 1839">wake up</td> <td data-bbox="995 1798 1161 1839">Does</td> </tr> <tr> <td data-bbox="638 1839 836 1879">up</td> <td data-bbox="836 1839 995 1879">He/She/It</td> <td data-bbox="995 1839 1161 1879">he/she/it</td> </tr> <tr> <td data-bbox="638 1879 836 1919">You wake</td> <td data-bbox="836 1879 995 1919">doesn't</td> <td data-bbox="995 1879 1161 1919">wake up?</td> </tr> <tr> <td data-bbox="638 1919 836 1960">up</td> <td data-bbox="836 1919 995 1960">wake up</td> <td data-bbox="995 1919 1161 1960">Do we</td> </tr> <tr> <td data-bbox="638 1960 836 2000">They wake</td> <td data-bbox="836 1960 995 2000">We don't</td> <td data-bbox="995 1960 1161 2000">wake up?</td> </tr> <tr> <td data-bbox="638 2000 836 2040">up</td> <td data-bbox="836 2000 995 2040">wake up</td> <td data-bbox="995 2000 1161 2040">Do you</td> </tr> <tr> <td></td> <td data-bbox="836 2040 995 2080">You</td> <td data-bbox="995 2040 1161 2080">wake up</td> </tr> <tr> <td></td> <td data-bbox="836 2080 995 2121">don't</td> <td data-bbox="995 2080 1161 2121">Do they</td> </tr> <tr> <td></td> <td></td> <td data-bbox="995 2121 1161 2161">Do they</td> </tr> </tbody> </table>	Affirmative	Negative	Question	I wake up	I don't	Do I	You wake up	wake up	wake up?	He/She/It	You	Do you	wakes up	don't	wake up?	We wake	wake up	Does	up	He/She/It	he/she/it	You wake	doesn't	wake up?	up	wake up	Do we	They wake	We don't	wake up?	up	wake up	Do you		You	wake up		don't	Do they			Do they	<p>10</p>	<p>T ==&gt; Ss Ss ==&gt; T</p>
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	You	wake up																																												
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			wake up They don't wake up	wake up?																
Reading Activity	<p>Read about Rama's and Nour's daily routines then complete the table below.</p> <ul style="list-style-type: none"> <li>Class participation: The teacher asks each question of the activity to several students, and they will answer.</li> </ul>	 <p>The worksheet is titled 'my daily routine' and contains two columns for Rama and Nour. Rama's routine includes waking up at 6:00 a.m., brushing teeth, getting dressed, having breakfast, going to school, finishing school at 2:30 p.m., getting home, having lunch, studying, watching TV, and going to bed at 8:00 p.m. Nour's routine includes waking up at 7 a.m., washing face, brushing teeth, getting dressed, having breakfast, going to school, getting home, having lunch, studying, playing with a doll, and going to bed at 9:00 p.m. Below the text is a table with columns for Rama and Nour and rows for various activities with icons.</p>		10	T ==> Ss Ss ==> T															
Wrap up	Evaluation. Students must complete the evaluation about the topic taught.	<p style="text-align: center;"><b>Summative Evaluation</b></p> <p>Name: _____</p> <table border="1" style="width: 100%;"> <tr> <td>Subject: English</td> <td>Course: _____</td> <td>Date: _____</td> </tr> </table> <p>A. Match the picture to the sentence. (6 points)</p> <table style="width: 100%;"> <tr> <td style="border: 1px solid black; padding: 2px;">I wake up</td> <td></td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">I get up</td> <td></td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">I get dressed</td> <td></td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">I watch TV</td> <td></td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">I have a shower</td> <td></td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">I brush my teeth</td> <td></td> </tr> </table> <p>B. Complete the blanks with the Present Simple of the verbs in brackets. (4 points)</p> <p>Sean and Linda _____ (1. be) on holidays, so they _____ (2. not make up) early. Sean usually gets up at around 10, but Linda _____ (3. stay) in bed a little bit longer. Then the children _____ (4. eat) a light meal. Sean has a glass of chocolate milk and a ham sandwich, but Linda _____ (5. not like) chocolate so she prefers cereals. Then it's time to play! If the weather's fine, they _____ (6. play) outside with their friends. If the weather _____ (7. not be) fine, they stay inside and Linda plays with her dolls and Sean _____ (8. study) a little English.</p>		Subject: English	Course: _____	Date: _____	I wake up		I get up		I get dressed		I watch TV		I have a shower		I brush my teeth		10 min	T ==> Ss
Subject: English	Course: _____	Date: _____																		
I wake up																				
I get up																				
I get dressed																				
I watch TV																				
I have a shower																				
I brush my teeth																				



Attachment 2

# my daily routine

Read about Rama's and Nour's daily routines then complete the table below



My name is Rama. I usually wake up at 6:00 a.m. I wash my face, comb my hair, brush my teeth, make up my bed then I get dressed around 6:30a.m. I have cereal with milk for breakfast .I take a bus to school at 7:00a.m.I finish school at 2:30 p.m. I get home by bus at 3:00 p.m. I have my lunch at 4:00 p.m. I study for two hours. Watch TV till 7:00p.m. And finally I go to bed at 8:00 p.m.



My name is Nour. I usually wake up at 7 a.m. I wash my face, comb my hair, brush my teeth, make up my bed then I get dressed around 7:30a.m. I have a cheese and milk for breakfast .Mom drive me to school at 8:00a.m.I finish school at 3:00 p.m. I get home by car at 3:10 p.m. I have my lunch at 4:30 p.m. I study for one hour. Play with my doll till 8:00p.m. I go to bed at 9:00 p.m.

Daily Routine	Rama	Nour
Wake up (Time) 		
breakfast 		
Transportation 		
Finish school (time)		
Study(how long) 		
Fun activity 		





## Attachment 5

## Summative Evaluation

Name:		
Subject: English	Course:	Date:

## A. Match the picture to the sentence. (6 points)

I wake up



I get up



I get dressed



I watch TV



I have a shower



I brush my teeth



## B. Complete the blanks with the Present Simple of the verbs in brackets. (4 points)

Sean and Linda \_\_\_\_\_ (1. **be**) on holidays, so they \_\_\_\_\_ (2. **not make up**) early. Sean usually gets up at around 10, but Linda \_\_\_\_\_ (3. **stay**) in bed a little bit longer. Then the children \_\_\_\_\_ (4. **eat**) a light meal. Sean has a glass of chocolate milk and a ham sandwich, but Linda \_\_\_\_\_ (5. **not like**) chocolate so she prefers cereals. Then it's time to play! If the weather's fine, they \_\_\_\_\_ (6. **play**) outside with their friends. If the weather \_\_\_\_\_ (7. **not be**) fine, they stay inside and Linda plays with her dolls and Sean \_\_\_\_\_ (8. **study**) a little English.

## Attachment 6



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Adjunto reporte de similitud.

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