



**BENEMERITA UNIVERSIDAD AUTÓNOMA DE PUEBLA**

**FACULTAD DE LENGUAS**

**LICENCIATURA EN ENSEÑANZA DEL INGLÉS**

**AGUSTIN SANCHEZ SANCHEZ**

**STUDY SKILLS PROBLEMS THAT EMPERADOR CUAUHTÉMOC PRIMARY  
SCHOOL FIFTH GRADE STUDENTS HAVE IN ORDER TO LEARN ENGLISH  
AS A FOREIGN LANGUAGE.**

**Directora Mtra. Maribel Guzman Mijangos**

**Mayo 2014**

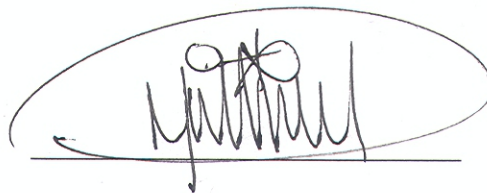
**Study skills problems that Emperador Cuauhtémoc primary school students have in order to learn English as a foreign language**

This thesis has been ready by the members of the thesis committee of

Sánchez Sánchez Agustin

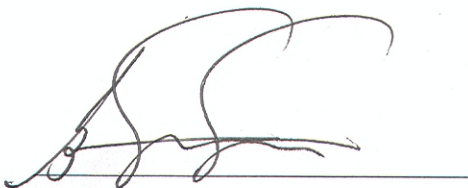
And it is considered worthy of approval in partial fulfillment of the equipment for the degree of

Licenciatura en la Enseñanza del Inglés



Maribel Guzmán Mijangos

Thesis Director



Benjamin Gutierrez Gutierrez

Comitee Member



Carolina Aguirre Solano

Cometee Member

## **Dedication**

The following piece of paper has some dedication for all who contributed to do this researching, but with such a special dedication to our Lord Jesus Christ for helping me in our research project that he has worked through my parents efforts, brothers and sisters and teachers who every day have supported me with many aspects that make possible this research and everything that it contains and at same time being thanked with them. They are participants in this research and in the entire study project done since I was studying and entered to university. Without them, I was not possible to do this research. Moreover, dedication too, for learners and school in which it was possible to do this research, their available and collaboration are important characteristics that helped to contribute this work. Also, this piece of paper has dedication to my professors who every day work in a university doing the best work in the world; helping students construct a better future for society through teaching.

## **Acknowledgment**

There are many people to be thanked in this research project. Mainly Our Lord Jesus Christ who all the time is present to help us, if we are faithful, in any need we have. Thanked for allowing us to work in research project to discover and learn of the truth little by little. Acknowledging you because you go with us in our efforts every day through my professors who have had led me teaching values and some knowledge to perform them in a research project as this one. To Professor Benjamin Gutiérrez Gutierrez who taught me through research seminar classes' techniques and pieces of advices to improve the project and being worried about society, whom deserves our efforts and an excellent service everywhere. Also to my thesis director, Professor Maribel Guzman Mijangos who taught me to be demanding in every detail through some evaluation she did in the research project. Many aspects that help me improve in way of writing and having different outlooks to deal with the real life.

## Index

<b>INTRODUCTION</b> .....	1
<b>CHAPTER 1: INTRODUCTION TO THE PROBLEM</b> .....	9
1.2 PURPOSE OF THE STUDY.....	9
1.3 GENERAL OBJECTIVE.....	10
1.3.1 SPECIFIC OBJECTIVES.....	10
1.4 HYPOTHESES.....	10
1.5 RESEARCH QUESTIONS.....	10
1.6 SIGNIFICANT OF THE STUDY .....	11
1.7 METHODOLOGY.....	11
1.8 RESEARCH OF CONTENT AND ORGANIZATION.....	11
<b>CHAPTER 2: THEORETICAL FRAMEWORK</b> .....	12
2.1 EDUCATION .....	12
2.1.1 CONSTRUCTIVISM .....	12
2.2 CURRICULUM.....	13
2.2.1 SYLLABUS .....	13
2.3 METHODS.....	14
2.4 MATERIALS .....	14
2.5 MOTIVATION.....	15
2.6 SKILLS DEVELOPMENT.....	16
2.6.1 WRITING SKILL DEVELOPMENT.....	17
2.6.1.2 SELF WRITING.....	17
2.7 LEARNING.....	18
2.7.1 LEARNING STYLES .....	19
2.7.2 LEANING STRATEGIES.....	19
2.7 STUDY SKILLS.....	19
2.7.1 MEMORIZATION.....	20
2.7.2 NOTE-TAKING.....	20
2.7.3 TIME-MANAGEMENT.....	21
2.7.4 ASSESSMENT.....	22
<b>CHAPTER III: METHODOLOGY</b> .....	22
3.1 SUBJECTS.....	22

3.2 SAMPLE.....	22
3.3 INSTRUMENTS.....	22
3.4 PILOTING.....	23
3.5 PILOTING PROCESS .....	24
3.6 NEED ANALYSIS.....	24
<b>CHAPTER IV: FINDINGS</b> .....	24
<b>CHAPTER V: CONCLUSIONS</b> .....	41
5.1 CONTEXT.....	41
5.2 CONCLUSION .....	42
5.2.1 STUDY SKILLS.....	42
5.2.2 WRITING SKILL.....	43
5.3 IMPLICATIONS.....	43
5.4 LIMITATIONS.....	44
5.5 DIRECTIONS FOR FURTHER RESEARCH.....	44
<b>INDEX OF APENDIX</b>	
<b>APPENDIX I</b> .....	45
<b>APPENDIX II</b> .....	47

## INDEX OF FIGURES

STUDY SKILLS.....	24
FIGURE1. You copy correctly watching to the whiteboard.....	24
FIGURE 2 Through dictation of words you write them correctly...	25
FIGURE 3 You compare with your classmates the words written.....	26
FIGURE4 The first thing you do it is to check if it is correct.....	27
FIGURE 5 You ask for help to the teacher.....	28
FIGURE 6 You feel sure about wrting a word reviewing it later.....	29
FIGURE 7 You are motivated to write words correctly.....	30
FIGURE 8 You like the English classes.....	31
FIGURE 9 At home you study the tasks, note-taking seen in classroom.....	32
FIGURE 10 You study 10 to 15 minutes the English note-taking at home.....	33
WRITIGNSKILL.....	34
FIGURE 11 How much you know writing in English now...	34
FIGURE 12 You are good at writing in English.....	35
FIGURE 13 It is practiced the written English in the classroom .....	36
FIGURE 14 You practiced the written English in the classroom.....	37
FIGURE 15 The materials have helped you write in English.....	38
FIGURE 16 You learn to wirte words in English with materials.....	39

## **Abstract**

The following research contains 5 chapters in which there is a problem and possible solutions to the problem of study skills students have to learn English from Emperador Cuauhtémoc Primary School; augmenting with reference since authors and hypotheses which will guide by a way to solve it. At the same time, taking a methodology which shows the process and the method to solve the problem using an instrument designed according to the observations to learners. Moreover, interpreting the information obtained presented in graphs and using and giving arguments and possible solutions to the problem. Finally, in the chapter V we conclude since two parts focused on in the instrument (study skills and writing skill) what it was found and the reason why students are in difficult process to learn English.

## CHAPTER I

### 1.1 Introduction to the problem

Education, as its etymology from Latin “to form, to instruct, to train”, is a process in which knowledge, values, customs and behavior can be transmitted. Through education there are some processes such as: teaching and learning that are related and in which one can acquire knowledge. Nowadays, there is a new age in which there are many changes and advances that makes innovation of everything for example: technology. Also, education needs to update using theories, new methods, and materials or even combine them to produce something better to society.

Learning is a process in which learners who need to have strategies, techniques, habits, values, and ways to become competent. Those ones make the process more effective and develop abilities on students. Students need to have the four pillars of learning to be prepared for next changes in the future; learning to know, learning to be, learning to do and learning to live together (UNESCO, 2001). Learning to know is focused on memorization, concentration and the development of skills. Learning to be is focused on institution common sense, judgment and leadership. Learning to do is focused on competences and communication skills. UNESCO explains that all those results of learning are not taught at school, but they must be taught through real situations, that learning can be a lifelong one. Those points are considered essential to improve educational quality worldwide UNESCO (2001).

The Learning process contains a great deal of ways to be effective and it has such a good quality result in the future, for instance: study skills, study habits, study techniques, learning strategies and learning styles. Sometimes it has not had an excellent education because learning was not gotten in the time correctly with the enough strategies and techniques that were essential at that moment for the life.

Nowadays, government programs are experimenting with new approaches which are being developed by international agencies, as universities. Of course these approaches need to ensure a continuing process of innovation and renewal (UNESCO, 1997).

In our country, the national public magisterium (SEP) has set the new education reform for primary school focused on 5° and 6° grades in which it is written about education quality for future. The document establishes to work on different processes of curriculum subjects in order to grow complete people that are able to develop their abilities a great deal of. SEP will work on integral student's person in order to confront the new worldwide in the future. Mainly, students will work on abilities so in the future they can be competent for lifelong. Learning will be wide because students will have a great deal of knowledge because of different competences they will work, actually they will in: *learning permanent, managing to information, problem-solving, to live together and to live with society* (SEP, 2009. pp. 12-13).

Throughout elemental learning process, students will be able to: use the language in reading and writing way to have communication accurately, identifying problems that they can argue and give reasons of them, know how to use technology correctly and value everything which is around (SEP, 2009). However, it is necessary to pay attention to study skills to achieve all mentioned above. Students need to have a great deal of writing study skills so that they can be competent. Still, not using them, learners may have memory problems in relation with learning due to not having organization to learn anything

Those types of competences to develop in the future are set in the curriculum plan; they are led in 4 fields: communication, thoughts, exploration of the world and development of civil person. All the learning process in which are included theories, methods, materials, skill development, study strategies and evaluation are in the curriculum plan.

English has become one of the most important and spoken language in many fields of science over the world. This one has been developed in communication by technology and education, which it means the global culture; that is why much information about this culture is found on internet and many books that are usually in English language. Nowadays, it is necessary to have a certification of the language that proves the language abilities are developed and these ones are developed enough to have a good level of communication in many fields and situations in the real world. For example, institutions

such as UNESCO remark that it needs to have an exam in which shows through numbers if a person is able to have communication successfully.

The Mexican educational system requires that students are conscious that English language learning is essential to the future life. Therefore, it is working in the English teaching from the elemental levels because education has the objective of helping students to comprehend the different culture that there is in the world (PNIEB, 2011). In order to learn a foreign language, it is necessary to understand that learners become competent and develop skills in many fields in which learners are involved. Firstly, the language should be set in the curriculum with the other subjects to form the learning process. Secondly, to make efforts since the teaching to develop language skills that contributes to the learning process. Finally, to give a follow-up to this process, in the next levels of education.

## **1.2 Purpose of the study**

The research of “Study skills problems that Emperador Cuauhtémoc primary school students have in order to learn English as a foreign language.” This research will be done in a primary school context, in which students of 5° grade are learning English as foreign language through a civil service program. Each group has 28 students; there are 2 groups of 5° grade. Also, there were 6 English teachers that were just for 3 months at school teaching the subject as an English workshop to both fifth grades and the sixth one.

The purpose of this research is to identify why the English learners of fifth grade do not use the study skills that go with learning strategies necessary to develop skills and be competent in the future. This research will be done due to students have some study skills to learn English language; however they do not use them to learn. That situation makes difficult to learn English for them because they have been observed during 2 months in English classes and the results have been different.

### **1.3 General objective**

- To identify that factors affect and avoid developing study skills effectively of the Emperor Cuauhtémoc primary school fifth grade students.

#### **1.3.1 Specific objectives**

- To identify what problems exist in their English learning process that avoids students can use their previous knowledge in order to develop writing skill.
- To explain why primary school learners study English language without using necessary significant techniques to learn the language effectively.

### **1.4 Hypotheses**

- The more study skills students use to learn a language, the better the writing skill will be developed to get a language.

### **1.5 Research questions**

- Which are the students' necessities in order to develop study skills in the English learning process?
- What are the positive consequences of knowing students necessities in the measurement of significant learning?
- What are the benefits in the English learning process of studying using study skills to catch the language affectively?
- Which are the advantages of putting into practice the study skills to learn English language correctly?

## **1.6 Significance of the study**

This research is a support to the education field focused on learning effective of English language to develop on students their the interest of using study skills in order to be competent; it means developing abilities that go with knowledge and create new things with those elements to manage to situations and new stages that worldwide will present to society. Mainly, this research will lean a great deal of educative institution Emperador Cuauhtémoc primary school where the research was done in 3 groups: two 5° grades. The benefits will be reflected on students so that they may not have trouble in following-education and they can use study skills in any subject. So this way, their abilities will be developing to become competent during learning process in followings education levels.

## **1.7 Methodology**

This is a quantitative and descriptive research focused on a specific context in which there is a problem with the learners in order to learn English foreign language. Where a process of the scientific method is going to be followed to find out the reality in the Emperador Cuauhtémoc Primary School; students from there are not using study skills to manage time and information in order to learn English. These approaches are necessary for learning throughout their life. Learners are about to enter to the following school level which is secondary and where English in taught. However, learners who do not have previous knowledge may have problems in learning. Thus through this method, the problems, which are affecting to learners to this scholar level, are going to be found.

