Self-Learning Techniques to Contribute to the Learning of the English language of the Students

By

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May 2019

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Abstract

Learning techniques or study strategies are different perspectives applied to learning in general. Apparently, they are critical to the success of students in school. There are varieties of learning techniques, which can focus on the process of organizing, taking and retaining new information, or passing exams. (https://www.goconqr.com/es/examtime/blog/technicas-de-estudio/)

The conceptions that sustain the learning techniques to contribute to the students' learning of a foreign language are based on the active and creative appropriation of a new knowledge through a constant self-improvement of their autonomy and self-determination, in close connection with the ability to analysis in the teaching-learning of the English language to facilitate the resolution of problems, based on their needs and interests. It is important to work with knowledge, that is, the formation and development of practical and intellectual skills, of great responsibility in the task of education and in their learning to achieve an active and creative appropriation of new knowledge to favor their self-perfecting, in order to apply them in solving problems to transform reality. The objective of this research is to offer a theoretical and methodological foundation of the self-learning techniques to contribute to the learning of the English language of the students of the Elpidio Brito Cueto High School, belonging to the Educational District 11-04. For the validation, research methods and techniques were applied that allowed to verify the pertinence of the learning techniques in order to contribute to the learning in the students of the primary level and secondary.

Key words: technique, self-learning, language acquisition.

Introduction

During the last decade, the teaching of a foreign language at an early age has been implemented in many schools and numerous studies of language acquisition have contributed to this expansion. The acquisition studies suggest that when students learn a second language at an early age, they develop their grammatical systems in a non-conscious and natural way, by coming into contact with the linguistic data of the language in question. (M. Teresa Fleta Guillén, Meeting 16, 2006, pp.51-62) According to the pedagogical approach, learning is considered as a process of relatively permanent modification of the student's mode of action, which models and remodels his experience according to its adaptation to the contexts in which the environment with which it relates is specified either at any level of study. (Pinker, 1995: 18).

English language learning emphasizes the student's need to master communication in this language, because it is difficult for them to study, since not everyone manages to use a correct technique to learn content, less to have a fluent communication, they need dedication and study to overcome difficulties in their training. Education in today's world needs to be increasingly efficient. (Kuhl, 2000: 54).However, it is worrisome to see the deficiency presented by students at both the primary and secondary levels of the high school Professor Elpidio Brito Cueto, when facing the reality of their learning. This is where the problem of this research lies, since, although the individual and intrinsic character of school learning is undeniable, it also depends on the mediation of the teacher, his classmates and the cultural context in which he or she develops. The students of this educational center often have difficulties to organize the study and their duties, and show an erroneous concept of what it is to study, sometimes they do not achieve academically

satisfactory results, and this is because they do not have organization or do not know techniques and resources that can help them improve their academic performance.

The problematic one raised, in opinion of the authors, is generalized in the primary and secondary education, since still subsist in the educative units traits of the traditional education where the student is a passive receiver of information, incapable to activate his logical knowledge of the thought and produce active learning. Developing skills to learn independently means having a feeling of personal competence, which results in motivation, self-confidence, study techniques, will allow the development of intelligence, autonomy, ability to analyze and solve problems improving, sequentially, his academic performance, becoming protagonist and responsible for the new knowledge. The learning of English must be aimed at generating new knowledge, which enhances the possibilities of the future of the students of our country; that prepares them to face their educational reality, interpret it and transform it according to development.

Studies on self-learning techniques in English language learning provide evidence to specialists on how acquisition processes are carried out and serve to better teach these languages at school. This research presents practical ideas aimed at facilitating English learning techniques in primary and secondary, keeping in mind the needs of the learners during the early stages of learning and taking into account factors such as the learning context or exposure time to the linguistic data of the environment.

The research proposal is structured in four parts: Chapter I; Introductory part of the investigation; Chapter 2: Theoretical framework of the investigation; Chapter 3: Methodology; Chapter 4: Analysis of the results, conclusions and bibliographical references.

Chapter I: Introductory Part of the Investigation

Statement of the Problem

In the field of education, there is a general agreement to define the self-learning that could normally be better conceived if the appropriate techniques are used for the adequate learning of a second language with an excellent result in the student's learning.

This happens because this problem has been detected in the students of the elementary and secondary education institution of the teacher Elpidio Brito Cueto of the San Felipe Province of Puerto Plata, they have not been able to have a visible development, mainly in the subjects of English, and they have been locked in an arbitrary system of study.

