



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

**COMPREHENSIVE EXAM REPORT**

**CASE STUDY: IMPLEMENTATION OF LEARNING  
STRATEGIES FOR STUDENTS IN LARGE  
CLASSES.**

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**La Libertad – Ecuador**

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### **Advisor's Approval**

In my role as Advisor of the research paper and little "**CASE STUDY: IMPLEMENTATION OF LEARNING STRATEGIES FOR STUDENTS IN LARGE CLASSES** " prepared by **CARLA MICHELLE SALAZAR PILCO** an undergraduate student of the Pedagogy of National and Foreign Language Major, at School of Educational Sciences and Languages at University Estatal Peninsula 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.

A handwritten signature in blue ink, reading "Sara Gonzalez Reyes", is written above a horizontal line.

MSc. Sara Gonzalez. Reyes

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## Statement of Authorship

I, **CARLA MICHELLE SALAZAR PILCO** with ID number **2450563537** undergraduate student from the Universidad Estatal Peninsula 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 LEARNING STRATEGIES FOR STUDENTS IN LARGE CLASSES**" certify that this work is of authorship, except for the quotes and reflections used in this research paper.

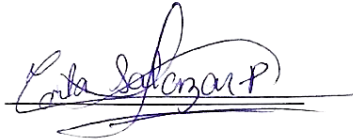


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CARLA MICHELLE SALAZAR PILCO

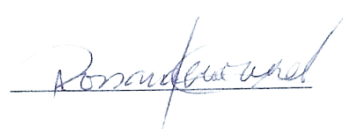
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## **Dedication**

I would like to make it known that I dedicate this research work to the people who have been supporting me to complete my professional training, mainly to my mother who despite our estrangement I know that everything she has done has been done so that I can progress, to my brother Rafael who has supported me in all circumstances, I really didn't know what to do without his help, and last but not least to my best friend and life partner who stayed up all night and took care of me while I struggled to finish submitting assignments, projects and documents, I love you Iwia because even though you are a pet, you are also part of the family and you are and always will be my best company.

With love

Carla Salazar Pilco

## **Abstract**

The analysis of this case study that was carried out at the Unidad Educativa Americano highlighted important points that achieved the completion of the same, with the help of the tutor teacher of the English area of the 8 "c", it was possible to capture the advantages and disadvantages that students have when acquiring a new language such as English, also the methodologies that work best for a large group of students were analyzed.

The objective of this case study is to try to understand and give solutions to the needs of the students through a teaching method more enjoyable to them and not the traditional method, taking into account that some students require different learning strategies, also encouraging them that learning English can also be fun, facilitating learning in a dynamic way and capturing their attention.

**KEY WORDS:** Learning strategies, method, student's needs, dynamic.

## **Resumen**

El análisis de este estudio de caso que se realizó en la Unidad Educativa Americana destacó puntos importantes que lograron la realización del mismo, con la ayuda del profesor tutor del área de inglés del 8 "c", se logró captar las ventajas y desventajas que tienen los alumnos al adquirir un nuevo idioma como el inglés, también se analizaron las metodologías que mejor funcionan para un grupo numeroso de alumnos.

El objetivo de este estudio de caso es tratar de entender y dar solución a las necesidades que tienen los estudiantes mediante un método de enseñanza más ameno a ellos y no el método tradicional, teniendo en cuenta que algunos estudiantes requieren de diferentes estrategias de aprendizaje, incentivándolos a que el aprendizaje del idioma inglés también puede ser divertido, facilitándoles el aprendizaje de una manera dinámica y captando la mayor atención de los estudiantes.

