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TEMA:

**"ESTRATEGIAS PARA EL APRENDIZAJE DE CONOCIMIENTOS BÁSICOS DEL
IDIOMA INGLÉS EN LOS ESTUDIANTES DE LOS OCTAVOS AÑOS DE EDUCACIÓN
BÁSICA"**

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

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MACHALA - EL ORO

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DEDICATION

The following work based qualification complexivo the practical exam is dedicated to my parents, Rosa Robles and Francisco Moncada to be the cornerstone in the development of my life and in recognition of their hard work and unwavering support in making and projected goals.

My brothers, friends, family and who in one way or another are an important point in the process of my life.

Eyla Tanny Moncada Robles

GRATEFULNESS

For my 24 years of existence I think that I could have reached some raised goals, between them, to be able to finish my studies in the teaching in English, it is for it that my gratefulness is directed principally God, who has given me the life, a family, the health, the opportunity to go out forward, of continuing fighting; and it is for whom we are here; to my parents for his unconditional support drinking to me, in all the moments of our lives, not only in the educational area, but along my life.

To the Technical University of Machala and Teachers for the opportunity, learning and professional overcoming offered during the learning process, what they have been very gratifying for my personal performance, which has given me the endorsement of being sure that I will be the excellent professional one, and that I will put very in high place the name of our Institution. To all the persons, who of one or other one it forms they have placed a granite of sand for the achievement of this work of qualifications, and that form a special aspect in my life, I am grateful of sincere form for his valuable collaboration.

Eyla Tanny Moncada Robles

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ABSTRACT

The present work of qualifications is shaped by the accomplishment of a practical report based to the examination complexivo of Machala's Technical University in the Academic Unit of Social Sciences in the career of Teaching in English, which carries to the development of the investigation and the analysis of the raised problematics.

The investigation arises under the need to be able to obtain a solution to a problematics, which shows that the students of eighth year of basic education have serious difficulties of learning in basic knowledge of the English language since are: the pronouns , possessive adjectives with pronouns I hold and object pronouns , which is considered that the eighth year of basic education is the beginning of the collegiate, necessary and basic learning to undertake the education of a foreign language since to be the language Englishman, is for them that according to the analysis on the problematics it thinks that the confusion arises from the Low level of learning strategies during the process of study of basic knowledge of the English language in the eighth years of basic education.

The investigation is realized based on necessary methodology to teach, which is shaped by a group of strategies. The investigation demonstrates that the teachers do not use learning strategies during the process of study, which generates the confusion of the pupils and turns the class into monotonous .La solution is the use of learning strategies on the part of the teacher, objective EI is to have a solution to the problem because across this solution, we will be able to avoid confusions during the learning obtaining the interest of the pupils and students being able to form with knowledge basic and necessary for the development of the society .

INTRODUCTION

The learning of the English language at present is considered with fundamentally for the personal and social development in which we live .So is considered to be the tool that allows the communication with persons of other countries, inside the world included in that we live. The Englishman is the language of communication in the whole world and constitutes a great importance. In the Ecuador the learning of the English language is being promoted by the government across the department of education and regulatory institutions of the development of the education. It is for it that the learning constitutes the basic or basic part to generate a society with human talent.

The teacher is the guide during the process, but in some circumstances it is complicated that the teacher could attract the interest or the understanding of all the interactive pupils or that they have certain confusion of the topic, in these situations it is where the teacher must use learning strategies based on the active learning. It is very common that in the educational Institutions the students could not catch the whole subject matter during the learning process especially in a foreign language since it is the English language and there arises the confusion of certain topics.

The teacher must use learning strategies during the class because this way he was avoiding the confusion of treated topics .El under level of learning strategies in the learning process provokes that the class is monotonous, that the pupils get confused, and the disinterest of the class.

DEVELOP

PROBLEMATICS

UNDER LEVEL OF LEARNING STRATEGIES DURING THE LEARNING PROCESS OF BASIC KNOWLEDGE OF THE ENGLISH LANGUAGE IN THE STUDENTS OF THE EIGHTH YEARS OF BASIC EDUCATION.

