



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

COMPREHENSIVE EXAM REPORT

**Case study : Implementation of methodological strategies for
students with disabilities in large classes**

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Advisor's Approval

In my role as Advisor of the research paper and little **“CASE STUDY : IMPLEMENTATION OF METHODOLOGICAL STRATEGIES FOR STUDENTS WITH DISABILITIES IN LARGE CLASSES ”** prepared by DENISSE MARCELA ORRALA FLORES 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,

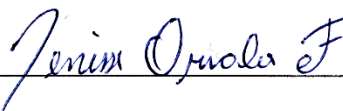


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Statement of Authorship

I, DENISSE MARCELA ORRALA FLORES with ID number 2400311664 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 "CASE STUDY : IMPLEMENTATION OF METHODOLOGICAL STRATEGIES FOR STUDENTS WITH DISABILITIES IN LARGE CLASSES " certify that this work is of authorship, except for the quotes and reflections used in this research paper

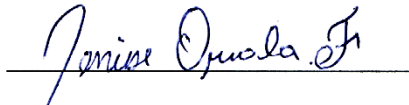


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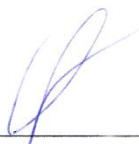
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A handwritten signature in blue ink, reading "Denisse Marcela Orrala Flores", is written over a horizontal line.

Denisse Marcela Orrala Flores

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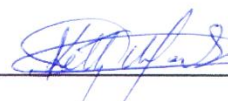
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Acknowledgments

I want to thank God for allowing me to live this moment, for his mercy, and for knowing that he has never left me alone.

Then I want to thank the human being who made this dream possible, my mother Daisy Flores who motivated me from the beginning to follow this dream, and despite everything, we are still together, and I recognize all her sacrifice and dedication.

To my sisters Daniela and Carolina because without your support, motivation and love I would not have been able to achieve this dream. Thank you because without a doubt I know that you will always be with me, and I will also be there for you. Sisters by coincidence and friends by choice our life phrase.

Finally, to my aunt and uncle Jessica and Angel because they are my second home and I have no words or actions that really show how grateful I am for their support.

Dedication

I would like to dedicate this research to each of the people who supported me along the way to achieve this dream. During these five years, I met incredible people, and perhaps many of them are not in my life now, but this would not have been possible without each one of them.

To all my family, my mother, siblings, aunts, and uncles. Of course to my college classmates, to my friends with whom we fought to the end and helped each other. To the people I did not know in college but who were part of this process.

And especially to every person who told me not to give up, and that I could do it, those words were the ones that motivated me to continue.

I dedicate this to you with all my love and immense gratitude.

Denisse Marcela Orrala Flores

Abstract

English language learning is becoming a necessity, and the use of strategies in the teaching-learning process is one of the main objectives that a teacher should consider in his/her lesson plans. The lack of these didactic strategies in classrooms can affect learning, especially in large classrooms, where on many occasions the teacher cannot assess the four skills involved in English learning, particularly when the class is focused on the student with psychosocial disabilities. In teaching English, the application of methods is fundamental to establishing guidelines and strategies that promote more meaningful learning that helps students with disabilities to interact more in the classroom. Being here the Direct Method and Cooperative Learning are the best to apply in this type of class since it helps the student to understand the language in context and in a collaborative way. The application of these methods gives the necessary support to develop this case study since it is an experimental field.

KEYWORDS: *Lesson Plans, Large Class, Psychosocial Disabilities, Teaching English*

Resumen

El aprendizaje de la lengua inglesa se está convirtiendo en una necesidad, y el uso de estrategias en el proceso de enseñanza-aprendizaje es uno de los principales objetivos que el profesor debe considerar en sus planes de clase. La falta de estas estrategias didácticas en las aulas puede afectar al aprendizaje, sobre todo en las aulas grandes, donde en muchas ocasiones el profesor no puede evaluar las cuatro habilidades implicadas en el aprendizaje del inglés, aun cuando la clase está enfocada a alumnos con discapacidades psicosociales. En la enseñanza del inglés, la aplicación de métodos es fundamental para establecer pautas y estrategias que promuevan un aprendizaje más significativo que ayude a los alumnos con discapacidad a interactuar más en el aula. Siendo aquí el Método de Instrucción Directo y el Aprendizaje Cooperativo los mejores para aplicar en este tipo de clases ya que ayuda al alumno a comprender el idioma en contexto y de forma colaborativa. La aplicación de estos métodos da el soporte necesario para desarrollar este caso de estudio ya que es un campo experimental.

