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TEMA:

STRATEGIES THAT TEACHER SHOULD APPLY IN ORDER TO STUDENTS GET A BETTER KNOWLEDGE ABOUT THE USE OF SIMPLE PRESENT TENSE.

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

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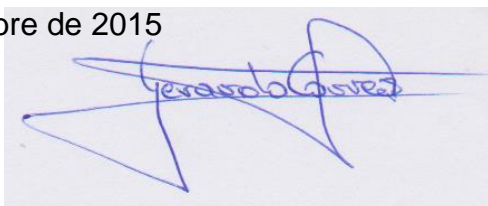
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INTRODUCTION

Nowadays is very important to learn English language, because without any doubt English is the language in which most of the scientific and technological advances are published, and these aspects make more necessary to learn this language to the current generations.

Deficiencies and weaknesses in English language learning process, could be by the lack of interest in learning this language, classroom indiscipline, poor performance, school dropout, and waste of years.

These kind of problems can occur by the use of inappropriate strategies. These strategies are used by teachers and are reflecting the students' knowledge maybe content no need to be known by students. This happen because teachers are not updating constantly their knowledge about how to teach English causing problems in the English learning process (ELP).

The main concern for improving English is the lack of knowledge because teachers don't use active learning strategies in classes with students, so it requires to search for possible solutions to the use of learning strategies to help students to learn English language individually and improve the educational quality.

This practical work proposed to be applied to first years of bachelor in public high schools, in order to strengthen and unify the teaching learning process of English language.

In addition there are suggested possible strategies that teachers could use in order to students recognize and use properly affirmative and negative forms of the simple present tense as students do not handle this tense.

DEVELOPMENT STRATEGIES

Strategies are considered the umbrella for those techniques that are selected and used in practice in order to improve knowledge.

- “Strategies are consistent with the practitioner’s method, just as the method most prove consistent with the approach to instruction.
- Strategies represent an implementation component of a method, as applied to field practices.
- Strategies are the umbrella for techniques that are selected and used in practice.” ((WOODBURN SCHOOL DISTRICT, 2013)Woodburn School District- Second Language Acquisition Framework – April 18, 2013.)

Learning strategies:

Learning strategies focus into help students to understand information about L2 to solve language problems that can appear in the learning process. The learning strategy consist in analyze the behavior of people in order to learn use their own information. At the moment that learning strategies are not well used by students there are possibilities of failure in schools and passive learning. Whit the application of learning strategies, students will be active learners because they will know how to apply the acquired knowledge in order to solve problems to get a successfully development.

In our country the application of strategies are the common tools applied in the curriculum in order to apply in a correct way the application and sequence of the instruction for strategies. So we have 3 principal chapters in order to apply this.

The first chapter refers on how students acquire information. In this chapter, students learn strategies about how paraphrase critical information, information based on pictures improve a better understanding and the remember ability, ask questions and make predictions about texting information, and identification of unknown words into a text.

A second chapter is which help students to memorize information once they acquire it. The use of strategies to aid memorization is very important for improving new vocabulary. The application of these strategies are focus into prepare students for tests.

The third chapter is focus on help students about how to express by themselves. It includes strategies to help students to write well-structured sentences and paragraphs, monitor their work looking for errors, and with confidence to take tests.

No single strategy is the solution to every problem. For example, there are some strategies for reading that help students to find out the real meaning of a word, understand what they are reading, improve vocabulary, and finally to get a well handle of structure's text. If we want a good reading program, the used of these strategies are completely necessary. Similarly, is necessary to apply a set of strategies for student success in other areas.

The strategies "hands-on activities, cooperative learning, guarded vocabulary, and the use of visuals" are part of a method called sheltered method. These useful strategies let teachers to get a better understanding by students. When strategies are applied properly by the teacher, students are able to demonstrate what they have learned by themselves in their own words.

Hands-on activities, is when students practice the acquisition of language through the application of active and interactive activities. In this activity students are able to learn from other advanced level students through social interaction.

Cooperative learning strategy refers to make student share ideas by working in small mixed groups where they will give the opinions about what they already know, so they will be able to practice L2 and develop critical ideas about what they are thinking. This strategy let asses in a better way students.

Guarded vocabulary strategy consist to the application of the language of the classroom in the L2, is necessary that teacher speaks with the use of basic words in order to transmit them what he or she is talking about.