**PALABRAS CLAVE:** *Estrategias de aprendizaje, Método, Necesidades de estudiantes, Dinámico.*



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## Introduction

This case study will be based on the observation of the 8th grade “C” in which there are 42 students belonging to the “Unidad Educativa Fiscomisional Americano” and for which the grammar point is "Verb to be" (describing people, things and animals) will be presented. Several situations in a classroom prevent students from receiving an influential study; this depends in a certain way on how the teacher manages a class; through deep analysis, the teacher helps students through his methods and teaching strategies so that the situations that arise in the classroom are no longer an inconvenience to grasp the class. One of the essential factors within a classroom is that teachers keep themselves informed and updated on each student's behaviors according to their stage. Of course, cases that arise in the classroom are not considered problems; they are everyday situations that are studied and handled in the best possible way.

One problem that arises in a class is the classroom management, students who are just entering a new stage where the school is a little more emphasis on grammar. In some cases, students who come from other schools have had another type of teaching with a dynamic methodology and, as a result, are accustomed to learning a little more practical than theoretical; from here originates another common problem that is related to classroom management and is the discipline of the class, since if students are not kept busy doing activities, then their way of behaving in class will be doing other activities that will not be kept at the disposal of the teacher who will be explaining the class.

Teachers have the responsibility to meet the needs of students, and this will depend on the stages of development of the group in charge to obtain; as a consequence, a dynamic class, but above all that, students can demonstrate that they have acquired the learning of the day. Considering this analysis, the purpose is to teach classes where the main participants are the students, through warm-ups, graphic representations, dynamic activities, and class participation, focusing the activities on the needs presented by the students of 8<sup>TH</sup> “C” grade of the “Unidad Educativa Fiscomisional Americano”.

## **Background**

English has become an indispensable tool in daily life, and the backing studies will show the level of English in Ecuador. According to El Universo, English Proficiency Index (EPI) conducted a study which showed that Ecuador is considered the country with the lowest level and is positioned in 19th place in Latin America and 93rd worldwide since it is assumed that other advanced countries that are set among the top positions because their English proficiency is based on reading advanced texts, doing business with a native level in English while in Ecuador people can barely only introduce themselves and understand basic vocabulary.

According to the Ministry of Education established that English is an important subject like any other subject in both public and private institutions, taking into account that the subject of English will provide students with better academic, cultural, and economic opportunities. According to Miguel Herrera (Undersecretary of Educational Foundations, MinEduc) suggested that when imparting knowledge in the area of English to students, it should be done gradually since most students may not have had previous knowledge of English.

In 1972 a memorandum of understanding of technical cooperation was signed between Ecuador and Great Britain, this agreement aims to train teachers in the British council, this project was named CRADLE. Under the government of Rafael Correa, evaluations were made to students from 1993 to 2009 and to teachers in 2009, but the same that have not been reviewed and remain in the Ministry of Education, but nevertheless there was another evaluation conducted by the Catholic University which was conducted on February 23 to March 7, 1998 and the objectives of the evaluation showed results "highly successful" a report was made and a positive result was

considered. On the other hand, one of the standards that President Rafael Correa believes should be important for a teacher to teach in English is to obtain a B2 in English, in other words, to obtain an international certificate with that level of English or higher, which will allow teachers to teach in public institutions, making it known that they meet the established standards.

Regarding the aspects studied in the classroom of 8th "c" grade students, the primary theme is classroom management. According to Emmer and Stough, there are several definitions of classroom management, but all of them include the efforts made by the teacher to maintain order and, above all, to get the attention of the students and, as a consequence, to provoke their interest in the class and to achieve initiative in their participation (Emmer and Stough, 2001). In the classroom where this study has been carried out, there are students from 12 to 13 years of age who, according to the observations made, students do not maintain a deep concentration during the whole class, the students are motivated to perform other activities that do not belong to a daily school activity, this happens because the majority analyzed do not include activities that can maintain the attention of the students.

This study also addresses the issue of large class sizes because a teacher does not cater to the needs of all the students. As mentioned before, it is essential to keep a class focused, but it is also essential to transmit confidence to the students so that when they participate, they do not feel shy and are motivated to continue learning.