The lack of a good use of the proper techniques of self-learning to learn a language, make them a bad practice of memorization, through the repetition of the knowledge handled by the teacher, which makes that the previous knowledge that had the student, preventing creativity and good preparation of appropriate self-learning techniques.

The lack of motivation is also an important factor since the professors fail to make the student identify with the subject of English; the student thinks that everything necessary must be the lyceum and that he does not need to use self-learning techniques for his greater development.

So, after considering the above, we formulate the following research problem, which are the self-learning techniques that contribute to the learning of the English language of the elementary and middle school students of the Elpidio Benito Cueto high school, Education District 11-04?

Justification

The research group has selected this problem, which is of great importance since the main drawback with which the students are in this school has been the misuse of self-learning techniques so that they do not know how to implement it well. I had trouble to better understand the oral expression, the teaching of grammar, writing and other English language skills that is totally common and manageable, but that the student does not know how to face it.

Therefore, our purpose is to show the students the great capacity with which they can count on to learn a language.

The research group has the necessary knowledge to address this research, and we have the authorization of the educational establishment to investigate, which have given us all the necessary permits, for the realization of the same, reason for which we are conducting the study for the benefit of the institution.

Objective

General Objective

To Analyze the self-learning techniques to contribute to the learning of the English language of the students of basic and average of the high school professor Elpidio Brito Cueto, of the Educational District 11-04.

Specific Objectives

1. To define the concepts of second language.
2. To know how to achieve a transformation in the students.

3. To analyze the technique self-learning and what is your contribution to learn English.

4. To investigate how the students acquire the technique of self-learning.

5. To specify the advantages and disadvantages of using self-learning techniques.

To respond to the research objectives we ask the following questions:

Research Questions

1) How self-learning should be to achieve a transformation in students.

2) What are the self-learning techniques and what is your contribution to learning the English language.

3) How students acquire self-learning techniques.

4) What are the advantages and disadvantages of using self-learning techniques?

Delimitation

The following research study was defined in the elementary and middle school of the high school Professor Elpidio Cueto, belonging to the Educational District 11-04, of the province of San Felipe, Puerto Plata, Dominican Republic. The problem under study is about Self-Learning Techniques to Contribute to the Learning of the English language of the Students. It was conducted during the August-December period of the current school year 2018-2019.

Geographical Context and Historical Backgrounds

Characterization of the center. Elpidio Brito Cueto High School is located in front of the water tank, west part of the Ama Project, of the Municipality of Luperón, province of Puerto Plata, belonging to Education District 04 of Regional 11, in the rural zone. It is next to the Juan Bentz Basic Education Center and Adults.

The Center was founded by the government, under the presidential mandate of Ing. Hipólito Mejia on October 19, 2000. Start imparting the first and second grades with the Licda teachers. Maritza Dominguez and the Licdo. Elpidio Brito Cueto, coordinated by the Licda. Maritza Dominguez. It was given the name of Juan Bentz in honor of Mr. Juan Bentz who was the owner of all these lands, being stripped by former President Rafael Leónidas Trujillo, had to live on the edge of the land full of misery and calamity.

The center is located on flat land with an approximate area of 3145 m2; there are the basic elements for the proper functioning of the center such as: cistern, sports court, school garden and adjacent bathrooms. The school environment is characterized by the vegetation of fruit trees among them: oranges, sour lemons, avocados, cherry, guava, mango, coconut, trees and ornamental flowers that constitute the beautification of the environment. In the year 2001, the Third and Fourth grades are completed with the Licda teachers.

Maria de Jesús Ureña and the Licda. Isabel Peralta. The Center is made up of a director, the faculty, the school board, the students, the course and student councils, the management team, the parent committee, APMAE, the parents' school, a secretary and the support staff. In addition, the center at the present time is participating in all the innovations that are being applied in schools within the ten-year plan to achieve a better quality of education and obtain the effective school to face the new millennium. . (Operational manual of the high school Elpidio Brito Cueto, 2018).

In the school year 2018-2019 through the ordinance of 1-2014 the center goes to the modality of extended school day and according to the operating manual of educational center, in the organization of the center it passes to category III, in addition in December 2018 they begin the change of name process where the community in general approves that said center will have the name of Professor Elpidio Brito Cueto in January 2019 is changed officially.