TOPIC OF INVESTIGATION.

STRATEGIES FOR THE LEARNING OF BASIC KNOWLEDGE OF THE ENGLISH LANGUAGE IN THE STUDENTS OF THE EIGHTH YEARS OF BASIC EDUCATION.

To be a teacher consists of a lot of effort and learning, especially, interact and to be understood by the whole class is a very big effort for which they devote themselves to the teaching. The simplest and correct way in order that the teacher could give his class and expire with his aims, since it is, to be able to be understood by all the pupils. The solution is in applying the active learning during the process of education. Maybe, the principal reason by which the active learning is not applied to the teenagers and adults is that, sufficient concrete advice has not existed on the way of applying it in a classroom.

The active learning consists of the utilization of a set of learning strategies or the most effective experimental and interesting methods. With the active learning the students assume a major responsibility on his own education. The learning turns into assets when the pupils realize most of the work. Studying ideas, solving problems and apply what they learn. Why is necessary convert in active learning? For some goods, adapting to listen, to see him, to ask questions on the matter and to report to others. Fundamentally, students need "to be", to discover things on your own, and find examples demonstrate their ability to perform tasks that depend on the knowledge they already possess or must acquire.

LEARNING STRATEGIES BASED ON THE ACTIVE LEARNING.

In this case we will bear in mind the eighth years of basic education, the students do not use correctly the pronouns, and possessive adjectives confuse with pronouns subject and pronouns I object.

Later we have strategies of learning based on the active learning.

- ❖ Creation of equipment. It will help to pupils and pupils to be known between them and to generate or create a spirit of cooperation and interdependence.
- ❖ Immediate evaluation. Quarrel which are the attitudes, the knowledge and the experiences of the alumnus
- ❖ Immediate commitment with the learning. To create an initial interest

1. Strategies to create Teams



This strategy turns the active pupils, if the pupil is not interested, when observes the rest of his companions, the pupil joins and of one or other one forms the learning turns entertaining and

interesting, allows that the pupils should know themselves and generates a spirit of equipment in a group that already is known.

This strategy also promotes an environment of active learning doing that the students move for the classroom, share them opinions.

❖ **Cards of group**

The teacher forms groups, then it delivers cards in order that he places in order in a cardboard or paper with the topic that corresponds in this case, must arrange the pronouns, possessive adjectives with pronouns I hold and pronouns I object, this way the pupil will be able to notice the difference between both.



❖ **Puzzle.**

The teacher can use puzzle, the number of puzzle must coincide with the quantity of groups that they want to form. To separate the games, to mix the pieces and to deliver a piece to every pupil. When be necessary to form the groups, to ask the students to find the topics with the necessary pieces to complete a puzzle. In this example the pupil locates the personal pronouns, possessive adjective, possessive pronoun, personal pronoun, according to the topic in the top part recognizing the subject matter.

PRONOUNS			
<i>Subject</i>	<i>Object</i>	<i>Possessive</i>	<i>Possessive</i>
<i>Pronouns</i>	<i>Pronouns</i>	<i>Adjectives</i>	<i>Pronouns</i>
I	me	my	mine
You	you	your	yours
He	him	his	his
She	her	her	hers
It	it	its	its
We	us	our	ours
You	you	your	yours
They	them	their	theirs

❖ **To find the correct Answer.**

The teacher forms groups and places prayers based on realities, on a piece of paper or cardboard, which the pupils search, they think interact to be able to complete and fill with the correct response according to the topic. As we observe in the image the exercise used by the teacher.

PRONOMBRE PERSONAL función sujeto	ADJETIVO POSESIVO	PRONOMBRE POSESIVO	PRONOMBRE PERSONAL función objeto
I	MY	MINE	ME
YOU	YOUR	YOURS	YOU
HE	HIS	HIS	HIM
SHE	HER	HERS	HER
IT	ITS	ITS	IT
WE	OUR	OURS	US
YOU	YOUR	YOURS	YOU
THEY	THEIR	THEIRS	THEM
I drink milk She lives in London We go to the park	My friend is here This is his book Their cars are fast	The dictionary is yours Your bag is not mine Those pens are ours	Give me the paper Look at her This apple is for them

In this part the students complete the exercise. With the correct word.

