Polo del Conocimiento

Estudio de caso efectivo de la ESPE: Una Actividad Constructivista

Effective ESPE Case Study: A Constructivist Activity

Estudo de caso eficaz da ESPE: uma atividade construtivista

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Resumen

El examen complexivo tiene como objetivo evaluar exhaustivamente los conocimientos adquiridos durante el proceso de enseñanza-aprendizaje, así como la correcta selección de enfoques, métodos, estrategias y herramientas a utilizar en el aula durante la enseñanza del idioma inglés por parte de los estudiantes de la Universidad. de las Fuerzas Armadas-ESPE (Escuela Politécnica del Ejército) en el programa de Pedagogía de Lenguas Nacionales y Extranjeras, a lo largo de ocho semestres de educación en línea. El examen complexivo consta de tres partes: en primer lugar, un banco de preguntas de opción múltiple sobre tres materias como Métodos Mixtos, Metodología e English Vantage B2; en segundo lugar, el desarrollo de un estudio de caso; y, en tercer lugar, la presentación de la propuesta por parte de los estudiantes. Dentro del desarrollo, el currículo educativo debe utilizarse como única herramienta de apoyo, tomando en consideración todos los aspectos relacionados con el contexto educativo, incluidos los estudiantes con diversas necesidades educativas que deben ser atendidas. Finalmente, en la segunda parte, el estudiante presentará una propuesta mejorada que incluirá teorías, metodologías, herramientas y actividades utilizadas por el docente durante el desarrollo de una clase de inglés.

Palabras clave: Examen complexivo; Enfoques; Pedagogía; Educación en línea; Caso de estudio; Opción múltiple; Plan de estudios.

Abstract

The comprehensive exam aims to comprehensively assess the knowledge acquired during the teaching-learning process, as well as the correct selection of approaches, methods, strategies and tools to be used in the classroom during the teaching of the English language by students of the University of the Armed Forces-ESPE (Army Polytechnic School) in the Pedagogy of National and Foreign Languages program, throughout eight semesters of online education. The comprehensive exam consists of three parts: firstly, a bank of multiple-choice questions on three subjects such as Mixed Methods, Methodology and English Vantage B2; secondly, the development of a case study; and, thirdly, the presentation of the proposal by the students. Within the development, the educational curriculum must be used as the only support tool, taking into consideration all aspects related to the educational context, including students with diverse educational needs that must be met. Finally, in the second part, the student will present an improved

proposal that will include theories, methodologies, tools and activities used by the teacher during the development of an English class.

Keywords: Comprehensive exam; Approaches; Pedagogy; Online education; Case study; Multiple choice; Curriculum.

Resumo

O exame complexo visa avaliar exaustivamente os conhecimentos adquiridos durante o processo de ensino-aprendizagem, bem como a correta seleção de abordagens, métodos, estratégias e ferramentas a utilizar na sala de aula durante o ensino da língua inglesa pelos estudantes da Universidade. das Forças Armadas-ESPE (Escola Politécnica do Exército) no curso de Pedagogia de Línguas Nacionais e Estrangeiras, ao longo de oito semestres de ensino on-line. O exame complexo é composto por três partes: em primeiro lugar, um banco de questões de escolha múltipla sobre três disciplinas como Métodos Mistos, Metodologia e Inglês Vantage B2; em segundo lugar, o desenvolvimento de um estudo de caso; e, em terceiro lugar, a apresentação da proposta por parte dos alunos. No desenvolvimento, o currículo educativo deve ser utilizado como única ferramenta de apoio, tendo em conta todos os aspetos relacionados com o contexto educativo, incluindo os alunos com diversas necessidades educativas que devem ser satisfeitas. Por fim, na segunda parte, o aluno apresentará uma proposta melhorada que incluirá teorias, metodologias, ferramentas e atividades utilizadas pelo professor durante o desenvolvimento de uma aula de inglês.

Palavras-chave: Exame complexo; Abordagens; Pedagogia; Educação online; Caso de estudo; Escolha múltipla; Plano de estudos.

Introduction

Background

The people of Otavalo, often referred to as Otavaleños, belong to the indigenous kichwa ethnic group and are known for their culture, traditional clothing, and skilled craftsmanship. There are a lot of American foreigners who visit the place to buy handicrafts, in this way, Otavaleños have constant contact with English language. The general education English language curriculum focuses on ensuring the development of students' communicative competences through active and creative learning activities and gaining basic knowledge of the landscape, culture and people of

English-speaking countries and other countries in the world. The high schools have native speakers as volunteers to practice speaking; however, these institutions face challenges such as boosting reading and writer skills, and cultural understanding.

