ISAE UNIVERSITY PANAMA

FACULTY OF HUMANITIES AND EDUCATION

BACHELOR DEGREE IN ENGLISH

THESIS

PROPOSAL

STRATEGIES OF LEARNING IN THE TEACHING OF THE ENGLISH LANGUAGE IN THE FIFTH GRADE STUDENTS OF THE BILINGUAL EDUCATIONAL CENTER ROBERTO FRANCISCO CHIARI.

PREPARED BY

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ACKNOWLEDGMENT

Be my first lines to thank everyone, who throughout these four years of career has strived to support me and guide me to reach all this, which is the culmination of my career, as a graduate in English.

The process has not been easy, for which I thank my classmates and teachers who helped me to cope with each and every one of the crucial moments within the degree, making it more enjoyable, to Roberto Francisco Chiari Bilingual Educational Center school in the Arraiján District for opening the doors and allowing me to be part of their family throughout the practice period, especially Professor Ofelina Jaen who always trusted me and gave me her full support in the process, for all your time and dedication, thank you!

DEDICATION

To God for keeping me on track and well-focused until the last moment. To my parents, Aleyda and Roberto, and to my sister Frihtsy, for always supporting me unconditionally and believing in me to the end, for giving me all their love, words of encouragement, and always keeping track of my classes, homework, and work. With love to those that are the center of my life.

To my friends who throughout my career were always encouraging me to continue and did not allow me to decline in times of difficulty, and to all the people who during all these years were there for me, supporting me to make this dream come true.

Thank you all!

GENERAL INDEX

1. **TITLE**

STRATEGIES OF LEARNING IN THE TEACHING OF THE ENGLISH LANGUAGE IN THE STUDENTS OF THE FIFTH GRADE OF THE BILINGUAL EDUCATIONAL CENTER ROBERTO FRANCISCO CHIARI

2. BACKGROUND

[1.] According to Thesis "Learning strategies used by students in the third grade of secondary education", important characteristics about the cognitive approach and that the use of mental capacities is of utmost importance for human development in education, contributing with a source of important knowledge for the development of future pedagogical research proposals. (Reyes-Yanac, 2015)

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[2] According to Thesis "Didactic techniques of good humor and its impact on the quality of learning of the students of the Technical University of Manabí", the importance of teaching classes is not only to provide knowledge, as teachers and educators we can look beyond just dictating seminars or long talks and looking very smart, that's fine, but it is better seen to motivate a group of participants with good humor, not trying to make jokes or antics of an issue, but try how it is attributed with good humor of things. Currently, there is a paradigm shift in teaching, which leads to placing everything in the interest of the student. (Cedeño, 2017)

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[3] According to Thesis: "The relationship of didactic strategies in the teaching of literature and teaching competence in the IEP" good news ", due to the importance of communicating and making the information of everything that is being sent to be clear and Precise, a non-experimental model was made to determine the direction taken by the pedagogical didactics to propose strategies that can contribute to the strengthening of the literary language. (Delgado, 2016)

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[4] According to Thesis "The online education of the English language in China and India, two case studies", taking advantage of the doctoral notes, this document contributes rigorously to language education. Analyze the processes for teaching English as a second language online, the emerging

situations of technology, the multiple linguistic peculiarities are used in each of the interfaces. Selecting individuals from different regions, we seek to test with robust and prosperous characteristics and some others that were less developed in their analysis. (Preabianca, La educacion en linea del idioma ingles en china e india, dos estudios de caso [tesis doctoral, universidad de oviedo], 2017)

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[5] According to the thesis "Teaching English in Early Childhood Education", an experimental model research proposal with information from 40 centers in Galicia, Spain, inferring to record the benefits of learning a foreign language at an early age. (porto, 2018)

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[6] According to the thesis "application of innovative didactic strategies to the development of creative thinking on the students of IV cycle of the faculty of education of the feminine university of the sacred heart", research proposal with information from putting into practice the sensibility and use of conscience to raise ladies with knowledge on the actuality and its perils from not preparing themselves on time. this also records the benefits from learning a new language at any age. (Paulina Marisol, 2017)

3. PROBLEM DESCRIPTION

At Roberto Francisco Chiari Bilingual Educational Center, some of the fifth-grade students in the afternoon shift are dealing with needs as well as behavior help, some others do not present this characteristic. learning a new language could be very tiring, deal with the emotions of a new language when I still have not understood completely my own native language, is something that is not so easy to have in hand, it does seldom on children, so the usage of tactics try to help for a proper development of English language learning.

According to the experience of many high-performance teachers, regardless of the region, city, mountain range, island, country. The work of the teacher ranges from contributing to the good development of the character of the participants to encouraging students to contribute to the development of the campus both at home and in their country.

Confronted with these high-performance variables, achievement and contribution, are the students who participate in the different pedagogical and educational institutions at a national or international level and fail to understand sufficiently the importance of what is expected of them. If we ask a group of problem students in an institution starting to qualify with the advice from a good teacher, we are sure that they will tell us that the reasons for not passing were not having enough study or not spending the necessary time to it.

We are also responsible for the question, if they know of the different techniques that exist for learning and if teachers know it too. What learning methodologies are they using and if the students are really understanding the lessons? Because there is no such thing as a sinner in a classroom, since in the classroom all behavior different from analyzing and practicing the pedagogical contents for optimal growth are abandoned, for helping in their health and productivity of the individual.

Following up on styles and actions to find out the direction and viability of teaching techniques on campus as well.

These concerns exist, we started an investigation to aim and to try to blow out the incessant flame of the lack of the given knowledge that sometimes comes to absorb all the time and energy of the student.

It is expected to know characteristics to arrange the tools that are needed and to contribute to the forging of learning and teaching as a transcendental historical symbol of unity.

4. QUESTION AND RESEARCH OBJECTIVES

4.1 MAIN RESEARCH QUESTION:	4.2 GENERAL RESEARCH OBJECTIVE:
What strategies of learning are used in the Teaching of the English Language in the students of Roberto F. Chiari Bilingual Educational Center?	To make use of the strategies of learning and categorize the English Language Teachings at Roberto F. Chiari Bilingual Educational Center.
4.1.1. SECONDARY INVESTIGATION QUESTION:	**4.2.1 SPECIFIC RESEARCH OBJECTIVE:**
What strategies of learning between laboratories, forums, documents are used in the students of Roberto F. Chiari Bilingual Educational Center?	To identify strategies of learning between laboratories, forums, documents in English language students of Roberto F. Chiari Bilingual Educational Center.
What teachings of the English language between laboratories, forums, documents are used in the students of Roberto F. Chiari Bilingual Educational Center?	To determine teaching of the English language in the students of Roberto F. Chiari Bilingual Educational Center.
What are the strategies of learning that are	To characterize the situations of the

associated with the generation of greater teaching of the English language in the students of Roberto F. Chiari Bilingual Educational Center?	strategies of learning that are associated with the generation of greater teaching of the English language in the students of the Roberto F. Chiari Bilingual Educational Center.

5.   IMPROTANCE OF THE INVESTIGATION

Doing this research is important because it allows the researcher to have more detailed information, information that could be used to restructure, offer, and innovate furthermore. We can't forget the students who are human beings, that some are going through a conflictive environment, some others misunderstanding and not observing carefully what is their surroundings, then lacking of answers to why is that information of methodologies and tools in education given to them freely as simple as water is clear, that is not is well accepted from children all the time, knowing that they can start relying on teachers, on any decision taking despite of the fact that the providers of pedagogy are not a very close relative of them.

Many teachers deal with 25 students daily, others with more than 35 and so on. Ultimately, students will benefit the most from the research and willing that the final result provide with data to further develop more to their quality of learning.

