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UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN
INGLÉS

TEACHING STRATEGIES FOR RECOGNIZING, USING AND MASTERING
IRREGULAR VERBS IN AFFIRMATIVE AND INTERROGATIVE FORM IN
THE STUDENTS OF FIRST BACCALAUREATE

EGAS FAJARDO AMANDA MILENA

MACHALA
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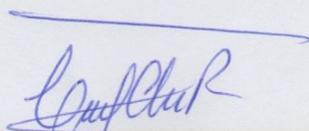
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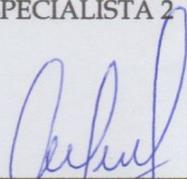
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Submitted: 2016-07-20 15:54:00

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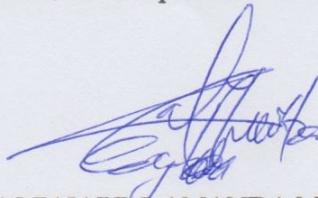
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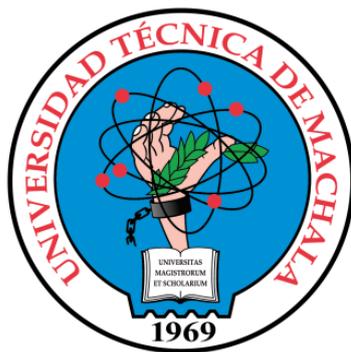
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2017

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ABSTRACT

The following research talks about the importance of English in student life, and how teachers can use some strategies for teaching that could be more efficient in the construction of knowledge of students. As we know English language is very wide so in this document we specify the teaching strategies of irregular verbs.

The only way of learning irregular verbs is by heart, this is maybe why not every student finds success learning it, but also because of what we have mentioned in this work to an expert of the theme, Noam Chomsky's theory is also immerge explaining how memorizing sometimes can help us, and be as important as teachers to make our students learn.

For more help on how to make an interactive and different and dynamic class, you can take some ideas of 'warms – ups' to use it for your own and practice with your class from "czifra 2012" quote given here in the form of games, a big variety of them that also you can use it modifying for other topics, all of that games are proposed in this document obviously and also according to our research project and main topic of irregular verbs.

Also it would be helpful the different educational texts that Ecuadorian teachers use, comparing and contrasting it, and how they had change among time in a good way, because, the lasts texts are specifically a specially made thinking in baccalaureate students, with a basic level of English vocabulary.

KEY WORDS:

irregular verbs – baccalaureate – students – memorizing – Noam Chomsky

1. INTRODUCTION

Knowing another language nowadays is extremely important in the world, because thanks to that we have access to many opportunities in life and also among others, communicating between countries, useful information, internet, etc. English is one of the most useful and relevant languages in the world; we can say that is the universal language of communication. However, learning another language is not an easy task, it takes time, dedication, and some resources for it.

In Ecuador teaching another language have gained importance threw time, for instance teachers perform a lot in this process, it means that they have to be capacitated to do it, because not everyone can be a teacher. Teachers need to know teaching strategies to share their experiences with students, in this way they will able to construct their knowledge.

Another relevant aspect concerning English teaching in Ecuador is grammar, but when we use unsuitable strategies the results will be inadequate, since students have not responded satisfactorily in academic matters, these deficiencies have been remarkable in different topics, but particularity in the learning of irregular verbs, and therefore it requires students to memorize them. Further, in this project we will discuss the aforementioned topic leading to a solution of the problem posed.

As (Padilla & Espinoza, 2015) mentioned that the teacher has and meets a functional role, besides being practical and fundamental in the student's life, given that they are the ones who make possible the guidance of students and create their own knowledge. Despite the aforementioned, it is not enough to be a simple guide that helps students to build their knowledge, but they also worry about preparing what they teach. Otherwise, their work will not have any purpose to achieve.

Based on the factors exposed it is expected to achieve an improvement in learning construction of students from first baccalaureate in relation to the recognition, use and master of irregular verbs in different forms. This is why a teaching strategy would be applied to help the teacher to use them, that way the student will learn irregular verbs in

affirmative and interrogative forms and with that achieve better academic results, the same that will be reflected in the daily practice of the student.

One of the most common problems in the learning of English language that the students face is grammar structure and lexical vocabulary, given that it is a different language from their mother tongue, has different grammar rules generating confusion at the time in which the educator develops a specific topic.