Description of the Case

This class belongs to a municipal high school. It has 45 students of second year of Bachillerato. 60% are female and 40% are male. In this group, there is a girl with 25% of ADHD (Attention Deficit Hyperactivity Disorder). English is taught three hours a week which is stated by Ministerio de Educación, but as an internal policy, students must attend extracurricular English clubs. Most of the instruction is targeted at speaking with the content just related to English-speaking countries. However, when students are presented with a complex text, they have a high difficulty in understanding thought-provoking questions and developing the answers cohesively and coherently. There is a limited access to the internet. As for evaluation, students are mostly assessed in their speaking skills through informal test. Three 45-minute periods per week are allotted to the teaching of the English language.

Topic

English language acquisition within an indigenous ethnic group known as the 'Otavaleños'

Title of Proposal

The use of flash cards as a strategy to boost, reading and writing in English language acquisition to 45 students of second year of bachillerato, and a girl with 25% of ADHD, in a municipal high school in Otavalo.

Justification of the Proposal

In this proposal we consider that Integrating constructivist theory and the cooperative learning model are advantageous for English language acquisition specially in places where the majority belongs to an ethnic kichwa group of people. The use of this method will enhance active participation with American foreigners, in order to share construction of knowledge, not only facilitating deeper learning and understanding, but also fostering a supportive environment in which indigenous students learn from native speakers' experiences and cultural backgrounds. This

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proposal is effective for individual learners, as well as for students who have special needs such as ADHD into the learning process. In today's globalized world, English language skills that promote cross-cultural communication and understanding are essential; additionally, the application of constructivism and collaborative learning directly addresses the practical challenge of improving language acquisition in indigenous students. Finally, the use of visual aids like flash cards as creative tools to interact between culture and people, advocates the adoption of learner-centered approach, encouraging students to promote collaborative tasks, and meaningful interaction in English language acquisition in a municipal school in Otavalo.

Theoretical Foundation of the Proposal

Theory	Description and main characteristics	Role of the Learner	Role of the teacher	How is learning achieved?
Constructivism	Is an epistemological view of knowledge acquisition emphasizing knowledge construction: rather than, knowledge transmission and the recording of information conveyed by others (Applefield J. Huber., 2000, pág. 87)	• Active - Participative • Critical thinker • Builder • Solver	• Facilitator • Designer • Promoter • Mediator	A productive, constructivist classroom, then, consists of learner-centered, active instruction. In such a classroom, the teacher provides students with experiences that allow them to predict, manipulate, pose questions, research, imagine, and

Model	Description and main characteristics	Role of the Learner	Role of the teacher	How is learning achieved?
				invent (Audrey Gray, s.f., pág. 98)
Cooperative learning	Teaching method where students work together in small groups to achieve a common goal. This approach encourages interaction among students, fosters collaboration, and enhances learning through shared experiences and discussions.	• Organizer • Lecturer • Time-keeper • Material supplier	• Humanist • Facilitator • Global Connector	Students work together in groups to be able to mastering the initial material that has been presented. The goal of cooperative learning is for students to help each other succeed academically (Olviani Cipta Ningsi Tarinje, 2018, pág. 58)

General Objective:

Integrate written and spoken text in order to identify cultural differences and similarities within a range of local, national and global contexts familiar to the learner (Ministerio de Educación del Ecuador, 2010, pág. 24)

Specific Objective:

Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes (Ministerio de Educación del Ecuador, 2010, pág. 25)

Student's objective: Compare and contrast culture, traditional clothing of people from ethnic groups, with American Foreigners, in order to boost students' cultural understanding, in a municipal high school in Otavalo.

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Development of the Proposal

General Objective	Specific Objective	Skills and Performance Criteria	Evaluation Criteria
O.EFL 4.8 Integrate written and spoken text in order to identify cultural differences and similarities within a range of local, national and global contexts familiar to the learner (Ministerio de Educación del Ecuador, 2010, pág. 24)	Compare and contrast culture, traditional clothing of people from ethnic group, with American Foreigners, in order to boost students' cultural understanding, in a municipal high school in Otavalo.	EFL 4.1.1 Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes (Ministerio de Educación del Ecuador, 2010, pág. 25)	CE.EFL.4.1. Compare and contrast oral traditions and literature from Ecuador and beyond in order to manifest an understanding of the relationship between cultural perspectives and practices and by sharing cross cultural experiences (Ministerio de Educación del Ecuador, 2010, pág. 32)
		EFL 4.1.10 Recognize and appreciate individual and group similarities and differences by establishing and maintaining healthy and rewarding online and face-to-face relationships based on communication and cooperation (Ministerio de Educación del Ecuador, 2010, pág. 41)	CE.EFL.4.3. Interact with others using self-monitoring and self-correcting strategies as well as appropriate nonverbal and oral communication features (Ministerio de Educación del Ecuador, 2010, pág. 36)