❖ **Printed material.**

The printed material that is distributed between the students and can be codified by heat paper clips. Leaflets with different tonalities or labels stuck on the folders. Thereby the groups will remain predetermined. In this situation the students analyze in group the printed and detailed material, recognizing the difference between the subject matters treated during the class. (SILVERMAN, 2006)

2. Strategy of immediate evaluation

The strategy of immediate evaluation they are joined with the strategy to create teams, both are designed to help the teacher, to improving the class, at the same time as they stimulate the participation of the pupils from the beginning. Some of them allow evaluating specific questions of the students, whereas others are versatile enough as to offer a general panorama. The strategies of immediate evaluation are especially useful when, before the first class, the teacher has not had occasion to know the characteristics of his pupils. Also they can be used to corroborate information assembled previously. For example: the personal pronouns teach possessive adjectives pronoun object, it is possible to do the following thing

- ❖ The teacher asks of oral form, to the student on the topic.
- ❖ To divide the pupils in tries or quartets (according to the number of questions that it has). To deliver a question written to every pupil. To ask him to ask his companions of group to obtain (and to register) the answers to his question.
- ❖ Form subgroups with all the pupils and pupils who have received the same question. For example, if it has eighteen students distributed in three, six of them will have received the same question on a topic.
- ❖ To ask to every subgroup to join his information and to arrange them as since to correspond. Then, to indicate every equipment that formless to the whole class that should be afraid or meaning has every word and in what situation one uses it (personal pronouns.)

Pupils' questions in immediate evaluation

In this method the questions become by the pupils and here the procedure to continue is.

- ❖ To deliver a card to every pupil. ·
- ❖ To ask the pupils to write any question that they have on her: matter or the nature of the class (without putting his name). For example, someone might ask: “in what circumstances we use the possessive pronouns will there be necessary to present a work at the end of the course? ”.
- ❖ To circulate the cards in the direction of clockwise. As received, students must read and make a mark if the question also interested.
- ❖ When a student receives his record again, everyone will have seen all the “questions ” group. Then, identify the: question most votes (marks) received. Answer each C) with a brief but immediate response ; (b) postponing it for a more appropriate time in the course; (e) stating that the course will not be able to address the question (if possible , provide promise a personal reply) .
- ❖ Invite some students to share their questions, but have not received the most votes.
- ❖ Save the cards. Maybe contain questions that need answering in a future class

Note: If there are too many students can be divided into groups and the same procedure is done.

3. Commitment to learning immediately.

❖ Read aloud

Surprisingly, read a text aloud can help students concentrate, to raise questions and discuss this strategy is quite similar to a Bible study session, have the effect of focusing attention and creating a cohesive group.

❖ Repeating

The teacher can repeat and repeat for students to grasp and repeat fact concentrate and keep the knowledge in mind. The teacher can do this by rows, a row repeat or go on.

❖ False Questions

The teacher can write on the board and ask students to analyze whether the sentence or the information is correct after the analysis made by the students; a student goes to the blackboard to correct the information.

CONCLUSION

General Basic Education in Ecuador covers ten levels of study, from first grade to tenth. Those who complete this level are able to continue their studies in high school and participate in political and social life, aware of its historical role as Ecuadorian citizens. The eighth-year students receive 5 hours of classes in a foreign language material during the week.

The Project for Strengthening the Teaching of English as a Foreign Language, especially in the core courses as the eighth year, has as its main objective the Ecuadorian students who reach a functional level of use of the English language. 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 exercise, and improving training in this career. (Ministry of Education, 2015).

In the learning process, it is very difficult for teachers to impart knowledge to students thus today there are strategies to improve teaching.

Strategies must be based on active learning and should be used by teachers to capture the attention of students, and to develop the learning of a foreign language is English as strategies to help students build their own knowledge through games, conversations, or dynamic aspects that the teacher uses in class.

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