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SPECIALIZATION ENGLISH**

THEME:

**FACTORS THAT INFLUENCE IN THE TEACHING THE OBJECT PRONOUNS AND
SUBJECT PRONOUNS IN THE NINTH YEAR OF BASIC EDUCATION**

**PRACTICAL WORK OF THE EXAMINATION COMPLEXIVE BEFORE TO THE
SECURING OF THE TITLE BACHELOR´S OF EDUCATIONAL SCIENCES
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DEDICATION

I dedicate this theoretical and practical report with great satisfaction and perseverance to my dear parents, siblings and teachers who have endeavored to support me they remain the mainstay during these long years of study in order to achieve a new goal with success and reach be a good professional in the future and always proceed with efforts to innovate the development of society. How to forget my parents have taught me, and guided my studies.

GRATITUDE

First of all to thank God, for everything he has given me everything in life, forever bless and guide my steps in all planned set to do during my student days. I thank my parents who gave me life and have always been supporting me because at all times, for giving wise counsel when the need also for giving me the study and succeed the same, since the study is the best legacy in life of each of us.

I thank the Technical University of Machala and the Faculty of Social Sciences for having opened its doors for giving me the opportunity to study at that institution to prepare and be a better person in the future.

ABSTRACT

FACTORS THAT INFLUENCE IN THE TEACHING THE OBJECT PRONOUNS AND SUBJECT PRONOUNS IN THE NINTH YEAR OF BASIC EDUCATION

The main objective of the present investigation is to determine factors that influence so that the teacher does not succeed in the students of the ninth year of basic education the correct use of subject pronouns and object pronouns. Subject pronouns or personal pronouns are those pronouns that function as subject in a sentence and object pronouns are used to replace nouns that are the direct or indirect object of a clause, therefore it is very important that the teacher have clear knowledge about the topics that will teach, so that students will not have problems to learn and succeed in understanding the class.

The deficient application of methodological factors by the teacher affect during the teaching learning process in the ninth year of basic education.

Through the development of the present investigation is propose to improve the teaching of the subject pronouns and objects pronouns in the students of the ninth year of basic education and is propose to help teachers discover its deficiencies presented in the teaching of English and the origin of the same, to achieve a better student learning.

To improve the teaching of English language the teacher should use appropriate methods during the process of learning such as: translation method, inductive method, suggestopedia method because these methods are efficient, for that the students participate more actively in the acquisition of knowledge, and improve their level of learning.

The teachers also should use dynamics, warm up, videos, bingos, and songs for motivates to the students achieving an active participation, dynamic and entertaining because the teacher is the main actor in the transformation and innovation of knowledge.

The grammar translation method is important use because students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language.

Inductive method.- The one that part of the particular dates to reach general conclusions.

Suggestopedia.-This method is appropriate to use in the teaching of speak.

Key Words: pronouns, subject pronouns, pronouns objects, methodology, factors.

INDEX

CONTENT

FRONTISPIECE.....	¡Error! Marcador no definido.
EVALUATION PAGE OR VEREDICT	3
DEDICATION	4
GRATITUDE	5
RESUMEN O ABSTRACT	6
INDEX.....	7
INTRODUCTION	8
DEVELOPMENT	9
RESULTS.....	13
BIBLIOGRAPHY.....	¡Error! Marcador no definido.

INTRODUCTION

The pedagogical methods directly impact the learning of the students, because they are the ways of how the teacher is going to teach your class, and for this reason in terms of how the students will receive and be treated the same.

The teaching methods and techniques, whatever theories that inspire, should be subject to some principles which are their common basis, taking into account the educational maturity reached until today. Tomorrow it is possible that the prospects are other and these rules, then, must also be other. (Rivilla, 2009)

This gives to understand that there is so much methodology that can exist, but that this depends on the theory that this inspiring teachers.

