UNIDAD ACADÉMICA DE CIENCIAS SOCIALES
CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS

TEMA:
EL PRIMER AÑO DE BACHILLERATO SE OBSERVA QUE LOS ESTUDIANTES NO MANEJAN LAS FORMAS DEL PLURAL DE LOS SUSTANTIVOS

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

AUTORA:
ANDINO LOPEZ CRISTIN IVONNE

MACHALA - EL ORO
CESIÓN DE DERECHOS DE AUTOR

Yo, ANDINO LOPEZ CRISTIN IVONNE, con C.I. 0704375880, estudiante de la carrera de CIENCIAS DE LA EDUCACIÓN MENCION INGLÉS de la UNIDAD ACADÉMICA DE CIENCIAS SOCIALES de la UNIVERSIDAD TÉCNICA DE MACHALA, en calidad de Autora del siguiente trabajo de titulación EL PRIMER AÑO DE BACHILLERATO SE OBSERVA QUE LOS ESTUDIANTES NO MANEJAN LAS FORMAS DEL PLURAL DE LOS SUSTANTIVOS

- Declaro bajo juramento que el trabajo aquí descrito es de mi autoría; que no ha sido previamente presentado para ningún grado o calificación profesional. En consecuencia, asumo la responsabilidad de la originalidad del mismo y el cuidado al remitirme a las fuentes bibliográficas respectivas para fundamentar el contenido expuesto, asumiendo la responsabilidad frente a cualquier reclamo o demanda por parte de terceros de manera EXCLUSIVA.

- Cedo a la UNIVERSIDAD TÉCNICA DE MACHALA de forma NO EXCLUSIVA con referencia a la obra en formato digital los derechos de:

  a. Incorporar la mencionada obra al repositorio digital institucional para su democratización a nivel mundial, respetando lo establecido por la Licencia Creative Commons Atribución-NoComercial-CompartirIgual 4.0 Internacional (CC BY-NC-SA 4.0), la Ley de Propiedad Intelectual del Estado Ecuatoriano y el Reglamento Institucional.

  b. Adecuarla a cualquier formato o tecnología de uso en internet, así como incorporar cualquier sistema de seguridad para documentos electrónicos, correspondiéndome como Autor(a) la responsabilidad de velar por dichas adaptaciones con la finalidad de que no se desnaturalice el contenido o sentido de la misma.

Machala, 19 de noviembre de 2015

ANDINO LOPEZ CRISTIN IVONNE
C.I. 0704375880
DEDICATION

I dedicate the effort of my job to my caring parents who have always been there to help, support and encourage me in every step of the way especially in my professional development throughout my career.
ACKNOWLEDGEMENT

First of all, I want to thank my mother for her unconditional and constant support. I also want to thank the professors and tutors at Universidad Tecnica de Machala that have helped me through the process of becoming a professional.
# TABLE OF CONTENTS

FRONTISPICIO ....................................................................................... ¡Error! Marcador no definido.
PAGINA DE EVALUACIÓN O VEREDICTO ........................................ ¡Error! Marcador no definido.
DEDICATION .......................................................................................... 3
ACKNOWLEDGEMENT .......................................................................... 4
RESPONSIBILITY .................................................................................. ¡Error! Marcador no definido.
EXECUTIVE SUMMARY ....................................................................... 6
INTRODUCTION ...................................................................................... 7
DEVELOPMENT ...................................................................................... 10
RESULTS .................................................................................................. 17
CONCLUSIONS ...................................................................................... 18
BIBLIOGRAPHIC REFERENCE .............................................................. 19
EXECUTIVE SUMMARY

Topic: It has been shown that in their first year of high school, students do not properly handle the plural forms of nouns.

Author: Cristin Andino

The research conducted is aimed at students in their first year of high school where the area of grammar does not apply correctly the objectives that arises he may attain the confirmed hypothesis.