According to a study called "putting the participation puzzle" by Dr. Maryellen Weimer in which she tries to discover what is the main reason why students feel motivated to participate and feel attracted to a class and capitulate an analysis of several reasons why students do not feel at ease acting in classes but the most relevant are three, that is, the impression that students have on the teacher, this means that students do not have the initiative to question, they basically consider the tutor as an arbiter of knowledge, when this happens, students take the role of listener and not actor in the class; the second factor is the perception of the same teacher but through interactions outside of class this can be a little difficult to deal with due to the number of students in the 8th c, since the instructor is not supplied to be able to have conversations with each one of them and be able to attend to each one of the needs or clear doubts that they have. moment of participating when they feel they will be judged by their classmates, and finally the fear of the students at the moment of participating when they feel they will be judged by their classmates, this is the event that most students presented in the study, since students indicated that they do not feel safe sharing their answers in a large classroom, which is a very valid reason, so it is necessary to act quickly in these situations, performing warm-ups at the beginning of the class to promote confidence in the class from the beginning.

## Case analysis

English in Ecuador has gone through several changes in its educational reform and little by little has been adopting different regulations to achieve an improvement in its methods and teaching strategies in order to raise the level in the position in which it is located among several countries in the world. One of the agreements that took place was between the Ministerio de Educación and the American company Houghton Mifflin Harcourt on March 31, 2016, which had the purpose of strengthening the subject of English at the national level.

It was also announced that this foreign company (HMH) is a company that has helped many countries to innovate educational content for grades from preschool to high school, also a study plan of 2018 was made in which that student who graduates from high school must meet as a requirement with an English level B1, this requirement was only required for students of international baccalaureate, now it will be for all students who are about to graduate. The development of strategies and methods of English language teaching was improving that even Sebastian Jarrin in one of the conferences of Ministerio de Educacion (Mineduc) on the improvement plans of the English curriculum, mentioned "Languages are a key to knowledge because they not only allow us to meet and communicate with others but also to modify our way of thinking. In this sense, generating a solid and consistent project that generates quality in the training of English teachers is fundamental for the country".

A historical moment worldwide that also gave a transverse turn not only in health but also in a social and educational environment was the presence of the health emergency COVID- 19 a consequence of a nationwide quarantine on Thursday, March 12, 2020, a result that event

the Ministry of Education implemented a new plan called "Teaching English in times of COVID-19. Modality and tools" in which allowed the new tools and strategies of this program to help students continue learning English.

According to the Ministry of Education (Mineduc), Minister Brown announced that classes would be resumed on June 27, 2021, some institutions gave a surprise turn to several institutions since students were empty because they did not acquire the knowledge they expected with the home study plan, however, classes continued to be taught normally nationwide.

In the "Unidad Educativa Fiscomisional Americano" under the case analysis, it is reflected that the students present some situations in which it is difficult for them to be able to capture attention in the English class. Under the norms required by the institution, an interview could be conducted with the teacher in charge of the English area who teaches this subject in the 8th "C" course, and who was able to help us with the relevant information for this study with respect to the shortcomings that he considers relevant in the classroom, which was the large classes, the teacher mentioned that perhaps this prevents students from not participating in class, however, there is a short number of students who stay focused in class, the teacher in charge stated that the strategy that works best for absolutely all students is to perform dynamic activities or tasks on the topic being explained, the teacher in charge believes that performing these activities is when students learn more.



The teacher mentioned that sometimes this situation in which the students do not pay attention sometimes gets out of control due to the number of students that are 42 students but above all that many of these times it is not possible to complete the activities scheduled for the class because he has to control the situations that arise in the classroom and teach the class at the same time. One of the strategies that also work when teaching the class is the use of TICs, the tutor teacher mentions that the use of TICs is one of the most relevant tools when teaching his class, as he considers that students stay focused doing listening activities or also attracts them to activities in which they can be visuals such as digital flashcards, digital platforms in which they can work in a group way and not necessarily digital visual material, she considers that she also implements the physical optical material, since the students who have a not so good level in English in her classroom, use this visual material as support material. All these points mentioned going with the strategies that the English teacher found to be the ones that work best in the classroom.