Teacher could use songs, stories, etc. he / she have to make breaks and speak slowly between sentences in order to get a better understanding.

Visuals strategy consist on the use of realia, pictures, books, charts, maps, etc. with the objective of make a relation between the picture and the ideas that will give a better understanding of the topic.

Finally the scaffolding strategy refers to a better understanding about difficult concepts through the use of the experienced learning.

SIMPLE PRESENT TENSE

The simple present tense is basically used:

- To express habits, general truths, repeated actions or unchanging situations, emotions and wishes:

I smoke (habit); I live in Ecuador (unchanging situation); **Machala is a short city** (general truth)

- To give instructions or directions:

You walk for three hundred meters, then **you turn** right.

- To express fixed arrangements, present or future:

Your exam **starts** at 08.00

To express future time, after some conjunctions: **after, when, before, as soon as, until:**

He'll give it to you when you come tomorrow.

The simple present tense is not used to express actions that are happening now.

To form affirmative, negative and interrogative sentences in simple present tense, it is necessary to memorize some different structures and rules in order to apply for each one.

Affirmative sentences:

The affirmative form is structured by (subject + verb + complement) as in the chart below:

Subject + Verb (present tense)		
I	play	soccer
We		
You		
They		
He	plays	
She		
It		

The present simple form of the verb keeps the base form in all persons but with an exception, in third person singular the verb suffers a change according to the ending. It is add -s/-es to the base form. For example:

When the verb end with -y after a consonant, change -y to -ie

Try – tries

Fly – flies

Add -es when the verb end in -sh, -s, -ch and -x

Wash – washes

Box – boxes

Dress – dresses

Watch – watches

Add -es

Go – goes

Do – does

Negative sentences:

We use do/does to make negative sentences and questions:

Subject	+ Auxiliary + not	+ Verb (infinitive)
I	don't	work drive play swim
We		
You		
They		
He	doesn't	
She		
It		

The contracted forms are used as an informal way to speak and write for example the use of “don't” instead of “do not” and “doesn't” instead of “does not”.

Interrogative sentences:

To use the interrogative sentence we follow the next structure: (auxiliary “do” + subject + the infinitive), for all persons but no third person singular. Of course for third person singular we use “does”. If we want to make information questions, the use of question words (what, where, when, who, how) is necessary.

(Question word)	+ Auxiliary	+ Subject	+ Verb (infinitive)
What	Do	you	Like
	Does	She	

Difficulties:

In order to teach the simple present tense there are some important consideration that teachers should have in mind. These considerations are:

The first one is the possibility that students may get confused about the irregular verbs.

The second ones is related to the rule of adding –s/-es to verbs in third person singular, students seems to forget this rule.

The third and last one is the use of the auxiliary do at the moment to form interrogative questions and negative sentences.

Contrasting tenses:

Refers to teach simple present tense contrasted with other tenses in order to identify their different structures. For example.

- With present continuous (Maria is watching novels; I watched a novel the last year.)
- With simple past (I always play tennis; I didn't play soccer because I was ill)

In order to give to students the opportunity to improve the language skills it is necessary to make a contrasting between tenses. This technique will helps students to acquire a better understanding by developing the ability to differentiate the several structures of the studied tenses.

RESULTS AND CONCLUSIONS

This practical work explain what strategies are. The application of some of these different strategies that could be used by teachers in class to support students in order to improve of the use of the simple present tense with affirmative, negative an also interrogative forms.

The application of this practical work is focused on improving the simple present tense of students, by applying some strategies to different English level students in a high school. This also could be applied by any teacher that want to get the attention of students in class. However, teachers who want to use these strategies should be able to teach and help their students get better results.

In that way, the teaching-learning process will be more efficient, easy, fun, due to the efforts made with the teacher in lessons preparation with the ability, enthusiasm such a way the students get interested in the subject. It will be important for students, they will be able to understand and use properly English as a second language in different aspects, scientific, technological, cultural, and mainly educational aspect.

By the use of strategies, students will be motivated to continue learning and practicing no only simple present but English language. So they will improve their knowledge.

In conclusion, the application of strategies improve the understanding of simple present tense and comprehension of the first year of bachelor.

Teachers should apply strategies permanently to motivate students to learn simple present tense properly. So, students will feel motivated to practice and improve their English.

By the use of strategies in class, students will be able to improve their knowledge about English and in this way students will improve their life quality

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