Identity of the center. The Center is a public institution that responds to needs, providing for the production of young people who join the productive process of their families, themselves and society. It operates from 8:00 AM until 4:00 PM in Extended School Day.

Values promoted by our center. In the center, the religious beliefs professed by parents, students and teachers are respected. The ideological pluralism of all actors in the process is also respected, provided that they do not contradict the principles established in the constitution of the Dominican Republic, the law 66 97 of education and good customs.

Principle and purposes of Dominican education. Education is promoted that contributes to cognitive development, social promotion, the development of an understanding spirit, cultivating the emotional, physical and spiritual faculties that contribute to an integral education, maintaining the discipline and quality of education, forming good citizens, useful to the homeland, to themselves and their families, fostering a dynamic, creative and participatory process, guiding students in a flexible and efficient manner, with responsibility, seeking to implement the constructivist methodology and meaningful learning. This completely protected with metal gates, has 10 classrooms, an administrative office and manager, cafeteria, sports court, recreation area, two bathrooms

for students, a bathroom for teachers. (Operational manual of the high school Elpidio Brito Cueto, 2018).

The school structure is arranged in 4 pavilions with the following distribution:

1. First pavilion with three classrooms, a bathroom and the cubicle of the address

2. Second pavilion with three classrooms one destined for the library

3. Third pavilion with 4 classrooms

Fourth pavilion with a classroom, kitchen area and multipurpose room. (Operational manual of the high school Elpidio Brito Cueto, 2018)

Antecedents

In the research conducted, it was found that the investigative works that are most related to the theme of the present project are:

Institutional Investigations

May Pedraza, Jhon Rodríguez and Paola Cristancho, in their undergraduate thesis (2011), of the Free University under the title Self-Learning Technique through the application of workshops in English to second grade students of the middle level of the district educational institution Domingo Faustino Sarmiento, arriving at the following: this thesis mentions the importance of the use of different self-learning techniques and the preparation of students in the classroom. English must motivate to learn and to know another culture. In the same way, the basic linguistic competences and the diverse capacities of the human being must be put into practice. For this, workshops can be used to reach significant learning in relation to other areas of knowledge such as English.

According to Carmen Patricia Cánovas Corral (2011), in their undergraduate thesis of the Free Autonomous University of Mexico. in the title of the thesis: Learning vocabulary in the classroom Techniques and Strategy In order to identify the self-learning techniques used by students, he concludes that it is important to use the different self-learning techniques, in the teaching-learning process, because students get richer with these techniques and their ideas flow better.

Definition of Terms

According to some authors it provides the following glossary:

Acquisition of a Second Language

Series of factors that will strengthen or weaken it. One of these factors is the personality factor that is believed to be an influential factor in learning L2. (Bailey et al., 2000).

Learning

According to Carlos Manuel Alvarez de Zayas (1998), in his work Pedagogy as Science says "Learning is the activity that the student develops to learn, to assimilate the subject of study, on the other hand the teaching is referred to the activity that the teacher performs.

Self-Learning

The term self-learning strictly refers to learning oneself in a reflexive act, in the same way that the automobile is the one that moves likewise, and self-learning carried out by oneself, it is more appropriate to use the term autonomous learning. (Zaya, 1998)

Chapter II: Review of the Literature

Acquisition of a Second Language

According to different studies, the acquisition of an L2 is influenced by a series of factors that will strengthen or weaken it. One of these factors is the personality factor that is believed to be an influential factor in learning L2. Before delving deeper into the discussion of personality factors. (Bailey et al., 2000).

Burt, Dulay and Krashen (1982). Technically, the term "acquisition" refers to collecting an L2 through exposure and the term "learning", on the other hand, refers to the conscious study of an L2. However, in this document, both terms are used interchangeably, since the main focus would be on the role of individual personality factors in the SLA process from an Islamic perspective and the process involved will be learning through exposure and conscious learning.

Burt, Dulay and Krashen (1982, as cited in Mohideen, 2001) used the term "second language" to refer to foreign and host languages other than the mother tongue or mother tongue. In this document, the focus of the SLA is placed on the use of the English language, as it often has the official status of a strong L2. In general, learning an L2 is not a set of easy steps, since young children acquire their first language or their mother tongue. It is rather a long and complex task in which a student has to struggle to reach beyond the confines of his first language into a new language. It is possible that some learners have to work hard to acquire the knowledge of an L2, while others can acquire great skill without many problems and others are governed by certain needs and interests that influence how they actually perform. Many researchers would now accept that it is not only important to know other aspects of the foreign language, but also the fact that different learners in

different situations learn an L2 in different ways in which these differences may be the result of the indirect influence of the factors of personality (Bailey et al, 2000).