PALABRAS CLAVE: *Planes de Clase, Clase Numerosa, Discapacidades Psicosociales, Enseñanza del Inglés*

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Introduction

This case study focuses on literature research, being the main objective to identify appropriate learning methods for large classes, containing students with disabilities, in the case of this research a student who has a psychosocial disability.

To begin with, the analysis of what is the effect of psychosocial disability is necessary to know exactly how this affects the student in his/her teaching-learning process, and how the teacher can adapt the methods and study techniques to help him/her. In fact, the implementation of strategies to control the students in the classroom is analyzed considering that they belong to the range of very young learners, that is, they are 8th graders at "Unidad Educativa Americano".

For the development and analysis of the case study, will focus on two teaching methods, the Cooperative Learning Approach, and the Direct Instruction Method, because both methods it is analyzed what are the strengths, strategies, methodology, materials, and aspects that could and could not help the implementation of the respective lesson plan. In this study, the teaching methods are necessary to apply because they help normal students and students with disabilities to develop their abilities. In addition, by applying them in the classes, the students will be directly immersed in all the academic activities dictated by the teacher, avoiding the student with psychosocial problems lying alone.

To sum up, this report focuses on the main troubles that arise when applying methodologies that are not suitable for demonstrative classes, which is the practical component of the comprehensive exam. Based on these arguments, the hypothesis is elaborated and with the bibliographic analysis, the possible scenarios that the student could face, both positive and negative, are presented for the teacher to be prepared and ready to cope with them in the best way possible.

Background

It is known by everybody the great influence that the English language has around the world. In other words, English is currently a necessary language for commercial, academic, and social purposes, aspects that are undeniable and that lead to acquiring this language to be able to compete and be part of this new world that is becoming more bilingual every day.

Learning a second language is feasible because it helps to have greater cognitive flexibility, which is reflected in problem-solving, and even provides emotional stability and increases the level of curiosity. This is a way to highlight the skills that each child possesses. On the other hand, the objective of the curriculum guidelines is for students to reach a B1 proficiency level by the end of their high school, which means that they will communicate effectively with a native English speaker. Therefore, under these guidelines, the case study will focus specifically on students from the 8th grade of General Basic Education, to know which issues are raised during the classes because it is a large class and with a student with psychosocial problems.

First, according to CURRICULUM GUIDELINES (2012); it is established that the level of English for students in the eighth year of general basic education is level A1; according to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), this is the level that all students should reach in that school year.

In fact, MINISTERIO DE EDUCACION (2012), indicates that Level A1: is reached when students can understand and use frequently used everyday expressions to meet immediate needs, which means that students begin to use English continuously to ask questions or express their ideas.

In addition, one of the biggest challenges facing education is the high number of students in the classroom, and how it affects groups containing students with disabilities associated with

the psychosocial area. *“Previous research suggests that the overcrowding of students hurts the teaching-learning process, as it multiplies the teacher's effort to work in a large classroom, especially in the case of very small students.”* (Cadena, 2015)

This also implies maintaining order, having the necessary resources for everyone, providing individualized teaching, and ensuring that everyone acquires the same level of knowledge.

On the other hand, social distancing and quarantine, and isolation are events that generate psychosocial stress and contribute negatively to psychological well-being. *“Psychosocial disability is a term used to describe a disability that may arise from a mental health problem”* (NDIS, 2021).

When people with mental health problems are immersed in a context that impairs and impedes their development at the same level as those around them, psychosocial disability arises. Psychosocial factors are the set of conditions that are present in learning environments, which can favor or hinder the acquisition of knowledge inside and outside the classroom.