In our educational environment we see that English teaching is immersed in a dull and uninspiring process, due largely to inadequate teaching strategies the same that occurs when teachers give their classes.

Usually these type of problems are reflected when the irregular verbs are taught, because they require and rely only on the ability of students to memorize them, becoming a serious problem preventing the learner progress in its process of formation.

In this way and based on the bibliographical research of this document we aim to find solution to the following questions: Which strategies the teacher must use in order to get the student recognize, use and master irregular verbs in affirmative and interrogative form? What is the effect of implementing a traditionalist emplacing by the pedagogue when teaching irregular verbs to students of the first baccalaureate? What motivation do students receive during the development of the class regarding the teaching of irregular verbs? What types of practical activities would help the students use what they learned and interact with the rest of the class?

2. TEACHING STRATEGIES

Currently, teaching second languages is considered an essential part in the educational system, becoming a challenge for the teacher to fulfill the proposed objectives correctly. To achieve these objectives is elemental to develop teaching strategies that allows the student learn practically. Within the teaching curriculum for second languages, irregular verbs are the base for learning the English language. Many students found complicated the learning of these verbs.

To make this possible it is necessary that teachers create teaching strategies which are procedures that facilitate the information and learning processing, strategies used for teaching verbs must be flexible applying and variable this would help the teacher to decide which is better to use, according to the group of students the have in charge.

Also is important that inside the classroom the teacher must be conscious of listening and talking to students for developing later in a better effective way his or her class. When the group is already known, the teacher would decide which strategy is better to use.

2.1 The Traditional Teaching Process VS The Present Teaching Process

The traditional way to teach in different Latin-American countries is the lecture or master class, where the student only listens to what the professor discusses in each class, because he or she has complete knowledge in the subject, and for students it was not necessary to process, perform, or internalize the information that the educator tried to convey them.

Now we can observe that the teaching process has evolve in which promote the interaction between the student and the teacher, the reflection and debate to understand the class as an objective considering that not all the students learn the same way, making easier their disposition and involving the learning situations.

However, it is necessary the educative practices research replying to the current challenges that the education presents, where the formation is searched for the student

life competences, and induced to a meaningful learning. In this way, learners will be able to construct their own knowledge. (Cordero Badilla & Pizarro Chacón)

2.2 Strategies Types

Is necessary that teachers develop strategies in the classrooms, actually we can find many strategies types, which is able to plan and organize different learning activities, but the teacher is the one that would decide which is better to use with the purpose of meditating, supply, promote, organize learnings, this is the teaching process.

(Campos Campos, 2014) mentions:

Teaching strategies – a learning that can be used or developed by teachers as a teaching strategy or students as a learning strategy, as the required time and for a particular lesson.

1. Knowledge construction phase
 - a. Strategies to impulse interaction with reality, the activation of previous knowledge and the creation of expectations.
 - Focal introductory activity
 - Guided discussion
 - Generating activities of previous information
 - Formulation of objectives or intentions
 - Interaction with reality
 - b. Strategies to impulse interaction with reality, the activation of previous knowledge and the creation of expectations.
 - Problem solving strategies
 - Strategies for model abstraction and to improve the codification of the information that will be learned.
 - Strategies to organize new information
 - Strategies to connect previous knowledge with new information
2. Phase of Permanence of Concepts
 - c. Strategies to achieve the permanence of concepts
 - Strategies for practice

- Structural strategies
 - Conservation and authorship strategies
3. Transfer phase
- d. Strategies for transfer
 - Integrating strategies
 - New questions
 - e. Strategies to create communities
 - Virtual Environment
 - Communicative Environment
 - Learning Environment
 - Consultancy Environment

3. STRATEGIES FOR VOCABULARY TEACHING

Teaching vocabulary as second language many times is the central part of a student's curriculum. Teachers presume little by little students are assimilating, but it requires new ways of learning. (Alonso & Ballesteros, 2012).

At present day, the application of new technologies in the educational tasks, represent a fact that determine the presence of the English language in our lives, because the proper communication of this foreign language is time after time a challenge that is related with the future professional success of the student. We should consider the new generations given that learning English is imposed in the student's curriculum, being another subject to learn. However, the learning of English most of the time can cause personal frustration to students that in a repeated way, making an effort for achieving advances in their acting competence level, especially in the foreign language context. Sometimes, this situation should identify the learning of like a "pending signature" that they need to come through.