Regarding the strategies that very little attract and encourage students to learn English are the reading activities, because these reading activities are with reading a story from the book and performing a task in the book, they do not like the monotony of reading as an activity to do. Another activity that is rarely used is the speaking activities since the students can repeat the words together, but when the students have to put their knowledge into practice and create simple sentences in front of everyone as an exercise in class, they do not do it well due to the student's lack of knowledge,

The causes may be many students or the tension that the students generate by believing that the activity is difficult for their level of English, because of this a blockage is generated in them and most students fail to complete the proposed activity. By highlighting the strategies that work and those that do not work, we conclude that we can improve these everyday situations of a school day in the classroom, improving the strategies already implemented, gathering support materials, and putting as class objective reinforcement activities for students and not just teaching grammar with repetitive activities in which students are no longer interested in doing.

## Proposed Solution/Changes

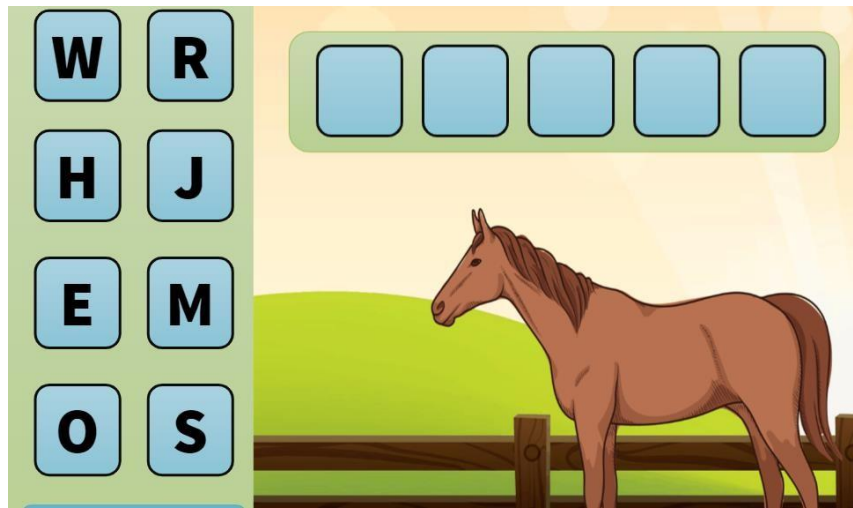
## LESSON PLAN #1 (WRITING)

Date:	Level	Unit	Lesson
September 1 <sup>st</sup>	A1	1	2
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"> <li>• Learn new vocabulary about “animals.”</li> <li>• Practice exercises with grammar rules about verb to be.</li> <li>• Write short sentences related to verb to be.</li> </ul>			
Materials used:	Miniboard – Worksheet – Pictures		

## LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
<b>Warm up</b>	-Scrabble: Animals (dog, cat, pig, horse, cow, donkey, sheep)	The students should write on their miniboard the name of animal following the rules of the game.	5 min.	T → Ss
<b>Step 1</b>	<b>1 Questionnaire:</b> Explanation -Grammar rule with verb to be. -Give examples with: am – is – are.	Write examples on miniboard.	10min	T ↔ Ss
<b>Step 2</b>	<b>Class Participation:</b> -Prepares the class for the activities. -Write the correct form of the verb in each sentence.	Explain the activity. Complete the exercises on miniboard and participate.	15 min	T ↔ Ss
<b>Step 3</b>	Class Assessment (Formative – Summative) Quiz with verb to be - Write the correct form of the verb.	Write the form of verb to be in each gap according to the sentence,	10 min	T → Ss

**Materials used:**  
**Pictures**



**-Explanation:**

<https://www.youtube.com/watch?v=O-pELo5MMkQ>

**-Class participation:**

Students have to write on their miniboard the right answer then they are going to participate write their exercises in front of the class.