This report shows that the majority of teachers agree implement strategies whereby the student to recognize, utilize and master all the rules of plural nouns

This report shows that the majority of teachers agree implement strategies whereby the student to recognize, utilize and master all the rules of plural nouns
RESUMEN EJECUTIVO

Tema: Se ha demostrado que en su primer año de la escuela secundaria, los estudiantes no manejan adecuadamente las formas plurales de los sustantivos.

Autor: Cristin Andino

La investigación realizada está dirigido a los estudiantes de primer año de secundaria donde la área de la gramática no se aplica de forma correcta los objetivos que se planteó se logró alcanzar la hipótesis confirmada.

En el presente informe muestran que la mayor parte de los docentes están de acuerdo en aplicar estrategias mediante el cual el estudiante logre reconocer, utilizar y dominar todas las reglas plurales de los sustantivos

El informe se llevó a cabo bajo el título de “Se ha demostrado en su primer año de escuela secundaria que los estudiantes no manejan adecuadamente las formas plurales de los sustantivos” El rol del docente en el proceso de enseñanza aprendizaje en el estudio de los nombres en plural es muy importante.
INTRODUCTION

According to Marcal (2011), "all Romance languages are languages with gender bending, that is, the substantive (as well as adjectives, articles and pronouns) vary in these languages as such grammatical category. Catalan and Castilian are two genders, male and female; these are the only two genres that have preserved the Latin, which also had neutral gender." However, this feature is not shared by all languages. English, for example, has no gender bending. " Thus, it is considered that the opposition of male-female gender only gives 15% of the world's languages.

In a world in which the greatest amount of knowledge that are delivered to students are seen by them as distant and abstract entities, almost unreal, of which they do not feel part of, it is worthwhile; then, to review and rethink these notions from the current way they are being taught.

This research aims to stop briefly on some of the problems that interfere in mastering the plural of nouns that among others lead up to a poor English level. Thus, the Project for strengthening the process of teaching of English as a Foreign Language has as its main objective that Ecuadorian students reach a functional level of use of the English language by the time they graduate from high school.

Their specific initiatives are aimed at updating the national curriculum for that subject, the delivery of textbooks aligned to these curricula, the professional development of English teachers to improve their training and enhance their teaching methods.

And it is precisely this problem that has been identified in the graduate students in the educational institutions of the city of Machala, where inappropriate use of plural nouns is observed. That is why the realization of this research is necessary because according to Mendoza (2011), "Communication between people is essential for the development of life in society and is done through the use of language or other communication systems. Natural language is one of the fundamental aspects that have influenced human behavior. Thanks to language, man has been able to form increasingly complex societies; therefore this research aims primarily to rescue basic ways around the noun and its rules as an essential part of natural language.

Well, tongue or language, differs from other communication systems because it is much more efficient and accurate, besides being unique to humans. It is a product of social
convention and is a cultural heritage. Languages are systems that enable individuals to understand and produce an unlimited number of words that lead to sentences and later to messages from a fairly limited number of signs and rules. In this way the work is divided into:
DEVELOPMENT

It is considered that the vast majority of the morphology of Spanish language comes directly from Latin, sometimes influenced by other languages. Just like Alvarez (2008), has pointed: "the Castilian is a language that usually mark the gender, or for males (eg child) And -a to women (eg girl)". For the plural, it is usually sufficient to add an -s: children.

Latin was widely flexible language. This was the case of nouns and adjectives, among other grammatical categories, which were inflected, that is, depending on the syntactic function that the noun would play (subject, direct object, etc.), the word was spelled in one case or another. For instance:

• Salutat Antonium Petrus 'Pedro Antonio greets'; Petrus is the subject nominative and accusative direct object Antonium the case).

• Antonius salutat Petrum 'Pedro Antonio greets'; Antonius is the subject nominative and accusative direct object Petrum the case).