## 1.8 Definition of terms

**Ability:** the physical or mental power or skill needed to do something.

**Approach:** it refers to all theories about language nature and its learning that is practice and beginning source about language teaching.

**Competent:** someone who is able to do something well.

**Curriculum:** it involves the integration of knowledge from many of the areas in the field of applied linguistics, such as language acquisition research, teaching methodology, assessment, language description and materials production.

**Lifelong:** for all your life.

**Problem-solving:** it is a bit like beauty, morality, and good art. We are in favor of it, we know it when we see it, but we cannot define it.

**Skill:** an ability to do an activity or job well, especially because you have practiced it.

**Study skills:** they are strategies and techniques that enable you to make the most efficient use of your time, resources, and academic potential.

## CHAPTER 2: THEORETICAL FRAMEWORK

### 2.1 Education

In the new world we are living, the new demands are higher to people in order to be prepared for problem-solving. According to National Program of Primary School (2010, p.11) determines: *“it is necessary to offer a basic education process that can help develop competencies to improve the way to live in a complex society.”*

Having language, technology and knowledge tools make people think and become autonomous in the real life to be competent. *“Learning how to think, and how to do so independently, are also goals to be adopted. By his lights, students are better motivated when they encounter the satisfaction of thinking out visible solutions for themselves.”*(Glaserfeld, 1995, p.50). Those tools mentioned above are being taught in many countries because of globalization which is everywhere, mainly in technology that is such an important tool for education.

To sum up, developing competencies through basic education process will correspond with the demands that the new world requires; these competencies will help identify problems and those competencies will be able to solve them.

#### 2.1.1 Constructivism

Constructivism is an educational theory developed by some scientists such as Non Glaserfeld. This theory focuses on quite aspects of educational process that supports a great deal of to education in the way of learning; students construct their own learning through being autonomous. *“Constructivism refers to at least two quite different things: first, the disciplines of knowledge that have been built up during human history and secondly, it refers to a set of views about how students learn”* (Philips, 2000.p.6,7)

Constructivism theory is focused on the way of learning, it is a process in which students must work inside and outside classrooms in order to construct their own learning by themselves proposes that *“from a constructivist perspective, learning is primarily a process of assimilation and accommodation to disturbances in the subject’s experiential*

*environment*” (Philips, 2000 p.49). Thus, students will catch some learning experience throughout; constructing the knowledge every time as it was proposed by Philips.

To sum up, learning will be gotten through constructivism which is an educational theory that curricula are working to achieve the experimental learning through constructing their own learning with the objective to solve problems.

## **2.2 Curriculum**

Curriculum is an essential general structure in which everyone, who wants students to learn, must take in consideration to achieve all the objectives as teachers and authorities have thought in the future. *“Curricula are concerned with making general statements about language learning, learning purpose and experience, evaluation, and the role relationships teachers and learners”* (Cadlin, p.3).

There are several types of curriculum and each of one depends on the common physiological classification of the learning theories and so one will be chosen for a specific context it has. According to necessities that context has curriculum will be designed in many elements of teaching-learning. *“Principles and procedures for planning, implementation, evaluation and management of an educational program, curriculum will embrace”* (Nunan, p.8)

In sum, curriculum will be designed depending on theories of learning and necessities a context has to achieve all the elements that a syllabus will contain for teaching-learning.

### **2.2.1 Syllabus**

Curriculum is composed for a set of syllabi which is the content of the subject, specifically of teaching-learning of English language, such as; linguistics, activities, methodology and objectives as Nunan proposes at saying that a specification of what is to be taught in a language program and the order in which is to be taught. A syllabus may contain all or any of following: grammar, notions, functions, tasks. (Nunan, 1994) all these elements are basically necessities to teach specifically making students competent.

As curriculum, there are different kinds of syllabi, this difference exists because of necessities in the specific context there are, mainly in the institution; it means the mission, vision and philosophy it has to achieve the objectives of the curriculum. Syllabus designed is taught to be based essentially on a decision about units of classroom activity and the sequence in they are to be performed (Robinson, 1998), actually, every single classroom must have their own syllabus in public primary school.

So, the syllabus content of an English class in a classroom, as well as curriculum, will depend on necessities students in a specific context has and the general plan an institution has to society such as; mission, vision and philosophy.

### **2.3 Methods**

Methods in English language teaching are essential to achieve the objectives planned in curriculum and English syllabus; taking into consideration all the elements necessary to choose the method, for example: the specific context to work with and the institution goals. Methods have techniques and the use of materials in order to improve abilities in English learning and this learning is more efficient in practice. Teaching profession is continually exploring new options for addressing basic issues (the role of vocabulary, receptive skills, memorization, learning, effective learning strategies, techniques for teaching 4 skills and the role of materials and technology) and the effectiveness of different instructional strategies and methods in the classroom (Richards and Rodgers, 2001).

Nowadays, English teaching has had to do methodology changes in providing knowledge and developing abilities because of globalization which requires educational and technology demands. In the past, methods were focused on a traditional attitude, but it was missing the development of the language skills. Language teaching in the twentieth century was characterized by frequent change and innovation and development of sometimes competing language teaching ideologies (Richards and Rodgers, 2007).

To sum up, methods are depending on changes in the world in which we could have day by day in English language teaching taking in to account student's necessities of a specific context to develop the 4 skills.

## **2.4 Materials**

Materials for English language teaching, for example textbooks, are chosen according to English syllabus and necessities curriculum demands. It means materials are evaluated thinking about the context in which they will be used. A practical, through, and straightforward method for choosing ESL textbooks is to analyze the options according to program issues going from broad (e.g. goals and curriculum) to specific for example exercises and activities (Garinger, 2002)

Having goals and objectives, curriculum, English syllabus, English method; it is possible to have material that will manage to develop and improve learning, strategies, and the 4 skills. Mainly, textbooks are the essential tool to take out activities from cultural context updated that can motivate and fulfill with study skills. Prior to selecting a textbook, educators strongly examine the program curriculum. If the goals and curriculum of the program are clear and well defined, for example, if the program focuses developing reading fluency, books designed to support the development of reading skills would be appropriate (Garigner, 2002)

In sum, developing and using study skills, students are motivated and having learning strategies depends on the selection of English materials (textbook), taking into account the goals and objectives from curriculum.

### **2.4.1 English writing skill materials**

English materials must be set to the kind of curriculum, syllabus, method and the specific ability it's established to work, so when all of these traits are together, students will start constructing the specific ability by themselves, that is why materials must be attractive so they can motivate working and then developing abilities.

*“Each teacher will have performed ways of building a set of resources to engage learner’s interest and to stimulate discussion before planning writing. These resources will include realia, print materials, audio-visual stimuli for discussions and the like. Growing access to the World Wide Web has, however, revolutionized the ways in which resources can be identified and exploited (Harwood, 2010 p.166)*

Nowadays, we are living in a new world where everything is change all the time, it means that until education process, it is suggested to update all the fields included in learning process but mainly English materials which are a piece of world we are living.

In sum, to make English materials it is necessary to rectify from educational theory until vision and students usage so learners can perceive, motivate and develop writing skill and be prepared to the world life.

## **2.5 Motivation**

In learning process, we have had some failures, mistakes, confusions and boredom and even we were about to deserting our learning. Nevertheless, motivation is such an essential support that is needed to continue in the learning-way. Besides, with motivation we are able to be, to know and to create new things that are benefit for society. Therefore, “*Motivation is the motor of learning; without it, learning is unlikely to take place*” (Lowes and Target, 1998, p.8).

Motivation is presented in people in every activity, day, lesson, moment initially. However, it starts disappearing for a great deal of factors. For example, students are not with their self-esteem to the top due to mistrust they have from teachers, they are not free to create and take risks by themselves producing learning.

*Motivation comes from a sense of pleasure in learning, when they enjoy learning and feel they are successful. Giving students autonomy can have a positive effect on motivation if they are involved in decision-making, they are considered in their views, they choose. They will increase their self-esteem and their enjoyment and motivation* (Lowes and Target, 1998, p.8).

To sum up, being autonomous will produce to have self-esteem to the top in which students will learn to be responsible and creative with motivation throughout at the same time of being motivated, they will be able to develop the study skills and writing skill, too.

### **2.5.1 Study habits**

To study efficacy, it is necessary to be healthy in our mind and fitness to avoid that the learning process is declined. *“Human beings have some habits that guide their facts and their control over themselves; it is an automatic thing and it gives fitness and mental wealthy”* (Salvatecei, 2002, p. 151). It means, having good habits promote the practice and obtain experience that everyday makes us do things better in that way all the time motivation allows to learn. Thus, we will learn through practice done in facts that make us think efficacy developing skills through reasoning.

When a student proposes by himself to do something, he will achieve it surely if he is using the study habits because these ones provides a great mental wealthy. It means, if the mind is satisfied with everything done, as motor of the body, student will have success.

### **2.5.2 High self- esteem level**

Human beings do their activities, work and tasks if they do them successfully, they will learn many things that maintain their personality and ideas in order to be better all the time. *“The only way to have trust by oneself is through practice and a good attitude to face problems”* (Salvatecei, 2002, p.158). In that way, learners will achieve the problem-solving process without thinking that they are useless for people. Thus, it is necessary to have a good attitude for obstacles to achieve solve them efficacy and at last getting experience and high self-esteem level that permits develop the creative thinking.

In sum, students must have attitude and practice to every complicated situation they have at the moment start problem solving, this little process will help them in real life, so in the future they can be leaders outside house, avoiding wasting the abilities they have.

## **2.6 Skills development**

There are four English language skills development: listening skill, reading skill, speaking skill and writing skill; in which students can express any message. *“The four skills can be classified as: receptive and productive. Receptive we have listening and reading*

*skills and Productive in which we have speaking and writing*” (Lowes and Target, 1998, p. 47). Receptive and productive skills should be practiced at the same time in classroom through tasks and activities that can support students to become in productive in receptive people.

*“Men are born equal but they are also born different”* (Fromm, 1998, p.24). According to Fromm, students learn in a different way each of them; each student has an own style to learn depending on their personal aptitudes. All the skills should help students to develop them in the same time, however, some of them are not developed sufficiently therefore learning do not have a coherent way to be component; in one hand, it is essential to know the students group before starting working with them. *“The skill is sometimes neglected by teachers and not sufficiently practiced. It is vital, however, that language learners get lost opportunities to hear the language being spoken”* (Lowes and Target, 1998, p.49). In the other hand, students should not avoid opportunities that teachers provide to develop the skills.

In sum, students have to obey to English teacher who knows the students group, control it and provide opportunities so students can acquire well the language through four skills which are vital to communicate in a foreign language.

### **2.6.1 Writing skill development**

To learn English language, there are 4 skills that are considered essential to produce the language. Two skills depend on 2 skills to produce the language. For example, reading prudence writing and listening produce speaking. These skills must be developed to produce the language efficacy and be able to develop the sub-skills such as, vocabulary and grammar. *“Learners with poor reading skills are handicapped in the learning process”* (Macaro and Dawood, 2010, p.11-12)

In the English process, we need to work in the reading skill to improve the writing skill and with these two elements; it is promoted the learning new words and the same time to write them well. In the process of learning new words,

*“Students need to have a plan for choosing the new words and ideas to learn: for example; learn words you hear and read many times, hear and read the words many times and learn words in their context phrases rather than by themselves, do not waste too much time on translating all the words into your own language. Translation helps only if you have already studied this subject”* (Lewis and Reinders, 2003, p. 50-51)

Thus, students in classroom and out of classroom should work in reading skill to improve the writing skill using their new words and structures most of the time in their context. In this way, the English learning process will be improving through two skills development.

### **2.6.1.2 Self writing**

Students through “self-writing” activity are interested in the class that is giving in that moment; they are motivated for learning and practice. This activity could be done in classroom, at home and any other place students prefers. In classroom, this activity will be developed through note-taking during the class, taking notes in classroom as well as at home, students can remember something at the moment of hearing or watching something on the whiteboard *“we stress that students have to prepare to make notes, that they should endeavor to make active and creative notes, and they must do something with their notes once they have made them”* (Burns and Sinfield, 2004, p.99), at the moment of writing something students must do it creative using the symbols instead of letters, just to crate the ability of writing and do it more comfy, with this process; learners will develop memorization, note-taking and time-management as study skills.

In sum, at the moment of writing about something that is being explained anywhere; students can relation it with their own emotions, goals or something lived. In this way, learners use memorization and note-taking as study skills indirectly which can develop later their abilities to get English language.

## **2.7 Learning**

Learning is such a long and difficult process in which a great deal of factors that intercede because of not having interaction with more people, learning will be built in community. Students who are in a classroom have a great opportunity to construct their own learning through interaction and coexistence at school.

*“Learning is dearly more than just skills. It is a multi-faced process involving each individual learner her-his learning story, the current learning environment and the interaction between these. We can say that learning has taken place when we understand something and can explain, teach or demonstrate it to others”* (Cottrell, 2003, p.52).

Nowadays, learning is set with theories where the way to construct learning with new experiences and challenges that improve the learning quality in any language. *“From a constructive perspective, learning is primarily a process of assimilation and accommodation to disturbances in the subject’s experiential environment.”*(Glaserfeld, p.50) Learning is going significant all the time.