In constructivist or in-depth learning teaching approaches, the student is not the passive receiver of the information but has the role of accessing, processing and structuring the information actively. Teachers that have this perspective are expected to set their active learning perspectives more to work, to support cooperation among students, and to encourage students more on undertaking the learning responsibility (Schunk, 2015).

In the meantime, students that have this perspective can be said to have important advantages like solving unstructured problems, developing a positive attitude towards learning, being successful academically (Cano, 2005; Schunk, 2015).

Teachers and students who have this perspective are expected to adopt modern education philosophies more (Ornstein, 2015). However, in traditional or surface learning teaching approach teacher is the source of information and the student is the passive information receiver. In this approach teacher centered strategies are more likely to be set to work. Furthermore, we can say that students that have this perception are more incompetent in solving unstructured problems, developing a positive attitude towards learning, and with regards to academic success (Cano, 2005; Schunk, 2015). Teachers and students that have traditional or surface learning teaching approach perspective are expected to adopt traditional education philosophies (Ornstein, 2015).

How Should Learning be to Achieve a Transformation in Students?

Regarding how learning should be to achieve a true transformation in the students, have been pronounced specialists like (Zilberstein, J. 1996, 2000,2002), (Lopez Hurtado, J. 2002), F. González Rey (1995), (Rico Montero, P. 1996, 2002, 2004), (D. Castellanos S.

2003), among others, which highlight the position of students in learning and emphasize the correct direction by the teacher. Similarly, they refer to the need to stimulate the developer learning as an important condition for the formation and development of the students.

The difficulties in learning that are common in the different levels of education, which causes that the students who enter the Universities, present gaps and little domain of the contents that should have expired in the previous levels, what is the result, largely from the application of the methods of traditional teaching on the part of teachers and the little involvement of students in learning.

From the experience of the authors, the instruments that are applied for the diagnosis of the professionals in training of the career of Clinical Laboratory, it was possible to verify that the students present difficulties in the learning of English, which is manifests in:

1. Insufficient training of intellectual abilities from the learning the foreign language.
2. Little motivation for the study activity in English and other subjects.
3. Little personal training of autonomy and determination with the learning processes.
4. Limited knowledge of study techniques that allow Develop creativity.

The difficulties mentioned have their origin, therefore, in the insufficiencies in the study during the learning of English by the professionals in formation. Therefore, it is proposed to implement study techniques in English to contribute to the achievement of a developer learning by the students.

Self-Learning

Carlos Manuel Alvarez de Zayas (1998), in his work Pedagogy as Science says "Learning is the activity that the student develops to learn, to assimilate the subject of study, on the other hand the teaching is referred to the activity that the teacher performs However, in the traditional educational process the student becomes the object of the process so that the most important thing is not manifested, that this is inserted into the process as a subject of their own learning ". (Page 1)

According to the research group, self-learning is the way to acquire new knowledge through self-effort, with the individual assessment of information and processes that each person considers appropriate for their learning. This is composed of a systematization contributed by the one who learns for the development his capacity to use in the daily life, the new knowledge, in this context it is spoken of an integral learning that is to say: useful for the life.

The term self-learning strictly refers to learning oneself in a reflexive act, in the same way that the automobile is the one that moves likewise, and self-learning carried out by oneself, it is more appropriate to use the term autonomous learning. It consists of learning by means of the individual search of information and the individual realization of practices or experiments. A person who learns by itself is called self-taught (self-taught is the feminine or plural-neutral form). Self-learning is something that human beings, mammals and other animals possess in themselves and show themselves when they play, sometimes play is not present, has the main function of learning new skills or improving those already possessed.

The Study Techniques and their Contribution to the Learning English Language.

In the middle of the daily life of the school, students must be educated, with the best values and the most advanced advances in science; you have to help them manage their forces with security and independence, based on the learning activity of the student in training defines independent work as a means for including them in independent cognitive activity, as a means of their logical and psychological organization. This definition highlights an important aspect is to declare the purpose of independent work, the inclusion of the professional in training in cognitive activity and develop the cognitive independence of the student in training.