Finally, it is because of the situations already presented that teaching methods should be used according to the limitations and complications that are present in the learning. In this case study, two learning methods are under consideration. Cooperative learning (CL) and the direct method (DM). Both methods are the most used in large classes for the correct development of the students in the classes. They promote cooperative learning through strategies that favor the use of language acquisition.

Case analysis

The purpose of this case study is to analyze the issues surrounding the management of a large classroom with a student who has a psychosocial disability. However, effectively managing a class with many students is a great challenge for teachers, as they want the class to be active and at the same time manage their behavior. While it is true that the motivation of the class depends on the teachers, it is not enough, it is important to apply methodological strategies specifically focused on large groups.

One of the methods is Direct Instruction (DI) is an educator-coordinated strategy for guidance. It is additionally particularly suggested for the guidance of understudies with learning disabilities. A few exploration studies have demonstrated the way that a mix of direct instruction can emphatically impact the scholastic accomplishment of students with learning handicaps. Direct instruction programs comprise quick-moving, exactly sequenced illustrations that are conveyed to little gatherings of 4 to 10 students. *“Direct instruction programs are some of the best research-based programs available for students with learning disabilities”* (Hallahan, Kauffman, & Pullen, Learning disabilities, 2011) Direct instruction focuses on specific aspects of the instructional process. Proponents of the DI strategy emphasize a systematic analysis of the concept to be taught, as opposed to an analysis of learner characteristics.

“So, teachers need to be able to use the materials with ease and understand the rationale for each of the component skills” (Hallahan, Kauffman, & Pullen, The handbook of special education, 2011) By the by, the design of direct instruction can be sufficiently inflexible to prevent the instructor's innovativeness. There is next to no space for an act of spontaneity since this strategy follows a bit-by-bit technique. The method ordinarily starts with a presentation, trailed by the reasoning for the guidance, and afterward the actual guidance. The methodology closes with an

outline and afterward follows with an assessment. Direct instruction, whenever utilized by ill-equipped educators, can be deplorable. For direct helping or guidance to be powerful, the instructor should dominate the topic, plan efficient substance, and have superb relational abilities. Without these characteristics, an educator couldn't successfully lead direct instructing or direct guidance, nor might the person in question at any point foster higher-request thinking abilities in students.

While direct instruction is best for mastering explicit ideas or abilities. The particularity of learning targets or objectives likewise makes it more straightforward for educators to make appraisal tests with high legitimacy and high dependability. Students, as far as it matters for them, don't experience a lot of disarray in figuring out what piece of the illustration is significant, and which isn't. In any case, to exploit these advantages, the educator should guarantee that the showing content is coordinated consistently. The educator should likewise ensure that the students now have earlier information.

On account o the Cooperative Learning technique, the showing approach stands apart because students cooperate as opposed to contending independently. Cooperative abilities influence the ways of behaving coordinated toward, as well as the way of behaving of, students who are lacking in little gatherings. "Preparing all students for the eventual social and collaborative responses and demands in cooperative groups appears to be a successful path for the successful development of schooling for students with some type of disability in mainstream classrooms" (Bernal, 2008).

Then again, Cooperative Learning that the communication of students might be more useful in little groups, as well as the assistance was given by ordinary students to educate disability students in helpful classes to develop social skills. Even more significantly, the time these students spend helping their classmates do not impede their school accomplishments. It focuses essentially

on the way that the extreme utilization of this strategy can create the point of view that the educator is not doing his work but designates him to each group leader the responsibility and this produces dissatisfaction since in each group the students who stand out the most are the ones who will do the most work and this could mean that the rest will not learn at the same level as the rest.

“DI isn't very much respected by instructors.” (Bashir, 2013) Since direct instruction is frequently connected with the customary talk style shown in homerooms brimming with detached students sitting obediently at their work areas and taking notes, a few teachers and reformers might think of it as outdated, punctilious, or discourteous of students advancing requirements. All things considered, all things considered, a significant number of the regrettable underlying meanings of direct guidance come from a restricted meaning of the idea or a misconception of its strategies. For instance, all educators, by need, utilize some type of direct instruction in their instructing, i.e., getting ready courses and examples, introducing, and exhibiting data, and giving clear clarifications and outlines of ideas are fundamental, and somewhat undeniable, educating exercises. A negative view of training will generally emerge when instructors depend too intensely on direct guidance, or when they neglect to utilize elective procedures that might be more fitting for the illustration within reach or that might improve students' interest and understanding.

