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CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS

TEMA:

¿QUÉ ESTRATEGIAS LOGRARA PARA QUE EL ESTUDIANTE RECONOZCA, LOS TIEMPOS PERFECTOS EN LAS FORMAS AFIRMATIVAS E INTERROGATIVA?

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

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MACHALA - EL ORO

## CESIÓN DE DERECHOS DE AUTOR

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## **SUMMARY**

The teaching in the teaching and learning process comprises guide, direct, facilitate and mediate the significant learning in students by emphasizing the "learning to learn" to learn in an autonomous way regardless of teaching situations. Thus, the teacher should adopt different strategies according to the desired needs and intentions that allow it to meet the different learning styles and rhythms of students focusing on the perfect tenses in affirmative and interrogative forms.

### *TEACHING STRATEGIES:*

Observation

Motivation

Dramatization techniques or recreational

Body language techniques

### *LEARNING STRATEGIES:*

The exhibition, the question group techniques such as discussion forum, symposium, motivational techniques, and audiovisual techniques.

## INTRODUCTION

The teaching-learning strategies are instruments which the teacher uses to help implement and develop the skills of students. Based on a didactic sequence including beginning, middle and end, it is convenient to use these strategies permanently taking into account the specific competencies we want to help develop. There are strategies to gather and organize prior knowledge or structure content. Proper use of such strategies can facilitate memory.

Strategies to investigate the background help to initiate activities in teaching sequence. They are important because they are a resource for the organization chart of knowledge explored, which is useful for students when they have to take notes.

Meaningful learning is favored by cognitive bridges between what the subject already know and what they need to know to significantly absorb new knowledge ("zone of proximal development" that leads to the level of potential development). These bridges are advance organizers, concepts, and introductory material initial ideas, which are presented as a framework of new concepts and relationships.

It is important to note that there are strategies that can be used in the three phases of a teaching sequence; However, for practical purposes.

One of the problems that affect learning in the area of English is poor knowledge of teachers when using the English language teaching low Grammarian generating knowledge.

Some teachers do not properly use strategies to teach classes to their students, because they are not ready or able to transmit knowledge through them, as well as the low motivation for development.

Mostly educational units do not have adequately trained teachers in the service of students in the area of English, so this generates bad teaching practice for the teaching-learning process in students. The objectives that guided this process are:

## DEVELOPING

The use of teaching strategies - learning has always been a problem for teachers, particularly in the area of English where these are rather limited.

In the development of observing practices and pre-professional it was found low levels of knowledge of teachers when teaching his chair without any influence of entertainment, recreation, exhibitions, questions for teaching English.

This problem of learning has been an impact on the quality of education, particularly in the management of a foreign language such as English.

In the city of Machala most educational institutions do not use proper teaching techniques, which results in learning the English language. Such is the case of San Francisco School, where teachers have neglected this important aspect, citing lack of time, knowledge, etc.

Students in Higher Education Baccalaureate third have low academic performance and especially under learning. The low utilization of training workshops to learn the grammar rules of the perfect present has brought discouragement, disinterest and boredom by students when classes. It is possible that teachers have little knowledge of motivational techniques and intellectual interaction for students.

By failing to make efforts to solve this problem could be that the students of this establishment have poor learning or have dropout and that the institution has a poor image in society.

It is critical to understand and analyze what kind of students we have in the group and that means the community in which they operate these is, to choose appropriate strategies and techniques and adapt the class to the common interest of the students, looking provided that each teacher meets a stated purpose.

Teaching strategies are experiences or conditions that the teacher creates and promotes student learning while the learning strategies are procedures or set of

actions that the student acquires and intentionally used to learn meaningfully and solve problems and academic demands.

The main difficulty of Teachers against these learning strategies is the rejection of any innovation: The teaching of learning strategies involves the use of some techniques identified in many other cases where teachers were using. For some professionals, this represents an inference with accepted practice, and rejects it.

Another difficulty is the lack of the learning process:

Teaching these strategies depends largely on the ability of the teacher has to discuss with their students learning. For this it is necessary that it be able to make conscious his own learning process.