Independent work is also focused as a method, procedure, form of organization and even, as a system of didactic measures directed to:

a) The improvement of knowledge and its development.

b) The consolidation of knowledge.

c) Practical skills training.

d) The formation of the tendency to independent search for new knowledge.

A system of independent work tasks with these characteristics should help the professional in training to progressively assume professional action modes in the commitment, self-awareness, independence and creativity are evident.

It was assumed that the system of independent work tasks consists in carrying out conscious, mental (or intellectual) and practical actions, aimed at achieving a higher level of cognitive independence and with it the real possibility of an application creative of the knowledge reached, before any professional situation and even of the life, since to learn to study is to learn to learn, is to learn to think and is to learn to live.

The authors consider that the study is, on the one hand, learning and, on the other, application of that learning. Knowing how to study means being intellectually efficient. Learning to study efficiently is much more important and valuable than acquiring a set of particular knowledge.

From the set of theories and opinions, in the present article it has been decided to select an aspect that in his opinion is essential: the use of efficient study techniques. In the act of studying, several factors are present and the denomination of this fact with several terms is evident. In this regard, it is necessary to assess the technical term to clarify this problem.

The technical word comes from the Greek techné, which means art. According to the Encyclopedia of Psychopedagogy: It is a term that designates, generally, the study or the principles of an art or of a special ability A set of procedures and resources that a science or art and expertise in its use is used.

On the other hand, Monereo, C. (1995), considers them as concrete action procedures that, making correct all its phases, can ensure the success of the task. It seems undeniably that the techniques understood as ordered succession of actions that they are directed to a specific, known goal that leads to precise results, respond to an algorithmic characterization. "

In terms of teaching and learning strategies, Pozo (1996) suggests that following Danserau (1985), Nisbet and Schucksmith (1986), the acquisition of learning strategies is understood as the appropriation of integrated sequences of procedures or activities that are chosen for the purpose of facilitating the acquisition or storage and / or the use of information or knowledge; and that these activities or procedures that are part of the

strategies usually receive the name of techniques or habits of study. This criterion, which is not fully shared by those who subscribe while it is necessary to consider technique and habit as synonyms. It agrees with what Oramas Silvestre (2000) bases, in that the techniques constitute working procedures aimed at the development of cognitive abilities, of processes logical thinking, theoretical thinking, which is combined with increasing demands at the individual and collective level, and in which communication actions range from questions to search for arguments and defense. "

According to Pozo and Monereo (2002), techniques are procedures that they allow to acquire cognitive and metacognitive abilities, the former regulate the latter. These are:

1. Specifically metacognitive skills: planning,

    1. Prediction, understanding and interpretation, verification, verification of the procedures used and the assessment of both these and the task that claims them.

    2. Cognitive skills: observe, collect data, compare and relate, summarize, order, classify. In order to achieve a learning development of English, the concept of technique is closely linked to that of study. Term that appears analyzed from different points of view in the specialized literature.

Through their experiences the authors consider as study techniques the procedures that allow to develop the most specific skills, to acquire knowledge in order to understand, dominate and transform the objective and subjective reality, the student, in the study activity can propose new goals and improve the quality of their learning, be better prepared for life, be a better professional and grow as a person.

Although, learning the study techniques is not the absolute solution for all the learning problems, they improve the educational experience of the students in formation.

With good study techniques students can reduce the preparation time for the solution of long and complex tasks, strengthen memory, be organized, and prepare with quality for the exams.

How do Students Acquire Learning Techniques?

Some have a great ability to solve problems that allows them to develop study techniques independently. Unfortunately, not all students develop good study strategies by itself and, consequently, cannot solve the tasks with success. Most teachers recognize that study techniques are important, but in many cases, especially in schools and high schools, teachers emphasize the teaching of content and neglect to teach students how to learn.

The teaching of study techniques encourages students to be more active, reducing the anxiety created by the pressure to carry out tasks they do not know how to solve. The key to achieving self-study in study techniques is practice, so it is important that students become active participants in the learning process, not only understand their individual style of learning, but also why and how to apply study techniques. When students become aware of how they learn and know why some techniques benefit them, they are more likely to apply the techniques that are learning when they work independently.