While numerous instructors don't consider a supported forty-minute talk to be a powerful showing system, the elective procedures they advocate, for example, customized learning or venture-based learning, to name only two choices will likely require some degree of direct guidance by educators. As such, educators seldom utilize direct guidance or another educational methodology; by and by, various systems are frequently joined.

Proposed Solution/Changes (lesson plan)

To certify the veracity of the contents proposed in this research, the practical component will be applied to determine if the research will obtain the expected results with the implementation of the demonstration class. On the other hand, 3 lesson plans will be established where the resources, methodology and didactic material to be used in the teaching-learning process will be detailed.

In fact, the demonstration class is focused on a large group of students (45), where there is 1 student with a psychosocial disability of 51%, something that certainly needs to be considered at the time of the elaboration of the academic activities, so as not to harm the student.

Therefore, in the development of the lesson plans, three specific skills will be considered: Reading, Writing, and Speaking, which will be implemented with the eighth-grade students of the Unidad Educativa Bilingual Americano. On the other side, it is necessary to consider the respective use of the methods proposed in this case study, which are based on collective and cooperative learning.

These are a very important component in a large class, as they help to keep the students focused on the activities, For instance, the class will be divided into groups, which will strengthen the dynamic learning if the students work in groups, each group will have a leader who will help the teacher to control the activities proposed by the teacher to be developed in the best way, avoiding misunderstandings, and with function between the students and the rest of the class, therefore the methods of direct instruction and collaborative learning will help the student and the teacher in the learning process. Dialogue between the teacher and the students is extremely important.

The class takes a different course when there is a student with psychosocial disabilities, which makes necessary the implementation of aids that if for some reason the teacher did not

understand, the classmates can induce him and teach him according to his level the topic discussed in class so that he can understand it better.

It is, for this reason, that the implementation. The strategies to help them develop in the classroom will be to have patience and to be able to explain it in a clearer way whenever the student needs it. In fact, this collaborative work will be present throughout the class.

The four types of communication skills that are taught in an English language classroom are speaking, writing, reading, and listening. These four separate language skills are likewise usually alluded to as productive and receptive skills. Speaking and writing are known as productive skills as they both require some type of language yield, while reading and listening are known as receptive skills. On the other hand, you may likewise find productive skills as the acting skills and receptive skills as the passive skills.

In the lesson plan focused on the productive skill that is speaking, strategies will be used to aid the teaching-learning process. One of the strategies to be used is flashcards are a simple and versatile resource, but often little exploited. However, use flashcards in a selection of activities for use focused on younger learners.

These flashcards aid learning, especially in vocabulary, as learners tend to associate the image with the vocabulary and so learning develops. It also helps if we use drill repetition along with this strategy, as by associating the image the learner will have a vocabulary insertion that will help with word retention.

Another strategy used in the skills is whiteboards, as it allows educators to work cooperatively in small meetings and present their reasoning outwardly as a feature of the growth experience. With whiteboards, students working in groups can "report back" to the whole class.

For to evaluate the knowledge acquired, the formative assessment, which is an assessment strategy that helps the teacher to determine the knowledge acquired by the students, will be used. Even more explicitly, developmental evaluations: assist students with distinguishing their assets and shortcomings and target regions that need work.

Another productive skill in the lesson plan also focuses on reading. In this lesson plan, the brainstorming strategy will be applied to let the teacher know the students' prior knowledge about the topic to be learned, as it serves to find ideas based on spontaneous and unfiltered creativity.

On the other hand, the use of PowerPoint presentations or similar tools to present relevant information to students or teach them grammatical points and even practice exercises are a viable option because through graphics students can learn better.

