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UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN
INGLÉS

STRATEGIES TO GET STUDENTS TO RECOGNIZE AND USE PAST
TENSE IN THEIR AFFIRMATIVE AND INTERROGATIVE FORMS

DELGADO LOAIZA CRISTINA LISBETH
LICENCIADA EN CIENCIAS DE LA EDUCACIÓN

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EXAMEN COMPLEXIVO

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ZALDUA MORAN EDDY MARSHEL

MACHALA, 01 DE FEBRERO DE 2019

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ABSTRACT

ESTRATEGIAS PARA LOGRAR QUE LOS ESTUDIANTES RECONOZCAN Y USE LA FORMA DEL TIEMPO PASADO EN SUS FORMAS AFIRMATIVAS E INTERROGATIVAS

Author: Cristina Delgado Loaiza

This project focuses on the application of different methodological strategies that help the teacher to develop how to best learn the past tense in his affirmative and interrogative forms that apply to all students.

In this way it will be a little easier for the student to learn and the teacher to explain it.

The objective is to provide teachers with methodological strategies through active, innovative, motivating and humorous techniques to achieve quality teaching.

This research supports all teachers to guide students on the correct use of past tense in their affirmative and interrogative forms, so that I have developed three very important skills; Read, Speak, Listen and Write

Keywords: Strategies, motivation, techniques, learning and humor.

RESUMEN

Este proyecto se enfoca en la aplicación de diferentes estrategias metodológicas que ayudan al maestro a desarrollar cómo aprender de mejor manera el tiempo pasado en sus formas afirmativas e interrogativas que se aplican a todos los estudiantes.

De esta manera será un poco más fácil para el alumno aprenderlo y el maestro para explicarlo.

El objetivo es proporcionar a los maestros estrategias metodológicas a través de técnicas activas, innovadoras, motivadoras y humorísticas para lograr una enseñanza de calidad.

Esta investigación apoya a todos los maestros para que guíen a los estudiantes sobre el uso correcto del tiempo pasado en sus formas afirmativas e interrogativas, de tal manera que he desarrollado tres habilidades muy importantes; Leer, Hablar, Escuchar y Escribir

Palabras clave: Estrategias, motivación, técnicas, aprendizaje y humor.

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INTRODUCTION

English has become a compulsory subject from Primary and secondary education, which is gradually being introduced even earlier into the curriculum in many schools. This highlights the official importance of English in both school and society. However, although a compulsory subject, there are fewer English lessons than, the other core subjects. This raises questions about the real status of English in primary school education and whether it is really perceived as important.

This paper firstly examines which strategies the teacher should use in order to get students to recognize and use the past tense form in their affirmative and interrogative forms? English grammar is the way in which meanings are encoded into wordings in the English language. This includes the structure of words, phrases, clauses, and sentences, right up to the structure of whole texts.

There are historical, social, cultural and regional variations of English. Divergences from the grammar described here occur in some dialects.

After reporting and discussing the different perspectives of the students, this paper concludes by considering the implications for English education in primary schools and secondary school of the Ecuador.

The verb forms the sentence. Just like the engine in a car, the verb is the most important part of English grammar. There may be not many problems for native English language learners when they speak or write English, but there are always big problems for those English language learners who are influenced by the formation of construction from their native languages. Hence, they may speak or write English.

Consequently, it is especially important to those English learners; studying the verbs, attention should be paid to how to learn to use them appropriately types a point too important for all teachers.

DEVELOPMENT

COMPLEXIVE EXAMEN PRACTICAL DIMENSION

Practice reagent to resolve

In the second year of school, it is observed that students do not adequately handle the simple past form. What strategy should the teacher use for students to recognize and use the past tense form in their affirmative and interrogative forms?

What strategy should the teacher use in order to get students to recognize and use the past tense form in their affirmative and interrogative forms?

One of the main ways for all students to recognize past tense in their negative and interrogative forms is to learn the verbs.

What is a verb?