It can be seen that the subject ends in -us, whereas the direct object finishes in um. Each of these endings called case, and each has six cases substantive to the singular and the plural six. The sum of cases is called the decline of which in Latin had five in Spanish arguably have been reduced to three. Then, it is easy to make the following statement:

The vast majority of words ending in -a (s) are feminine in Spanish, as in Latin; these were the words of the first decline (eg pink, pink rosae same). The ending in -o (s) are usually men, and correspond, in summary, with the second decline (eg, Carousel, Carri same car). There is another very common group both in Spanish and Latin that are not either or -a or -o, corresponding to the third declension (eg pulmo, like lung pulmonis). The unique features that ends neither -a or -o, and plural in a single -s is not added, it would -es (lungs).

Theoretical Foundations

The noun is "the word for beings, objects and ideas, indicating the existence, in their physical, moral or intellectual form. The noun can mean any kind of reality (beings, things, actions, events, qualities) and therefore does not correspond to a mode of being in reality meant, but a particular way of thinking it and representing it! " (Zena, 2015).
Because of its capacity, a noun is used to describe or name a thing; that is why it is also called name, a name noun or simply noun.

The Definite article in English: There is a definite for all article names or nouns: male, female and plural. The article is ‘The’. Some examples are:

The boy
The boys

The girl
The girls

The Indefinite article: you can also find two matching indefinite articles “a” and “an”. For names that begin with a consonant, the article ‘a’ is used. For names that begin with a vowel sound or an ‘h’ which is silent (eg ‘hour’ - time), the article ‘an’ is used. For example:

A dog
A table

An apple
An hour

There is no indefinite article in plural forms:

Some letters
A few minutes

Now, we will take a look into the rules to make the plural of nouns in English.

The plural form of most nouns is created by simply adding the letter “s”.

- more than one car = cars
- more than one purse = purses
- more than one phone = phones
The second rule is that Words ending in –ch, x, s, or s-like sounds, will require an “es” for the plural, such as:

- witch = witches
- box = boxes
- gas = gases
- kiss = kisses

There are some nouns that have irregular plural forms. Plurals formed in this way are sometimes called mutated plurals. Those you will have to learn by heart since they have their own way of becoming plural. Some of these are:

- child = children
- woman = women
- man = men
- person = people
- goose = geese
- mouse = mice

And finally there are nouns that maintain their Latin or Greek form in the plural.

- nucleus = nuclei
- syllabus = syllabi
- fungus = fungi
- phenomenon = phenomena
- appendix = appendices
- criterion = criteria

When words end in a consonant and a “y”, you will need to change the “y” to an ‘i’ and add – es. See the below examples:

- baby = babies
- gallery = galleries
- story = stories

This rule, however, does not apply to proper nouns, if we are talking about the Kennedy family we will just add an ‘s’ to make it plural and say the Kennedys.
Most words that end in –o preceded by a consonant, you add an ‘s’ to make its plural, these can be seen in words like:

- potato = potatoes
- hero = heroes

However, some have a few exceptions, this is the case when talking about a memo or a cello, even tough they follow under the description of the rule we previously talked about, their plural form is formed by adding an ‘s’ to the word: memo = memos, cello = cellos.

Plural words that end in –f or –fe usually change the –f sound to a v sound and add -s or –es. This is the case in words such as:

- knife = knives
- leaf = leaves
- hoof = hooves
- life = lives
- elf = elves

This rule also has a few exceptions, some word that do not follow this pattern are:

- dwarf = dwarfs
- roof = roofs

To summarize the above, I will exemplify some regular nouns with examples:

- My sisters work on weekends.
- The pens are on the desk.
- The clocks are on the wall.
- The clerks are polite.
- The cars are in the parking lot.
- I wash his hands before lunch.
- The girls go to singing lessons.
- The trees in my brother’s house are tall.
- I eat two apples every day.
- The company needs to buy to new trucks.
- The pencils are on the desk.
Example of sentences with nouns ending in s, z, ch, sh and x:

- The glasses are in the kitchen.
- The churches are near.
- The buses are at the corner.
- The watches are new.
- The dishes are broken.
- The boxes are empty.
- The classes begin at ten o'clock.