In Ecuador, the majority of teachers of English area are involved in making their students use of correct way whether they are subject pronouns or objects pronouns, this affects the process of learning the language, which does not allow students to development their cognitive skills. In our Province of El Oro, in the different educational units teachers have a deficient knowledge of the English language is not permanently train, which causes that students in the ninth year of basic education obtain lower levels of knowledge. Can be seen as students learn the pronouns in a wrong way and always tending to constantly make mistakes

In such virtue, it is vital the development of this research, where you can find the factors that are influencing for which the student has not yet learned how to use properly these pronouns. The feasibility of the present is extensive due to that account with a large amount of articles, sources, books and publications regarding this problem.

Therefore, the following theme raised is important and it has as objective improved the teaching learning process of the students in the area of English.

FACTORS THAT INFLUENCE IN THE TEACHING THE OBJECT PRONOUNS AND SUBJECT PRONOUNS IN THE NINTH YEAR OF BASIC EDUCATION

DEVELOPMENT

EXAMINATION COMPLEXIVO PRACTICAL DIMENSION

Practice Reagent to resolving

In the ninth year of basic education, the students do not properly use the subject pronouns and confused with object pronouns.

What factors are influencing so that the teacher does not succeed in the students of the ninth year of basic education the correct use of subject pronouns and object pronouns?

1. What are factors?
2. What classification of the factors incidents?
3. Pronouns
4. Classification of pronouns
5. Purpose of pronoun
6. Subject pronouns
7. Object pronouns
8. How to recognize a subject pronoun and an object pronoun
9. Subject Versus Object Pronouns

What factors are having an impact so that the teacher does not reach the students in the ninth year of basic education the correct use of subject pronouns and object pronouns?

Factors that may be influencing are many, however, it should be noted that in the means is given to the teacher do not use the appropriate methodology to impart their knowledge, converting your class in a monotonous routine and boring for the student. When a class becomes in this way the student is inconvenient and for this reason not to pay attention to the same due to the fact that "emotions are an important factor at the time of explaining or interpreting human behavior" (Ibañez, 2002) And so the students will have a wrong behavior and with apathy toward the class

Another of the factors which affect the learning of students is educational environment in which students are forming, as it has been found a good environment and achieves proper learning more enjoyable. The classrooms are "a sounding board for the society and its problems." (Lozano F. J., 2009) by what these reflect the social situation and therefore will have an impact on directly in the learning of the student.

A factor that also may be affected in this problematic is the predisposition of the student; it is a proven fact that a student with a desire of learning will successes for the apprehension and learning of knowledge,

1. What are factors?

All factors are those that reflect causation toward a thematic, problem or phenomenon. In the field of education a factor is one that is refracted to enable learning to take a good or bad result.

In addition, we can say that one factor is the one who determines a good result in education, and on the contrary if it is one negative can affect in the learning of students.

2. What classification of the factors incidents

In education there are several factors that affect determinately to student learning but without a doubt, they should be classified into their respective groups, taking the most relevant:

- Pedagogical factors
- Family factors
- Social factors

Pedagogical Factors: Between the pedagogical factors we need to "teacher training and the teaching experience are significantly associated with the performance of the students." (Velez, 1994), therefore it is necessary to ensure constant teacher training to impart correct way their knowledge. In this same case, we have the student, because if a student does not apply the appropriate techniques for learning, it will not be able to accomplish the interpretation of knowledge nor may discern to some information

Family Factors.- Within the family factors, are the economic, as well as the problems that may exist in the families.

The economic factor, in some cases is to make relevant due to that it was for this reason there may be a wrong power that do not allow the student successfully develop their cognitive capacity. Here also within the family motivation, since "the motivation is seen as an enabler of the involvement of the subject who learns: when a student is highly motivated all his effort and personality are geared toward achieving a particular goal, using all your resources." (Lozano A. , 2003), So the family often must motivate the student in this wake up your desire to learn.

Social factors. - These will be factors are given for both the teacher and stop the student, and can be the bad friendships as well as social level that is developing the educational process.

In the first point we have friendships can influence the educational performance, in the case of students can be presented as distractors by what could stagnate the learning, in the case of teachers these friendships can affect the time extra labor, avoiding that the teacher is trained or prepare to go to impart its class.