The following two ideas can be used in the classroom with the students:

According (Czifra, 2012):

Conventional activities.

- *Aliens and earth objects*: is a simple definition exercise but giving different circumstances, students feel more comfortable talking in their mother tongue, so each student receives a sheet with a regular or irregular verb forming pares. The teacher tells the instruction: the ones that have the regular verbs are aliens and they do not know earth object of the irregular verbs. Explain to your partner what is his or her verb and how it will be used.
- *Taboo*: popular game; again based on definitions. The teacher prepares cards in which appears a Spanish verb and three more others related with the first one. Students play in groups. A member of the group should define the verb without using the other two. The rest of the class has to guess it.
- *Metaphors*: a fun activity based on definitions. The teacher delivers to students' verbs and they have to formulate metaphors (using characteristics of the meaning of the verb). For example: You are like a hare always ready for...

Activities with constellations

- *Brainstorm*: Starting from an irregular verb, students list other related words, in that way forming tree words.
- *Variation*: students work in groups, pairs or individually. Irregular verbs are written in three columns. In the first column are the verbs the student knows, in the second one verbs that they are not sure of, and in the third one verbs that students want to know.
- *Tennis words*: this activity is quite similar to the brainstorm but like a contest. Students are divided into two groups and they write in a sheet of paper the most number of irregular verbs in a given time (2'). Then each group say alternately the verbs until one of both stop listing. The group that have more verbs is the one that wins.

4. COMMON EUROPEAN FRAMEWORK

The Common European Framework for Languages (CEFR) is the international standard that defines linguistic competence. It is used to define the students' linguistic skills.

The CEFR is a base for programming languages elaboration, curriculum orientations, manual exams, among others. It refers to how students learn other language for communicating skills and knowledge developing in an effective and efficient way. We can say that the CEFR specify the level of mastery of a language for checking the students progress in each learning phase.

4.1 Competence Linguistic Levels

The CEFR for languages establishes 6 levels of common references scales for the language learning organization and public acknowledgment. (SEPIE, 2016):

Table 2

5. WHAT ARE IRREGULAR VERBS?

Verbs are actions, processes, states or existences that affect people or things. In English an irregular verb is not the same that a regular one, because to this we add the (-ed) suffix as general rule, to the verb's root to announce a past action. This does not occur with the irregular ones, because when they change into past the root changes also, hindering memorizing or learning this types of verbs in present and past form. Learning verbs many times is considered difficult for the student, because we can find around 200 irregular verbs having some in obsolete use. Also, we can find this verbs in infinitive form, simple past and participle, reaching to 600 verbs approximately.

In general, an irregular verb is a verb that has particular or idiosyncratic conjugations according the time or mode conjugated. Paradigm experiment changes, because it takes different inflections that are common in regular verbs. Generally, an irregular verb, is not ruled by the same conjugations rules the majority of other verbs are. (Hernandez , Hernandez, & Mares, 2012)

In English irregular verbs are all the same, they do not have terminated rules when they change to infinitive for the past tense or past participle and they are very frequently used in English language. (Hernandez , Hernandez, & Mares, 2012).

6. NOAM CHOMSKY THEORY

Different scientific theories that explain the human language function are found in the generative grammar of Noam Chomsky also known as Biolinguistics. This theory hypothesizes the mental innate structure existence that allows the production and comprehension of any statement in any natural language, enabling also the acquisition and master of the language requires little linguistic input in correct operation and develop in an automatic practical way (cf. Berwick y Chomsky, 2011; Berwick, Friederici, Chomsky y Bolhuis, 2013).

Noam Chomsky linguistic, rejects the idea of any language have to learned again for every child. Chomsky says that children in the world are born with a syntax type “programed” that allows understanding the basic operation of the language. So the child chooses the language and grammar in the environment able brain options. In this way the capacity for the language is a biologic heritage and the specific languages actives in the way among the child interaction with the native environment. (Miskimon, s.f.)

Chomsky mentioned in his theory the “linkage and reaction” that children native knowledge over the syntax consist in a group of linguistic values that define any language form. This values relate with parameters or “keys” operated with the kid language. Chomsky insisted over the genetic heritage importance among syntactical branch. For Chomsky the language “growing” is similar to inside growing organs and arms and legs: determinate by internal mechanism, but fed by the environment either verbal or nutritional. Chomsky considers the language development of a child as a separated knowledge aspect, aside from the rest of cognition, or the mental functions.