5.1 RESULTS OF THE INVESTIGATION

Learning techniques are essential tools for good development during education.

The learning techniques applied in teaching the English language not only contributes on helping the participant to have a better approach of the language they practice, but they are also involved with tools that will introduce them throughout their professional career. Allowing them to have the necessary tools that effectively and quickly solve problems of our day to day, that is

why a research proposal is developed with a scientific basis that seeks to learn new attitudes to correlate with pedagogical information and thus continue to obtain knowledge.

CHAPTER 2. THEORICAL FRAMEWORK

6. THEORICAL FRAMEWORK INDEX

6.1 CONCEPTUAL DEFINITION

6.1.1 STRATEGIES OF LEARNING

Strategies of learning also known as pedagogical strategies are mechanisms used by professionals to contribute to individuals so that procedures can become understandable in the range of their knowledge, this strengthens decision-making to completely achieve that proposed objective.

Strategies such as rereading and repeating aloud, etc. These are pedagogies that, added in a deeper way merged with school content will add certain other characteristics that through their practice, these strategies will help the student to maximize their ability.

6.1.2 TEACHING OF THE ENGLISH LANGUAGE

The English language is the activity responsible for contributing to an individual in the acquisition of skills such as foreign languages.

Teaching English language is an applied branch of linguistics, which through the student's effort they manage to improve the components that exist there.

The teacher focuses on the student's will to overcome all their activities and to improve skill.

6.2 THEORIES OF LEARNING AND TEACHING OF THE ENGLISH LANGUAGE

6.2.1 STRATEGIES OF LEARNING

The science that is in charge of teaching and educate, builds a bond by instructing the students that openly seeks to find the most relative content, is not only to facilitate learning, but on the other hand it helps to puts into practice concepts that everyone can go through by applying ideas harness. It entails putting into practice a plan associated with pedagogy effectively.

Didactics is a nature-pedagogical discipline, guided by educational purposes and committed to achieving improvement for all human beings (Ríos, 2016, pg. 24).

The action of implementing a study plan will aim to improve learning techniques in a simple way to master.

(Mallart, 2016) quoted in Ríos (2016) states that "In Latin, the verbs docere and discere, teach and learn respectively, have given rise to the semantic field of which words such as teaching, doctor, doctrine, student, discipline, disciple". (pg.24).

6.2.2 TEACHING OF THE ENGLISH LANGUAGE

"They can be considered guides for quality, commitment, and pedagogical self-demand in which all the educational processes that take place in the teaching center and the reference stage are involved, and not only in didactic communication (Ríos, 2016, pg. 28).

In teaching we find the benefit of putting into practice a transmission of ideas, skills, knowledge, and habits, these people generally lack. Undoubtedly, the transfer of knowledge is the way in which we strongly emphasize good learning process, whether from the professional to the student or from a parent to their children.

Ríos (2016) attributes. "Teaching in a defined context, capable of improving interpersonal relationships, formative learning, acquisition of skills, etc. Thus, we speak of an active, significant, transdisciplinary methodology, etc., based on which it is planned and developed". (pg. 29).

Neural transmission related to the educational nature of the mind is related, through processes our brain enhances its performance and offers it a better connection character between its

neuronal cells. Therefore, having the necessary tools to solve problems is important, that will transform us and give us more courage and lead us toward a good pedagogical character.

6.3 HISTORICAL FOUNDATION OF THE LEARNING.

6.3.1   HISTORY OF STRATEGIES OF LEARNING

In the ancient times of the human being when he began his journey through the world, with naturalness and spontaneity, he needed to adapt and distinguishing the value of the benefits of what he does, to transform himself to get use of hunting for his daily life, as well as constructing shelters for sheltering themselves, among others, to then continue what he started, he had to take all that into consideration.

Prompting him with increasing relevance to learn how to do it, later on devising to capture ideas as it were for the beneficial transfer of known information. Due to the importance that implicated doing it in the minimum amount of time possible, there arose the categorization of concentration and correlation systems.

Zambrano (2016) affirms. "Good humor is a unique capacity of the human being. All cultures have valued it and attribute numerous psychological benefits to it, for example, states of joy, well-being and satisfaction, less stress and depression". (pg. 19).

Only the human being is able to see how his powerful discovered engineering is capable of mixing all kinds of learned processes to improve the results of the techniques the most.

6.3.2   HISTORY OF ENGLISH LEARNING

The advancement of the modern world has as its history vast anecdotes that transform the dialogue and the way of representing words, to then carry out a certain activity. Within the teaching of the English language, we can contrast the accents and determine which ones are born in a different place and where it is being practiced,

In the content of a word, we find the meaning in addition to what gives definition to an action, or that is reflected or how something alludes to, these are the bases that can be taken to other very distinctive levels as we can witness in the scriptures of poetry.

Transcending from Great Britain throughout North America, to its remoteness in America, it is known that the English language, which is also taught in educational centers in other countries due to its level of worldwide recognition and use, is being the mediator of business also and even a connector in interpersonal relationships.

6.4 THEORICAL FOUNDATION OF THE LEARNING IN THE STUDENTS OF THE ROBERTO F. CHIARI SCHOOL.

6.4.1   FORUMS

The use of forums in the classrooms of the Roberto F. Chiari Bilingual Educational Center is highly relevant to the point of helping students to participate and share their ideas on main topics designated for discussion.
Within the discussion, students can collect ideas to present them in an organized way in order to promote their eloquence in debate, such as acquiring truthful skills for everyday life.

All opinions, although important, must be heard by the teacher, since elementary students save a lot of energy and need to excel it correctly. by assigning topics that may be of interest to other students, it can exalt creativity and stimulate that nervousness that many deal with when presenting a speech.

6.4.2   LABORATORIES

The laboratory is allowed in order to experience the results, next to it, the students can decide how to make their next experiment if necessary. With laboratories, we can stimulate and discuss the development of content and the application of pedagogical subjects that students are unaware of. A group lab is always good in a controlled environment.

We call laboratories the projects that we can achieve with the help of other support materials, to generate autonomous development or self-management in the student in order to apply it to completing tasks and meet objectives.

6.4.3 DOCUMENTS

The documents are tangible testimonies prepared by institutions, a natural, public, legal or private person, or in which anything can go written. The document support material challenges the student along with the development of material, using cognitive skills.

The documents must always be based on the level of learning of the individuals or a little higher conveyed the cases.

The intention of the document is to individualize the subject of the groups and encourage them to memorize ideas of personal interest with which they can then start a debate, write a letter, build new material that supports them due to the distinctive point of view that each student has.

6.5 THEORICAL FOUNDATION OF TEACHING THE ENGLISH LANGUAGE IN STUDENTS OF THE ROBERTO F. CHIARI SCHOOL

6.5.1 PLANNING

Thanks to the SIOP system, the stimulation in the foundation of the bases towards the students with respect to the English language manages to be always different and each time very varied.

Planning is always based on improving student skills, demanding more and more in the field of school development every time.
The plans are made estimating that the motor abilities of the student together with the cognitive ones are in perfect condition for an optimal development of the knowledge of the individual,

managing to put into practice what is planned by the instructor, he must be able to share the studies analyzed with greater application in the next period.

6.5.2 VOCABULARY

The vocabularies for learning are very important, they allow the student to know new words, they help to initiate discussions about the term of the words that are often unknown, thus helping the participant to work on their eloquence.

A group of words is the perfect definition of vocabulary, the teacher should be able to provide words to students seeking to strengthen their lexicon, focusing on didactic topics from books that he develops alone or together with his students in the classroom. The discussion of these laboratories is important since even though it seems like an extensive work, it focuses on promoting word memory and improving retentive.