Finally choosing a learning strategy also depends on the training techniques developed for the teaching of a particular content:

### TEACHING STRATEGIES:

**The observation.-** One of the key aspects of initial teacher training is the participation of students in learning experiences in real contexts. These experiences are often limited and partially mediated by teachers training programs. It is part of the development of an educational video library, whose use in the initial formation mediated aims to increase exposure of students to actual practices. In this context, the design, implementation and evaluation of an educational model based on international evidence on video training is presented. Specifically, we sought to develop in students the ability to observe and reasoning based on knowledge. A protocol video observation was applied, and a content analysis was conducted.

**Motivation.** - Self motivation and energy of the individual process limits the role of the teacher to be a foreign agent trying to unleash the inner forces of the student.

This leads to a result: the incentives have limited motivational value. The same incentive-activity produces different responses in different individuals or even in the same student at different times.

Or dramatization techniques generally recreates.- dramatization techniques allows the facilitator to work different themes through a staged expression with the use of verbal, physical, gestural and facial language; thus participants representing facts, life situations, attitudes, behaviors themselves or others, allowing the vision of the problems from another point of view, to the extent that the individual is actively inserted in reviving vital moments from which they can organize their ideas and reassess the situation.

**Corporal.-** expression techniques These address the student holistically and recognize the body as mediator of development, promote positive changes, stimulate creativity and the ability to express themselves freely and spontaneously. The body language is a body therapy that has as an instrument: the body.

Stimulating the development of communication skills through the techniques of corporal expression, it occurs precisely because the latter is itself a language and a way for the internalization and externalization of feelings, emotions, feelings and thoughts in the individual, which has Its advantages include the sensitization and awareness of ourselves, among other things, to express our needs, communicate, create, share and interact.

#### *Audiovisual techniques*

- ❖ **Television:** Television allows the transmission of images and sounds remotely via radio, and is captured in homes by a television receiver (TV).

TV programs previously recorded or collected live, are transmitted by a transmitter station airwaves distributed via repeaters covering large territories and are received by antennas coupled to television sets.

- ❖ **Slides:** It is one of the more visual aids used by teachers. They are simple photographs, made on a thin glass sheet and coated on the sides with plastic. For use you need a projector which leaves a necessary condition for the picture to appear on a white panel light. The slides are

placed in a "box" to follow an order. For the use of a slide must be sure if we goes for what we want to teach. We also need proper placement of students to look good. A good practice for children to understand as a serious slide making a few attending a topic. We would have needed the paper and paints, then the plastic that covers them would buy.

- ❖ **Overhead Projector:** Enables the teacher eye contact with students and classroom management during projection. This apparatus has a light source below the platform that runs through to project the image placed on the screen. Transparencies that are used are made of acetate paper. The writing on them can be done either by hand or by a photocopy of the paper itself. Here practice with children would do making them write or draw something on paper acetate and then project it so they can see the changes and results.
- ❖ **Radio:** Can we count on the idea that all children know the radio. They all like to handle ever. Knowledge of radio is very complex. And more still for very young children less than people you think there tucked inside that are in charge to speak for us to hear. A very rewarding experience for children of this age they can record your voice on a tape and then listen to each other. The use of radio is very rewarding for them, calms them and relaxes them. As the saying goes the music soothes the savage beast. The same can say that, as with radio, television happens, video and cassettes.

### LEARNING STRATEGIES:

- ❖ **The exposition.-** oral presentation of the contents has been the traditional way of transmitting knowledge. Students attending their explanations as the only way to access science at a time when the book was difficult to obtain. But the system of pure reason, as the only method, has never had, except in higher education, full force: the teacher asked his students and also taught through work and exercises.

Is attributed to such teaching the students turn in a receptive, passive, limiting their learning to reproductive period. At the same time, it is critical that it is a hard teaching adapted to the peculiarities of each pupil, remain generic and

impersonal. It is a teaching addressed to intelligence, without worrying about other aspects of the student's personality, etc.

