



# UTMACH

UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN  
INGLÉS

DEFICIENCIES IN THE RECOGNITION AND USE OF TRANSITIVE AND  
INTRANSITIVE VERBS IN ENGLISH TO WRITE SIMPLE, COMPOUND  
AND COMPLEX SENTENCES.

LOPEZ CARRILLO ELICIA MORAIMA  
LICENCIADA EN CIENCIAS DE LA EDUCACIÓN

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EXAMEN COMPLEXIVO

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CHAMBA ZAMBRANO JOHN MARCELO

MACHALA, 10 DE ENERO DE 2018

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## **RESUMEN**

### **DEFICIENCIAS EN EL RECONOCIMIENTO Y USO DE VERBOS TRANSITIVOS E INTRANSITIVOS EN INGLÉS PARA ESCRIBIR ORACIONES SIMPLES, COMPUESTAS Y COMPLEJAS.**

El presente trabajo tiene como objetivo mostrar los diferentes factores que dificultan en los estudiantes de los colegios las deficiencias en el reconocimiento de verbos transitivos e intransitivos en inglés para escribir oraciones simples, compuestas y complejas, algunas veces los estudiantes se confunden en las oraciones cuando la acción del verbo recaen en un objeto, al mismo tiempo un verbo funciona como transitivo y en otras veces puede ser intransitivos es por este motivo que algunos estudiantes cometen errores en las oraciones no tienen suficiente conocimientos sobre los verbos que se enseña en las oraciones gramaticales. Así mismo hay algunos estudiantes no reconocen cuando es un verbos transitivos e intransitivos. La enseñanza de la gramática es esencial para comprender las estructuras gramaticales y permite desarrollar habilidades en los estudiantes. Con la investigación realizada de revistas científicas, libros y páginas web se muestra la recopilación de información dirigida con mayor interés a los docentes de las diferentes instituciones educativas para que de esta manera conozcan los factores que determinan y perfeccionan el reconocimiento de los verbos transitivos e intransitivos. Además, tomar en cuenta cuales son las debilidades que los estudiantes suelen tener y las carencias que se pueden presenciar en las clases de tal manera que el docente pueda considerar estrategias pedagógicas que inciden favorablemente en los estudiantes en un mayor interés en los aprendizajes con el fin de llegar a los estudiantes de forma acertada logrando alcanzar dominio en la gramática inglesa y a su vez mayor dominio en sus trabajos.

Palabras claves: metodología; estrategias de enseñanza; estudiante; inglés; verbos transitivos e intransitivos.

## **ABSTRACT**

### **DEFICIENCIES IN THE RECOGNITION AND USE OF TRANSITIVE AND INTRANSITIVE VERBS IN ENGLISH TO WRITE SIMPLE, COMPOUND AND COMPLEX SENTENCES.**

The present work aims to show the different factors that make it difficult for the students of the schools the deficiencies in the recognition of transitive and intransitive verbs in English to write simple, compound and complex sentences, sometimes the students get confused in the sentences when the verb action fall on an object, at the same time a verb works as a transitive and at other times can be intransitive is for this reason that some students make errors in sentences do not have enough knowledge about the verbs taught in grammatical sentences. Likewise, some students do not recognize when it is a transitive and intransitive verb. The teaching of grammar is essential to understand grammatical structures and to develop skills in students. With the research carried out in scientific journals, books and web pages, the collection of information directed with greater interest to the teachers of the different educational institutions is shown so that they know the factors that determine and perfect the recognition of the transitive and intransitive verbs. . In addition, take into account what are the weaknesses that students usually have and the deficiencies that can be witnessed in the classes in such a way that the teacher can consider pedagogical strategies that favorably affect students in a greater interest in learning in order to reach the students in a successful way achieving mastery in English grammar and at the same time greater proficiency in their work.

**Keywords:** methodology; teaching strategies; student; English; transitive and intransitive verbs.



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## **INTRODUCTION**

The English language is considered as one of the most widely spoken languages in the world. Therefore, in each educational institution is very important the teaching of this language is required so that students can master his language which is recognized in each of the stages of life. For this reason, learn english for business, to meet new people and star conversation and most usual where can find this language is on the internet.

There is a deficit in the students of schools do not understand what are transitive and intransitive verbs , it is first of all necessary to understand what the object of a verb. Therefore, in certain cases the English teachers themselves do not do it in the proper way and this is because the teachers do not adapt classes focusing in grammar is fundamental within each class teaching grammar and pronunciation. However, in the teaching – learning process of foreign languages, teachers as students have found a series of different obstacles. In order to try to solve them, there are a lot teachers in education that are studying this barriers. In fact, these verbs create special problems for students, partly because there are so many of them, these difficulties are sometimes increased. Also, transitive and intransitive verbs are presented by teachers telling students that they will just have to learn them by heart, there by implying there is no system.