Chomsky says that knowing a language is synonym of the capacity of producing an infinite number of sentences never talked before, as understanding phrases never heard before. This capacity is what Chomsky calls “the creative aspect” of language. (Miskimon, s.f.)

6.1. Memory as a learning factor for irregular verbs

When we talk about personal factors to learn another language as English, many authors refer to the learning theory, mentioning disciplines like intelligence, attitude, age, personality and motivation.

The attention rank depends on many factors. First in how familiarized we are with the subject to learn. Let us remember that the memory works based on a previous experience, this suppose that while more we know about a determinate topic easier are going to be to hold it. When learning English verbs or English vocabulary, the student would hold or memorize better that list that contains the major words numbers that translate concepts already known in the proper mother tongue.

In second place, the attention depends on the objective characteristics of learning. In this way frequency, the type and way help or make harder to memorize. For example, more frequents words, the more specific and the shortest are learned than the longest, difficult, or less frequent. Some strategies facilitate to the student the learning of new words or verbs; these are:

- Motivation is an act that retains what interest the most to the student.
- Association, this altogether with other ideas, perceptions, images or memories is the begging that defines more in memory's work way.
- Repetition, the psychologist Ebbinghaus (1850 – 1967) showed that the facility of producing memories is directly and proportional to the force with the same engraving in our mind, and that fixation makes it deeper among the systematic repetition. If we apply this English learning rule it means that, a major inversion of time in the repetition of the learning act, major fixation of the same one, will produce in the student mind. (Jiménez, 2012)

7. CONCLUSION

As a conclusion we can said that English educational texts around the world have been a really powerful weapon for teaching this language, also among time this texts had been updated and renewed according students needs fulfilling this, to get better results in their knowledge. Talking about irregular verbs, also this change has been for them too, because different authors had noticed that it requires memory for learning them so studying the long list that before where in the student's texts most of the time was for nothing.

in Ecuador have felt this changes gradually but at the same time little by little as we can see in *Table 3* and *Table 4* the first one, is the sample of what we were talking about in the before paragraph, getting a unsatisfactory results as knowledge constructed is by the student, so this news texts of *Table 4*, also the student learn by memory, but with the difference that is the basic language for them, talking about first baccalaureate, and also this verbs of the list as you can see they are classified, in this way students learn not only by heart, but also thinking about it, and the most important been those verbs applied in their daily life and in that way it could be one of many things from the language that can not forget easily.

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8. ANNEXES

Table 1.

	A	B	C	E	F
1	¿1	+2	-3	-5	+6
2	¿2	¿3	+4	-6	+1
3	-3	¿4	+5	¿1	¿2
4	¿4	+5	+6	+2	¿3
5	-5	-6	¿1	+3	-4
6	+6	-1	¿2	¿4	-5

Table 2.

NIVEL	SUBNIVEL	DESCRIPCION
A = Usuario Básico	A1 (Plataforma)	El usuario básico: A1 y A2. La persona capaz de comunicarse, en situaciones muy cotidianas, con expresiones de uso muy frecuente y utilizando vocabulario y gramática básica.
	A2 (Acceso)	
B = Usuario Independiente.	B1 (Umbral)	El usuario independiente: B1. Es capaz de desenvolverse en la mayor parte de las situaciones que pueden surgir durante un viaje por zonas donde se utiliza la lengua objeto de estudio.
	B2 (Avanzado)	El usuario independiente: B2. Puede relacionarse con hablantes nativos con un grado suficiente de fluidez y naturalidad, de modo que la comunicación se realice sin esfuerzo por parte de los interlocutores.
C = Usuario Competente	C1 (Dominio Operativo Eficaz)	El usuario competente: C1. "Dominio operativo adecuado". Representa un nivel avanzado de competencia apropiado para tareas más complejas de trabajo y estudio. (Generalmente este nivel lo alcanzan personas con estudios académicos medios o superiores en su lengua materna)
	C2 (Maestría)	El usuario competente: C2. Aunque el nivel C2 se ha denominado «Maestría», no implica una competencia de hablante nativo o próximo a la de un nativo. Lo que pretende es caracterizar el grado de precisión, propiedad y facilidad en el uso de la lengua que tipifica el habla de los alumnos brillantes

Table 3

Table 4