### **2.7.1 Learning styles**

Learning styles are ways to get general learning more effectively to develop skills, according to Howard Gardner there are 7 learning styles. These are linked with language leaning, learning strategies, and study skills because they make easy the way to learn. *“We tend to adhere to procedures or techniques to help ourselves come to grips with whatever new knowledge we may encounter. This way of handing new information by making use of our habitual or pretend method is called learning style”* (Maggioli, 1995, p.5). Learners must learn and work according to their learning style they have, at the moment of doing it habitual; it means, every day the same, that will be such a manner to practice and the way to get the language knowledge efficacy.

It means, it is necessary students discover their own learning style avoiding making the work harder in the English learning process, so learners can work with it every time and every learning context.

### **2.7.2 Learning strategies**

Learning strategies is personal organization (steps) to understand better what it is working or studying. These ones include time, conceptual maps, mind maps, games and exercises matching which help our brain connect better the concepts and ideas to construct learning. *“firstly, students will have a cognitive problem, then, students will look for possible solutions in which students will have to analyze and answer to solve problem, thirdly, content which are the traits that are the alternatives about students know”* (Trotter, 2000, p.11). Learning strategies, such as were mentioned above, have different steps so students can have organization by themselves at the moment of reading and know from information they are working.

Thus, learning strategies work specifically in organization information which guides to know the content of it and create ways to make understand to the others by a personal schema.

### **2.7.3 Learning language**

There are a lot of methods and techniques to teach a foreign language which are quite effective in the process. These ones must be updated with the context in which the language will be taught. Sometimes, students are not the main characters in this process because it is said they make mistakes at learning it such as: wrong pronunciation, wrong learning and wrong attitude teachers have perceiving this situation. *“Learning language is not different from any other kind of learning. The only way that students learn is by doing it themselves. This sounds obvious, but we often try to do everything for our students”* (Burns and Sinfield, 2004, p. 21) every effort students do is quite important in the learning process; so this way, students will be encouraged and motivated to use different study skills so they can get the language doing effective a specific approach which make students the main people in the process.

Thus, study skills make effective the method, theory and the approaches if learners are allowed to make mistakes and by themselves can discover the right way to express something in a different language.

## **2.7 Study skills**

To learn English as a foreign language will become difficult process without having learning strategies and study skills; study skills are focused mainly in organization, doing little personal objectives, having functions and planning. Every learner will do this in any task he can perform.

*“An autonomous learner is someone who is able to learn on their own. In a sense, every learner is autonomous to some extent because each student in the classroom has to learn for oneself. Teachers try to help student learn by exposing them to English and providing opportunities for them to practice the new language in class as well as revise and learn at home”* (Lowes and target, 1998, p.5)

What makes learn a language faster and effective with the learning process well performed to be competent. As it was cited above, teachers are just guiders at classroom who go with the student every task; however, parents are the main teachers at home providing the basic elements necessary to match with study skills at school.

### **2.7.1 Memorization**

In study skills, it is found that there are elements that composed study skills as strategies of organizing the information as well as learn it. One of them is the memorization what is retain the information at the moment that is taught or caught and then remember it next days. *“During a lesson students tend to remember what they hear first and last and to forget a lot of what they hear in the middle”* (Lowes and Target, 1998, p.22-23). Memorization belongs to one of the elements to have a method and be well organized at least in the process studying in classroom as well as out of classroom. Before this situation, students will be remembered the main points at the end of the class and during the middle time there must be different activities to keep students active. They will remember the main points by means of activities, not for listening.

Thus memorization, as a part of one of the study skills, must be used in classroom and out of classroom to have an organization and at having an organization, it is having a method which will help student to organize the information to promote learning.

### **2.7.2 Note-taking**

Another element of study skills it is considered is the note-taking. This strategy promotes the organization of the information through writing. This could be in mapping, mind-mappings, key words and drawings. *“Note-taking is important skills for learners in school and it is necessary to have an own note-taking such as; with clear script, a diagram and underlying”* (Lewis and Reinders, 2003, p.77-78). All these tools promote the developing of writing skills through making organization of information in notebooks that are useful to study them in classroom as well as out of classroom. This study skill will be useful for all the learner education, in the future he will be used to writing any moment of be listening something from a lecture, lesson or reading something.

Thus, such an important way of developing writing skill in English is the use of note-takings at the moment of receiving the information; this can be done in organizing for example, mapping, diagrams and key words.

### **2.7.3 Time-management**

The time is one the things in which students are not able to manage at school due to not knowing how to deal with it. At school, it is hardly that students manage the time to organize their activities in relation with their subjects; time-management is simply the way students regulates or students schedules the time. It can help students in many responsibilities in life such as; work and family. Blerkom, Solomon and Tyler (2008). This strategy is necessary to be used in classroom as well as out of classroom. In learning, managing g a well organizing of time is essential for students because through this, they are being educated in values at being responsible in doing activities and tasks.

Thus, to study the English language using the time management as a study skill teaches to students' values for example responsibility that makes learners active in learning as well as activities.

#### **2.7.4 Concentration**

To be concentrated in a specific thing during the English classes; it is difficult to be like this due to the environment happening in it. For example, the noise and students emotion to learn a language is essential but at same time is required to set and have in mind the main objective of the class.

*“Most students find difficult to concentrate intensively for one than about 20 minutes. Many lessons in school are only 40 minutes long which means there may only be time for two short activities and focuses, we increase the length of time students can concentrate and help them to get the most out of lessons”* (Lowes and Target, 1998 , p. 22-23). At the moment of leave English lesson they will think the lesson over some time though English materials and notes that were worked previously.

Thus, concentration as a study skill must be a goal that can follow the line and work with it to learn efficacy giving time so students can concentrate in it outside the class.

#### **2.7.4Assessment**

Assessment is another important way that helps students by themselves in English learning process. Assessing the own work, it is an element for improving when it is going to be done later. *“Set that the final way of finding out about your writings to judge it yourself we call this self-assessment or self-evaluation”* (Lowis and Reinders, 2003, p. 147) this is an activity to be done by learners all the time or at least when the final work is finished or completed. This will promote and help students to be critical and with an improve-minded every day.

So, self-assessment as a study skill is an activity essential to improve the work and task done in classroom and out of classroom that teach students to be critical and with the importance of improving every day the work done before.

## CHAPTER III: METHODOLOGY

The purpose of this chapter is to describe the methodology used to carry out this research project which is descriptive with *“A typical goal of explanatory and almost all kinds of research is to provide basic information describing the topic and respondents involved”* (Nardi, 2006, p.9). Moreover, this research was focused on quantitative methods that involve writing questions for surveys and depth interviews, learning to quantify or count responses, and statically (mathematically) analyzing archival, historical, or our own data” (Nardi, 2006, p.17).

As it was said in a previous chapter, this is a quantitative research in which all the information gotten is analyzed and then explained through numbers; it means that it is calculated to interpret it then (Vogt 1999), this one was performed in surveys to the fifth grade students of English from Emperor Cuauhtémoc Primary School. The learners have many perceptions and attitudes to English teacher about how the language is taught and worked in order to learn a language that it is usually difficult for many people and especially for them. Therefore, there is a description about the research process done in that context divided in specific points.

### 3.1 Subjects

It had to be quite carefully at writing questions to be understood by learners who are 10 and 11 years old. Therefore, by survey, it was the best way to get information carefully and then give possible solutions to help English learning process for students.

The context where the research process will be done through surveys it is with students from the Emperor Cuauhtémoc primary school; they have taken English classes for 6 months through university civil service. There were 38 students questioned through surveys, 17 women and 21 men, with age range between 10 and 11 years old with motivation for English learning studying the fifth grade of elementary school. They take English classes 2 days a week with 2 hours each one as well as the Education National Curriculum establishes to English teaching of 2 hours per week.

### **3.2 Sample**

To apply the survey to learners, it was just selected the only two groups of fifth grades choosing the probabilistic sample that permits apply the survey to all the population setting the size before. *“When the population is small enough, you can easily ask a questionnaire every element of the population”* (Nardi, 2006, p.109). Thus, there was not possible to do some calculations to choose a specific sample that permits continue the process due to there were a few students to be surveyed, there was a number of students which permitted not to do calculations for choosing a specific people. There were 38 students of fifth grade, so it was possible to poll them and not doing calculations to have a sample at the moment to apply it there was the absence of 3 students so they did not attend and by consequence they did not do the questionnaire. Actually, in Emperador Cuauhtémoc primary school there are 2 fifth grades which were taught English as foreign language during 6 months.

### **3.3 Instrument**

It was designed an instrument that by means of it, we could know how learners use their study skills to learn the English as a foreign language. Through the hypothesis created in the first chapter, it was done a chart of dimensions and variables in which it was found the methodology that students were working to study English language. It was necessary to design a survey to ask some information that was important to review the origin of study skills that students used; this survey had 16 questions with 5 options to answer each question. It was divided in two parts: the first part with 10 questions focused on study skills and the second one with 6 questions was focused on writing skill. All the questions had 5 options: in the first part the options were focused on the frequency of the variables established to have study skills (always, usually, sometimes, rarely and never) and the second part focused on quantity (too much, much, enough, little and nothing). They pointed out the quantity in which students do and invest time to achieve developing writing skill.

Then, it was designed back very carefully taking the suggestions done by research students because it had to be written and focused on the students' level of comprehension and at same time to avoid learners could misunderstand. This one permits to obtain necessary and clear information to discover the main reasons of the problems that students have. Each question has an intention which permits to know several reasons without asking another one, so at the moment to review them in detail; it is known why learners cannot study efficacy using their strategies and skills.

### **3.4 Piloting**

The instrument used was piloted in a class of research seminar of 20 students in order to verify if the instrument measured what it intended. Thus, the instrument was modified in spelling, structures, intentions, linguistic aspects and coherence to ask information in the profile and the way to write a question for children remembering their level of understanding. It means, the main purpose in the survey was not to be ambiguous to ask information by writing and trying to have a way to ask them correctly so they can understand and they can answer suitably in order to have information useful to the research. The instrument had several modifications in writing, vocabulary, content, structure and orthography trying to avoid ambiguity and confusion.

### **3.5 Procedure**

The instrument was applied in the primary school. Firstly, it was not necessary to request a document to the administration of the university asking permission to Emperador Cuauhtémoc primary school for applying the survey due to the work of civil service in the primary school throughout; it was enough to the principal the acceptance to the survey applying. So there was just a talk with the institution principal about the responsible people to apply the survey to students of the Emperador Cuauhtémoc primary school.

Also, it was necessary to ask permission to the teachers of the groups before the applying. They were in the classroom during the survey applying helping with the group

management and with the discipline to work in. The English teacher was not present at classroom; he was waiting in a place far from classrooms.

Finally, the survey was applied to students by 2 English students in the respective classroom lasting 30 minutes for each group to answer the survey. Then, they were taken and kept to be available later for beginning the data process to analyze the information.

### **3.6 Need analysis**

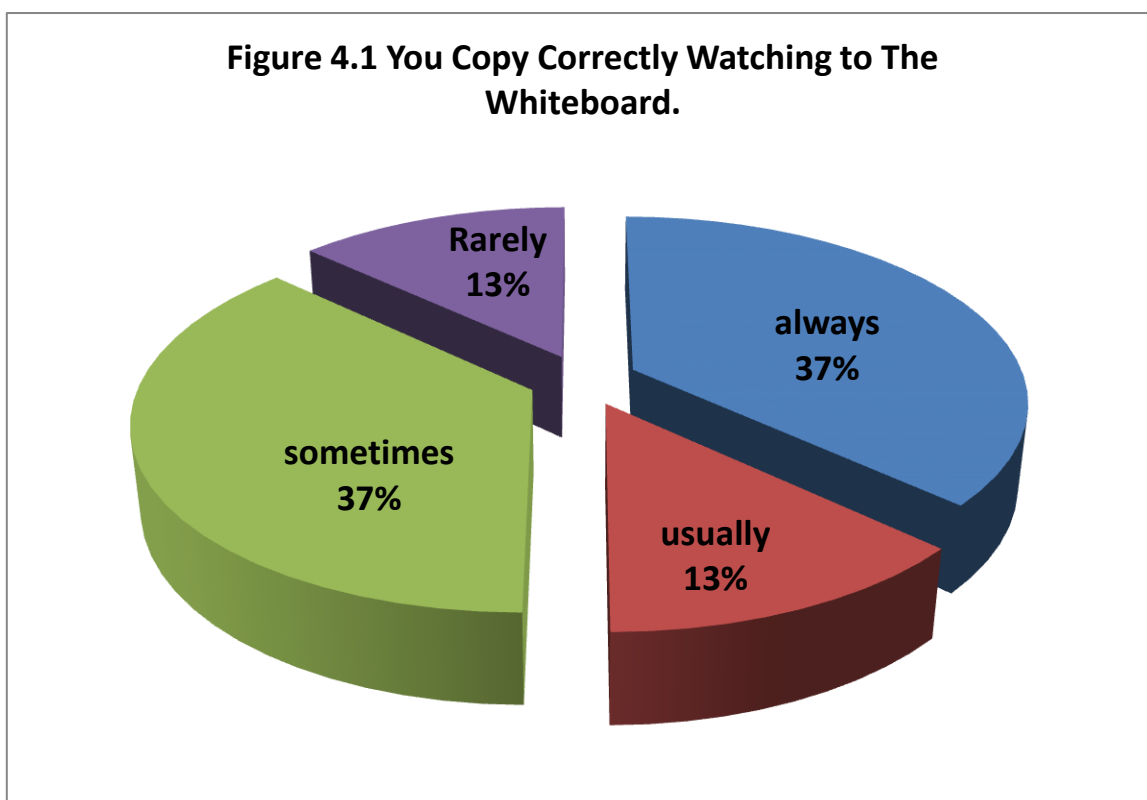
The information obtained was analyzed and collected in a data base of Microsoft Excel. This was divided in 2 parts according to the variables: in the section of study skills and the second section of writing skill. Each question was graphed with every option of answer, student by student. The first section was graphed automatically by Excel software taking the frequency options from the instrument (always, usually, sometimes, rarely and never) as well as the second section but in quantity (Too much, much, enough, little and nothing) instead. The questions of the surveys applied to students of Emperador Cuauhtémoc primary school are explained making reference with theory through graphs showing clearly the results in terms of numbers that open the perception of what it was researching. The results are in the chapter number four.