By the way, one should not only devote time to pronunciation and memorize the verbs in the last hour of the classes or as a “stuffing” of the class. Some teachers focus speaking, leaving aside the teaching of grammar to build in their students a correct writing of words.

As mentioned previously, it was necessary to implement the following work DEFICIENCIES IN THE RECOGNITION AND USE OF TRANSITIVE AND INTRANSITIVE VERBS IN ENGLISH TO WRITE SIMPLE, COMPOUND AND COMPLEX SENTENCES, in order to recognize the weaknesses that are presented in the students at the moment of learning a new language and in such a way that the teacher can apply pertinent methodologies after analyzing the deficits that are shown.

## **DEVELOPMENT**

The time of an English is limited in classroom because it is a special subject that is why the teacher tries to program in the short time of his class the most relevant activities so that the mastery of a second language is successful, paying attention to the grammar skills are important to be an effective learner. Communication skills are indispensable for students. Grammar rules can help learners develop the habit of thinking logically. Therefore, the study constructive teaching and learning activities were used to help learners improve on their grammar and usage with a focus on how to help them internalize subject verb agreement rules. The purpose of the research was to assist learners to improve upon their performance in grammar and usage. This action research aims to explore how constructive teaching and learning activities which are learner activities can help overcome their subject verb agreement errors and to improve on their English. It is very important make activities to the students to guide to correct errors in their sentences. (Agbesi, 2016, pág. 23).

Actually, in practicing writing English most of the students are still making mistakes in grammar, structure, and vocabulary and preposition so the students when write sentences in English are confused. They students to be able to construct well-formed sentences, they need understand the basic rules. Error are consistent and based on generalization and the mistakes are occasional slips.

### **1.1 Difficulties that occur with Interlingual Errors.**

Many students make a lot errors use of prepositions and articles in their written. It is through error analysis that the teacher can assess learning and teaching and determine the priorities for future efforts. The words which sounds same but meaning different may cause mistakes.

Richards argues that learners' errors are of two types: interference from the mother's tongue, which are termed as transfer or inter-lingual errors, and those which result from the process of learning the second language itself, and do not exhibit any influence from the first language. Are called intra-lingual. Inter-lingual errors reflect the intrusion of features of learner's first language into the second language. Intra-lingual errors are those whose origin lies within the structure of the second language itself, and are errors, which can be made by any learner, irrespective of one's first language. Many students are acquiring a basic knowledge of English such as a simple conversation, grammar and tenses. (Ngene, 2016).

## **GRAMMAR ERRORS IN THE STUDENTS.**

In the English class it can be evidenced that the time that is dedicated to grammar and pronunciation is limited or in some cases the teachers do not take care of him.

The teacher should be a good researcher and present to his students extra material in which he can provide to the students with necessary.

Many spelling mistakes occurs when incorrect homophones words with the same pronunciation such as “right”, “rite” and “write” are used in sentence. Also, singular subjects take singular verbs and plural subjects take plural verbs.

Ø Peter go at school.

Ø Peter goes at school.

It is very important that the teachers create an atmosphere for students to speak than requiring them not to make speaking with the deepening of our understanding of learner’s errors. The students can be wrong and are inevitable in the process of language acquisition. However, a learner, whose language seems to be fluent but is full of errors, is difficult to become a competent English speaker, because he has formed a bad habit of mistaking errors for correct forms and some wrong expression. The teachers have paid much attention to errors and have studied them from different perspectives (Shi, 2017).

In the process of teaching and learning English writing ability is the most difficult and complicated language skill to be learned almost by the students in the level of education. The teachers of English should teach to the students be exposed to English as much as possible like participation in curricular activities for good performance. Also, activities as drama, debates, language games, play and storytelling.

Types of error correction

Actually, writing needs well knowledge and hard thinking when the students produce words and sentences some mistakes are made when the students do not understand well about the English grammar especially in writing but also, teachers and students have different views of how errors should be corrected. The teachers generally don’t like explicit correction, while the students generally hope their teachers correct their errors (Shin, 2017).

## **2 INTERLINGUAL MISTAKE**

Many students confused with mistakes Mini-lessons are “teaching moments” inspired by students’ work. Students were given topic sentences for them to develop into paragraphs as their writing exercises. Sentences with grammatical errors in them were selected from students work and used to promote discussion about the stylistic choices students make. These lessons gave students the opportunity to engage in editing and revision. (Albert, 2016). Nowadays the internet plays a fundamental role in teaching a new language, so we can find a lot of useful information which can be presented to students in web pages where students will be able identify correct verb forms. After, they have completed a quiz.

In addition, multimedia is more efficient as a didactic resource in teaching, so the teacher can present videos how identify an object direct or phrasal verbs and the students can practice with videos that are presented and can perform exercises. In the annexes of this work can be evidenced the links of some channels of YouTube where the explanation of verbs is clear and precise.