**-Quiz (link reference):**

[https://es.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_\(ESL\)/Verb\\_to\\_be/Verb\\_to\\_be\\_eg54ym](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Verb_to_be/Verb_to_be_eg54ym)

C. Complete with am, is, are.	B. Write these sentences in the negative.
1. Mark <input type="text"/> a student.	1. Carl <input type="text"/> my friend.
2. Susan <input type="text"/> an American student.	2. Marge <input type="text"/> fat.
3. My pet dog <input type="text"/> dark brown.	3. My ball <input type="text"/> pink.
4. My friend and I <input type="text"/> tall and thin.	4. My grandparents <input type="text"/> very old.
5. Those monkeys <input type="text"/> on the trees.	5. These pencils <input type="text"/> new.
6. This bike <input type="text"/> pink.	6. I <input type="text"/> a king.
7. My parents <input type="text"/> Brazilian.	7. Cats <input type="text"/> wild animals.
8. My aunt <input type="text"/> a doctor.	8. You <input type="text"/> a man. You're a boy.
9. I <input type="text"/> a Portuguese teacher.	9. Bears <input type="text"/> orange.
10. You <input type="text"/> my favourite actress.	10. My books <input type="text"/> red.
11. Dogs <input type="text"/> clever.	11. My sister and I <input type="text"/> at home.

### LESSON PLAN #2 (SPEAKING)

<b>Date:</b>	<b>Level</b>	<b>Unit</b>	<b>Lesson</b>
September 1st	A1	1	2
Lesson Skills Emphasized: SPEAKING			Overall Time: 40 minutes
<b>Objectives:</b> By the end of the lesson, Students should be able to: <ul style="list-style-type: none"> <li>• Learn how to describe people (vocabulary)</li> <li>• Listen for specific details: grammar rules.</li> <li>• Speak for specific information about describing people.</li> </ul>			
Materials used:	worksheets – miniboard- flashcards – quiz		

### LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
<b>Warm up</b>	“Stand on one leg questions”	Answer the question that give the teacher	5 min.	T → Ss
<b>Step 1</b>	<b>1 Questionnaire:</b> -Prepare information about verb to be. -Explain and give examples with vocabulary describing people.	-Practice pronuntiation.	10min	T ↔ Ss
<b>Step 2</b>	<b>Class Participation:</b> -Prepares the class for activity.	Listening for details -Give an example for students. -Recognize the adjective and match with the correct picture.	15 min	T ↔ Ss
<b>Step 3</b>	Class Assessment (Formative – Summative) Verb to be - adjectives.	Quiz Describe your own adjective.	10 min	T ==> Ss

**Materials used:****Warm up:**

Choose a leader from each column and have them stand on one leg, the teacher must ask a question and the person who answers it can sit down while those who do not have to stand on one leg

**-Explanation:**

<https://www.youtube.com/watch?v=sEDy0wGaXJY>

<https://www.youtube.com/watch?v=BpMicC0AWNE>

**-Class participacion:**

1.	1. plump, with brown hair, wearing a hat	6.	6. short, with brown hair and glasses
2.	2. slim and tall, with long brown hair and glasses	7.	7. slim and tall, with long wavy dark
3.	3. short, with grey hair and a moustache	8.	8. slim with short straight red hair
4.	4. plump and short with brown hair	9.	9. tall with receding hair
5.	5. tall, with a moustache and a beard	10.	10. short with wavy dark hair

**-Quizz:**

Students have to describe themselves with 3 adjectives.

