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STRATEGIES USED BY TEACHER TO GET THE STUDENT RECOGNIZE AND
MANAGE ALL FORMS OF THE PLURAL OF THE NOUNS

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MACHALA - EL ORO

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INTRODUCTION

The strategies are all the procedures, activities, techniques, methods, etc., which uses the teacher in order to lead the teaching-learning process, making the students deployed a constructive mental activity rich and diverse based on the prior knowledge that students have the possibility of an individual and social development, offering students the opportunity to be directors of their real and meaningful learning.

Within the English language there are several ways of forming the plural nouns according to how they ended up. Nouns are the words we use to refer to people, animals, places, countries, among other things whether physical or mental.

One of the problems that affect learning in the area of English is the poor knowledge of teachers at the time of use the strategies for the teaching of all forms of the plural nouns, which causes disinterest in students, due to ignorance of the didactic planning for its implementation.

Currently, some teachers do not handle the didactic strategies, for that reason there is an insufficient systematization, with regard to the categories that it will have to take, what has brought as a result that is not always give the students a theoretical-methodological position that guide in their daily work.

In the majority of educational institutions still dominate traditional teaching systems where ignores the use of the strategies and techniques that will help to improve the learning in the students, because in spite of the fact that the teachers have been trained in the use of new strategies for teaching and learning, these do not apply in the classroom.

In this regard it is important to perform a research will help to explain the issue, therefore we have the following item: **STRATEGIES USED BY TEACHER TO GET THE STUDENT RECOGNIZE AND MANAGE ALL FORMS OF PLURAL NOUNS;** the same that will be aimed at overcoming the shortcomings that exist by the limited use of teaching strategies.

Finally we present the practical work by starting with an introduction of the problem; in the development are taken some conceptual theoretical references of scientists that describe the proposed thematic and which are used to make the solution to the problem; then we have access to the specialized bibliographic information that served as a basis for the development of the theoretical basis.

DEVELOPMENT

Nowadays the strategies to teach a foreign language are very important. The strategies are based on psychopedagogical principles that the teacher used during the educational process, as it is through the appropriate use of the same, the student will obtain better knowledge. That is why the planning must be adjusted with the methodological strategies and consequently levelled with the intellectual schematic of the students.

The teacher must identify the dominant learning style of the students to facilitate the development of techniques and strategies of teaching much more effective.

Learning English Plural nouns is a problem for the students. During the development of the practices of observation and pre professionals and I have observed that students have problems to learn grammar rules. The rules of plural nouns are several, therefore the student have difficulty to master them.

The difficulty comes from the different types of nouns: regular and irregular nouns, nouns only with form of singular or only with form of plural, unchanged plural, plural "foreigners", etc.

In English, there are hundreds of nouns that don't follow the standard rules for pluralization. There are no easy ways to remember them, so they generally have to be memorized.

The most educational units do not work on the grammar learning and they don't get the correct use of the plural form of the nouns; which generates low levels of English language learning. Such is the case of the college "UNE", where the teachers do not apply didactic strategies that serve to strengthen the learning of the forms of the nouns plural in the area of English, applying methods and participatory techniques to promote the development of their skills that permit you to go deeper in the interior of the students, because in spite of having had the intention to foster in them methodological practices consistent with the current need, does not have meaning changes of attitude in the teachers. It has been observed that the students in the third year of Secondary School have submitted low English language learning.

Poor application of appropriate methodological strategies and teaching resources on the part of teachers, makes the students maintain a passive attitude causing apathy, disinterest and resistance to the language, you may also wish to consider another important factor that hampers the process in the student, the little use of technological resources, without a doubt will be achieved an effective learning for the students to improve their academic performance and achieve high levels of performance in the tests while maintaining the interest before new goals that involve a greater personal and academic development.

In the case of the problem was not addressed detected the consequences in the future will directly affect the students with a low level of knowledge in the learning of the English language, the same that may not operate in their posteriors studies because they will have many gaps in the subject, what would lead to missed year and the discrediting of the quality of education that provides the institution.

The strategies are procedures that are involved in the learning that is manifest in sequences of actions aimed at achieving a learning objective, organizing activities within the classroom into a social and academic experience of programming, using a range of teaching materials to perform each activity.

As teachers it is important to identify the predominant learning style of each student, their shortcomings in the grammar in particular, the problems that students have to learn about the rules of the nouns plural to facilitate the development of techniques and strategies of teaching much more effective.