6.5.3 CONCEPT MAPS

Working with concept maps facilitates the student to know the elaboration of summaries, as well as to have a good organization of the ideas that he wants to implement to an undefined topic.

This practice implemented in the study plan is of great benefit for the development of student concepts.

Working on the concept maps strengthens the understanding of the syntax, helping the student to maintain an eloquent and fast rate of thought, allowing him to work on concrete logical and critical answers, also of an analytical or creative nature.

7.   METHODOLOGICAL FRAMEWORK.

7.1   TYPE OF STUDY

7.1.1   QUALITATIVE APPROACH

The type of association with the study carried out was prepared qualitatively according to the style of Myrka Reyes (2015). Analyzing the type of phenomenal behavior that occurred, inside or outside the classroom, the inciting behavior to participate in a survey at its peak and fullness began to be shown, then characterizing the teaching of the English language in the classrooms, it is sought to analyze the progress in the subject that the student approves for later analysis.

7.1.2   NON-EXPERIMENTAL DESIGN

The method used is empirical-analytical, experiencing the general objective of the 5th grade students within the Roberto F. Chiari bilingual educational center.

First, using the students' learning focus as support, thus seeking to give a review of the learning strategies that students are using to develop their learning, then with the preparation of the questionnaire with which the student's knowledge of the material of the study is verified. The strategies implemented in the English language, and finally the application of the analysis instrument of the student population study in the school

7.1.3   CROSS DESIGN

The design that was implemented in the thesis was of an observational nature, to measure the characteristics of the knowledge of the teaching of the English language in the fifth-grade students of the Roberto F. Chiari bilingual educational center.

7.1.4   DESCRIPTIVE OR CORRELATIONAL SCOPE

Through observation in this research, it is planned to maintain an approach to the students with the study material to strengthen the quality of education that they can receive in a public or private school.

7.2.   DEFINITION OF THE CONCEPTUAL RESEARCH VARIABLES

7.2.1   DEFINITION OF THE INDEPENDENT CONCEPTUAL VARIABLE

STRATEGIES OF LEARNING

The strategies of learning are seen with significance in this topic, since the handling of the information that will be worked is in a dynamic and objective way for everyone.

The learning techniques in the Roberto Francisco Chiari Bilingual Educational Center are, so to speak, the gymnasium of the students' consciousness, and we as training leaders must focus on the participant enjoying the way the subjects are given as well as being able to enjoy of a more elegant lifestyle through the correct use of linguistic objects that allow us today to communicate in a simple, objective way and using our feelings.

7.2.1.1 DEFINITION OF THE INDEPENDENT OPERATIONAL CONCEPTUAL VARIABLE.

Planning: Planning is the action of recording, monitoring, and maintaining an idea or plan with good shape, these aspects are related to the use of memory, and the brain always requires the motivation to reach the desired level.

Vocabulary: vocabularies are all those words that together with others form a scheme of meanings. The pronunciation of the words varies depending on the language used, but thus always forming a structure for a word.

Concept maps: Concept maps are staggered designs of information with which the student can understand the operation of the characteristics associated with the concepts and their definition.

7.2.2 DEFINITION OF DEPENDENT CONCEPTUAL VARIABLE

The teaching of the English language in the Roberto F. Chiari seeks to encourage students to develop a foreign language, so that they can then master the different words and sounds pronounced in the language, teaching English can work only by repeating nouns or verbs for the student to analyze them, but beyond all this is the linguistics that is responsible for representing the aspects of a language, such as phonetics, phonology, morphology, syntax, semantics, lexicology.

Each of these is specialized in understanding how language works, since language belongs to the social sphere of the individual, it is important to recognize their differences.

Phonetics: This is the discipline that tries to understand all sounds, nonetheless their imperfections.

Phonology: this discipline is linked to the physical representation of sounds through symbols to deal with the correct pronunciation of a word in the language in a simple way.

Morphology: also known as the word derivation process.
In this discipline we find that it is the speaker who decides which word will be used and which will be used less frequently, thus promoting the creation of new words since some are older than others.

Syntax: The syntax is the discipline that focuses on a discourse having a structurally speaking relationship, fixing on the relationship of verbs with content and important points, as well as the correct functioning of a word used in the plural.

Semantics: the discipline that is responsible for studying the meaning of each of the linguistic branches, giving meaning to phrases that perceived literally is comic, but it is not.

Lexicology: lexicology is the discipline that is responsible for understanding the meaning of the word and noting the change that it applies individually in the sentence. Changing then a single word the result of a phrase or writing.

Therefore, having knowledge of linguistics in matters of teaching in the English language could be very beneficial for the individual who receives that information, as a contribution to scientific advancement, passing the information through the generations, seeking to instill the most relevant to good use of the language on a personal and social level.

7.3 HYPOTHESIS.

H_{i1}: The learning techniques generate English language teaching in the fifth-grade students of the Roberto Francisco Chiari Bilingual Educational Center.

H_0: The learning techniques do not generate English language teaching in the fifth-grade students of the Roberto Francisco Chiari Bilingual Educational Center.

7.4   STUDY SUBJECT POPULATION AND SAMPLE.

7.4.1   STUDY SUBJECT**:** Fifth grade students from the Roberto Francisco Chiari Bilingual Educational Center.

7.4.2   POPULATION: Number of seventy-five fifth-grade students from the Roberto Francisco Chiari Bilingual Educational Center for the survey.

8. **QUESTIONNAIRE APPLIED TO FIFTH GRADE STUDENTS OF BILINGUAL EDUCATIONAL CENTER ROBERTO FRANCISCO CHIARI, WITH THE PURPOSE OF OBTAINING INFORMATION FOR THE PURPOSES OF THE PRACTICE.**

1. Do I prepare to dedicate more study time to the areas in which I think is easier?

2. When I study, do I think to improve in the subjects that I have failed or have done wrong?

3. Help me with my homework help in my studies?

4. Do I know and conscientiously apply techniques that help me when studying on my own?

5. Do I know and apply the use of a comfortable study place for me when I do my homework?

6. When I do my homework, do I make opinions on the subject I study?

7. When I study, do I think about the topic that I already know and go deeper to see what I'm learning?

8. When doing new tasks, I think about what I have already learned to use that knowledge if I can?

9. The things that I learn in certain areas of study, Do they help me for other assignments?

10. When I have to learn things by heart, do I do it in a way that I like or is it easier?

11. When I study, drawing about what I am learning, why does it help me to memorize it?

12. When I study, do I use highlighter to highlight what I think is important to study?

13. Do I make summaries of the topic that I have to study so that it is easier to memorize?

14. Am I better at studying the content using words that I can remember?

15. Do I interpret the topics to study in my own words?

16. Before going to school do I have a good breakfast at home?

17. Practicing topics with methods that contain hand and foot movements help me to study?

18. Do I get enough rest every night respecting the 8 hours of sleep?

19. Is it difficult for me to learn if I have to use hands and feet at school?

20. I always raise my hand when I want to present an idea regarding a subject studied?

9. ANALYSIS AND PROCESSING OF RESULTS

Presentation, analysis, and interpretation of the data obtained in the questionnaire applied to the V grades CH, D, and E, of the morning shift of Roberto F. Chiari Basic Bilingual Center, with 25 students each.

Once the data from the questionnaire applied to the students in classrooms CH, D, and E had been collected, they were entered into the database previously designed for their respective processing and analysis.

The population of this investigation consisted of a total of (1,493) students, from the morning shift; of Roberto F. Chiari Bilingual Educational Center, however, the selected sample was based on 3 classrooms of the V grades CH, D and E, rooms where I did my professional practice.