## **CHAPTER IV: FINDINGS**

In this chapter, we can have the results of the survey done to English fifth grade learners. The information gotten from them, it was organized and graphed in excel software. These results are showed with some percentage numbers at the beginning of the figure graph and then, above of the graph, it is explained what the figure means, to explained better, it argues with authors references and at the end, it is given some suggestions to the education field from my own perspective according to the work done in the research.

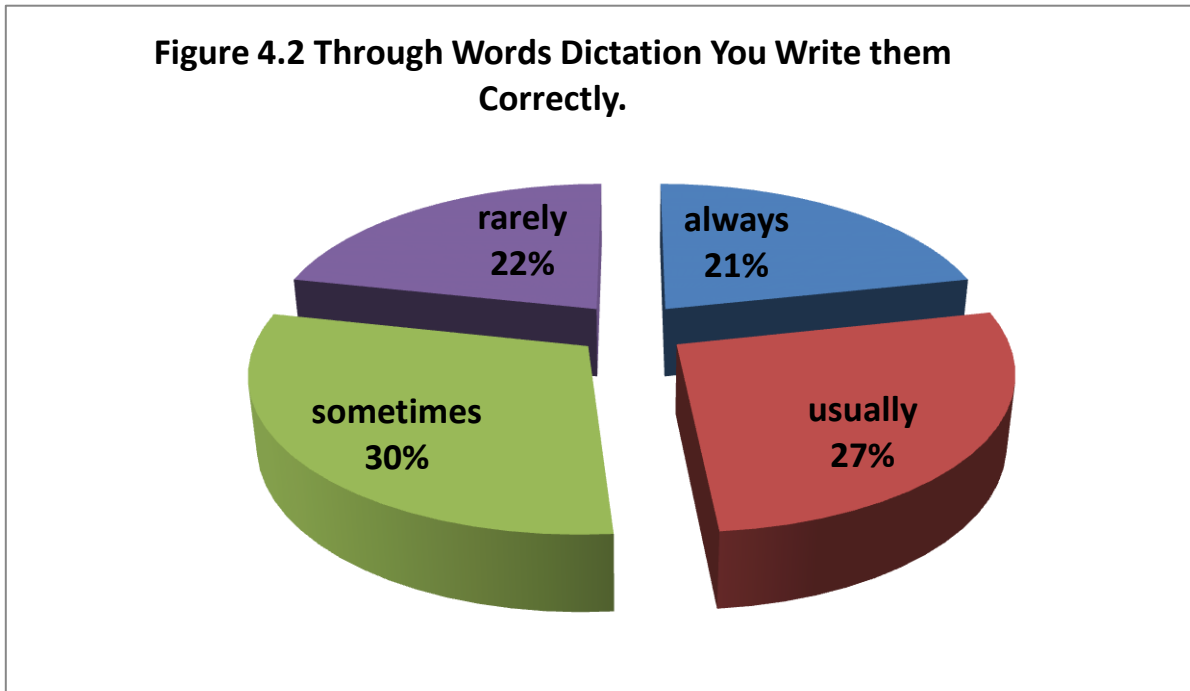
#### 4.1 Study skills

The first question was designed to find out how often students copy correctly watching the whiteboard to write words. It was found that 37% of the students all the time copy correctly, 13% of them usually copy correctly, 37% of them sometimes copy correctly, 13% of them rarely copy correctly. The results can be seen in the figure 4.1



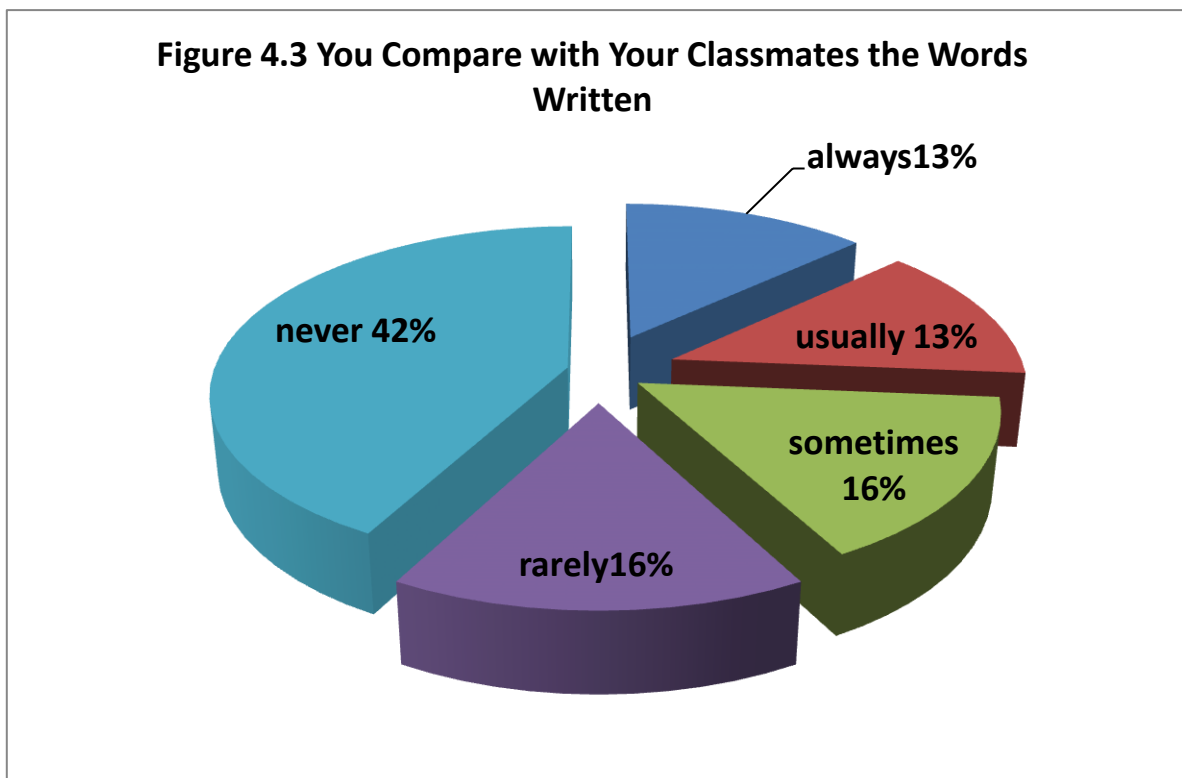
The graph presented above, it confirms that at the moment of writing words in English watching the whiteboard, some students use the memorization at the moment of copying them to learn English so; in this way, the memorization is used as one of the study skills that permit students to learn English language. In every English class it is essential to have note-taking, it could be with symbols or diagrams, Lewis and Reinders (2003) with those ones, students will remember what it was taught. So it is necessary firstly students start working in memorization and note-taking as study skill to learn English language because memorization makes students can remember, at the moment they copied words, they can write them efficacy.

The following question in the instrument searches the frequency of writing a word well through dictation. It was found that the 21% all the time write well the words listened, the 27% of them usually write them correctly, the 30% of them sometimes is done well and the 22% of them rarely get them well. The results can be observed in figure 4.2



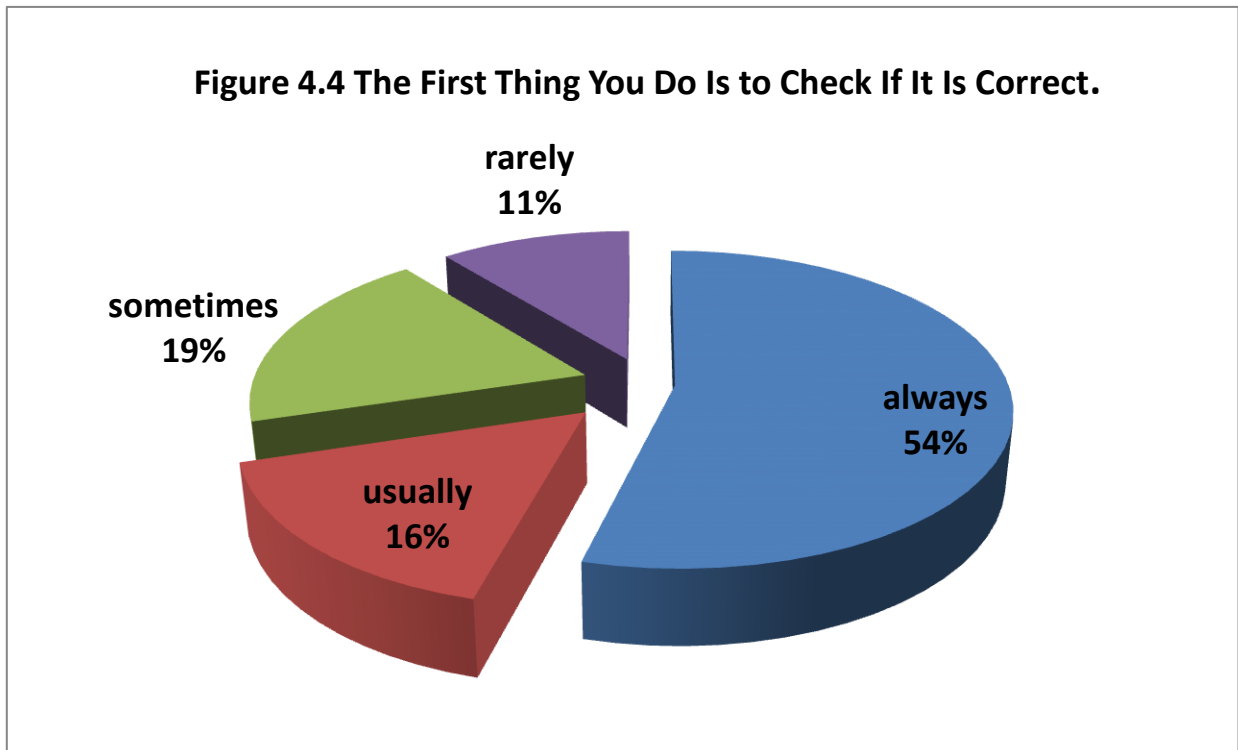
In the graph showed above, it concludes that dictation makes students use a study skill and that one guides to the memorization being this one a study skill. Besides, they practice it during classroom activities when it is something quite different in their lives, so they will forget what they knew Lowes and Target (1998). Through reading, at the same time watching words, students can keep in touch with English language and they can remember how to write words and also they can write them well then. Therefore, memorization as a study skill in English language process is quite essential to have vocabulary and identify sounds with the words listened before.

The third question in the instrument was designed to find out how often students work with or without help from others; this is, comparing their tasks with classmates. The 13% of students shows that all the time they compare the work before hanging in the teacher, the 13% one more time, representing that usually they do it with a classmate, 16% of them in 2 cases, sometimes and rarely do they compare it, and 42% of them never compare the work with someone else. The results can be observed in figure 4.3



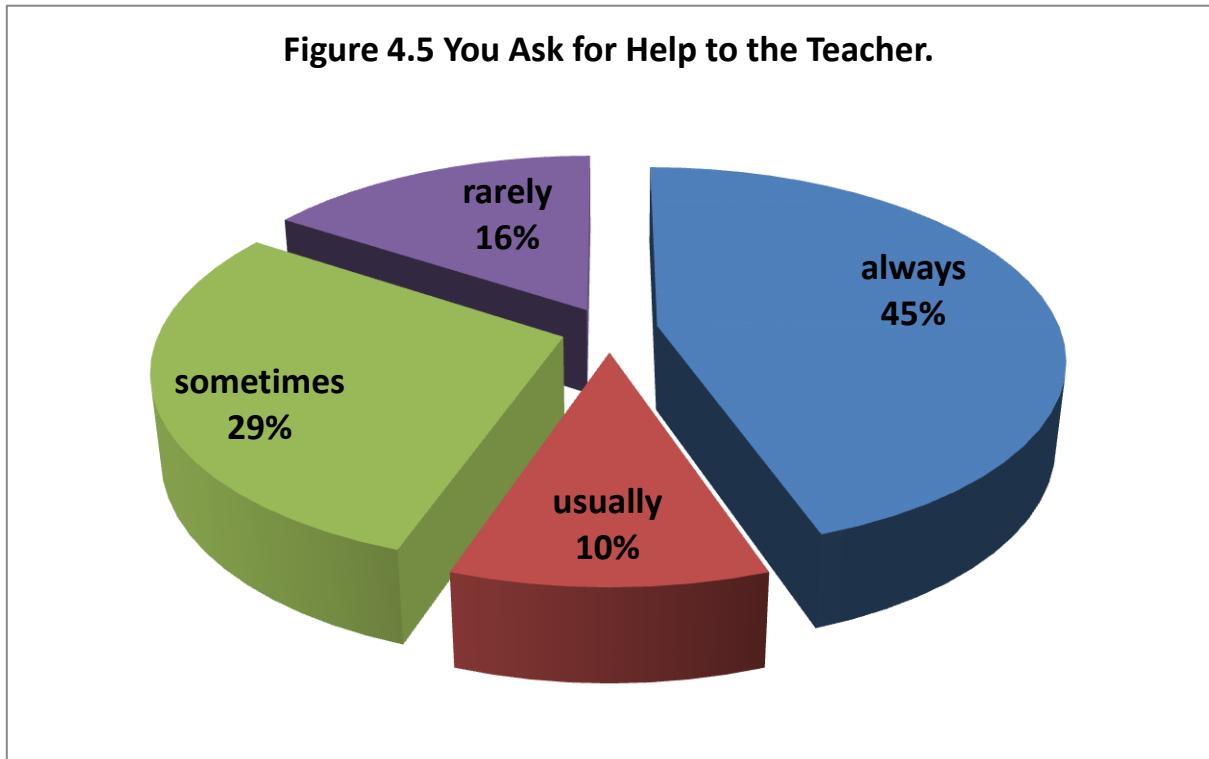
In the graph above, it is seen that there are some factors that avoid the use time-management as a study skill. This one is not carried out because of students are worried about being the firsts ones in finishing the work to be hung in to the teacher; in this way, students do not compare their work with classmates to be correct. Using time-management at classroom will help students too much in life Blerkon, Solomon and Tyler (2008).To work with comparing works, students should be taught through assessment to be focused on the instructions given by the teacher that promotes in students the time-management control as a study skill. In that way, students can control the time during an activity and work; comparing it to be correct and they practice team-working.

