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TEMA:
FACTORS THAT INFLUENCE TO TEACHER DOES NOT RESORT TO THE USE OF
THE SOCRATIC METHOD IN SIMPLE PRESENT OF VERBS

TRABAJO PRÁCTICO DEL EXAMEN COMPLEXIVO PREVIO A LA OBTENCIÓN DEL
TÍTULO DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN ESPECIALIZACIÓN
INGLÉS

AUTOR:
VERA ELIZALDE FERNANDO MAURICIO

MACHALA - EL ORO

CESIÓN DE DERECHOS DE AUTOR

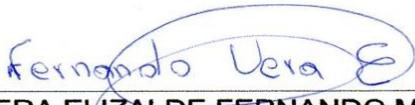
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FRONTISPIECE

**STRATEGIES USED BY THE TEACHER TO GET THE STUDENT TO RECOGNIZE THE
PASSIVE VOICE IN THE AFFIRMATIVE AND INTERROGATIVE FORMS**

Author:

VERA ELIZALDE FERNANDO MAURICIO

0705474682

fernando_puertolibar@hotmail.com

DEDICATION

To God, my parents, my wife, my children, and to all my friends for your support in order to perform my activities intra and extra academic.

GRATITUDE

I thank so very special to the licensed Jhon Marcelo ChambaZambrano, for sharing all his knowledge with their students, especially with me, always showing patience, joy and love for the profession that develops, thus achieving be deserving of all my esteem.

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Author.

SUMMARY

FACTORS THAT ARE INFLUENCING SO THAT THE TEACHER DOES NOT RESORT TO THE USE OF THE SOCRATIC METHOD IN THE STUDY OF THE SIMPLE PRESENT VERBS

Author: Fernando Mauricio Vera Elizalde

Guide: Licdo. Jhon Marcelo ChambaZambrano

The overall objective of the present work is to determine the factors that are influencing so that the teacher does not resort to the use of the Socratic method as a means for eliciting answers ferret out what the student knows the simple present of the verbs. The study is based on the need to resort to this method as the main tool for the exploration of students' knowledge. As all Socratic method, the eliciting search explore the knowledge of the students with a series of questions that will address each issue raised. When we apply this method sonsacamos responses of knowledge to the student, thereby deepening their cognitive level and the flaws that this holds. The simple present of the verb has several rules, where if we do not apply the method of eliciting we cannot know what the student knows about the issue. For the development of this project will use the scientific method and research. The importance of this work is that it shows the advantages that possesses the method mentioned above in the educational process, especially when you consider the simple present of the verbs.

Key Words: Socratic method, eliciting, factor, simple present, verb, ferret out, explore.

TABLE OF CONTENTS

CESIÓN DE DERECHOS DE AUTOR.....	ii
FRONTISPIECE	iii
DEDICATION	iv
GRATITUDE.....	v
SUMMARY	vi
TABLE OF CONTENTS.....	vii
INTRODUCTION	8
DEVELOPMENT.....	9
RESULTS	14
CONCLUSIONS	16
BIBLIOGRAPHY	17

INTRODUCTION

The teaching methods that were used for the teaching of the English language have not been adequate, so that teachers do not employ the Socratic method eliciting search explore the knowledge of the student through the sequences of questions where this must give the responses to each.

To define the "Socratic method" (that is, the Socratic method) as no more than a method refutatorio implies reducing its scope, atomize the elements that would come and misinterpret their nature. This is the typical approach, and is, in our opinion, a starting point wrong.' The Socratic method-platonic as a whole involves a process elenctico. The Socratic method? It has to be understood as a process that they enter a subjection to test, to review, to dialog and to challenge between the partners, and as the one who find change its current conditions another better, this is, educate them or lead them forward.. (Padilla, 2003)

The simple present of the verbs, conjugation is one where the action is filed on a daily basis, often or rarely, to refer to this point, it is known that it is the same thing to say that it is the action that i'm doing in the moment.

For the study of the simple present we must bear in mind that for the third person, the verb undergoes a change, the grammar rules determine which is the change that will occur to the verb, either regular or irregular, action or feelings as well as verbs demonstration.

In Ecuador the majority did not apply this method, in its majority by which do not have the knowledge of the application of the same. In our province, the atmosphere is the same, because teachers are still using the methods obsolete and outdated, in our environment, has been working in a wrong way.

With an adequate basis and with what explained above it is necessary to pose the following item:

Factors that are influencing so that the teacher does not resort to the use of the socratic method in the study of the simple present verbs

DEVELOPMENT

PRALCTICAL DIMENSION COMPLEXIVE EXAM

Practical reagent to resolve

In the second year of basic education, the teachers do not use the Socratic method" eliciting "as a means for eliciting responses of what the student knows the simple present of the verbs.

What factors are influencing so that the teacher does not resort to the use of this important method, and its how to use it in the classroom?