With this application, a sample of 75 students was determined, carried out in three classrooms of V grade, made up of 25 students in each classroom to carry out the survey.

For the validation of the hypothesis and to establish the relationship between the learning techniques in teaching the English language.

To students from Roberto F. Chiari Bilingual Educational Center, the following analysis was considered through questionnaires with the following result:

PLANIFICATION AND CONTROL

Graphic No.1

1. Do I prepare to dedicate more study time to the areas in which I think is easier?

Population 25 Fifth Grade Students

V GRADE	NEVER	SELDOM	OFTEN	ALWAYS	USUALLY
CH	1	3	4	2	15
D	2	6	3	6	8
E	5	7	2	7	4
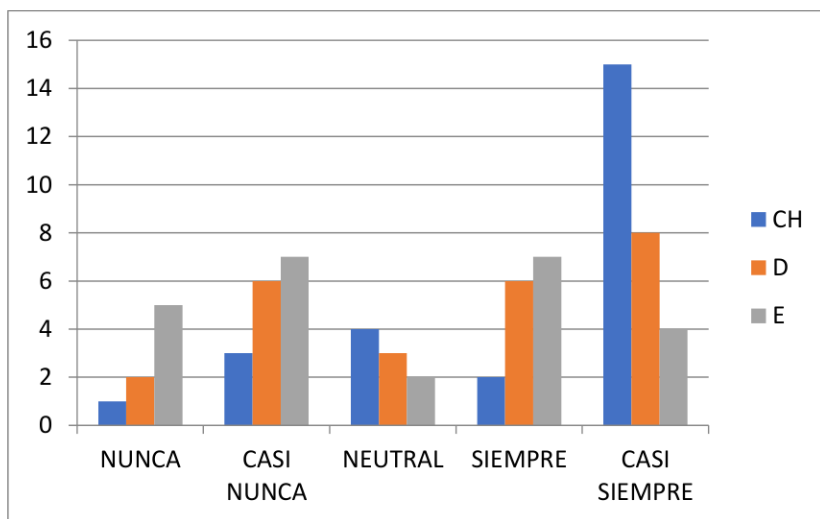
Source: Survey applied to Students at the Roberto F. Chiari Bilingual Educational Center

It is evident in this graph that based on what was collected in this question we can realize that 60% of the students of the V grade CH almost always prepared themselves to dedicate more study time to the most difficult areas, the V Grade D with 32% and V Grade E 16%.

Graphic No. 2

2. When I study, do I think to improve in the subjects that I have failed or have done wrong?

Population 25 Fifth Grade Students

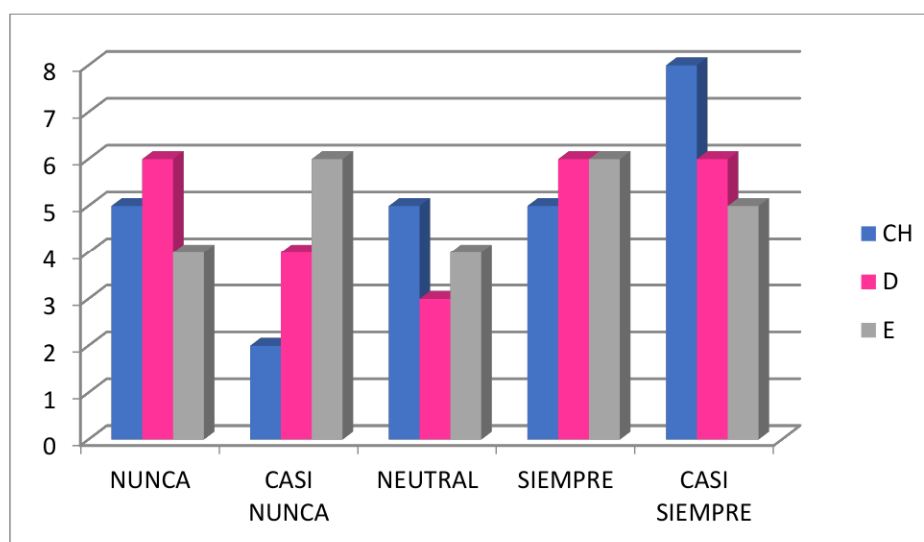| V GRADE	NEVER	HARDLY EVER	OFTEN	ALWAYS	USUALLY
CH	5	2	5	5	8
D	6	4	3	6	6
E	4	6	4	6	5

Source: Survey applied to Students at the Roberto F. Chiari Bilingual Educational Center

Most of the Students who correspond to 32% of the V grade CH answered that they almost always improve the subjects in which they have failed, 20% of the V grade D and E always improve in the subjects, while 30% of the V grade D responded that they almost never improve on the issues they have done wrong.

Graphic No.3

3.   Help me with my homework help in my studies?

Population 25 Fifth Grade Students

V GRADE	NEVER	HARDLY EVER	OFTEN	ALWAYS	USUALLY
CH	0	0	0	20	5
D	0	0	5	15	5
E	0	0	6	15	4
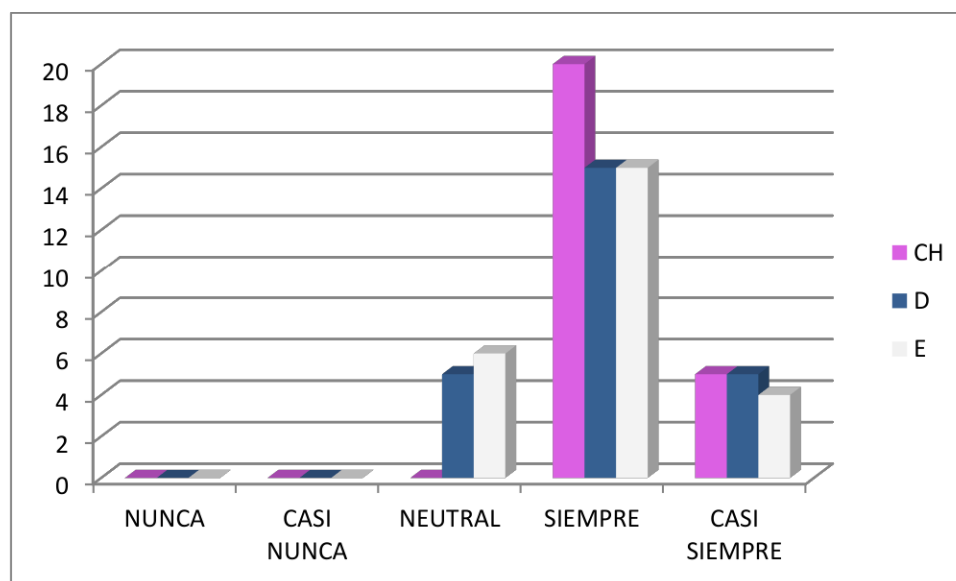
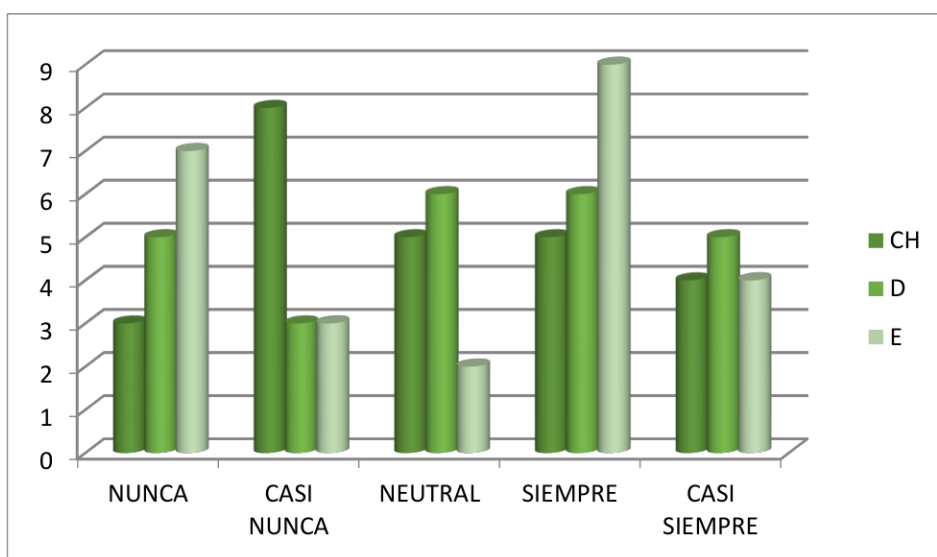**Source: Survey applied to Students at the Roberto F. Chiari Bilingual Educational Center**

Through the survey to the Students, we obtained the following results: 80% of the V grade CH Students consider that homework always helps them in their studies, 24% of the V grade E responded to be neutral to the question and 20% from CH and D responded that homework almost always helps.