Santos Diego (2013), on the other hand, proposes how to improve learning with study techniques since it is unusual to study by heart, that it is important to apply more fun and dynamic study techniques, so that students can improve their development and achieve in less time the development of tasks and consolidate their knowledge making use of technology with the online tools where you can create mental maps, fact sheets, practical case exercises, tests, brainstorming, group work and generate new ideas, thus enhancing the perspectives and organization of agreements, also the use of the internet allows you to create groups to exchange opinions and resources online, they can create memotècnicas

rules, tabs, notes, slides, organize the study and generate a learning calendar quickly and easily, as a result generate new knowledge and problem solving.

Advantages of Learning Techniques:

1. Increase the quantity and improve the quality of work.

2. Greater acceptance, recognition and appreciation of others.

3. Better contribution to the development of our society and to the scientific-technical revolution.

4. Less reasons for worry and anxiety.

5. More possibilities for the use of time.

6. More likely to succeed and succeed in jobs and activities later.

It is important to emphasize that learning to study efficiently is not only a useful capacity or ability for life, the learning techniques to study and work effectively will constitute a permanent education instrument for their work in schools.

Different Technique

Technique: Music in English

It is a technique used to improve listening skill, speaking and pronunciation as well. This technique´s efficiency can be easily proved because people who have never studied or lived in an English speaking country, manage it in a really acceptable way, moreover this is something that students enjoy provide that they do not have to make any difficult learning process, they only have to listen to the musical genre they most like.

Technique Lyrics

Song´s lyrics are studying tools which nowadays have become so popular because of globalization phenomena and in fact we are rounded by English language but more than

that, actors and actresses, singers and many others who are English speakers. Speak like them, dress like them, and more important young people wants to act and sing like them that is why they get the lyrics of their songs to try to understand what they are saying in their songs and nowadays those lyrics can be found unaccountably on the internet.

Technique the Mirror

This special technique named the mirror is applied to make a first selt-testing of the development of the speaking skill. When you are in front of a mirror, you will be able to take in account the movements you make with the mouth while speaking plus, you will be able to listen to yourself and thus compare your speech with the one on the songs. Whenever you practice this technique, you will be closer to a sort of a real conversation in English.

Technique the Cinema at Home

Sometimes we have seen that TV is used as a mean of teaching in schools, you might use movies you like to develop your listening and speaking in English making it interesting. This way you would lead your brain to think directly in English if you practice it and plus you would get the fluency you need so much to talk to somebody else.

Technique Reading

From a simple text message to bestseller, all the material which contains English and off course you like it, should be used. This reading technique has show through the year that is a tool to enlarge your horizons. One of the many ways to improve vocabulary without a doubt is reading providing that using it as a mean of learning; the brain realizes some actions and at the same time improves your aptitude to memorize in an extraordinary level.

Technique Volunteering

Volunteering is an activity you can realize in your community in the case there is tourism program but if there is not one, look for a close place where there is one. This technique will be useful for you to relate with native speakers thus you will be on touch with the target language. In this activity, you can offer your help as a volunteer to guide tourists this just to have the time to hung out with them and have this way real practice.

Technique Telephone

Talking in English by phone, is not going to be nothing easy at the mere beginning but, if you practice it enough, as the time passes it will become a simple phone conversation in English. These sorts of techniques are really important provided that they might familiarize you with the language and when you get this relationship, you will be as self-confident as necessary to communicate with easiness.

Technique Spanglish

Spanglish has become the top ten among young people therefore; with no additional efforts the students can learn many English words. Nowadays it is so normal to say "diskette, CD, Party" among other words which are part of the students" lexica that is why this technique can be helpful to improve students 'ability to speak in English.

Technique Interviews

Everybody wants to know their favorite singer´s life, actor, actress, soccer player, comedian or personage whoever it is their favorite; you can read magazines, watch news or paparazzo´s news who can be saying the truth or not but, in the internet there exclusive interviews with these people and this way you can get to know many things of their lives by yourselves and from their own mouth.

Chapter III: Methodology and Data Collection

This document defines the methodology to effectively fulfill the purpose of the research topic, with different stages to follow to achieve scientific knowledge of the research. To improve the problems that arises during it.

Method. we use in this field research is the analytic-deductive method, this method is taken the data and its exhaustive study of them, their causes and effects, coming to understand the phenomenon presented today where we can consider as a point of heading or main base the content and general data and find mechanism that are helpful to improve it.