Methodological strategy	**Cooperative learning:** Involves students working in pairs or small groups to discuss concepts or find solutions to problems (Cornell University, 2024). Furthermore, enhance language development and create a supportive environment. **Role play: C**an develop critical thinking by engaging students in different case scenarios to demonstrate the real-life situations (Sumaira Rashid & Shahzada Qaisar, 2017, pág. 198) **Flashcards:** According to (University of Southern Maine, 2024) flashcards can be a very effective self-testing approach. Even the act of making flashcards is a way to "work" the information, challenging you to think about which information to have on one side and the related description on the other.

ACTIVITIES

1.- STORY BUILDING:

Teachers' activities:

- Presentation
- Motivation (warm-up)
- Provide students theme and objective
- Provide students with essential information
- Make students focus on how to use/do it?
- Monitor the activity

Students Activities:

- Work in groups
- Listen and understand the instructions
- Identify some pictures and give an example.
- Collaborative work to create a story

Development/construction

- Make groups of three
- Choose three or four flashcards
- Create easy stories using the flash cards given
- Ask questions to each other's to clarifying students' doubts.

Just to reinforce:

- Complete a worksheet activity
- Work individually to reinforce comprehension
- Make comparisons

RESOURCES:

Human resources

- Leadership
- Skills
- Abilities
- Experience

Physical resources

- Flash cards
- Computer
- Overhead projector
- Web platform

Resources:

Human resources

- Leadership
- Skills

2.- FLASH CARDS DUEL:
Teacher activities:
- Presentation
- Motivation (warm-up)
- Provide students theme and objective
- Provide students with essential information.
- Monitor the activity

Students Activities:
- Listen and understand the instructions
- Identify some pictures on the board
- Development memorization
- Apply knowledge and skills
- Improve communication skills

Development/construction
- Work in a horse-shoe position
- Paste a colorful flash card on the board
- Point out the picture, and ask student to repeat it
- Heads down – heads up
- Remove one flash card
- Ask students heads up, and what's missing?
- Clarifying students' doubts.

Just to reinforce:
- Invite a couple of students to work in from
- Give them a flash card
- To say stand back-to-back
- Move one step forward, two, and three steps.
- Turn around, the student has to say the name of the picture that he/she sees
- Whoever says it firs, gets an extra point.

3.- DRAWING CHALLENGE:
Teacher activities:
- Presentation
- Motivation (warm-up)
- Provide students theme and objective
- Provide students with essential information.
- Monitor the activity
- Make an example how to do it?

- Abilities
- Experience

Physical resources
- Flash cards
- Computer
- Overhead projector
- Web platform

Resources:

Human resources
- Leadership
- Skills
- Abilities
- Experience

Physical resources
- Flash cards
- Computer
- Markers
- Blank sheet of paper
- Pen or pencil

Student activities:

- Listen and understand the instructions
- Collaborate with their group
- Student A: Ask student B to draw a square
    - Above the square draw a triangle
    - Above the triangle draw a flag
    - What the object is?
- Student B: Draw a school
- Expand communication skills

Development/ construction

- Work in a team-building activity, 2 teams of 4
- Sit students back-to-back, one of them, hand one blank piece of paper and pen
- The others, give a simple instruction to draw without saying the meaning

Just to reinforce:

- Give them a flash related to:" my favorite food"
- Give direct instructions
- Use imperatives
- Reinforce communication skills

Learning Environment

Create better learning environment, using of the horseshoe position will encourage discussion and interaction between students and teachers. Furthermore, it allows for easier eye contact facilitating more inclusive environment where students feel engaged and connected to the English lessons. Additionally, by using flashcards provides memory retention, attractive classroom stimulating students' attention. As well, the visual aspect helps learners to associate words and concepts with images, making it easier to express and generate new knowledge. Similarly, in order to carry out an active class one of the principal aspects is environment because it plays a crucial role for students' outcomes, through that teacher can motivate students by creating a supportive classroom environment where they feel valued and empowered to participate. Likewise, it permits to create suitable opportunities for students to show their skills or talents. Finally, by fostering a culture of motivation in class, teachers can inspire students to actively participate in class activities, which leads to a more dynamic and enriching learning experience for everyone involved.