Graphic No.4

4. Do I know and conscientiously apply techniques that help me when studying on my own?

Population 25 Fifth Grade Students

V GRADE	NEVER	SELDOM	OFTEN	ALWAYS	USUALLY
CH	3	8	5	5	4
D	5	3	6	6	5
E	7	3	2	9	4

Source: Survey applied to Students at the Roberto F. Chiari Bilingual Educational Center

The results of this question indicate that 36% of V grade E Students state that they always apply techniques conscientiously that help them to study on their own, 32% of V grade CH almost never apply techniques and 28% of V grade E never use the technique, 24% of grade V grade D is neutral to the question.

Graphic No. 5

5. Do I know and apply the use of a comfortable study place for me when I do my homework?

Population 25 Fifth Grade Students

V GRADE	NEVER	SELDOM	OFTEN	ALWAYS	USUALLY
CH	0	0	7	10	8
D	0	4	3	8	10
E	2	1	6	9	7
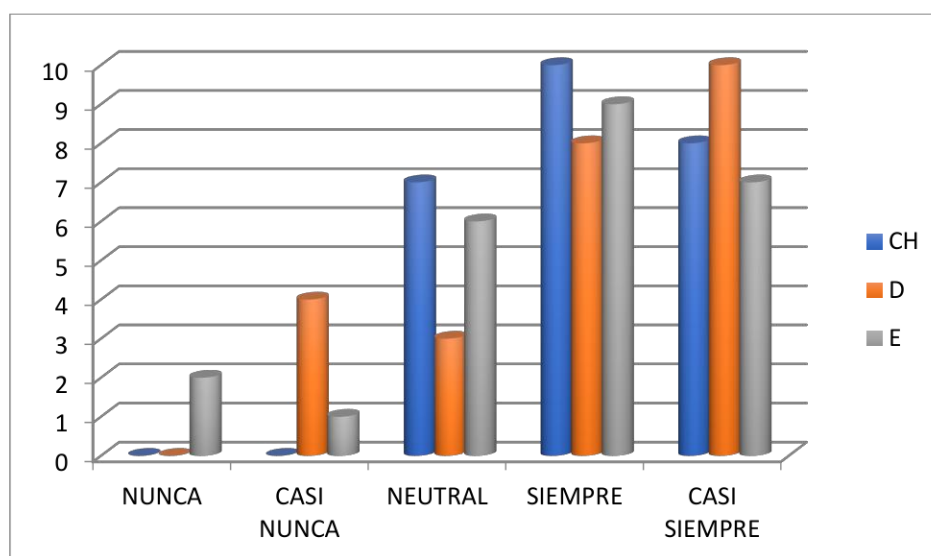
Source: Survey applied to Students at the Roberto F. Chiari Bilingual Educational Center

The results of this question reflect that 40% of the V grade CH Students surveyed consider that almost always they use a comfortable place when they do their homework, 28% are neutral to the question, 16% of the V grade D almost never use a comfortable place to do their tasks.

USE OF LEARNED

Graphic No. 6

6.   When I do my homework, do I make opinions on the subject I study?

Population 25 Fifth Grade Students

V GRADE	NEVER	SELDOM	OFTEN	ALWAYS	USUALLY
CH	7	9	4	0	5
D	5	6	8	2	4
E	6	8	8	2	1
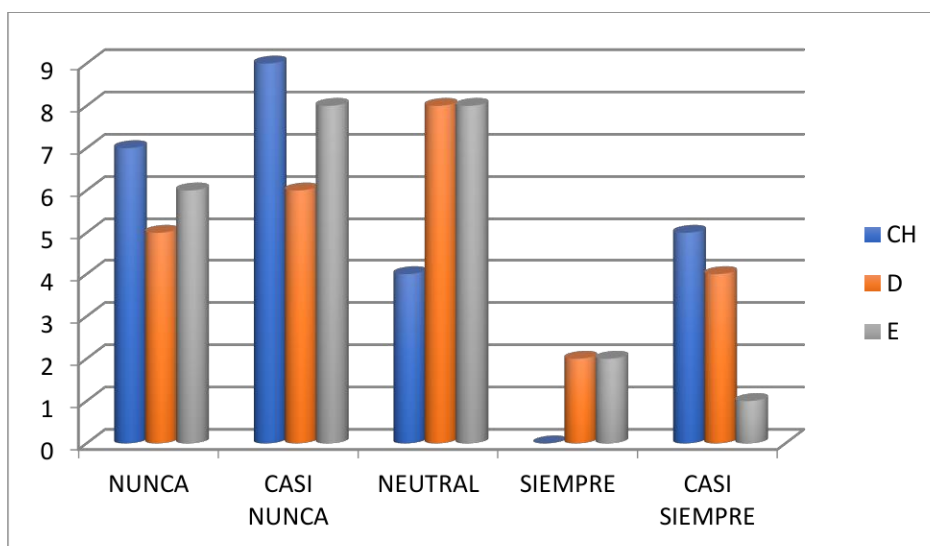
Source: Survey applied to Students at the Roberto F. Chiari Bilingual Educational Center

In this question, 36% of the surveyed students consider that when doing their homework, they make opinions about what they study, 32% are neutral to the question, and 28% never make opinions while they study.

Graphic No.7

7. When I study, do I think about the topic that I already know and go deeper to see what I'm learning?

Population 25 Fifth Grade Students

V GRADE	NEVER	SELDOM	OFTEN	ALWAYS	USUALLY
CH	9	7	0	1	2
D	10	9	3	0	3
E	11	6	5	1	2
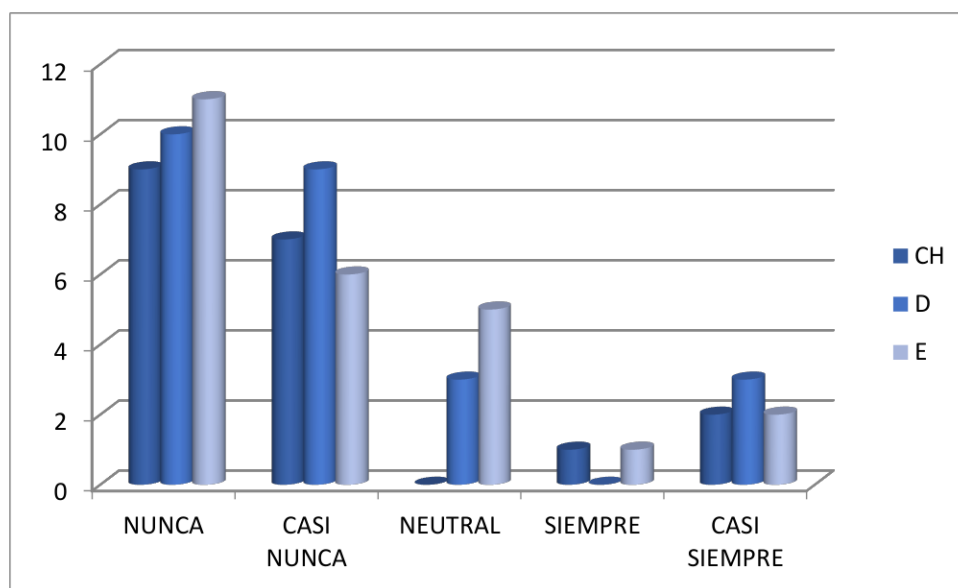
Source: Survey applied to Students at the Roberto F. Chiari Bilingual Educational Center

44% of the Students surveyed consider that they never delve into the subject that allows them to realize that they already know it, while 12% almost always do, 20% go deeper to know what they are learning.