Since we are working with the ability to read, the most feasible strategy is detailed reading. This type of reading will provide you with a more internal and external understanding of the data, realities, positions, and perspectives of a point.

In addition, to develop this skill, students need to decode information to analyze the contents of the readings, and nothing is more appropriate than asking questions about what they read. The question-and-answer game involves students posing and answering questions about a topic. It can be used very well to explain the learning of a subject, as a survey action, or as a basis for an exam. The system moves away from the idea of two students cooperating to do a piece of work.

And therefore, it is evaluated with formative assessment, which as I mentioned before helps to determine the knowledge learned.

The final lesson plan focuses on the receptive skill of writing. The strategies for this lesson are certain strategies already mentioned above such as the use of flashcards for the introduction of new vocabulary. Also, the Repetition drill will help with the correct pronunciation of the words the

student is learning. Cards will also help students correctly spell the words they learn in class. On the other hand, the construction of simple sentences containing basic forms such as verb, subject, and complement form the basis for writing.

It is important to clarify that all the case studies are focused on the same topic but with different strategies. The theme of all the lesson plans is the verb to be Describing (People, things, and animals).

To sum up it is important to keep in mind that the lesson plans are proposed based on Direct Instruction and Cooperative Learning methods. Because both methods are focused on collaborative learning in which students learn together and can help each other in solving questions that may arise within the learning environment. Moreover, these methods are not only proposed because of the problem that arises for the teacher to work with large groups but also because they help the teaching and learning process of students with disabilities. Since these methods and strategies will encourage the student to actively participate in class and develop the communication skills, he/she may have because of his/her condition.



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LESSON PLAN

Teacher: Denisse Marcela Orrala Flores

Date:	Level	Unit	Lesson
01/09/2022	A1.1	# 2 People I love you	1. The verb to be Describe (People, things, and animals)
Lesson Skills Emphasized: (Reading)			Overall Time: 40 minutes
<p>Objectives: By the end of the lesson, Students should be able to: read sentences about descriptions of people, things, and animals using the correct adjective vocabulary.</p> <ul style="list-style-type: none"> • React to the implementation of different learning strategies. • Review new vocabulary for its use in the topic to learn • Read for specific information and synthesize the information using reading comprehension questions. 			
Materials used:	– worksheets – whiteboard – over-head projector – laptop – pictures- cards -slides- flipchart-		

LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm-up	<ul style="list-style-type: none"> • Setting the scene for the lesson plan. • T. make a brainstorming about the nouns. • Introduction of the topic. 	Writing on the whiteboard Brainstorming Presentation	5 min.	T ==> Ss
Step 1	1 – Questionnaire:	Visual aid Whiteboard Working sheet Skimming	7 to 10 min	T ==> Ss Ss ==> T

	<ul style="list-style-type: none"> • T. prepares a short reading about Hank's pet. • T. presents a short quiz about the reading. • T. chooses the student for reading the text in front of the class. • T. indicates to the students that working in groups. <p>2 – Ss relate the information by reading the text in class and completing the questions. Ss. working in groups</p>	Answer and Question Working in groups		
Step 2	<p>Class Participation:</p> <ul style="list-style-type: none"> • T. prepares the class for the activity to fill in the blanks in a short reading according to the adjectives before presented. • Ss. chooses an adjective and put it in the correct space in the text. 	Listening for details (instructions) Deducting information	10 to 15 min	T ==> Ss Ss ==> T
Step 3	<p>Class Assessment</p> <ul style="list-style-type: none"> • T. share a worksheet about the topic learned. • Ss. complete the questions and answers 	Evaluate the knowledge acquired. Formative Assessment	10 min	T ==> Ss Ss ==> T



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LESSON PLAN

Teacher: Denisse Marcela Orrala Flores

Date:	Level	Unit	Lesson
01/09/2022	A1.1	# 2 People I love you	2. The verb to be Describe (People, things, and animals)
Lesson Skills Emphasized: Speaking			Overall Time: 40 minutes
<p>Objectives: By the end of the lesson, Students should be able to: describe people, animals, and things using the verb to be and basic adjectives of description.</p> <ul style="list-style-type: none"> • React to the review of a topic they already know in the application of strategies. • Learn new vocabulary by associating it with pictures to get the meaning of the words. • Read for specific information about the topic 			
Materials used:	Worksheets – whiteboard – over-head projector – laptop, realia — pictures- flipchart- PowerPoint-		

LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm-up	<ul style="list-style-type: none"> • Setting the scene for the class by introducing the vocabulary to be used (adjectives) in class with Flashcards and practicing vocabulary. • The introduction of the topic without slides. 	Writing on the whiteboard Show Flashcards Repetition drill	5 min.	T ==> Ss
Step 1	1 – Questionnaire:	Visual aid Whiteboard	10 min	T ==> Ss Ss ==> T

	<ul style="list-style-type: none"> T. prepares the first adjective activity; this consists of dividing the board into four parts with different contrasting adjectives such as big-small and forming groups of 6 members. <p>2 – Ss relate the images with the respective noun on the board, each group will have 3 images and form one sentence with their word.</p>			
Step 2	<p>Class Participation:</p> <ul style="list-style-type: none"> T. prepares the class for the following activity, which consists of that using a student who will be assigned a noun to describe. Ss. Answer by writing on a sheet of paper, with the collaboration of the whole group, the description of the noun in 6 lines. 	<p>Listening for details (instructions) Deducting information</p>	15 min	<p>T ==> Ss Ss ==> T</p>
Step 3	<p>Class Assessment</p> <ul style="list-style-type: none"> T. choose a member of the group to present the work done. Ss. present the work done by the group. T. make the respective feedback. 	<p>Evaluate the knowledge acquired. Formative Assessment</p>	10 min	T ==> Ss



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LESSON PLAN

Teacher: Denisse Marcela Orrala Flores

Date:	Level	Unit	Lesson
01/09/2022	A1.1	# 2 People I love you	3. The verb to be Describe (People, things, and animals)
Lesson Skills Emphasized: Writing			Overall Time: 40 minutes
<p>Objectives: By the end of the lesson, Students should be able to: write short paragraphs about, animals, and things using the verb to be and basic adjectives of description.</p> <ul style="list-style-type: none"> React to the review of a topic they already know in the application of working groups. Review vocabulary by associating it with pictures and analyzing information. Read for specific information about the descriptions. 			
Materials used:	– worksheets – whiteboard – over-head projector – laptop – pictures – box-paper-pencil		

LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm-up	<ul style="list-style-type: none"> Setting the scene for the class. T. shows a flashcard about nouns and adjectives. Introduction of the topic. 	Writing on the whiteboard Repetition drill Presentation	5 min.	T ==> Ss

Step 1	<p>1 – Questionnaire:</p> <ul style="list-style-type: none"> • T. prepares the activity in the group. • T. presents to groups cards about adjectives and nouns. • T. presets to group pictures about adjectives and nouns. <p>2 – Ss relate the information and put on the picture the correct noun and adjective. Ss. as groups tell the teacher they chose.</p>	<p>Visual aid Answer and Question Working in pairs</p>	10min	<p>T ==> Ss Ss ==> T</p>
Step 2	<p>Class Participation:</p> <ul style="list-style-type: none"> • T. prepares for the next activity, by drawing lots, each member of the group selects one of the following cards. • Ss. write in their notebooks a short paragraph about the pictures that touched them. 	<p>Listening for details (instructions) Deducting information</p>	15 min	<p>T ==> Ss Ss ==> T</p>
Step 3	<p>Class Assessment</p> <ul style="list-style-type: none"> • T. presents a test about the class. • Ss. listen the instructions about the test and complete the quiz 	<p>Evaluate the knowledge acquired. Summative Assessment</p>	10 min	<p>T ==> Ss Ss ==> T</p>

Conclusion

The solutions proposed in this case study were based on the problem posed, which is the management of a large class with a student who has a psychosocial disability. The Direct Instruction method was chosen because, according to the research conducted, it is directly associated with and focused on students with disabilities. Direct Instruction is an evidence-based teaching method that refers to educational methodologies that are organized, sequenced, and directed by educators. Therefore, it is feasible for learners with disabilities because it alludes to clear and specific instructions, above all, actively focusing on the learner's progress.