3. Pronouns

Pronouns are small words that take the place of a noun. We can use a pronoun instead of a noun. Pronouns are words like: I, he, you, they If we didn't have pronouns, we would have to repeat a lot of nouns. We would have to say things like:

Do you like the teacher? I don't like the teacher. The teacher's not friendly.

With pronouns, we can say:

Do you like the teacher? I don't like him. He's not friendly.

The pronoun has multiple uses due to that "grammatical category made up of those words that can replace a name or noun phrase and play in the sentence the functions of the noun; its meaning is purely occasional or referential, i.e. depends on the context in which they appear." (Farlex, 2007) That is to say that there are many ways in which you can submit a pronoun.

4. Classification of pronouns

Demonstrative pronouns.- Indicate the spatial position of a reality regarding the participants in an act of communication or, in the case of a context, about their history.

Possessives pronouns.- Are related too, with people's speech. They serve to indicate possession of one or more realities by some or more people involved in the talks.

Relative pronouns.- Relative pronouns are very few and have their own characteristics, they also introduce subordinate clauses.

Interrogative pronouns.- Serve to ask about something that is being talked about in the speech always carry interrogative accent.

Indefinite pronouns.-They express the degree of quantity, number or intensity of a certain reality is perceived and subjectively does; that is, as the speaker perceives that amount. Pay roll referring indefinite quantity.

5. Purpose of a Pronoun

We use pronouns in the English language to help reduce the amount of repetition we use in everyday language. Take, for instance, the sentence "The boy went to school." If we used the words "the boy" every single time we spoke about the same young man, the repetition would probably upset the people we were talking to.

Every time we say "the boy" it takes away from the originality of the sentence and the listener becomes bored. With pronouns we can change things up a bit. Instead of "the boy" we can say "he."

6. Subject Pronoun

Subject pronouns or personal pronouns are those pronouns that function as subject in a sentence and therefore are always placed before the verb. Its function is to replace the noun when this has been omitted.

The subject of a sentence is a person or thing that performs the action of the verb and are used to replace the subject (person or thing) of a verb. Also are those doing the action, it's usually the personal pronouns.

. Pronouns in English distinguish between male (he) and female (she) and neuter (it). The personal pronoun "it" is used when referring to things, animals that do not know their sex or time (calendar and weather). the plural form of "it" is "they"

.

They are one of the easiest pronouns to identify in a sentence. In this case as an example we can give I made my task, if we look at the pronoun goes before the one that performs the action.

7. Object pronouns

Object pronouns are used to replace nouns that are the direct or indirect object of a clause. An object pronoun, also called objective pronoun, functions as the object of a verb or preposition, as distinguished from a subject or subjective pronoun, which is the subject of a verb. So they are normally at the end of the sentence.

The object pronouns in contrast to the subject pronouns are those that receive the action, these in turn can be implicit or explicit, as we have the case the kiss, if we are not presented directly the subject that receives the action, but however we deduce that we are referring to the we must remember that for the study of the English language, writing at the time of use pronoun object is different.

Direct object: I love you / him / her / it / them.

Indirect object: Give me / him / her / them this book

Complement of a preposition: Play with me / him / her / it / us / them

8. How to recognize a subject pronoun and an object pronoun?

The difference is that the subject pronouns performs the action. It goes before the verb and the object pronoun receives the action of verb, it does not perform the action, an object pronoun is the object direct or indirect of the sentence and it goes after the verb. Because unlike the Spanish here will always be present in English these differ from the personal pronouns in the following manner:

Subject Pronoun	Object pronouns.
I	Me
You	You
He	him
She	her
It	It
We	Us
You	You
They	them

Examples

I am 16.
You seem lost.
Jim is angry, and he wants Sally to apologize.
This table is old. It needs to be repainted.
We aren't coming.
They don't like pancakes.

Examples

I like you but you don't like *me*.
Do you really hate *her*?
She loves sitting next to *him*.
She always writes e-mails to *us*.
He's talking to *her* about *it*.
She likes to eats pizza with milk.
They are my students.