Graphic No. 8

8. When doing new tasks, I think about what I have already learned to use that knowledge if I can?

Population 25 Fifth Grade Students

V GRADE	NEVER	SELDOM	OFTEN	ALWAYS	USUALLY
CH	3	10	10	0	2
D	5	12	6	1	6
E	8	7	6	1	3
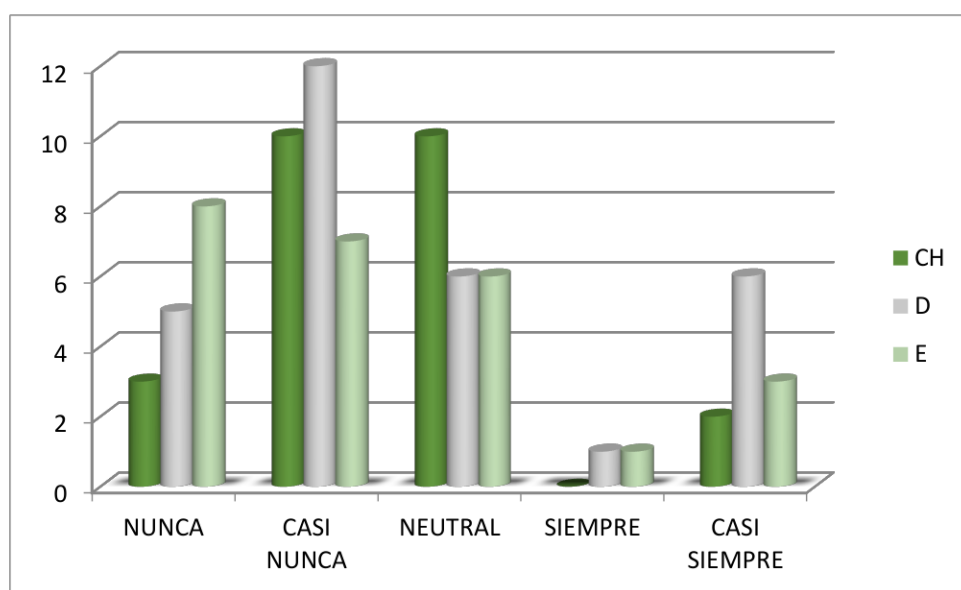
Source: Survey applied to Students at the Roberto F. Chiari Bilingual Educational Center

In this question, 48% of the Students surveyed consider that when doing their homework, they almost never think about what they have learned to use that knowledge already given, and in a minority of 0.04%, they always use that knowledge.

Graphic No. 9

9. The things that I learn in certain areas of study serve me for other tasks?

Population 25 Fifth Grade Students

V GRADE	NEVER	SELDOM	OFTEN	ALWAYS	USUALLY
CH	1	1	0	12	11
D	0	1	3	15	6
E	0	1	5	10	9
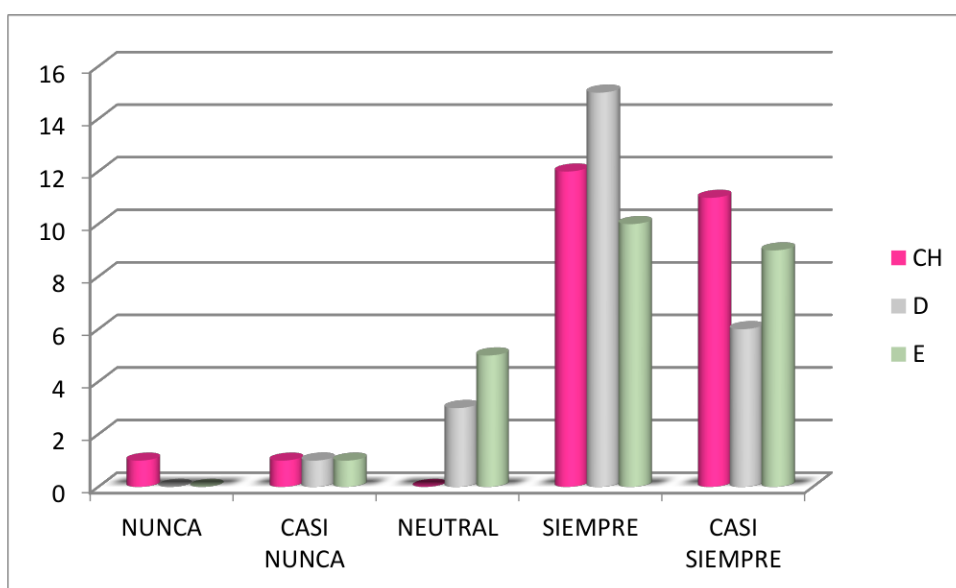
Source: Survey applied to Students at the Roberto F. Chiari Bilingual Educational Center

Based on the Student's responses to this question, most of them 60% state that the topics they learn always work for them in other assignments, while 1% state that the topics learned, they never use them for other tasks.

MEMORIZATION

Graphic No. 10

10. When I have to learn things by heart, do I do it in a way that I like or is it easier?

Population 25 Fifth Grade Students

V GRADE	NEVER	SELDOM	OFTEN	ALWAYS	USUALLY
CH	0	0	2	15	8
D	0	0	5	12	8
E	0	1	6	10	8
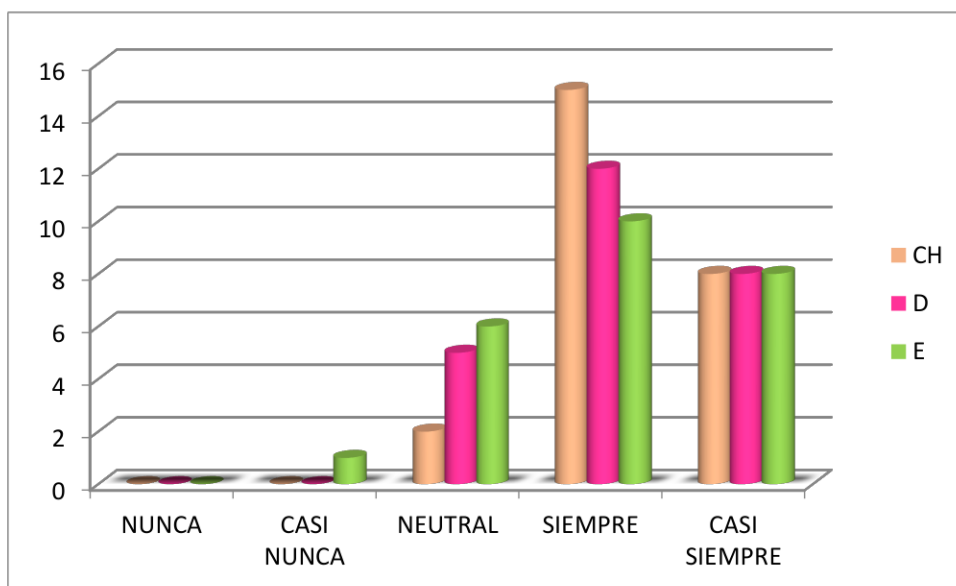
Source: Survey applied to Students at the Roberto F. Chiari Bilingual Educational Center

In this question, 60% of the students indicate that they always learn things by heart because it is easier for them, however, 0.04% of the students indicate that they almost never do it because they like it or it is easier for them and 24% indicated to be neutral to the question.