All these criticisms are valid if they relate to a strictly narrative methodology. But they have no meaning if the narrative alternates methodology with other methodologies, especially those more oriented to student participation.

- ❖ ***The group techniques as debate.***- The group techniques are methodological tools which are developed through successive planning a series of activities in order to carry out the teaching-learning, students to take an active part in the process. Such techniques are varied according to purpose, context, group characteristics, etc. The purpose of the group techniques is necessary to define precisely what achievements are expected to group dynamics in order not to lose sight of the reason why the task is recorded. In any case, it is necessary that the methodology proposed envisages the relationship between practice and theory in a way that allowed to return to practice to transform and optimize it.

Learning theories intended to describe the processes by which both humans and animals learn. Numerous psychologists and educators have made two separate theories on the subject.

The various theories help to understand, predict and control human behavior, in turn developing learning strategies and trying to explain how subjects access to knowledge. Its object of study focuses on the acquisition of skills and abilities in reasoning and acquisition of concepts.

- ❖ ***Forum symposia.***- clearly states the subject be treated, as well as areas where it has been divided, briefly explains the procedure to follow, and making the presentation of the exhibitors the audience. The floor to the first speaker, according to the order established in the preparatory meeting.

Upon completion of each exhibition coordinator gave the floor successively to the remaining members of the Symposium. If the presentation made at the beginning has been very superficial, can in each case relate to the curriculum exhibitor when the time comes for their participation. It is recommended that exposures not exceeding 15 minutes, time will vary depending on the number of participants, so that in total does not invest more than an hour.

Upon completion of the presentations by members of the Symposium, the coordinator may give a brief summary or synthesis of the main ideas put forward. Or, if time and circumstances permit, you can invite exhibitors to interview again for clarifications, additions, comments, or to ask some questions together. It may also suggest that the audience ask questions to members of the Symposium, without giving rise to discussion; or that the audience discuss the same topic in the manner of the Forum. All these possible variations depend on the judgment that you want applied in the organization.

- ❖ **Taller.-** teaching is a work methodology in which theory and practice are integrated. It is characterized by research, discovery learning and work, in external appearance, it is distinguished by the collection (in a systematic way) specialized in keeping with the theme treated material having as its goal the development of a tangible product. A workshop is also a training session or guide several days. Emphasis is placed on problem solving, training, and requires the participation of the attendees. Often, a symposium, reading or meeting becomes a workshop if it is accompanied by a practical demonstration. The work is a pedagogical strategy workshops also address the content of a subject, focuses its actions on the know-how, that is, to the practice of an activity. In essence the workshop "is organized with an interdisciplinary and comprehensive approach where the teacher no longer teaches in the traditional sense; but that is a technical wizard to help you learn. Students learn by doing and their answers or solutions could be in some cases, more valid than the same teacher .You can organize the students work individually, in pairs or small groups, provided that the work performed transcends simple knowledge, thus becoming an integral learning involves practice.

- ❖ **Motivation** .- teaching techniques seeks to establish relationship between what is taught and the surrounding reality with the life experiences of the student or current events. This technique, according Nerici, also it confused with the realization of teaching.

*Dramatization techniques or recreational are useful to learn the Present Perfect in affirmative and interrogative forms.*

The present perfect is used to declare an action that began in the past and continues in the present. It also indicates an event that happened at an indefinite time in the past or in an event that took place recently. It is expressed by using an auxiliary verb plus the past participle ending in " -ed" if it is a regular verb. It differs from the simple past because it is used to describe situations endless time.

Have sent the letter.

I sent the letter.

(Indicates that the action just happened)

In order to build the affirmative form of the present perfect we should be used as auxiliary verb to have in the Simple Present and accompanied by the main verb in the past participle (whether regular or irregular verbs verbs).

Have bought a new dress.	Yo he comprado un nuevo vestido.
You have studied the lesson.	Tú has estudiado la lección.
He has broken the window.	Él ha roto la ventana.
She has lost the keys.	Ella ha perdido las llaves.