The following question is about the frequency in which students review tasks in the notebook at the moment of hanging in it to the teacher. The 54% of students always checks the work before being hung in, 16% of them usually get to do it, 19% of them sometimes check it, the 11% of them rarely prevents through checking and just 3% of them never check it. The results can be observed in figure 4.4



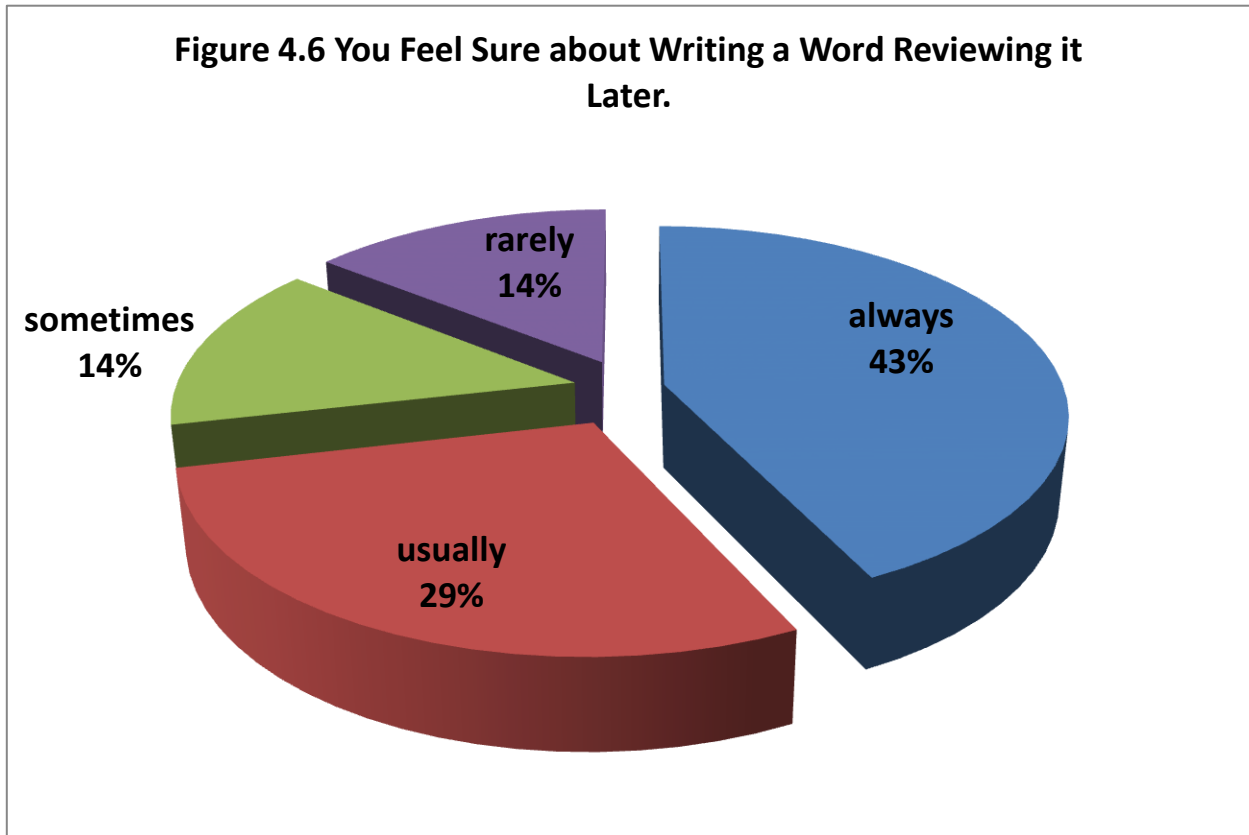
The graph showed above points out students do not work with a team and they do not permit somebody else can assess the work done before hanging in to the teacher. Also, we can see in the graph, most learners work alone without using study skills, such as: comparing with someone else which affect to learners because they will not know where there are mistakes. As well as Philips (2000) say that from a constructivist perspective, learning is primarily a process of assimilation and accommodation to disturbances in the subject's experimental environment. Thus, it is necessary to promote the collaborative work in order to students can construct their learning better with the help of another, so learners will assimilate by themselves and then they will accommodate through comparing as a study skill.

The fifth question it was found the frequency in which students ask help to the teacher when they do not remember how to write a word. The 45% of students always asks for help to the teacher, the 10% of them usually does it, the 29% of them sometimes asks for the teacher and 16% rarely does that. The results can be observed in figure 4.5



With the graph showed, it is concluded that most students do not remember how to write an English word in post-time. Motivation helps to develop the study skills students use; in this way, motivation will improve the lack of memorization and assessment by themselves, so this problem is the consequence of not using motivation for students so they can use study skills. Likewise, motivation is the motor of learning and without this thing it is not possible to achieve it Lowes and Target (1998). So, despite of wrong results from students, English teachers at school and parents at home must motivate them through ludic activities to use study skills to avoid these kinds of problems all the time, until they achieve the objectives of the course and the English class.

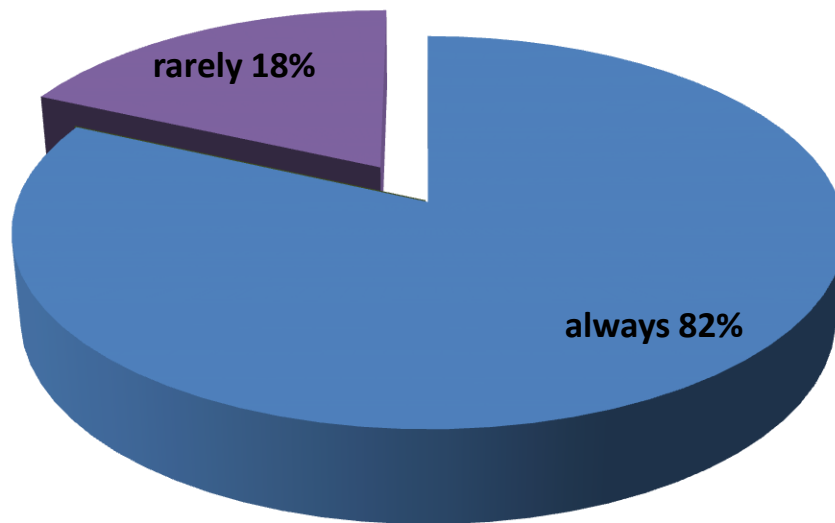
The following question was designed to find out how often students are sure about writing a word and they make sure that it is right. The 43% of the students always does it, usually the 29% of them reviews it, the 14% of students are sometimes focused on it and the same percent rarely does it. The results can be observed in figure 4.6



In this graph, it can be proved that it is necessary to have a high self-esteem level to be sure about writing a word and assessing the own work; thus, students will be able to use more and better the study skills that help to assess every work and task students have. There must be motivation in order to have excellent results from them in evaluation. At the moment to start any activity with a great esteem level, there will be activities successful; we, as teachers and as students, need to have a great attitude to face problems achieving a good learning from them Salvatecei (2002). Thus, it is necessary in every English class have motivation so students are not shy to ask any question.

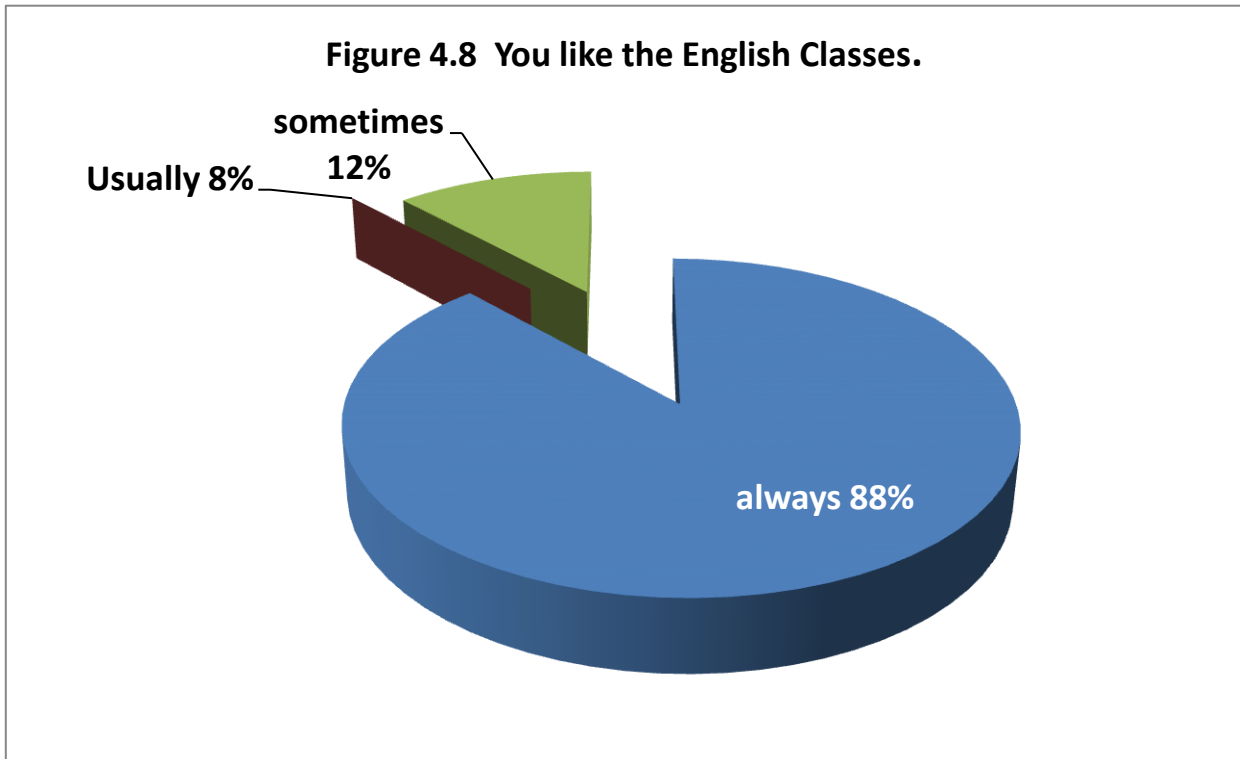
This question was done to find how the English teacher often motivates students to write words in English. Firstly, it is pointed out that the 82% of students all the time feels satisfied when the teacher motivates them to write words correctly and the 18% of them rarely are satisfied. The results can be observed in figure 4.7