1. Teaching Methods for the second year of basic education
2. What are the characteristics of the Socratic method?
3. What is the Socratic method eliciting?
4. Factors incidents in the teaching methodology
5. What is a verb?
6. What is the simple present?
7. Basic Rules to change the structure of the verb in the third person in the simple present

What factors are influencing so that the teacher does not resort to the use of this important method, and its how to use it in the classroom?

There are many reasons why the teacher not to resort to this important method, however in this project we are going to enfatizarnos on the most important, as for example the level of knowledge of the teacher, the training that this holds, and by his post find others who are affected by this problem.

We emphasize in the level of knowledge of the teacher, because there are teachers that did not apply this method or any other, due to the fact that they do not know the use of these, therefore it is also necessary to examine the skills that you have received the teaching and the auto preparation and predisposition to the apprehension of a new pedagogical method for the better explanation and resolution of this question, posed the following questions.

1. Teaching Methods for the second year of basic education

The second year of basic education is a stage where the student is with more capacity assimilating knowledge. Already that this begins with the development biologist as said "In Piaget's theory, the intellectual development is clearly related to the biological development."(Severo, 2012), That is why we must choose the correct method for the learning of the students.

A child learns faster with games, as they wake up in the student interest in learning, as this arose already time back and also,

The game is recognized around the world, without taking into account or race, or creed, or ideologies. Had its origins in Greece. The Hellenic idea of the game appears in the epic of Homer and Hesiod and it was devised as a notion of physical power, then becomes paidea as the innocent child's play. For this reason the main aim was to propose strategies where the game is the main element (Torres, 2007)

But also there are more methods that teachers can implement in the classroom for the students of the second basic, among them we have eliciting the Socratic method, the script and in English the known TOTAL PHYSICAL RESPONSE, in addition to the dynamic.

Total physical response: This method is based on the rapid response of the student toward a command or statement given by the teacher. This technique helps the student develop their ability to respond, his skill of listening and enrich their vocabulary. Some of the examples we have:

- Open the door
- Close the door
- Open your book
- Stand up
- Go out
- Come here
- Come in, entre otros

It goes on to say that this method is used with much more benefit in English classes

2. What are the characteristics of the Socratic method?

The characteristics of this method are primarily the exploration of knowledge and raise questions to answers given. The Socratic method has uses in various branches, because;

Although the Socratic method can be used effectively to establish concepts, for example in teaching of mathematics, is much more used to stimulate a positive growth of human discourse. The method seeks to eliminate any notion of a complete understanding of a particular item for the elimination of barriers to achieve a higher level of understanding, barriers that appear in the human mind when you feel that it is already known or mastering a subject.(Curiosando, 2015)

3. What is the Socratic Method Eliciting?

Eliciting Socratic Method is one that allows you to raise questions of the answers given by the student, and then it searches for the exploration of in-depth knowledge.

It should be say, " the own teaching experience is a valid resource on which to build on, also the time to explore the prior knowledge." (Cilla, 2005),therefore the eliciting method requires that the teacher use its experience to perform the proper activities for the exploration of knowledge.

ElicitingWhich in Spanish means SUSCITAR, as its name says we cite questions to the answers given by the teacher

4. Factors incidents in the teaching methodology

Among the factors that affect so the teacher do not apply the appropriate methodology, eliciting in this case, it can be several, however the most common are:

- Lack of methodeliciting
- lack of willingness on the part of the teacher teaching
- motivation,
- Lack of cooperation on the part of students

Ignorance of the eliciting method: Many teachers are unfamiliar with the method and its use in a classroom, so I will not apply, but this is due to many factors including; the lack of training that has the teacher, you want to say that the teacher is not trained in what is teaching methodology.

The lack training is not just the fault of the teacher, also involves the authorities of education of Ecuador, because they are the ones who must provide the facilities and opportunities for teachers to be trained, either with seminars, workshops or courses either classroom or online.

Then we'll show you data of the skills that the Ministry of Education has provided teachers until 2010

Since 2008, the Teacher Training organizes training courses for teachers teaching on fiscal issues that have been identified as testing SER weakness.



In 2010, 108 000 teachers took at least one course. Many coursed two more. Disclaimers policy is to provide for several times each year, until demand of teachers cover. (Educacion, 2015)

5. Whatis a verb?

In simple words a verb represents the action that makes the person in prayer, however there are ways in which the verb is presented differently.

The verb can be presented in different modes such as verbal: "indicative, Subjunctive, imperative, infinitive and optional (Gavilán, 1990), distinguishing their respective use. However it is also known the classification of: indicative, imperative, interrogative. When we refer to the indicative mode we say that "clarifies or informs a thing...and the interrogative mode... and imperative expresses direct order, mandate or request" (Faust, 1990)

6. Whatis present simple?

The simple present shows that active is made daily, such as for example Maritza goes to the fitness center. If we do not specify when he goes to the gym, so that we can only deduce that makes it daily or often, unlike say, Maritza is by going to the gym, which is an action that is being in the moment. The similarity of these two sentences is that the two are in the present, but with the difference that the first is in simple present and the past in present continuous.