Graphic No. 11

11. When I study drawing about what I am learning, why does it help me to memorize it?

Population 25 Fifth Grade Students

V GRADE	NEVER	SELDOM	OFTEN	ALWAYS	USUALLY
CH	0	3	6	10	6
D	3	1	8	7	6
E	0	3	0	10	12
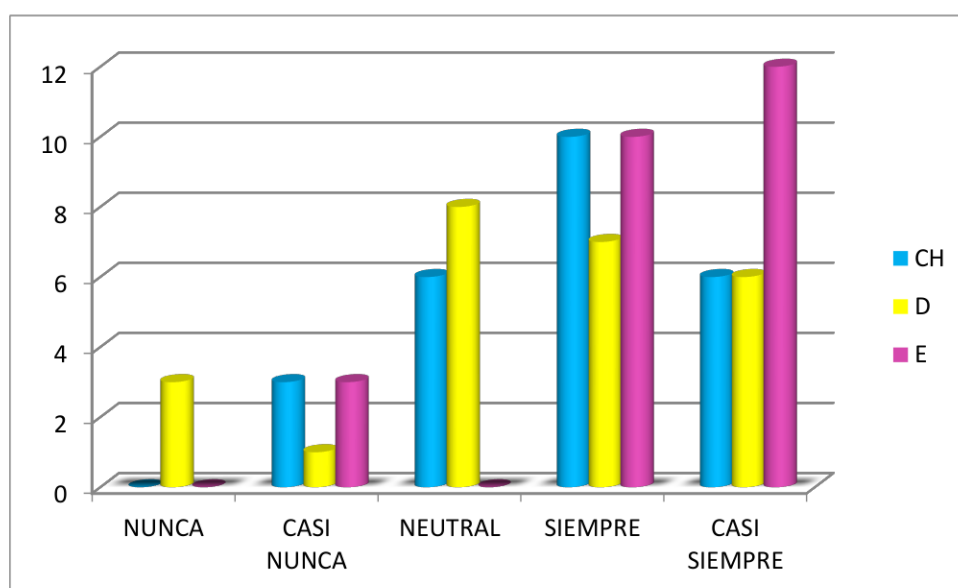
Source: Survey applied to Students at the Roberto F. Chiari Bilingual Educational Center

The vast majority, with 48%, the Students answered that almost always when they study they draw what they study because it helps them to memorize, 12% indicate that they never draw while they study and 32% stated that they were neutral to the question.

ORGANIZATION OF INFORMATION

Graphic No. 12

12. When I go to study, do I use highlighter to highlight what I think is important to study?

Population 25 Fifth Grade Students

V GRADE	NEVER	SELDOM	OFTEN	ALWAYS	USUALLY
CH	0	1	3	20	1
D	0	0	2	18	5
E	0	0	1	15	9
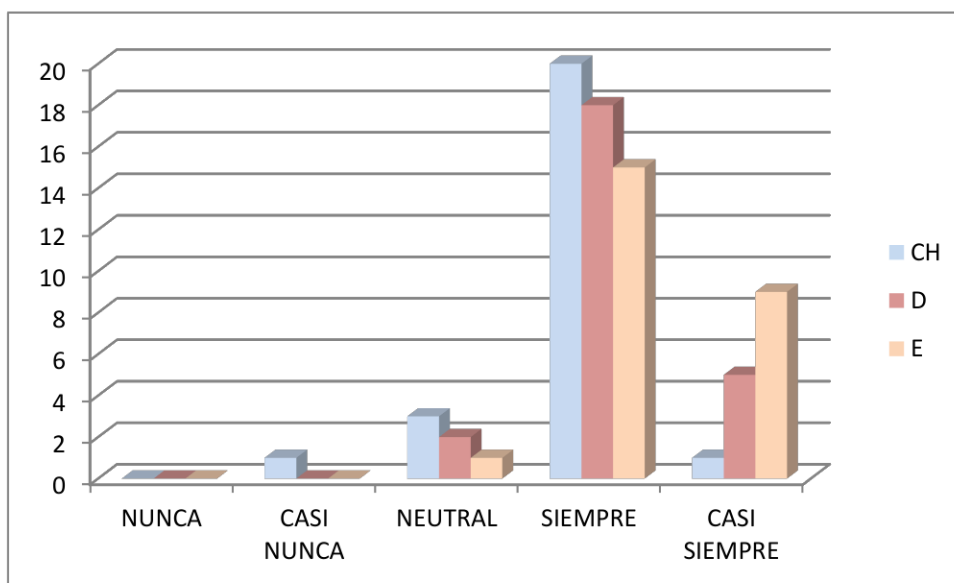
Source: Survey applied to Students at the Roberto F. Chiari Bilingual Educational Center

80% of students responded that when they study, they always highlight what they consider most important, 0.04 of the students surveyed reported that they almost never highlight what they consideost important and 12% remain neutral to the question.

Graphic No. 13

13. Do I make summaries of the topic that I have to study so that it is easier to memorize?

Population 25 Fifth Grade Students

V GRADE	NEVER	SELDOM	OFTEN	ALWAYS	USUALLY
CH	1	1	9	3	11
D	2	4	8	5	6
E	7	3	8	4	3
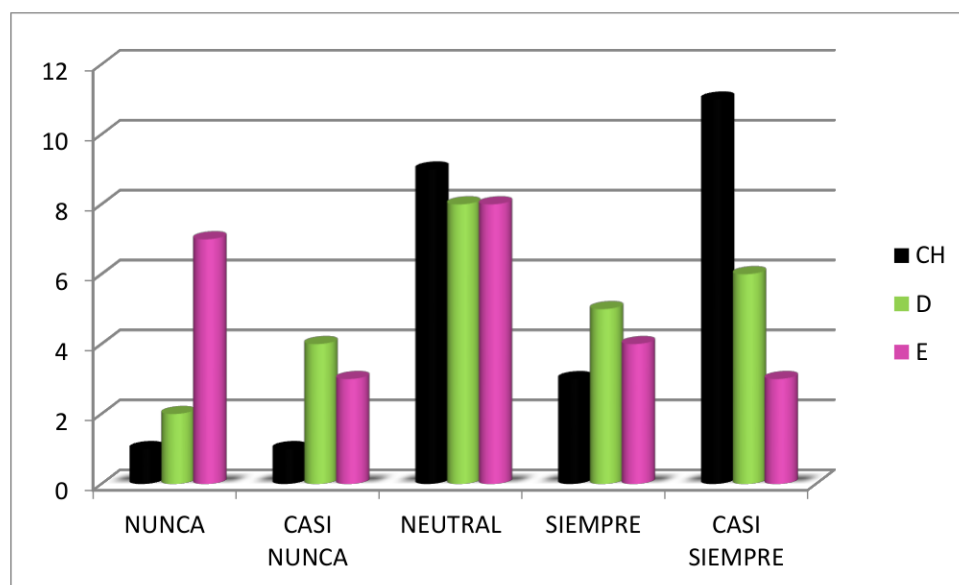
Source: Survey applied to Students at the Roberto F. Chiari Bilingual Educational Center

Among the responses that the Students gave to this question, we have that 44% of the respondents answered that they almost always summarize when studying to facilitate the study, 36% responded neutral to the question and 28% said that they never they summarize when studying.