**Figure 4.7 You Are Motivated to Write Words Correctly.**



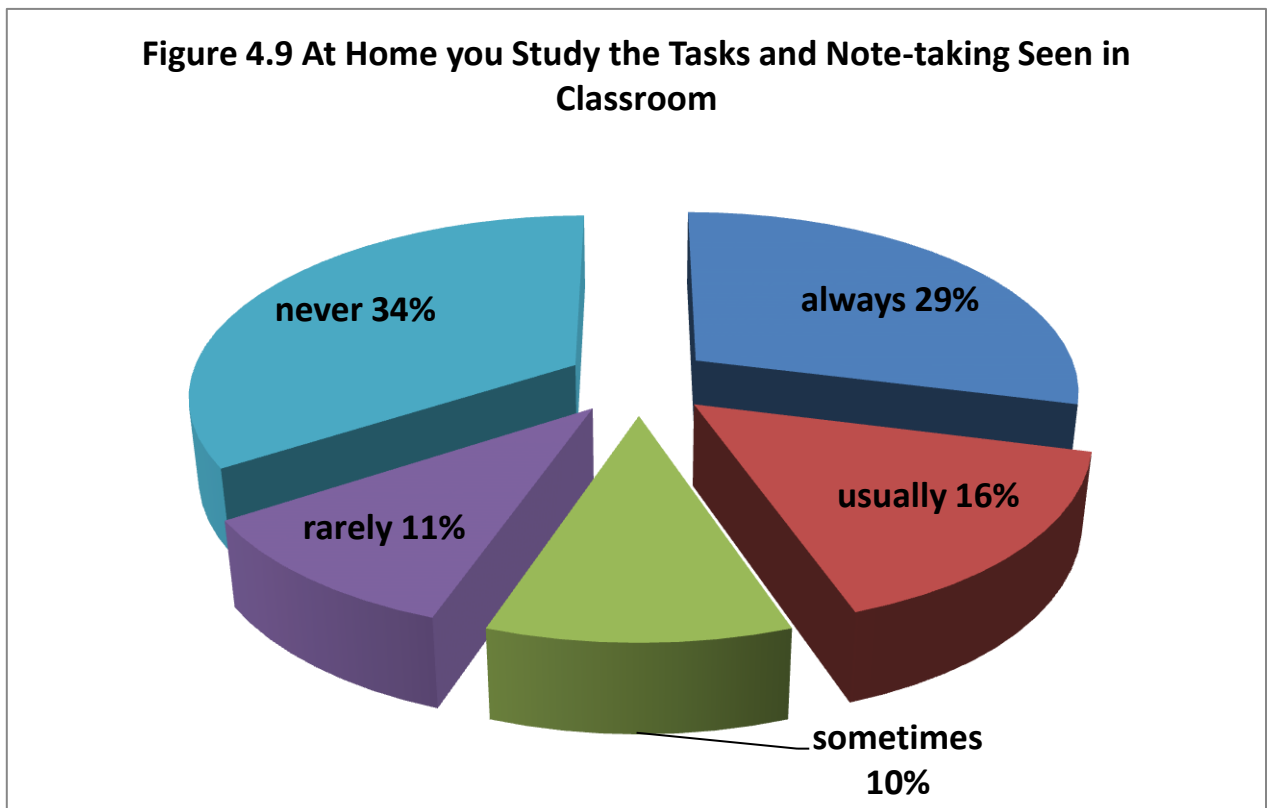
In the graph above demonstrates that motivation help students acquire knowledge to achieve a personal response that permits learn better the knowledge efficacy. This knowledge they acquired through asking questions and comparing works, it was the result to be motivated, in other words, they have trust to solve doubts learning one-to-one which means that somebody can ask questions anytime somebody likes without stopping the class Lewis and Reinders (2003). Thus, it should promote trust through motivation between teacher-students, students-students, students-teacher, parents-students and students-parents in order to have trust at the moment of asking questions and this is not affected in their learning process and study skills such as assessment.

The eighth question in the instrument made emphasizes on how often students like the way English class is given through motivation it. Firstly, it is points out that 88% of students all the time likes the way of English class are given, the 8% of them usually likes it, the 12% of them sometimes agrees. The results can be observed in figure 4.8



In the graph showed above points out that most students like the way in which the English classes are given because of learning styles are identified and linked with class activities. Therefore, the content and process of English class becomes attractive and effective to learn since teaching profession is continually exploring new options for addressing basic issues and the effectiveness of different instructional strategies and methods in the classroom Richard and Rogers (2001). That is why, it should be done the English classes taken into consideration the learning styles and methods according students likes and needs in order to motivate learners and eventually they can construct, through personal techniques and study skills, their knowledge in English language.

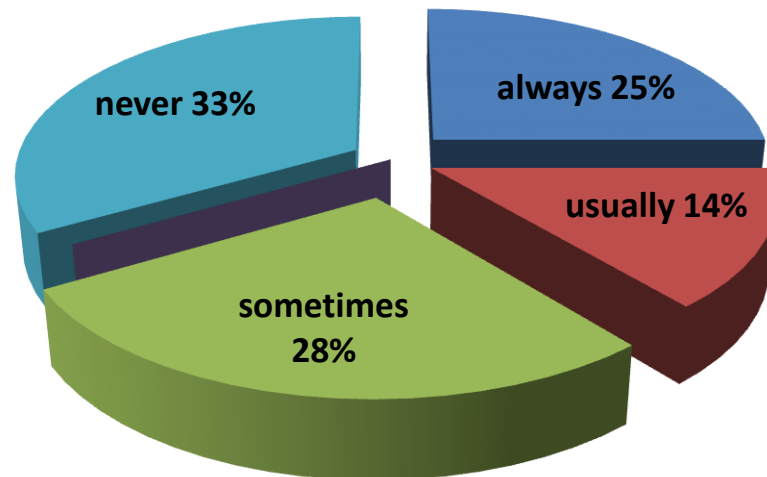
The following question was designed to find out if students study their tasks and notes at home seen in classroom. Mainly, the 29% of students always study at home their notes and exercises in English, the 16% of them usually do it, the 10 % of them sometimes dedicates time, the 11% of them rarely does it and the 34% of them never study at home. The results can be observed in figure 4.9



In the graph showed above demonstrates that some students make reviewing to English notes at home. Yet, English learning requires personal study habits out of school which permits to make a reviewing of what it was studied in classroom in order to make strong the learning through study skills of students; in the way, they judge how the work was Lewis and Reinders (2003), this will make students critical of everything. Therefore, it is necessary to promote motivation, learning styles and reading of note-taking in order to not forget and make strong the English learning process out of school. Making this, learners will be responsible for life.

The tenth question made in the instrument was designed to find out how often they spend time, 10 to 15 minutes, studying English notes at home. The 25% of students always takes this time to review notes studied in English class, the 14% of them usually takes that time, the 28% of them sometimes studies with that time and the 33% of them never study. The results can be observed in the figure 4.10

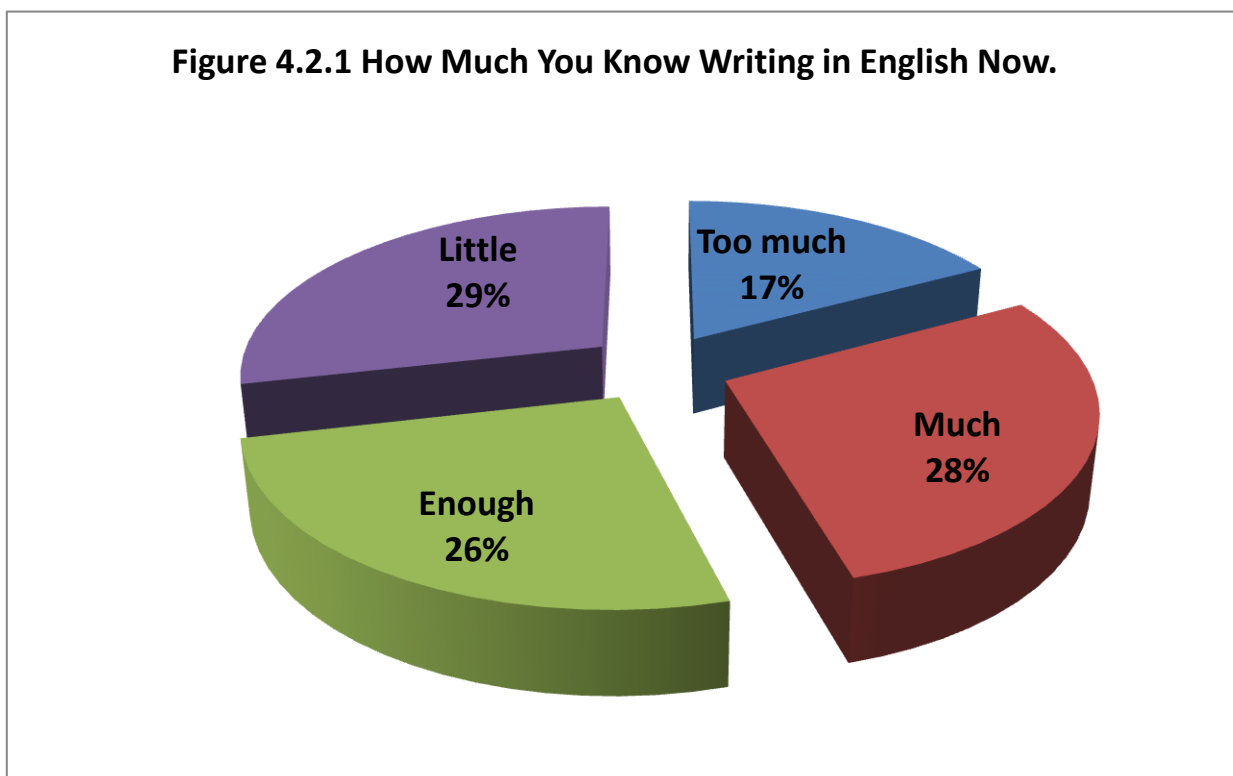
**Figure 4.10 You Study 10 to 15 Minutes the English Note-taking at Home.**



In the graph presented above confirms that it is necessary to set time studying English notes at home. Through reading the notes-taking and works studied in classroom, the writing skill improves, in spelling, to learn English efficacy, however it is necessary put dedication through setting time to this activity that can develop the English learning better. Teacher tries to help students learn by exposing them to English and providing opportunities for them to practice the new language in class as well as revise and learn at home Lowes and Target (1998). Thus, it is necessary to take into account to parents because of their most available time they pass with them at home. Moreover, parents should be motivated to be responsible and they can live their role as teachers at home; in this way, students' English learning is guided efficacy.

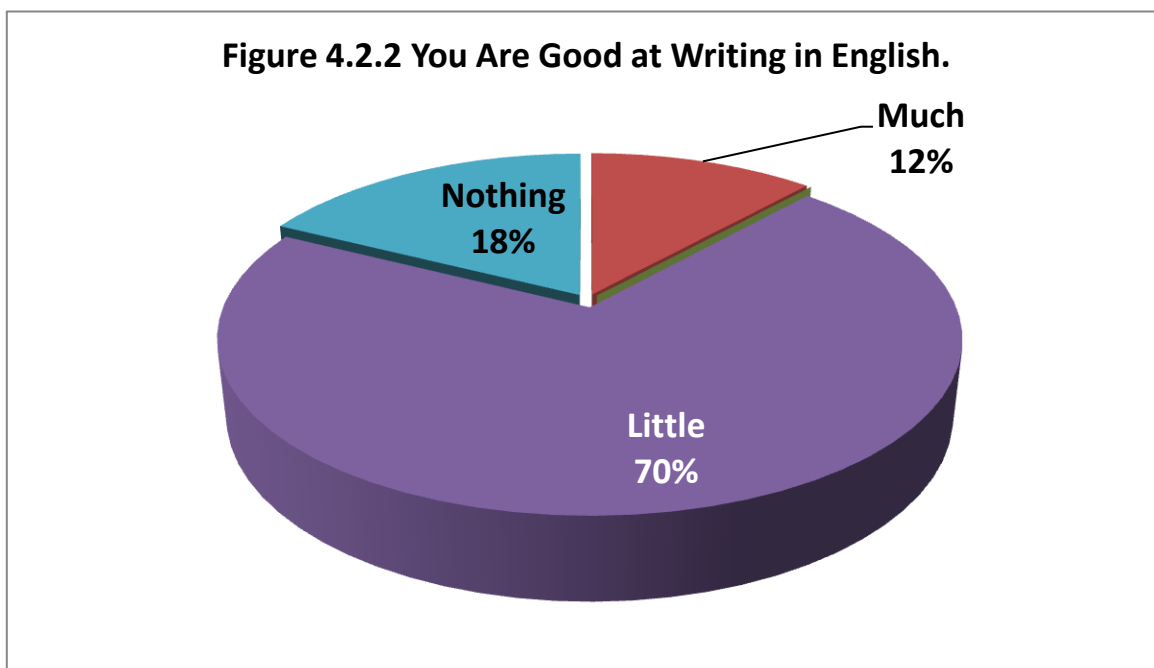
## 4.2 Development of writing skill

The following question emphasizes on how much students know how to write in English since it started to teach them. Firstly, the 17% of students knows how to write in English too much, the 28% of them knows much, the 26% of them knows enough and the 29% of them knows a little. The results can be observed in figure 4.1



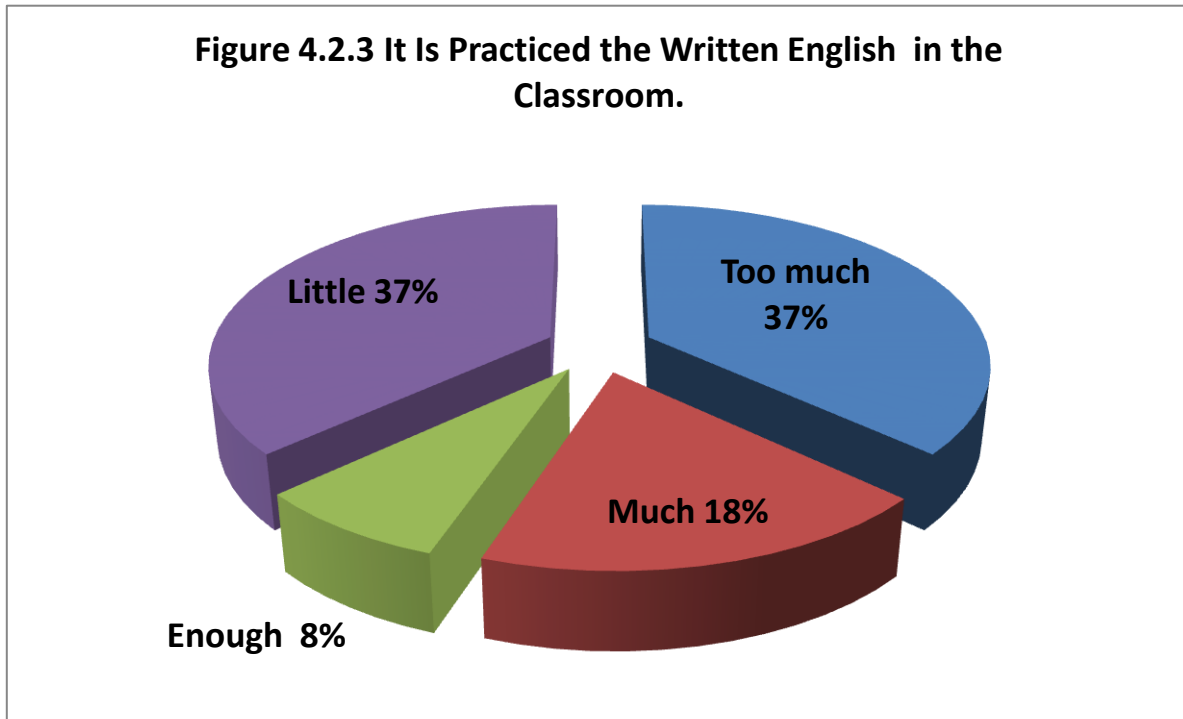
In the graph showed above demonstrates that students consider knowing to write in English in different scales due to learners have not developed in the same way the note-taking study skill which permits to improve the writing skill. Note-taking is an important skill for school at following a planning such as: clear script, diagrams, the use of colors and underlying Lewis and Reinders (2003). Thus, it is better to promote through English activities, such as dictation, the elements that the author says about note-taking study skill in order to improve writing skill in classroom. Moreover, this note-taking activity will help in students English learning because this activity make learners remember emotions, feelings and experiences; in this way, learners are using memorization as a study skill.