Nouns are the words we use to refer to people, animals, places, countries, among other things whether physical or mental, and that variation in gender and number.

1. ESTRATEGIAS

In language teaching and testing, a technique of measuring progress and of devising teaching methods by recording and classifying the mistakes made by students -- in linguistics, the observation of errors in the speech process as a means of understanding the phonological and semantic components of language, interactional processes, and speakers' discourse strategies. (Jack., 1970)

In the process of teaching and learning the grammar of the English has many rules and errors are shown in that point of learning is the learner and the strategies use by the teacher. In this way the teacher can identify and recognize the error that have their students and create new entertaining strategies to facilitate the construction of knowledge.

1.1 DEFINITION

According Genovard and Gotzens (1990), the learning strategies can be defined as those behaviors that deploy the student during their learning process and that, supposedly, influence its process of codification of the information you need to learn.

This definition seems to delineate two fundamental components of a learning strategy; on the one hand, the procedures that the student displays during their learning process with the intention of learning and, on the other hand, relates to a particular way of processing the information to learn for their optimal encoding. (Grobass, 1994)

In the area of education, we are talking about teaching and learning strategies to refer to the set of techniques and activities that help to improve the educational process to achieve a particular purpose, in this case would be to use different techniques to learn the rules of the nouns plural as for example this can be through games, songs, broken heads, bingo halls, etc.

2. PLURAL FORMS OF NOUNS.

2.1 NOUNS

NOUNS as linguistic units which profile things, where thing is defined as a region in some domain. Persons and objects are bounded regions in the domain of three-dimensional space, while mass concrete nouns profile unbounded regions. (Langacker, 1987)

A noun is the kind of word that designates people, animals, objects or ideas and the variation in gender and number.

2.2 PLURAL FORMS

2.2.1 REGULAR NOUNS.

There are several ways of forming the plural nouns according to how you ended up. The majority of the words are pluralized by adding an "s" to the singular.

2.2.2 RULES TO MAKE A REGULAR NOUN IN SINGULAR TO PLURAL FORM.

Rules	Singular	Plural
Most nouns just add s.	cat	cats
Many nouns ending with a consonant + y change the y to i and add es .	baby	babies
Nouns ending with a vowel + y just add s .	toy	toys
Nouns ending with ch, sh, ss or x add es .	church	churches
Many nouns ending with f or fe change this to a v and add es .	loaf	loaves
Nouns ending with a vowel + o add s .	radio	radios
Nouns ending with a consonant + o add es .	volcano	volcanoes

singular inglés	plural inglés	singular español	plural español
deer	deer	venado	venados
fish	fish	pez	peces
offspring	offspring	cría	crías
series	series	serie	series
sheep	sheep	oveja	ovejas
spices	spices	especias	especias

De origen latín

With respect to the Latin words, the rule has done to adapt to use. In general, Latinism in Venezuelan form their plural with -s (deficit and deficits, or habitat and habitats), with -es, or while retaining their shape unchanged.

However, is preferentially using the variants of Latinism in Venezuelan hispanizadas where they exist and, consequently, also it's plural; for example, curricula instead of curriculum or podiums instead of podium finish. (clockworklanguage.blogspot.com, 2009)

Some nouns have retained their plural forms from Latin and other languages. Some of the rarer irregular plurals are often misused, leading to the creation of variant forms, which usually encounter resistance at first but eventually make it into the language. For example, the plural of formula has traditionally been formulae, but a formula is now far more common, and few would call it incorrect.

singular inglés	plural inglés	singular español	plural español
alga	algae	alga	algas
alumnus	alumni	alumno	alumnos
bacterium	bacteria	bacteria	bacterias
cactus	cacti	cactus	cactus
curriculum	curricula	currículo	currículos
larva	larvae	larva	larvas
memorandum	memoranda	memorandum	memorandums
vertebra	vertebrae	vértebra	vértebras

La -ix se convierte en -ices

singular inglés	plural inglés	singular español	plural español
appendix	appendices	apéndice	apéndices
index	indices	índice	índices
matrix	matrices	matriz	matrices

Cambian las vocales centrales

singular inglés	plural inglés	singular español	plural español
foot	feet	pie	pies
goose	geese	ganso	gansos

man	men	hombre	hombres
mouse	mice	ratón	ratones
tooth	teeth	diente	dientes
woman	women	mujer	mujeres