Remember that the 3rd person singular should place the "S "in the auxiliary as it is the Simple Present.

However, to form a question we put the auxiliary the beginning of the sentence, then the subject and then the main verb in past participle also:

Have I bought a new dress?	He comprado un nuevo vestido?
Have you studied the lesson?	Has estudiado la lección?
Has he broken the window?	Ha roto él la ventana?
Has she lost the keys?	Ha perdido ella las llaves?

For its part, the negative is formed by the auxiliary NOT and the main verb example:

I have not bought a new dress.	Yo no he comprado un nuevo vestido.
You have not studied the lesson.	Tú no has estudiado la lección.
He has not broken the window.	Él no ha roto la ventana.
She has not lost the keys.	Ella no ha perdido la llave.

You can also use the contracted form of denial or placing HAS NOT HAVE NOT accordingly.

Note that when we talk in Present Perfect should not mention the time when the action occurred, because to do so should use the Simple Past, eg :

I have sold my car.

I sold my car. (Present Perfect) I sold my car This Morning.

I sold my car this morning. (Past simple).

✓ **Past and present contrasts**

On the chalkboard draw two columns, put a title this time and the other past. In the first, you have a list of words like yesterday, last week, last year and the year 2000. These are completed times. In the second column, list words like today, this week, this year and this year. None of these times is completed. Then students will create sentences using either the past simple ("Last year I moved to California") and the present perfect ("This year I started taking English as a Second Language").

✓ **Answered questions whether**

Begin this exercise with questions that lead students to give answers in the present perfect tense. Teacher: "Have you ever played football?" Student: "No, I have not." Then divide the class into pairs and ask them to ask each other questions with yes or no answers. It provides examples of letters with questions like: "Have you broken a bone?" or "Have you ever been late for work?" Encourage students to interview others with their questions for the exercise more meaningful.

✓ **Combined**

**prayers**

It presents two sentences That Can be made into one using the present perfect time. For example, "Maria's cooking" and "Mary Began to cook three hours ago" can be combined into "Maria has-been cooking for three hours." Once students are comfortable with the sentences that combine, divide them into groups and give each group an envelope with three cards. Write two sentences on each card That Have students to use to form one.

✓ **Mixed**

**prayers**

Start by putting a sentence on the chalkboard. For example, "Tom has been skiing for two years." Next, type the sentence again with the scrambled words. Repeat this exercise until the students understand, and divide the class into groups. Give each group an envelope with a pass phrase. Whenever a group decodes a sentence, you can enter the phrase corrected on the board and give them a new envelope

Abstraction, theory and definition always represent the culmination and final term intellectual learning process, never its starting point or starting. Consequently, starting the learning process of students on a teaching unit, rather than from the abstraction of theory to arrive after the facts, and then follow the reverse path.

The strategy is a planning system applicable to a coordinated set of actions to reach a goal. So you cannot talk about what strategies are used when there is a goal toward which actions are directed.

A teaching strategy refers to planning the teaching-learning process, which involves a series of decisions that teachers should take with regard to the techniques and activities.

It is one that allows students to use their cognitive skills, logical reasoning ability: logic problems, problem solving, abstract understanding, reasoning and

relational concepts; all together that allows the student to solve a problem context.

They are a set of elements that facilitate the realization of teaching and learning. Provide meaningful experiences about a certain knowledge. They help students build a certain knowledge, enriching the educational task.

In this sense, it involves teaching strategies teach students to consciously decide the acts they perform, teach you how to modify their performance when oriented toward the objective. Teachers must also act strategically when we learn and, above all, when we teach our matter and this should be reformulated in conscious control techniques will be able to exert over our cognitive processes of decision.

## **CONCLUSIONS**

The methodological strategies are basic tools that contribute to improving learning, however these are not adequately used by teachers, according to the observations of this study.

Coexists a variety of teaching and learning strategies that can be used in the teaching of English in the perfect time to develop language skills in students. Teachers use the repetitive strategies much this takes turn boring, limiting students to develop skills and English language skills.