This question was designed to find out how much students are good at writing in English. The 12% are good at writing too much, the 70% knows just a little of it and the 18% of them knows nothing at all. The results can be observed in figure 4.2



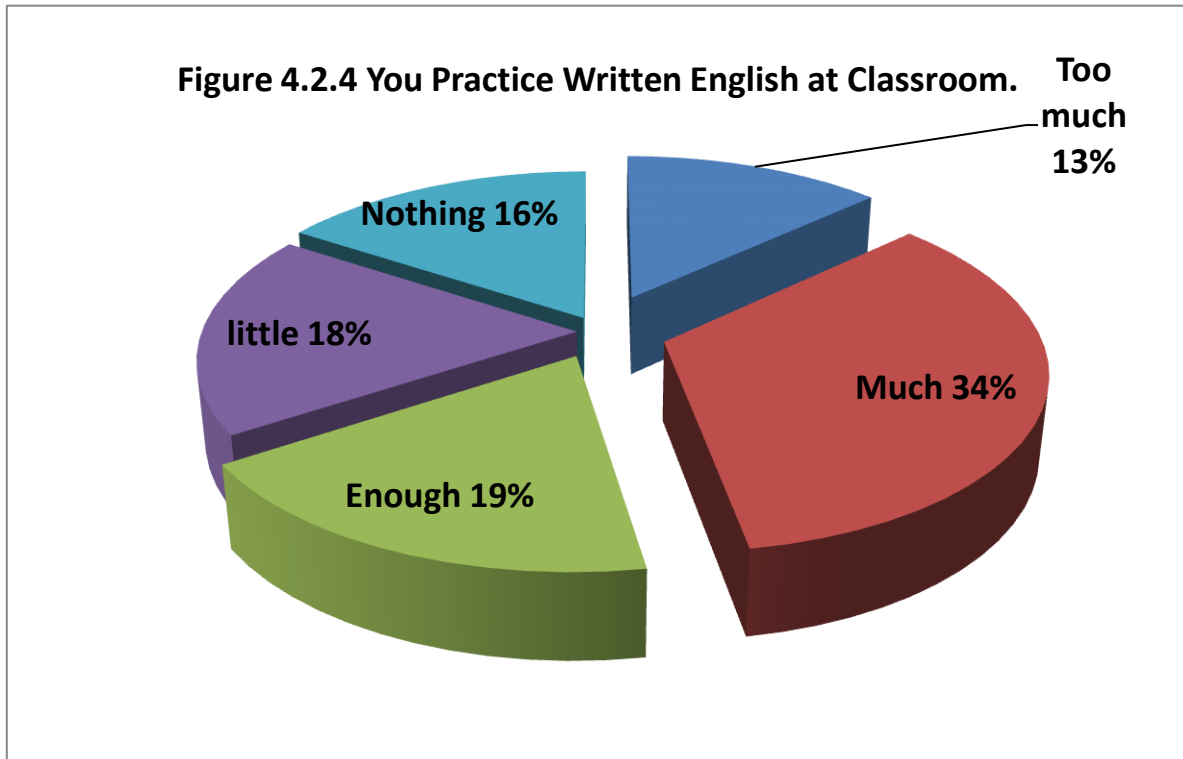
In the graph presented above points out that students make the difference from the beginning and nowadays. Emphasizing that they are good at writing in English; however, students do not practice using study skills in order to improve this ability. Therefore, in the graph above we can see that most of them say a little due to lack of practice out of school. Learners who do not read, it means checking the notes-taken at classroom, they will not learn Dawood (2010). Thus, it is necessary that students are motivated at home, at school with permanent teachers and in the English class; in this way, learners will be good at writing in English in practice. So, students will be using the practice as a study skill through memorization and production; it means writing.

The third question was done to find how much English language is practiced in a writing way in the classroom. The 37% of students practices English written language too much, the 18% of them practices much; the 8% of them enough and the 37% of them practices it a little in the classroom. The results can be seen in the figure 4.3



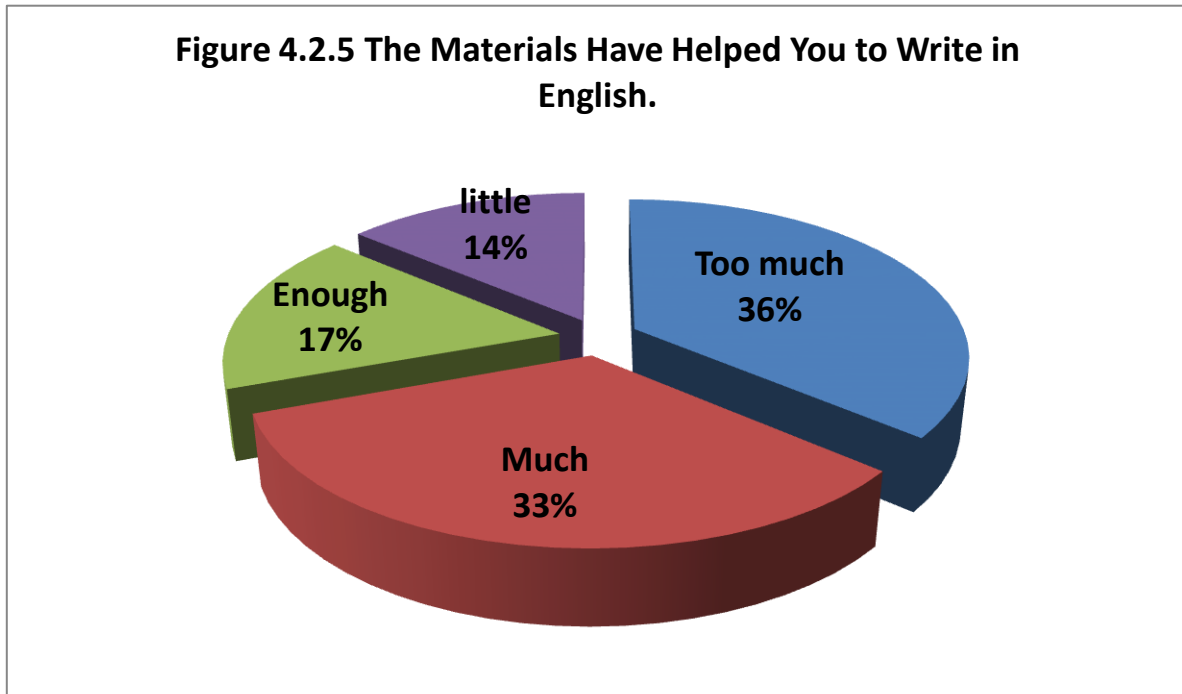
In the graphic presented above demonstrates that most students have personal security which makes them practice around they are; in that way, knowledge is practiced to state in mind and get experience through it. Syllabus designed is taught to be based essentially on a decision about units of classroom activity and the sequence in they are performed Phillips (2000). In this way, it should be practiced English language in relation with other subjects such as: math, arts, Spanish, biology, history and sports which would permit students to have relation with the language all the time and practicing at school using memorization and comparing with classmates as study skills.

The fourth question was designed to find how much a student practice the language in the classroom. The 13% of students practices it very much, the 34% of them does it much, the 19% of them does it enough, the 18% of them does it a little and the 16% of them don't practice it. The results can be seen in figure 4.4



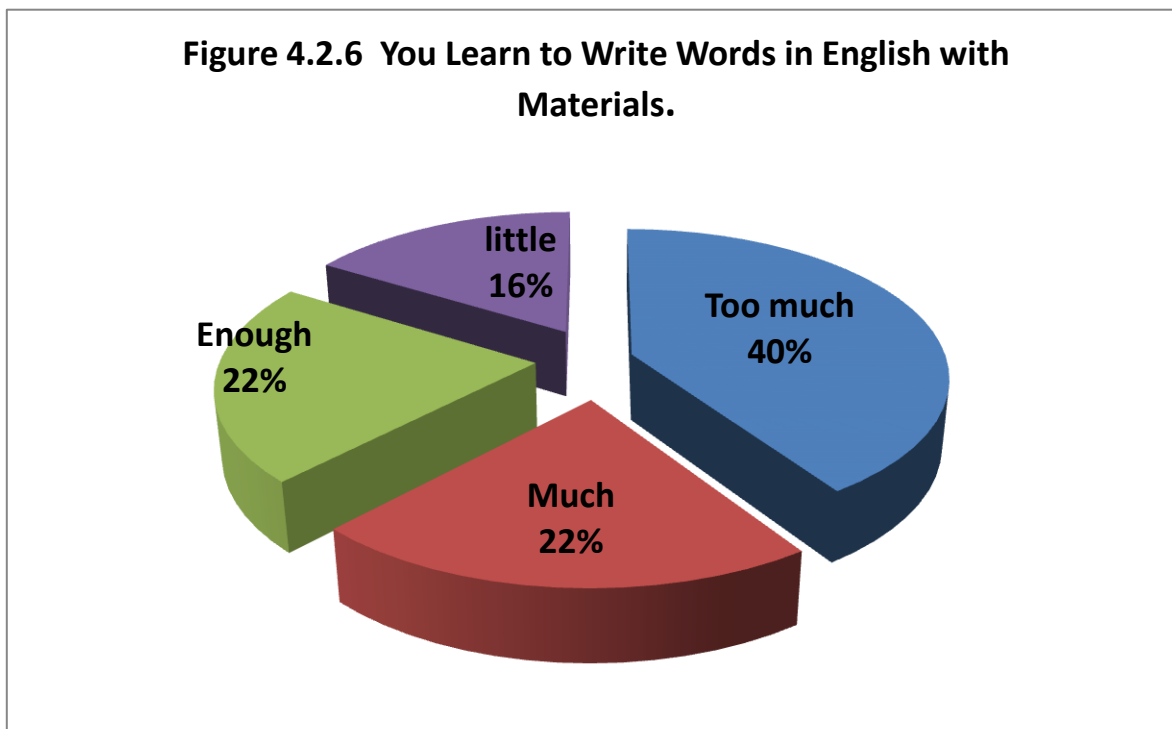
In the graph showed above confirms that English language is practiced in classroom out of English class. Practicing a language out of English class in a writing way, it is a result of motivation that students have and that makes students' knowledge is being in motion through writing communication as a result of student's security. Students are prepared to create active writing since this is the stress of the class Burns and Sinfield (2004). When students start using language out of English class, they are familiar with it. Nevertheless, it would be essential correct some mistakes in the moment to have then an effective learning of the language that permits students to use study skills to learn throughout life and be competent in writing English language.

The fifth question emphasizes on how much, the English materials that teacher used, helped to students to write in English better. The 36% of students points out that they were help too much, the 33% of them agrees it was much, the 17% of them says it was enough and the 14% of them says it was a little. The results can be seen in figure 4.5



This graph presented above demonstrates that materials have played an important role in English classes because of student's participation with materials. This one improves the writing skill in and out of the classroom; this participation makes the visual materials are useful for students discovering the important role of them, learning through direct interaction with them through exercises. When a practical and straightforward method for choosing ESL textbooks is to analyze the options according to the program issues that going from broad to specific ones Garinger (2002). Thus, it is necessary materials should be more projected in order to students can look at words and then they can remember them so later they can write them well. In this way, technology helps students be active and motivated for learning English in a different way.

The last question points out that how much students learn to write in English with the material that teacher used for them. The 40% emphasizes on it was too much what they learn; the 22% of them said it was much and the 22% of them said that it was enough and the 16% points out it was a little they learned. The results can be seen in figure 4.6



In this graph presented demonstrates that students have a concept of knowing about English. Maintaining a direct contact with learning process, students will learn the English language because it is necessary to maintain in contact with English materials that help make easy the learning process, it points out that material have the function to support the development of skills Garinger (2002). It should be created new materials for each skill that can motivate students to fortify their own knowledge in a different skill, in this case writing skill. Besides, using materials for teaching English, they also could be used for assessing the class and evaluating the language in different periods.