Also the simple present is used to specify positions, occupations or dignities that holds the person, as for example Maritza is Hairdresser, where we note that used the presents the simple present to define the profession that the person has. In another example we have Maritza governs Puerto Bolivar, from which we deduce that the post that holds the person.

The simple present in English has a different conjugation to the Spanish, because in this language only will toggle the structure of the word when this is in third person singular, he; she, and this. For other personnel either singular or plural will be the same. On the contrary in Spanish we changed the writing of the word in all persons, to sequels we show an example with the word dance.

Combining the see dancing with the people of the singular we have: i danced, tubailas, the dances, as we cannot realize the verb undergoes changes in its writing in the three persons, but on the contrary we have in English; I dance, You dance, she touny. It is evident that the verb suffered only a change, none in the third person.

7. Basic Rules to change the structure of the verb in the third person in the simple present.

There are several rules for the use of the simple present of the verb in the third person, however we can summarize in three important that then the detail

- The main one is that the majority of the verbs you agragara the letter s.
Dance= touny get= gets travel= travels
- Another rule is to respect those verbs that end in y.
First if it is preceded by a vowel, we add the letter s for example play= plays. But if, on the other hand the word is preceded by a consonant, we then proceed to delete Y and proceed to add ies. As for example fly=fliies.
- There is also the rule for verbs that end in ss, sh,ch, o and x to these verbs we proceed to add is. Watch=watches.

In addition to this we have verbs where his writing is different as for example the verb to be and verb to have. For the third person singular your writing is and you have respectively.

As well there are also verbs demonstration where his writing is equal. Should, can, must, among others.

RESULTS

With the use of the Socratic method of eliciting the teacher you can explore the knowledge of students in a more profound way, with the present work is intended to demonstrate the benefits that the teacher has at the time that this method is applied to ferret out responses to what they know about the simple present. However the greater purpose is to identify those factors that are influencing to the teaching do not apply this method.

Through this research we have detected that the May incident is the lack of knowledge of the teachers on this method, for that reason they have been using those methods obsolete and not explore the real knowledge of the students.

When teaching a second-year basic uses this method, children, due to its ability to retention, (as we read above) tickle your interest in the to give all of it and to respond to all the questions raised, it is as well that in order to be able to determine everything that the child knows the simple present of the verbs, using this method, the child will identify clearly the concept of the theme and in turn be distinguished from the present continuous or in another in particular. A clear example would ask him what makes him when he gets home.

Based on this question we will be able to own the student determine and understand everything that is involved in the simple present, due to that we will continue to raise more and more questions until you get to that question that elicit the knowledge of the simple present.

With the presents are also guide teachers to be trained constantly, in that it is methodology and pedagogy, as it shows all the advantages of being trained, because it will always be act to lead the class in a pleasant environment.

The outcome of the investigation determines that all teachers use different methods, and that in a small percentage used this method. Responding to the question of what factors contribute to the teaching do not use of the Socratic method eliciting responses to ferret out

what the student knows the simple present of the verbs? The answer with greater rapprochement is the lack of knowledge that teachers are of the same.

Another reason is that there is no predisposition on the part of the teacher to ignite new methodologies, which continued to apply to those that are already outdated or are obsolete.

Linking this method, it would be with the inductive due to the eliciting delves into the learner's understanding of, and,

The inductive method is called as well, when what has been studied is presented in individual cases, until you reach the general principle which governs.

Many authors agree that this method is the best to teach the Natural Sciences because it offers the students the elements that originate from the generalizations and that leads them to induce the conclusion, rather than providing beforehand as in other methods.

This method generates great activity in the students by involving them fully in their learning process. The induction is based on past experience, observation and in the events to happen in it. Properly oriented, convinces the student of the constancy of the phenomena and the possibility of generalization that will take you to the concept of scientific law. (Pou)

CONCLUSIONS

Teachers of basic education do not use appropriate methods, due to their ignorance of the same, for that reason that the application of the Socratic method eliciting is very low, therefore more work should be in the training teachers. This should also be informed of the advantages which gives you the entities of the education, and concluded by saying that my work: The teacher must apply the appropriate methodologies that enables participants to explore the knowledge of the students, as well as share and impart their knowledge.

The Socratic method of eliciting is very good, because it is a method to help explore the knowledge of the students, for that reason will be more ready for the apprehension of new knowledge. This method raises questions to the answers given by such reason is one that you are inquiring and exploring the knowledge of the students.

When you are working with the simple present of the verbs we have to be very careful and distinguish which in English is very different to the Spanish, in the foreign language study of the verbs in this time would become easier, that yes, if we take into account the existing rules for the third person singular.

In the second year of basic education, there is to make known the student who is not present the simple present with the present continuous, for this recourse must be had to the Socratic method of eliciting, or any that the teacher sees fit.

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