The verb is the fundamental part of a sentence. The good learning of this; it will be what we project for the proper use and proper handling of a grammatical sentence.

Gleitman (1990) defined

Verbs are the action words in a sentence that describe what the subject is doing. Along with nouns, verbs are the main part of a sentence or phrase, telling a story about what is taking place. In fact, without a verb, full thoughts can't be properly conveyed, and even the simplest sentence. ("Gleitman, 1990, pág. 12)

Therefore, the verb is the fundamental part of a sentence and this must be learned correctly since only in this way will the fluency and correct grammar of any language be achieved, since its structure must be appropriate to be able to speak or write.

A verb can be any that indicates an action such as:

- Sing - Driving
- Dancing - Jumping
- Play - Eat

Whatever the hour, you can go with different verbs. This will always determine what is spoken of the prayer.

- Maria plays with her friends.

In this case the verb is "play" which means that they represent the part of the sentence that explains the action that takes place. There are many types of verbs such as Irregular or Regular. These also derive in present, past and future. In the following chart we will explain it in a better way:

DEFINITION OF THE SIMPLE PAST TENSE

The simple past, sometimes called preterit, is used to talk about an action completed in a previous time. This helps us to talk about an action that talks about the past to move it to the present time.

In such a way that it has different grammatical time, as well as structures.

When do I use PAST SIMPLE?

Past Simple is used to name actions that started and ended in the past.

For example:

- Yesterday I watched television for several hours.

(This prayer is an action of the past)

- I got up, then have breakfast and take a hot shower.

(this prayer is activity of the past)

Likewise, it also helps us to name historical facts that have occurred in past years, for example:

- The world war began in 1939, which killed many innocent people.

How do I recognize the simple past?

The Simple Past is often marked by explicit or implicit adverbs or expressions of time. for example:

- Yesterday (yesterday) Example: Yesterday I was with my grandmother.
- Yesterday morning. Example: Yesterday morning I did the shopping.
- The day before yesterday. Example: I was with my friends.
- The last night. Example. The last night I watch tv.
- Last week
- Last month
- Last September
- Last summer
- Last year
- A week ago
- Two months ago. Example. I got a job two months ago.
- Three years ago. Example I have not been to Disney for three years.
- Specific dates or months (if they have passed): March 1, in May. Example: The first of May is the battle of Pichincha in Ecuador.
- Implicit reference (we refer to the past): as an example
- Teenagers played video games a lot at night.

NEGATIVE AND INTERROGATIVE

To make the negative signature in simple past the contraction is used (not or n.t), in this way we deny the sentence.

Also in the case of the simple past in negative simply put not in front of the form of the infinitive.

- I didn't go to the movies yesterday.
- He didn't go to school yesterday.
- They didn't go to work yesterday.

WHAT ARE THE STRATEGIES TO TEACH THE STUDENTS?

Ashish (2013)

Learning strategies are resources that we use to make the class more communicative, and in this way we face all learning environments towards the student. There are different ways to organize a strategy to make a pleasant environment when teaching. It has been shown that a good strategy given to students will perform better in their tests, for this the evaluations should be based on the strategies used by the teacher; This is the result of a good pedagogical strategy addressed to all students. So all the students will come out and improve their intellectual and academic level if we as teachers know how to apply a good strategy when imparting knowledge towards them. (Ashish, 2013)

The strategies are designed to make the teacher to better perform their classes so we will optimize time and solve practical problems in the classroom, in addition the strategies contribute to the improvement of educational quality because it assumes a formative approach that seeks to achieve transformations in teachers.

So we say that strategies are an action plan to bring knowledge to all students; In this way the class taught by the teacher to all students will be done in a way that everyone understands better. As a result already mentioned, all students will obtain better grades. From the pedagogical point of view, the strategies besides being useful for all the teachers are very important for the students since they are the main beneficiaries in their academic record. (Perez, 2009)

STRATEGIES TO RECOGNIZE THE PAST TENSE FORM IN THEIR AFFIRMATIVE AND INTERROGATIVE FORMS.