Instruments. According to the purpose of the research, the survey instrument was used, since it is a quantitative instrument of social research by consulting a group of people chosen in a statistical manner, carried out with the help of a questionnaire. The same to English students to gather information about this situation was carried out during the August-December period of this school year 2018-2019.

Technique. For the data collection, we use the interview technique and the observation that will be applied to the students of the elementary school and middle school teacher Elpidio Brito Cueto.

Design of the investigation. The term research design refers to the plan or strategy designed to obtain the information that is desired. The present investigation has a non-experimental design of a descriptive-exploratory and descriptive-explanatory nature because the causes and consequences in which the phenomenon appears were taken into account, in the same way that the bibliographic reviews were carried out to establish the characteristics and fundamental factors of the investigation.

Population. The object of study of the universe in this project is the student's new students of the area of English of the center of basic and average study teacher Elpidio Brito Cueto. The research was carried out with a population of 30 students chosen at random.

Schedule (Schedule) of Activities

Calendar of Activities

Activity	Week 1	Week 2	Week 3	Week 4
Elaboration of the project	X			
Search documentary references	X	X		
Reading documents	X	X	X	
Application Survey			X	
Organization analysis of the results			X	
Drafting the first draft report			X	
Drawing the second draft report			X	
Presentation of the report			X	X

Chapter IV: The Results and Data Analysis

Expect Results

In this chapter, the data collection based on the self-learning techniques of English language learning, is presented in a detailed manner, the results provided by the searches of the instruments applied in accordance with the purposes of this study, which was demonstrated among the correlation of technique and self-learning in the area of English as a foreign language, where it was applied a questionnaire and / or test, to determine the possible causes, followed by an analysis and interpretation of the information. The research was carried out in the elementary and middle school of the high school teacher Elpido Brito Cueto, belonging to the Educational District 11-04, of the Puerto Plata Province, during the school period August-December 2018-2019. The questions serve as a guide in relation to the objectives:

The large percentage of the respondents, that is, more than half of the students in the English area said that sometimes they actively participate and give their opinions freely and spontaneously in classes. They also expressed that most of the activities are done based on watching a movie in English or with subtitles in English and only some of them do another activity related to the language.

But the most serious and obvious problem is that the vast majority of students do not understand and cannot have a fluent conversation in English. So the student must make a habit in the use of self-learning techniques.

Conclusion

The English language is heard, spoken, read, published, in all parts of the world and in all possible ways to communicate and is immersed in a society where the main language is Spanish.

The teaching of English in schools is deficient and does not lead to very favorable learning outcomes. For this reason it is important that the participation of students within English classes is a little more dynamic and that flow naturally, is lacking logical reasoning.

Our society has not adopted the good habit of self-learning, which is reflected in the little interest on the part of students to explore new languages and in the case of this study the English language.

The use of self-learning techniques in the process of learning a language is essential. Students can learn to search, collect, analyze and communicate information.

This ability to discover, use and present information effectively will be one of the keys to the success of our students.

Teachers of educational institutions should choose to seek new alternatives for learning the English language apart from the didactic text handled by the institution as a base book, limiting their oral expression and form of communication, generating interest in the subject.

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Attached

QUESTIONNAIRE FOR STUDENTS

1.   Institution_____2. Teacher´s name_____
3.Class Level _____ 4. Age_____5. Sex_____

The instrument, mentioned, allows collecting specific information of different answers related to self-learning techniques, it is composed of 10 elements that allow describing the characteristics of the situation.

1. How much of the following techniques do you practice to learn English?

a) Watch movie

b) Read magazine

c) English

2. Do you think about your active participation during the development of the class?

a) Almost always

b) Occasionally

c) Almost never

3. Do you spend some time learning the English language outside of the classroom?

a) Usually

b) Occasionally

c) Almost never

4. Do you feel motivated to read English in and out of the classroom?

A) Usually

b) Occasionally

c) Almost never

5. Do you feel motivated to speak English?

a)Yes

b. Not

6. Which of the following activities do you do in the classroom?

a) Dialogue

b. Exhibitions

c. Any

7. What level of understanding do you have when you speak English with other people?

a) Partial

b. Understand something

C. None

8. Oral expression is the only self-learning technique that you use?

a) Yes

b. Not

9. In the development of the class you participate actively.

a) Yes

b. Not

10. Have you ever had a conversation in English with someone?

a) Yes

b. Not

Thank you