La -is se convierte en -es

singular inglés	plural inglés	singular español	plural español
analysis	analyses	análisis	análisis
crisis	crises	crisis	crisis
diagnosis	diagnoses	diagnosis	diagnosis
emphasis	emphases	énfasis	énfasis
neurosis	neuroses	neurosis	neurosis
oasis	oases	oasis	oasis
paralysis	paralyses	parálisis	parálisis
parenthesis	parentheses	paréntesis	paréntesis
thesis	theses	tesis	tesis

La -o se vuelve -oes

singular inglés	plural inglés	singular español	plural español
echo	echoes	eco	ecos
hero	heroes	héroe	héroes
potato	potatoes	patata	patatas
tomato	tomatoes	tomate	tomates
torpedo	torpedoes	torpedo	torpedos

2.2.3 IRREGULAR NOUNS

They have different structure to form the plural and students have to memorize the list of irregular noun.

Some irregular noun	
Singular	plural
Mouse	mice

Child	Children
Man	Men
Woman	Women
Person	People
Gentleman	Gentlemen
Wolf	Wolves

2.3 THE BEST STRATEGIES TO LEARN THE PLURAL NOUNS

The creation of an affective engine to learn what they know, what we do, if the activities are fun and interesting. The approach in the form of game encourages children to solve them. Know the rules; the curiosity to do it well takes them to use the unknown, the English, and to tame it. (Zanón, 1992)

Students cannot be mastered the rules or makes them difficult to learn. Games are an excellent way to reinforce learning in the students; with these strategies they can learn the rules of all forms of the nouns plural. It helps create a better relationship with the teacher facilitating activities entertaining and instructive to obtain a better learning.

I propose the following strategies to solve this problem:

❖ Plural nouns game

I will introduce to the class a game called Plural nouns game.

First, I will give students the instructions to start the game, so

I will divide the class in two groups

Then, I will write on the board 10 singular nouns, the same for both groups

Next, I will ask the groups to work 5 minutes in solving the plural of each singular noun.

After that, I will ask one student per group to pass to the board and write the answers

Finally I will correct the mistakes saying aloud the rules and the group that have less mistakes will be the winner.

❖ **Finding the singular or plural nouns**

This is another strategy, it consists in giving flash cards to the students with singular nouns and plural nouns with their corresponding pictures- teacher hands out the flash card to the students randomly, and after that the students have to find the plural or singular noun according to what have. Finally, each pair of students has to read in front of the class the noun of their corresponding flashcards.

❖ **Taking a notebook out of the classroom**

Another activity consists in Teacher can ask students to take a notebook out of the classroom and write five sentences with the plural nouns based on what they observe. When the students come back to the classroom, each student must read their sentences and the rest of the class have to decide whether the use of the grammatical rule of the plural nouns is correct.

RESULTS

As the final outcome of the investigation, you can see that the students make mistakes at the time of use the rules for forming plural nouns.

The effect, teachers know implement various strategies to teach any subject in class, but do not use an appropriate strategy for teaching the rules of the nouns plural. Teachers can use the progress necessary to reach a new level of grammar in the students with theoretical foundations so that they become more familiar little by little with the topic and in this way to practice it in the classroom, allowing students to work in a different way to traditional.

Once implemented the strategies, obtained significant learning: In the implementation of the first strategy group activities facilitate and reaffirm the learning because knowledge is shared and integrated to the group.

As result the second strategy of finding singular and plural nouns allowed the student reaffirm its knowledge on the basis of the rules of the plural nouns through the search for the card to supplement that each student had.

In the third strategy working outdoors or outside of class helps students to increase their creativity taking as support the diversity of material resources that served as inspiration to give rise to the task requested by the teacher, as was the case of the third strategy applied where the student created new prayers based on plural nouns. Games are a fun way to learn grammar rules.

CONCLUSION

It is noted that the majority of teachers use traditional methods which are not according to the current academic demands, delaying the positive evolution of the teaching-learning process.

Teaching a foreign language is not easy. Teachers will always have problems in the educational process, however the teacher has to be creative and apply several methodological strategies to solve the learning problems in classroom and motivate students in learning English in an entertaining way.

When the teacher really wants to achieve a significant learning in students, it is necessary, it is important to learn various strategies and in addition, know bring them into line with each experience, and well, lead the student on the path of knowledge, making them competent individual.