What are the best ways to really learn English?

(J, 2015)

Learning a language is noticeably different from memorizing historical facts or a complicated mathematical problem. As a result, we have many techniques to achieve it. For example.

1. Talk it out

To improve English, the best thing a student can do is to practice his speech every day, just so all students can improve both their pronunciation and their practice of speaking faster and more fluently. If we have the opportunity to have native English-speaking friends, we can ask you to help us with speaking a little to spend practicing every day, whether it be words, prayers or things of daily life. Another benefit that we will obtain from a native friend is that if we listen to him speaking our fluency will do better. By interacting with foreign people our hearing will improve therefore our pronunciation will be better and better.

2. Write it down

Writing and seeing the words in English will help us in terms of grammar so it is very good to write new words in our vocabulary. In English there are millions of words that have double meaning, but it depends on the sentence for us to make sense of it. so if we want to learn it very well we will have to pay close attention to its grammar.

3. Take your time

When you're learning something new, it's easy to get frustrated if you think you aren't progressing quickly enough.

The more you're exposed to English, the more your skills will improve. Don't be afraid to ask someone to repeat themselves or if they ask you a question that you don't understand, to explain that you're learning the language. Listen for words that you know and try to work out what's being said, based on the context: these situations can provide the best learning experiences.

To learn a new language you have to pay close attention in your pronouncement this is achieved by practicing every day either with a friend, the teacher or any other person who can help you in acquiring this knowledge.

What is motivation?

(Dörnyei, 1994; Dörnyei & Ushioda, (2013) said:

The motivation consists of the different magnitudes of human behavior, that is, the persistence or effort that is applied in each of the individuals.

In other words, motivation is responsible for: why people decide something, how will they be analyzed and how will the behavior of each of them be?

For there to be a good motivation, we have to develop different activities in the environment and only in that way will we achieve a better environment.

((Dörnyei & Dörnyei & Ushioda, 2013)

When a teacher wants his class to be taught in the best way he will seek that all his students feel motivated to learn from his class. However, the task as a teacher is very difficult for students to feel motivated to acquire new knowledge. For this there must be a motivating class where the student pays great attention in such a way that he can grasp and acquire the new knowledge imparted by the teacher. It should be noted that all teachers have to seek to introduce the class already motivated. For this it is always advisable to look for games, words or didactic instruments that the students call their attention.

Vyver (2009):

Motivation is an important drive in our life if we don't have any motivating we will face many difficulties in our road. You can say that learning without motivation is as food without salt.

So each person in this life need motivation to continue his/her life because motivation helps us to be more affective on our society. (Vyver, 2009)

It is important to understand how motivation works in the classroom. There are infinite procedures that teachers use to achieve the desired effects of their students. For this, multiple activities in which they are allowed to teach in a better way are derailed. one of the most important are the games in the classroom. To introduce a class it is important to draw attention from the beginning and for this a game has been developed as a fundamental part, in which the student awakens the interest of learning a new topic.

- Students in general, whether children or young people really like the games, as they are part of their physical, intellectual and social development.

- The game as a teaching resource in the classroom is essential for English classes to practice and improve pronunciation, vocabulary (VERBS) and grammar resource. Also games help the development of the four language skills: Listening, Speaking, Reading and Writing.

- The purpose of the experiment in this study was to show that the humorous way helped the students to learn grammar more effectively and that humour enhanced learning and helped retention and recalling grammar rules. The researchers created a control group and an experimental group to investigate

- The potential benefits of introducing humour in explaining a new topic of English grammar. The results showed that the exposure to humorous activities in the classroom tend to improve the student's comprehension of the most difficult topics in their grammar book.

What is humour?

Rufaidah Kamal say:

“Humour has a high profile in the society and it is influential as a way of establishing friendships. It is evident that humour refers to anything that people say or do and is perceived as funny and tends to make others laugh” (Rufaidah Kamal, 2017 , pág. 1)

The best way to start a new language is to make the humorous class in such a way that the student feels spontaneous and uncompressed when saying any word since this way it will be better resolved.