Example of sentences with irregular nouns:

- The children play in the garden every afternoon.
- There are many men working in the street.
- My feet hurt.
- There are mice in the basement.
- They are young women.
- Both salesmen offer a discount.
- I have two rotten teeth.

According to Sastre (2008), "the modalization also occurs through the use of deverbal nouns, abstract nouns derived from verbs that retain the meaning of the verbs of whom come. What is important in these substantive capacity modalize its lexical value." 

For instance, in English:

The assumption (the verb assume)

The approximation of (the approximate verb)

In Spanish:

The need for local research (the verb need) is evident

The completion of these tests can be ... (the verb carry)

The broad-sense heritability for the degree ... (verb inherit).
Evaluative adjectives

It is important to note that both English and Spanish, the syntactic function of the adjective is modifying the noun, and thus qualifies or characterizes, specifying its meaning. For the evaluation, emphasizing it modifying the meaning or mitigating it. For instance:

Significant growth in cultivated areas.
And remains an important substitute for credit.
They are obtained interesting increases dry matter.

In all three examples, adjectives provide a sense equivalent to many or large.
On the other hand, the evaluative adjectives can be emphasized or mitigated through adverbs very highly, or expressions like a little, a tiny part of and equivalents. For example, emphasizing or mitigated through adverbs or comparative structures and / or mitigated denials:

Highly significant growth in cultivated areas.
Insignificant growth in cultivated areas.
Not as significant growth in cultivated areas.

Ultimately, it comes to subjective assessments and overlap in many cases vague numbers and amounts. For example, when used in large text, hot, abundant adjectives. We can see that have a gradual character and can have different meanings, depending on the sender, receiver, modifying the noun, the verbal context and its own switches, which often are not very explicit. For instance:

It is large
it is bigger than usual
it is very large

(Sastre, 2008) declares on Kerbrat Orecchione (1986: 112-113) and explains the use of evaluation in relation to various parameters; for example, the degree of heat from the hot adjective depend on the object attached to the property, the particular thermal sensitivity of the speaker, in addition to its relation to the ambient temperature. The term hot water can refer to very different temperatures, depending on whether the temperature of the sea water
in the tap or in a container for cooking. Ultimately, the evaluation reflects the cultural competence of the speaker and his knowledge of the world.

The subjectivity of these adjectives is much less noticeable than in the case of axiological (beautiful, beautiful, beautiful), so that the latter are generally avoided in scientific texts. Examples of evaluative adjectives are:

- intense human exploitation
- a minuscule 3%
- a significant decrease
- Have anomalous Concentrations (more or less?)
- relative Importance and relationship
- Increased density
- Increase apparent incre
- offers a useful framework
- broad groups
RESULTS

Through the instrument of data collection: observation, it was found that in most educational institutions in the province of El Oro there is a lack of technological resources in the classroom, which has a negative effect because their absence make matters more difficult when learning English. In addition, teachers of educational institutions have the duty to use that do not adversely affect the learning of English language students usually found in first year of high school, the same as evidence difficulty identifying plural nouns.

Added to this, the lack of motivation that teachers reflect on students in dynamic learning applies to motivate their students are not fully accepted, that is why easily discourage students and the result of this negative aspect is the disinterest in speaking the language, this leads to a lack of concentration, and therefore they do not speak English in a significant way, which creates an atmosphere of tired students, resulting in the suspension or loss of the year.

Another factor that influences the learning-teaching process and there is no interaction between teacher and student, and the product of this is the poor performance of students in the school. Also another negative effect is little shared learning, as the absence of interaction between teacher and student teaching-learning process will be greatly affected, that is not going to reach the goal that is consistently speak English and fluent.
CONCLUSIONS

Through this research I have come to the following conclusions:

- The teacher presents teaching strategies but are to apply are drawbacks such as lack of time and excess of students in the classroom.

- The teachers by a previous diagnosis evaluates the student and so in this way will have a clear idea of the knowledge possessed by students.

- The teacher many times encounter limitations such as lack of teaching materials to achieve adequate teaching process aprenizaje.
BIBLIOGRAPHIC REFERENCE