## **Chapter V: Conclusions**

In this chapter, it is written the conclusions about the investigation done in a specific context, which it was a primary school, focused on researching what problems of study skills that students have in order to learn English a foreign language. Firstly, there will be conclusions in relation with study skills that help students learn English efficacy. Secondly, there will be conclusions about writing skill which was specifically researched in this investigation. Besides, it is written the implications which say the support to educative field that benefits to students to their English learning process. On the other hand, we have the limitations which are some aspects that arose during the research and they were not investigated in that moment, but it would research further to improve and help the student's English learning process.

### **5.1 Summary**

Learning English language as a foreign language is a process which contains elements necessary to perform the process efficacy for example, learning strategies, study habits, skills development and study skills. Emperador Cuauhtémoc Primary School students had some factors of not using study skills that affected the English learning process. These factors are present that avoid being competent. English learning makes difficult to students all the time because of not using study skills and some strategies that can help and make easy the English learning process to be efficacy. Besides, practicing these study skills joining with other subjects, for example subjects they have at school. That will be an important goal of using study skills to construct the English learning. To study efficacy obtaining learning, it is necessary to have elements which learners must pay attention to achieve the personal objectives in an English course, the following is the conclusion of the study skills used by learners and discovered through instrument applied.

The use of study skills focused on writing skill need some elements in order to have successful in the activities and in the future it is reflected through achieving in learners the correct expression of their feelings, their researching and their ideas through writing which has been one of the most worried for many students at not being able to do it right.

## **5.2 Implications**

This research is a support to the education field focused on learning effective of English language to develop on students their the interest of using study skills in order to be competent; it means developing abilities that go with knowledge and create new things with those elements to manage to situations and new stages that worldwide will present to society. Mainly, this research will lean a great deal of educative institution Emperador Cuauhtémoc primary school where the research was done in two 5° grade groups. The benefits will be reflected on students so that they may not have trouble in following-education and they can use study skills in any subject. So this way, their abilities will be developing to become competent during learning process in followings education levels. This research is available for future investigations that could be done focused on this field which is educative to develop this research and have benefits for learners.

Also, at the moment of researching it was found aspects that were not taken into account before and could be researched in the future. Behavior and attitudes that students have, and learn in classroom and out of classroom, affect their English learning process. These factors are the consequence of not using study skills due to following just attitudes that parents and teachers' tutors use.

## **5.3 Limitations**

In this quantitative research there were some limitations which arose during the research was being done. One of the limitations that arose was to not including of English teachers who worked teaching English in the institution; the research was focused on learners that could give different points of view about student's English learning. Besides, this research could have had a qualitative focus to understand the problems and factors students to not using study skills at the moment of learning English.

#### **5.4 Directions for further research**

This research is available for future investigations and in this way, the research can improve for helping students to their English learning process. To future researching, it could be important to use and modify the instrument depending on the specific context it will be worked as well as theory, actualizing the theoretical framework so can explain what it is going to be researched supporting with new and recent investigation that help to the educative field.

## Appendix I



BENEMERITA UNIVERSIDAD AUTONOMA DE PUEBLA

FACULTAD DE LENGUAS

LICENCIATURA EN ENSEÑANZA DEL INGLÉS



El objetivo de esta encuesta es conocer que tan frecuente los estudiantes utilizan una estrategia de estudio al escribir en inglés para mejorar su habilidad en esta asignatura. La información recabada será utilizada con fines académicos para realizar una investigación en beneficio de la educación.

Genero: \_\_\_\_\_ edad: \_\_\_\_\_ ha tomado cursos de ingles:  
grado: \_\_\_\_\_

### Sección I: estrategias de estudio

1. Cuando vas a escribir algo en inglés, ¿Qué tan frecuente lo haces correcto?  
a) Siempre      b) a veces      c) alguna vez      d) en ninguna
2. ¿De que manera aprendes mejor al escribir palabras en inglés?  
a) Siempre viendo al pizarrón      b) a veces escuchando      c) alguna vez leyendo      d) en ninguna
3. Antes de entregar el trabajo al profesor, ¿revisas si las palabras están escritas correctamente?  
a) siempre      b) a veces le pregunto a mi compañero      c) rara vez reviso antes de entregar      d) espero que el maestro me corrija.
4. Cuando entregas el trabajo de clase al profesor, ¿piensas en....?  
a) Siempre terminar primero      b) a veces en que mi trabajo este correcto      c) rara vez reviso yo primero si esta bien.      d) nunca pienso en eso
5. Cuando no te acuerdas como se escribe una palabra, ¿le preguntas al profesor?  
a) Siempre      b) a veces      c) rara vez      d) nunca
6. Cuando estas haciendo tu trabajo, ¿comparas tu trabajo con tus compañeros para revisar si están bien?  
a) Siempre      b) a veces      c) rara vez      d) nunca
7. ¿Tu profesor te motiva a que escribas correctamente palabras, fecha, etc.?  
a) Siempre me motiva y me siento satisfecho      b) a veces me motiva      c) rara vez me motiva      d) nunca me motiva
8. ¿Te gusta mucho la forma en que el maestro te explica la clase de inglés?

- a) Siempre me gusta la clase b) a veces me gusta la clase c) rara vez me gusta d) no me gusta la clase
9. Cuando estudias inglés en tu casa, ¿revisas los trabajos y apuntes de inglés que se hicieron en ese día?
- a) Siempre b) a veces c) rara vez, cuando me acuerdo d) nunca los reviso
10. ¿Qué tiempo te pasas estudiando los apuntes y trabajos de inglés en tu casa?
- a) Siempre media hora b) a veces 15 minutos c) rara vez, 5 minutos d) nunca los reviso

## **Sección II: desarrollo de la habilidad de escritura**

1. Ahora ¿Qué porcentaje tú consideras que sabes más inglés desde que te comenzaron a enseñar en la escuela?
- a) 20% mas b) 40% mas c) 60% mas d) 80% mas
2. ¿Qué porcentaje tú consideras que eres bueno en inglés?
- a) 40% b) 60% c) 80% d) 100%
3. ¿Qué porcentaje tú consideras que en el salón de clase se practica inglés en escritura?
- a) 40% b) 60% c) 80% d) 100%
4. ¿Qué tanto tú practicas escribiendo inglés en la clase de inglés?
- a) 40% b) 60% c) 80% d) 100%
5. ¿Qué porcentaje el material que lleva el profesor de inglés, te ayuda para que escribas mejor en inglés?
- A) 40% b) 60% c) 80% d) 100%
6. ¿Qué porcentaje el material para trabajar en clase de inglés, tú aprendes a escribir palabras?
- a) 40% b) 60% c) 80% d) 100%

☺ Muchas gracias por tu tiempo, que tengas un excelente día!!!☺

## Appendix II



BENEMERITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

FACULTAD DE LENGUAS

LICENCIATURA EN ENSEÑANZA DEL INGLÉS



El propósito de esta encuesta es recabar información acerca de la frecuencia en que se utilizan las estrategias de estudio y la cantidad en que desarrollan la habilidad de escritura en el aprendizaje de inglés como lengua extranjera. La información recabada será utilizada con fines académicos y de manera confidencial. Te solicitamos contestes con honestidad.

Genero:                      edad:                      ¿Ha tomado cursos de ingles?:                      Nivel:  
Dónde? :

### Sección I: estrategias de estudio

1. Cuando vas a escribir algo en inglés, ¿Qué tan frecuente copias correctamente viendo al pizarrón?  
a) Siempre      b) por lo general      c) a veces      d) alguna vez      e) nunca
2. Si te dictan una palabra en inglés, ¿La escribes correctamente?  
a) Siempre      b) por lo general      c) a veces      d) alguna vez      e) nunca
3. Antes de entregar el trabajo al profesor, ¿Comparas con un compañero si las palabras están escritas en inglés correctamente?  
a) Siempre      b) por lo general      c) a veces      d) algunas veces      e) nunca
4. Cuando entregas el trabajo de clase al profesor, ¿Lo primero que haces es revisar tu trabajo para ver si esta bien?  
a) Siempre      b) por lo general      c) a veces      d) algunas veces      e) nunca
5. Cuando no te acuerdas como se escribe una palabra en inglés, ¿Le preguntas al profesor?  
a) Siempre      b) por lo general      c) a veces      d) algunas veces      e) nunca
6. Cuando estas seguro de como escribir una palabra, ¿Revisas si estás bien?

- a) Siempre      b) por lo general      c) a veces      d) algunas veces      e) nunca
7. ¿Te sientes satisfecho cuando tu profesor te motiva a que escribas correctamente en inglés: la fecha, palabras nuevas, etc.?
- a) Siempre      b) por lo general      c) a veces      d) algunas veces      e) nunca
8. ¿Te encanta la forma en que el maestro te explica la clase de inglés?
- a) Siempre      b) por lo general      c) a veces      d) algunas veces      e) nunca
9. Cuando estudias inglés en tu casa, ¿Revisas los trabajos y apuntes de inglés que se hicieron en ese día?
- a) Siempre      b) por lo general      c) a veces      d) algunas veces      e) nunca
10. ¿Dedicas de 10 a 15 minutos estudiando los apuntes y trabajos de inglés en tu casa?
- a) Siempre      b) por lo general      c) a veces      d) algunas veces      e) nunca

## **Sección II: desarrollo de la habilidad de escritura**

1. Ahora ¿Qué tanto consideras que sabes escribir en inglés desde que te comenzaron a enseñar en la escuela?
- a) Demasiado      b) mucho      c) suficiente      d) poco      e) nada
2. ¿Qué tanto consideras que eres malo escribiendo en inglés?
- a) Demasiado      b) mucho      c) suficiente      d) poco      e) nada
3. ¿Que tanto consideras que se practica inglés de manera escrita en el salón de clase?
- a) Demasiado      b) mucho      c) suficiente      d) poco      e) nada
4. ¿Que tanto en la clase de inglés, practicas la escritura?
- a) Demasiado      b) mucho      c) suficiente      d) poco      e) nada
5. ¿Qué tanto el material que lleva el maestro, como; videos, libros, copias, palabras en el pizarrón, te ayuda para que escribas mejor en inglés?
- a) Demasiado      b) mucho      c) suficiente      d) poco      e) nada
6. ¿Qué tanto aprendes a escribir palabras en inglés, con el material que lleva el maestro?
- a) Demasiado      b) mucho      c) suficiente      d) poco      e) nada

☺ **Muchas gracias por tu tiempo, que tengas un excelente día!!!☺**

## References

Alfieri Olcese Salvatecci. (2002). Como estudiar con éxito; técnicas y hábitos para aprender mejor. Mexico, D.F.: Alfaomega.

Cambridge English Dictionary University press

David Garinger. (2002). ESL materials. Chicago: Oxford

David Nunan. (1989). Designing Tasks for the communicative classroom. Cambridge; New York: Cambridge University press.

Edited by Robert J. Sternberg. (1994). Thinking and problem solving. San Diego: Academic Press.

Ernesto Macaro and Andrew Cohen. (2007). Language learner strategies: thirty years of research and practice. Oxford; New York: Oxford University Press.

Gabriel H. Diaz Maguioli. (1995). Managing learning styles in the classroom. Alexandria Va.: TESOL.

I.S.P Nation and Jhon Macalister . (2010). Language Curriculum Design. New York: London;Routledge

Jack C. Richards and Theodore S. Rodgers. (1986). Approaches and methods in language teaching: a description and analysis. Cambridge; New York: Cambridge University Press.

Marilyn Lewis and Hayo Reinders. (2003). Study skills for speakers of English as a second language. Basingstoke: Palgrave Macmillan.

Monereo, C., Castello, M., Clariana, M., Palma, M., Perez, M. “estrategias de enseñanza y aprendizaje”

Monica Trotter. (2000). Estrategias de aprendizaje; aprendizaje significativo de manera sencilla, agradable y eficaz para desarrollar el potencial intelectual. Mexico, D.F.: Alfaomega.

Nigel Harwood. (2010). English language teaching materials: Theory and practice. Cambridge: Cambridge University Press.

Peter M. Nardi. (2003). Doing survey research; a guide to quantitative methods. Boston: Pearson.

Philips D.C.. (2000). Constructivism in education: opinions and second opinions on controversial issues. United States of America: NSSE.

Ramírez, R. "Materiales y recursos en la enseñanza de inglés; Innovación y experiencias educativas" 2008

Richards, J and Rodgers, T.. (2001). Approaches and methods in language teaching. Cambridge; New York: Cambridge University press.

Ricky Lowes and Francesca Target. (1998). Helping students to learn; a guide to learners autonomy. London: Richmond.

Rita `o Donoghue. (2005-2006). Study skills: managing your learning. Adult and continuing education, 6, 27.

SEP (2009), Programa Nacional de Educación Básica 2009, México,

Stella Cottrell. (2003). Study Skills Handbook. Basingstoke: Palgrave Macmillan.

Tum Burns and Sandra Sinfield. (2004). Teaching, learning and Study Skills. London: SAGE Publications.

Uhl, A., Barnhart, S., Robins, J.. (2000). Learning strategies handbook. White plains, NY: Longman.

UNESCO (1997), Literacy and learning strategies 1997, Hamburg,