The main objective of this study is to examine the types of errors that students make when using the BE+ verb form and to suggest possible reasons for these errors. Secondly, the study aims to provide general pedagogical suggestions related to the BE construction. Finally, contextualization of the grammar point within a teaching curriculum will also be discussed. In describing the potential sources of errors, it should be noted that the sources identified are based on the researchers’ analysis and interpretation of the corpus set. (Samad, 2017).

#### Verb noun agreement

Pinker said children have innate knowledge of the semantic properties of nouns and verbs, as well as syntactic knowledge of noun and verb categories. Pinker suggests that children have innate knowledge of a relation between the noun word class and reference to a person or thing, and between the verb word class and such semantic categories (Rossi, 2017).

According to Valian tells us in his article that intransitive are easier for children to produce early in development than transitive because they do not require a direct object. Children who understand this distinction are expected to produce a lower proportion of transitive verb utterances early in development in comparison with later stages of development and to omit direct objects (Theakston Anna, 2001).

#### **Nouns and Verbs.**

In English language, a big number of words are utilized to occupy more than one position; these words can be used as both nouns and verbs and sometimes bring problems for students aiming to learn the grammatical properties of words. Most of the students could not recognize the given words whether they nouns or verbs. (Abbas, 2017).

Verbs come in three tenses: past, present and future. The past is uses to describe things that have already happened. Use expressions as yesterday, last week, last month, three years ago. The present tense is used to describe thing that are happening right. The future tense describes things that have yet to happen and use expressions as tomorrow, next week, and next year.

### **Types of Verbs**

As nouns and verbs are two grammatical categories which are both important in language syntactically and semantically. In English there are two types of unaccusative verbs, alternating and non-alternating. Alternative unaccusative verbs can be used both transitively and intransitively. (Natalie Sullivan, 2017).

Example. The verb broke can be used transitively and intransitively.

Ø The boy broke the bowl.

Ø The bowl broke.

Before presenting one the strategies the teacher should use in class, it is important to mention that the teacher preparation and knowledge in terms of grammar.

### **Transitive and Intransitive verbs**

#### **What is a transitive verb?**



The teacher reads a book.

A transitive verb is one that is followed by a direct object and receiver of the action.

Example:



María often sleeps lightly.

#### **What is an intransitive verb?**

An intransitive verb is one that is not followed by a direct object.Example:



It can be difficult to describe the difference between transitive and intransitive verbs, even if you can recognize them when they are used in a sentence. The verbs offers action, here is the implication that there is something in the sentence that is empowered by the action, so the main difference between the intransitive and transitive has everything to do with whether or not there is an object that is receiving the action. If there is an object, it qualifies as a transitive verb. If there is no object, then it qualifies as an intransitive verb.

Some verbs are impossible for a direct object as arrive, go, lie, sneeze and die are always intransitive.

Find the direct object by asking subject + verb + what or whom?

My sister is driving Helen to her friend is house.

Questions: My sister is driving whom?

Helen that is direct object.

Therefore, drive is a transitive verb.

### **Transitive Verbs in Simple Sentences**



S+V+DO: Maria bought a book. S+V+IO+DO: Maria gave her mother a book.

### **Types of Sentences**

Sentences are of three kinds according to their structure: Simple, Compound and Complex sentences.

#### **What is a Simple Sentence?**

A simple sentences has just one independent clause. A simple sentence has no dependent clauses.

Transitive verbs must have objects.

**What is a compound sentence?**

A compound sentence has at least two independent clauses that have related ideas. The independent clauses can be joined by a coordinating conjunction (for, and, but, yet).

Ø Carmen made the sugar cookies; Darwin decorated them.

**What is a Complex Sentences?**

A complex sentence is made from two independent clauses and one or more dependent clauses. Examples:

- When the cake is Brown, remove it from the oven.

This example the dependent clause is when the cake is brown. It is an adverb of time that modifies the independent clause, which is remove it from the oven.

## **CONCLUSION**

The approach that exists when learning a new language is based on communication it means is more important for the students develop their skills in grammar. This has caused an unfavorable aspect for the development of correct writing of the English language.

The teacher is extensive knowledge of the subject before being taught to his students, is the key to teaching significantly. The teaching work is a challenging way to be the one that entails the teachers to remain involved in the arduous and constant investigation process so that the classes that are taught are of great relevance. Therefore, this will help the students to have a satisfactory level of performance.

The teacher must constantly be prepared not only with the knowledge about conjugations of verbs but also in terms of the different methodologies that should be applied in classes so that this subject is accurately taught and above all that causes interest the students and dynamic classes for students can be attract attention can enjoy satisfaction and passion to learn language English.

The teacher no only focuses on repeating sentences and memorizing verbs, he should focus in constructing grammatical sentences. Also must explain with play and audiovisual materials that reinforce the classes.

The work presents the mistakes and errors of verbs and nous. Also, how recognize the transitive and intransitive verbs, which the students are confused and therefore feel afraid to practice exercises.

As the working time of an English teacher is limited in a classroom. The teacher must implement different activities with the help of technology to save time and cause interest of the students.

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