The effects of the incorporation of the teacher's mood in the classroom, came to determine that students react to the teacher's mood in a positive way that shows that both increased commitment to the material and greater recovery of information after the use of the teacher's mood in (Victoria D. Smith, 2017)conference.

As “a frame of mind, a manner of perceiving and experiencing life. It is a kind of outlook, a peculiar point of view, and one which has great therapeutic power” (Humor, 1971, p. 21)

Rusking (1985: 1)

Rusking points out that if "Someone listens or sees something and laughs. This causes interest in many people. In most cases, this means that the person finds auditory or visual stimulation fun, because in this way they appreciate things more. Fun situations, funny stories, even funny thoughts happen almost every day to everyone. " More and more authors comment on the importance of humor in everyday life and believe that it is an effective way to establish social connections with others. (Rusking, 1985)

Through humor, several advances have been made in teaching, since students observe it in a better way in order to learn, because they manage to acquire knowledge in a more fun and complex way. Teachers at the beginning of their class in this way make all students pay more attention on the given topic, even when the class is over they can get to investigate more of the subject.

Charley Rowe say:

All human beings present their ideas better when they feel the humor that is involved. A comic speech calms the audience and "allows divergent thinking and teamwork to be effective through an extended" mental flexibility "," since "humor grants a temporal legitimization to thought in impractical and illogical ways"

Humor is a very functional therapy for all human beings something that makes a person laugh or smile. "Ross (ibid.) Many experts say that when a woman feels happy, her work will always be better than that of a woman when she is sad. It further emphasizes the strong social aspect of the way people respond to humor. People with a happy appearance respond to a guaranteed job since ideas flow in them.7p

Therefore we can conclude that to teach or acquire new knowledge we should start with strategies that reach the student to awaken interest in it, a fun class will result in a good academic use by the student. We consider that humor as a learning strategy is guaranteed, since by starting the class the student will pay more attention, so he can learn things faster; since by means of the game words will be induced to him.

Humor researchers have discovered that humor has many benefits for individuals and groups. Because this encourages appropriate learning, today this is being applied in various places of work such as medicine, business to give talks either educational or formal, in business and especially in education either children, adolescents and with more emphasis on universities.

Advocates of humor in the classroom say that when handled properly, humor does not encourage chaos in the classroom.

RESULTS

As a final of this project, we have the direct influence of the wrong application of methodological strategies in the poor performance of students in the English class.

Certainly, these factors make some students do not feel attachment to English due to the bad teaching strategies used focus only on a text and make dull and boring class.

A boring English class results in students with a low level of knowledge in the subject, and many fail. This is a reason for we provide a help to teachers, and we give an option of improved teaching of English language. These strategies change the tedious learning environment, in a place full of motivation and interest.

CONCLUSIONS

We have come to a clear and precise conclusion. If the teacher uses strategies through motivational techniques will arouse student interest in learning the verbs that helping in learn the simple past in the form affirmative e interrogative.

The use of humorous methods to create an atmosphere of fun, humour and laughter is considered a break from the rigidity of the old methods. Traditional instruction, based on automated rote learning, creates a sense of boredom, dulls the students' appetite for learning, and hinders re-tension of information and development of learning skills. Besides, these humorous methods bring the students closer to their teachers, make them happier in the classroom and more open to learning, thus creating a healthy environment where teachers and students cooperate and participate in the learning process.

Many experts, educators and researchers seem to believe in the infinite possibilities of the human potential. This reason, they keep searching for mechanisms to help the students improve their ability to learn and absorb information in a positive way and to develop the capacity and skills that qualify him/her for success in all fields of scientific and practical learning. Our experiment of the use of humour in the classroom is one of these new methods of education. The results of the show that humour can reduce anxiety, help relieve stress, increase mental sharpness and help students to learn difficult English grammatical subjects.

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