9. Subject Versus Object Pronouns

English teachers and professors all across the globe explain the use and misuse of a pronoun, where it goes in a particular sentence, and why it is being used over a regular noun. The correct use of subject pronouns and object pronouns can be easy to forget. A quick review will remind you to look for the subject and the action in the sentence, and then the pronoun will not be far behind.

Sometimes it can be hard to tell between subjects and object pronouns.

Subject pronouns are exactly what they sound like; they are pronouns that replace the subject in the sentence. Once you understand what a subject is, it will be very easy to tell what type of pronoun to use to replace it.

Let's take our example from before, "The boy traveled with friends." In this sentence, "the boy" is performing the action - the subject is "the boy." If you want to use a pronoun to replace this subject, we need to think of which of the pronouns would make sense here:

I, we, you, he, she, it, or they.

Read the sentence out loud to yourself and instead of saying "the boy," try replacing the subject with one of the pronouns. In this example, a good subject pronoun would be "he." The sentence becomes "He traveled with friends."

Now we can move on to the object pronoun. With object pronouns you are trying to find replace the object in the sentence, or what is being done to, from, or with the action. In our above example, "The boy traveled with friends." The object is "friends."

Object pronouns have their own list of words that can be used to replace repetitive nouns. This list includes:

me, you, him, her, it, us, and them.

RESULTS

As a final result of the research, we have that; in the first place, the students are wrong at the time of use the pronouns, whether they are subjects or objects.

Among the factors that are influencing to students in the ninth year of basic education does not achieve a correct use of pronouns subjects and objects, the most important factors are the pedagogical, social, and family, however, there are other theories that emphasize this problem in other factors such as we can read as follows:

In general, the various studies that attempt to explain school failure refer to three elements involved in education: parents, teachers and students, in which motivation and self concept involved. The motivation is considered an enabling element of learner involvement: when a student is strongly motivated and personality all his effort is directed towards achieving a certain goal, using resources. Some research shows that they put on motivation remains circular level information processing and this, in turn, with the educational performance ratio; The selfconcept is your personal assessment that the student makes his social image, from various collective interactions is of great importance and the treatment received acceptance or rejection of others. (Lozano A. , 2003)

However in the present investigation we have emphasized, on the pedagogical aspects, due to the fact that these are crucial for a good result of the educational process, however the teaching methodology has an impact on that students in the ninth year of basic education did not use the correct pronouns already that the teacher is not coming with the correct message to the student.

In the educational factor we have also to the teacher is not using the correct teaching resources, and in turn is confusing to the students in the above research note that gives a greater emphasis to the motivation for the student, because there is no doubt that this factor also It is very important in the success or failure at school, because it is proven that a student reason, be more provided for the acquisition of new knowledge.

The difference is that here the motivation we relate it to the family factors due to the fact that the best motivation comes from the family, if the family does not provide all the moral support to the learner, this be unmotivated, and for this reason will have no interest in learning a new knowledge or to prepare for the future.

CONCLUSIONS

The factors that influence are several, in some investigations, such as in this we see that the most important factors are the family, the educational and social. Since they are these that are triggered to other more factors.

Thus we have the family, such as motivation, the family atmosphere, and also the economic factor, which in turn trigger factor in the food. But not only the economic factor affects the food, if not also for transport, to the acquisition of teaching materials and various other things.

With the motivation, we induce to which the student is always provided for the acquisition of new knowledge, due to the fact that a motivated student is a student happy, active and biased.

Within the other aspect we have the pedagogy; teacher preparation, this topic covers everything related to the academic aspect, either to the methodology applied by the teacher, as well as the teaching resources that use to teach your class.

However in this factor we can deduce the misuse of the pronouns, because if there was not a correct explanation of the use of each one of these, the student will have confusion very large, and confuse with the possessive adjectives.

The social aspects also influence the educational process, but these are a kind of distractors that hinder the educational process, one of the chaos are our friends, due to the fact that we stopped to help them influence our studies. Another factor is the social environment, bone if the student lives in noisy environment, constant interruptions, the student may not have a good extra learning class very necessary in the academic training the student.

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