Adapted proposal for students with special needs

Special Needs: "ADHD"

"Attention Deficit Hyperactivity Disorder", students have difficulty with attention and self-control.	
Methodological strategy	**Cooperative learning for "ADHD Students":** It has a positive impact into the learning processes, because is considered as a suitable tool to include children from special education. Moreover, could be advantageous for all students, regardless of their race, ethnicity, disability, educational level, or other variables (Millis. B, 2020, pág. 17) **Flashcards for "ADHD Students":** According to: (Hidalgo Pablo, 2015, pág. 25) These are effective memory-aid tools that can help students learn new material quickly. Although it may be tempting to associate flash-card learning with younger children who has special needs "ADHD.", because, it could be considered as a personal dictionary.
"ADHD" ACTIVITY: story building **Teachers' activities:** • Motivation (warm-up) • Provide students with essential and specific information • Make students focus on how to use/do it? • Give them exactly which materials they'll need. • Provided them tools to create stories that are rapid and intense. • Monitor the activity **Students Activities:** • Work in groups • Listen and understand the instructions • Identify some pictures and make an example. • Create stories with fewer steps • Collaborative work	**Resources:** **Human resources** ● Leadership ● Skills ● Abilities ● Experience ● Patience **Physical resources** ● Flash cards ● Computer ● Markers ● Blank sheet of paper ● Pen or pencil ● Whiteboard

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Development/construction
 	
• Choose three or four flashcards
• Create easy stories using the flash cards given
• Allow a student with ADHD frequent breaks
• Ask questions to each other's to clarifying students' doubts.
 	
Just to reinforce:
• Invite a student who has ADHD to work in from
• Give his/her a flash card
• Tell his/her:
  • to stand back-to-back
  • Move one step forward, two, and three steps.
  • Turn around
  • the student has to say the name of the picture that his/her sees.
  • Whoever says it first, gets an extra point.
• Let him/her plays a rubber ball or do something that doesn't make noise as an extra physical activity.	

Special Needs: "DYSLEXIA" "Learning disability that affects language-based activities, particularly reading and writing"	
Methodological strategy	**Collaborative learning for "Dyslexic students":** According to Sara Fadli, (2023), collaborative learning provides dyslexic students with a supportive environment conducive to peer interaction and varied perspectives. Working together enhances comprehension, exchange ideas and clarify concepts collectively. Moreover, collaborative tasks can mitigate the challenges dyslexic learners face with reading and writing. **Flashcards for "Dyslexic students":** Effective tools for dyslexic students, offering multisensory learning experiences, to aid memory

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	retention and alleviate reading challenges; Dyslexic learners benefit from enhanced vocabulary, spelling, increased confidence, fostering active participation and comprehension (Muhammad Barja Sanjaya, 2021, pág. 34)
DYSLEXIC ACTIVITY: Story Building **Teachers' activities:** • Motivation (warm-up) • Provide students with essential and specific information • Make students focus on how to use/do it? • Give them exactly which materials they'll need. (Writing and reading) • Provided them visual tools to create stories. • Monitor the activity (to avoid confusions in writing) **Students Activities:** • Work in groups • Listen and understand the instructions • Identify some pictures and make an example. • Create stories with visual aids **Development/construction** • Choose three or four flashcards • Create easy stories using the flash cards given • Allow a student with Dyslexia work by themselves • Help every time to avoid writing confusions.	**Resources:** **Human resources** ● Leadership ● Skills ● Abilities ● Experience ● Patience **Physical resources** ● Flash cards ● Computer ● Markers ● Blank sheet of paper ● Pen or pencil ● Whiteboard

Just to reinforce:	
Just to reinforce: • Give any flash cards to learners on pastel-colored paper to support learners with visual processing • Make sure written stories are clear and dyslexic-friendly. • Try to make sure that sentences don't 'run over' • Encourage dyslexic students to use a plain piece of paper to cover.	

Evaluation

Activities	Type of evaluation	Techniques	Instruments	Learning outcome
Activities **1.- STORY BUILDING:** **Students Activities:** • Work in groups • Listen and understand the instructions • Identify some pictures and give an example.	Formative evaluation	Sharing in groups Direct questions	Worksheets Kahoot Story bird Story board Google Forms	Students will use AIDS to accurately and fluently talk about daily routines. Students will enhance oral communication and comprehension by engaging flash cards activities.