Moreover, research recommends that cooperative learning brings positive outcomes, such as a deeper understanding of content, improved grade performance, increased self-confidence, and greater inspiration to maintain concentration. Cooperative learning helps students understand content effectively and productively, take responsibility for learning, resolve group conflicts, and further develop cooperative skills. It is for these reasons that the Cooperative Learning method was chosen, as learning together helps the student with psychosocial disabilities to develop communication skills and to be able to interact with their classmates.

These strategies and methods help students in large groups to participate in class since due to limited class time not everyone is able to participate in the common classes and above all help each other in the sharing of knowledge. During the development of the case study, for the application of the theoretical component of the comprehensive exam, the subjects of, TEFL, Classroom Management, Educational Inclusion, and Teaching Very Young Learners will be important in this process. These theoretical contents were applied in the research process and certainly also in practice in the planning of activities. Therefore, each subject of the PINE course will have relevance and importance at the time of application of the practical component.

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Appendices #1



Hank's Pet

Hank is a cowboy. He lives on a farm. He is 21 years old. He is a very young person. He is a very smart person. He loves his boots. The boots are brown and very big. They are very special to him. He has a horse named Ginger. Hank loves Ginger. Ginger is a very big horse. He rides Ginger every day. Sometimes they walk slowly and sometimes they run fast. They always have fun.

Ginger is Hank's horse. He is light brown. His tail and mane are dark browns. He is three years old. He lives in the barn next to the house.

Ginger waits for Hank every morning. She enjoys their time together. Hank often gives her apples. After long walks. Ginger loves to Hank.

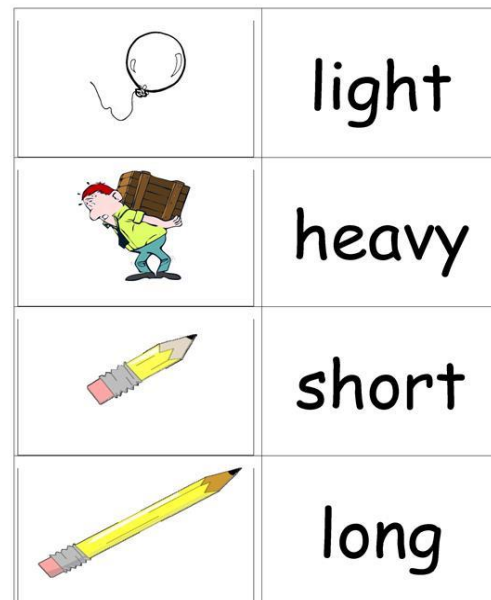
C. Read the description and write down what it is. Use the words in the box for help.

cowboy	horse	farm	house	mane
tail	food	stable	apple	morning

1. It is what we eat. What is it? _____
2. It is a building where we live. What is it? _____
3. It is a red fruit. What is it? _____
4. It is a name for a man who rides horses and works with cattle. Who is he? _____
5. It is the hair on an animal's neck. What is it? _____
6. It is hair on the back part of an animal's body. What is it? _____
7. It is a four-legged animal that people can ride. What is it? _____
8. It is an area of land where crops are grown. What is it? _____
9. It is a building for horses. What is it? _____
10. It is the first part of the day. What is it? _____

Taken from the internet and modified by the author.

Appendices # 2



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Taken from the internet.



Created by the author.

Appendices #3



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CERTIFICADO ANTIPLAGIO

La Libertad, 15 de mayo de 2023

-TUTOR-2022

En calidad de tutor del trabajo de titulación denominado "**Case study : Implementation of methodological strategies for students with disabilities in large classes**" elaborado por la / el (las / los) estudiante (s) **Denisse Marcela Orrala Flores** egresada / o (s) 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, previo a la obtención del título de **Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros** , me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con **0%** de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud. Atentamente,

f) 
Rudy Paccaya Solorzano
 C.I.: 1310654360

DOCENTE TUTOR

Fuentes de similitud



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