### LESSON PLAN #3 (READING)

<b>Date:</b>	<b>Level</b>	<b>Unit</b>	<b>Lesson</b>
September 1 <sup>st</sup>	A1	1	2
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"> <li>• Learn new vocabulary about things in class.</li> <li>• Review the specific information about verb to be including vocabulary about things in class.</li> <li>• Recognize the grammatical rules of verb to be.</li> </ul>			
Materials used:	worksheets – flashcards – paper		

### LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
<b>Warm up</b>	Hangman	Instructions Read letters on the board and choose the correct to complete the word.	5 min.	T ==> Ss
<b>Step 1</b>	<b>1 Questionnaire:</b> Explanation -Grammar rule with verb to be and the use for each personal pronoun. - Give examples.	-White board - Read the sentence in board.	10 min	T ==> Ss Ss ==> T
<b>Step 2</b>	<b>Class Participation:</b> -Prepare the class for the reading activity. -Write examples the students have to read it.	Explain the details of the activity.	10 to 15 min	T ==> Ss Ss ==> T
<b>Step 3</b>	Class Assessment (Formative – Summative) Quiz with verbs	Reading 3 verbs that do you do as daily routine	10 min	T ==> Ss

**Materials used:**





-Warm up

Hagman reading comprehension

-Class participation:

**Reading Comprehension**

• **Read these four short texts.**

<p>My name is Jane. I am 12 years old. I am from Canada, but I live in England with my family. I am a student. My favourite subject is Maths. I am in my house now. I am posting a photograph on Instagram.</p> 	<p>Hello! My name's Jack. I am ten. Oh, no! I'm sorry. I am eleven. It was my birthday on Saturday. I am from the USA. I am a student. I really like science and art. I am a good football player, too!</p> 
<p>My name's Diego. I am 39 years old and I am a doctor. I am from Chile but I live in Argentina. I am married. My wife's name is Elena. She's a doctor, too. We work in the same hospital.</p> 	<p>Hi, everyone! My name is Nick. I am 50 years old. I am from Australia. I am an architect. I build houses. In my free time, I like surfing and running.</p> 

• **Are these sentences TRUE or FALSE? Click on the correct option.**

1. Nick is fifteen years old.	<input type="button" value="TRUE"/>	<input type="button" value="FALSE"/>
2. Diego is from Argentina.	<input type="button" value="TRUE"/>	<input type="button" value="FALSE"/>
3. Jane's favourite subject is Maths.	<input type="button" value="TRUE"/>	<input type="button" value="FALSE"/>
4. Nick likes surfing.	<input type="button" value="TRUE"/>	<input type="button" value="FALSE"/>
5. Jack is good at playing football.	<input type="button" value="TRUE"/>	<input type="button" value="FALSE"/>
6. Jack is ten years old.	<input type="button" value="TRUE"/>	<input type="button" value="FALSE"/>

**Quiz:**

Students must read the word and match with the picture.

**Join the sounds, the pictures and the words.**



READ  
RUN  
SING  
LOOK  
LISTEN  
PLAY  
DANCE  
WORK  
WRITE



## **Conclusion**

The case study of 8 "C" of the Unidad Educativa Americano was able to give total focus on the needs of the students, what makes it easier for them to learn English and what is not practical for them. It was possible to analyze in depth the factors that hinder learning in the English language in this course through the respective observations, these factors were also analyzed with the help of the tutor teacher who was able to provide information about what helps students in classes to learn English.

Through this data collection and analysis, the respective lesson plan could be made based on the needs of the classroom and thus integrate activities that can help students to improve their English skills. The teacher as the one in charge of the student's learning must look for the best learning strategies for the students, that is why the case study was done to have a detailed report of what happens in the classroom and to be predisposed to help in what is within our reach so that the student, the parents, and the teacher feel in an environment in which they trust in the methodology of work. It is necessary to take into account that we must always try to find the best solution so that students do not lose interest in studying in the classroom.

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En calidad de tutora del Trabajo de Integración Curricular denominado "IMPLEMENTATION OF LEARNING STRATEGIES FOR STUDENTS IN LARGE CLASSES" elaborado por el estudiante CARLA MICHELLE SALAZAR PILCO, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 0 % de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,

Lic. Sara González Reyes

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