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• Collaborative work to create a story	Summative evaluation	Quizzes Test Exams		
2.- FLASH CARDS DUEL: **Students Activities:** • Listen and understand the instructions • Identify some pictures on the board • Development memorization • Apply knowledge and skills • Improve communication skills				Students will strengthen visual memory and association of images and words through the use of flashcards. Students will demonstrate collaboration skills through successful completion of group tasks, as evidenced by their ability to effectively communicate.
3.- DRAWING CHALLENGE: **Student activities:** • Listen and understand the instructions • Collaborate with their group • Student A: Ask student B to draw a square • Above the square draw a triangle • Above the triangle draw a flag				Students will boot visual recognition skills identifying specified pictures displayed on the board

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• What the object is? • Student B: Draw a school • Expand communication skills			

Adapted proposal for evaluation of students with special needs

General Objective	Specific Objective 1	Skills and Performance Criteria	Performance Indicators
O.EFL 4.8 Integrate written and spoken text in order to identify cultural differences and similarities within a range of local, national and global contexts familiar to the learner.	To compare and contrast culture, traditional clothing of people from ethnic group, with American Foreigners, in order to boost students' cultural understanding, in a municipal high school in Otavalo.	Sustain simple conversational exchange on a familiar, when carrying out a collaborative/paired learning activity in which there are specific instructions for a task. REF. EFL 4.2.10	I.EFL.4.10.1. Learners can effectively participate in familiar and predictable everyday conversational exchanges in order to complete a task, satisfy a need or handle a simple transaction, using a range of repair strategies. (Example:

			asking for clarification, etc.) (I.3, J.3, J.4
		EFL 4.1.10 Recognize and appreciate individual and group similarities and differences by establishing and maintaining healthy and rewarding online and face-to-face relationships based on communication and cooperation (Ministerio de Educación del Ecuador, 2010, pág. 41)	CE.EFL.4.3. Interact with others using self-monitoring and self-correcting strategies as well as appropriate nonverbal and oral communication features (Ministerio de Educación del Ecuador, 2010, pág. 36)

Activities	Type of evaluation	Techniques	Instruments	Learning Outcomes
"ADHD" ACTIVITY: **STORY BUILDING** **Students Activities:** • Work in groups • Listen and understand the instructions • Identify some pictures and make an example. • Create stories with fewer steps • Collaborative work	Formative evaluation	Sharing in groups Direct questions	Worksheets Kahoot Story bird Story board Google Forms	By the end of the session **ADHD** Students: Will demonstrate improved collaboration skills through successful completion of group tasks, as evidenced by their ability to effectively communicate. Will enhance their listening and comprehension skills by accurately following instructions given orally or in written form

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DYSLEXIC ACTIVITY: **Story Building Students Activities:** • Work in groups • Listen and understand the instructions • Identify some pictures and make an example. • Create stories with visual aids	Summative evaluation	Quizzes Test Exams		By the end of the session **DYSLEXIC** Students: Will enhance their storytelling skills by simplifying narrative structures with fewer steps Will demonstrate organization and clarity in their storytelling abilities, which will aid in maintaining attention and reducing cognitive overload during the creative process.

Conclusions

In order to effectively implement the pedagogical proposal within the classroom setting, it is imperative to cultivate a learning environment that prioritizes the needs and contexts of the students. This entails paying careful attention to the unique cultural background of the Otavaleños people, ensuring that instruction is tailored to resonate with their experiences and perspectives

The right use of classroom management "environment", will be essential for ADHD and DYSLEXIC students because provide resources for independent learning to foster a collaborative, and inclusive atmosphere, promoting peer-to-peer learning and mutual support to each other's.

The suitable selection of the methodologies, strategies, techniques, tools or resources according to the students' context, encourage active participation and engagement in the learning process.

Recommendations

Create a conducive learning environment by adopting the horseshoe seating arrangement to foster interaction between students and teachers. This layout encourages eye contact, promoting inclusivity and engagement in English lessons.

The use of flashcards enhances memory retention and grabs students' attention, aiding in associating words with visuals for easier comprehension and knowledge creation.

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Implement a hybrid approach blending constructivist theory and cooperative learning for English language acquisition in an ethnically diverse context like Otavalo. This method fosters active participation, cultural exchange, and inclusive learning environments beneficial for both indigenous students and those with special needs.

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