PARAPHRASE

Graphic No. 14

14. Am I better at studying the content using words that I can remember?

Population 25 Fifth Grade Students

V GRADE	NEVER	SELDOM	OFTEN	ALWAYS	USUALLY
CH	6	7	8	4	0
D	5	3	11	1	5
E	10	1	6	1	7
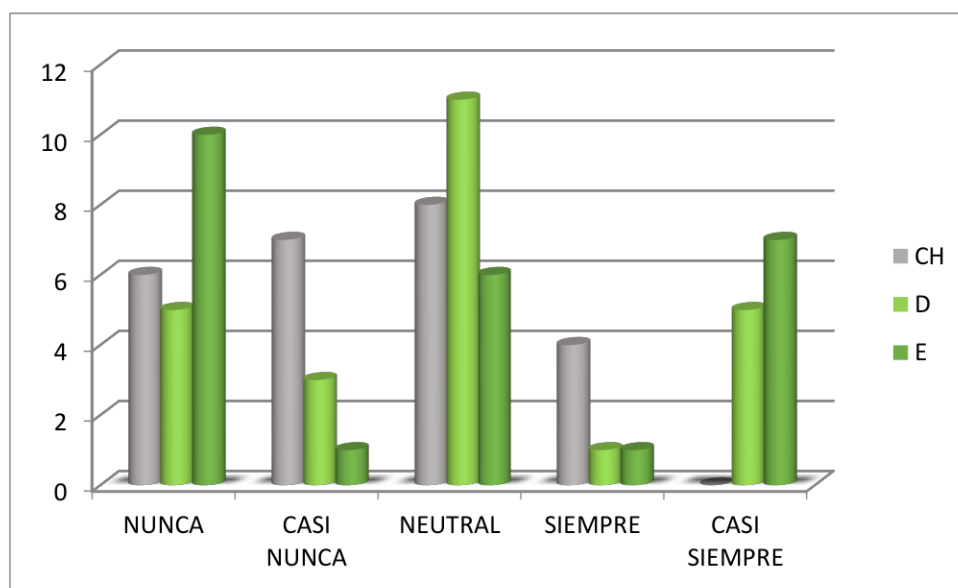
Source: Survey applied to Students at the Roberto F. Chiari Bilingual Educational Center

44% of Students consider the study of the content-neutral using words to remember, while 40% never use words that are easier to remember during the study and 28% almost always use it.

Graphic No.15

15. Do I interpret the topics to study in my own words?

Population 25 Fifth Grade Students

V GRADE	NEVER	SELDOM	OFTEN	ALWAYS	USUALLY
CH	11	9	3	0	2
D	9	12	2	1	1
E	16	4	2	2	1
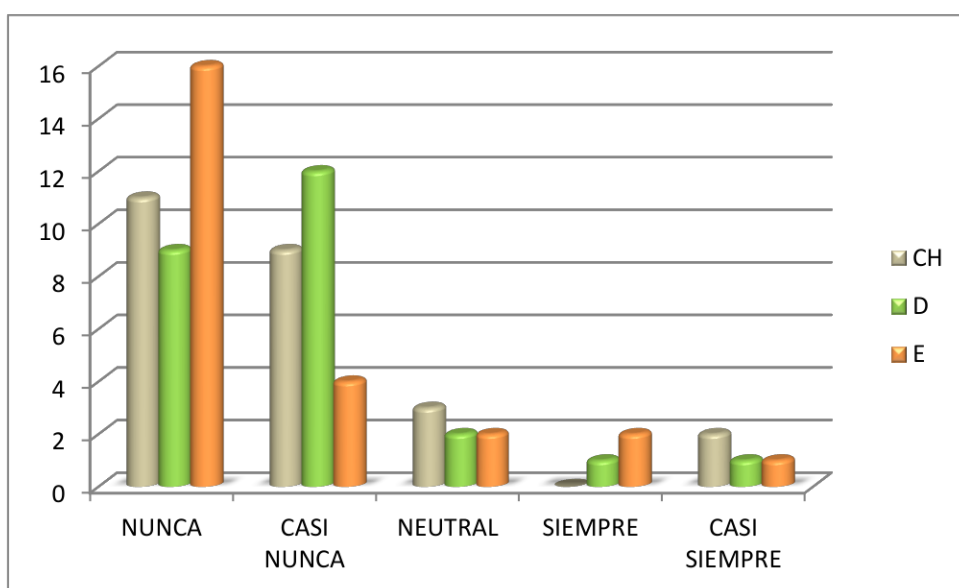
Source: Survey applied to Students at the Roberto F. Chiari Bilingual Educational Center

The vast majority of students with 64% indicate that they never use their own words in the study topics. While 0.08% almost always use their own words to study.

PHYSICAL

Graphic No. 16

16. Before going to school do I have a good breakfast at home?
Population 25 Fifth Grade Students

V GRADE	NEVER	SELDOM	OFTEN	ALWAYS	USUALLY
CH	0	1	2	19	3
D	1	0	2	10	12
E	2	0	1	18	4
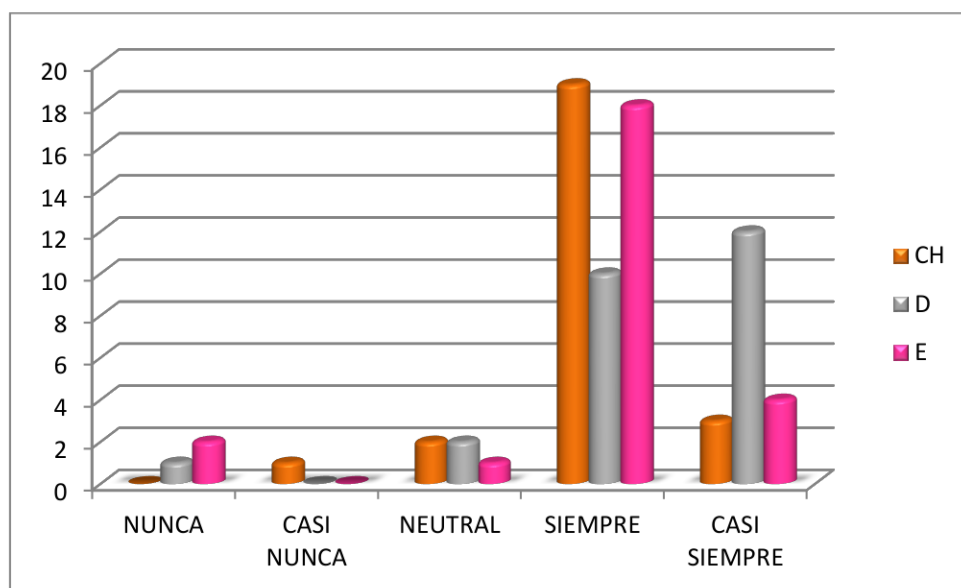
Source: Survey applied to Students at the Roberto F. Chiari Bilingual Educational Center

76% of the surveyed Students answered that before going to school they always eat a good breakfast at home, however, 0.08% answered that they never eat a good breakfast before going to school and 0.08% also remained neutral to the question.

Graphic No. 17

17. Practicing topics with methods that contain hand and foot movements help me to study?

Population 25 Fifth Grade Students

V GRADE	NEVER	SELDOM	OFTEN	ALWAYS	USUALLY
CH	0	7	11	5	2
D	2	4	10	4	5
E	2	1	9	13	0
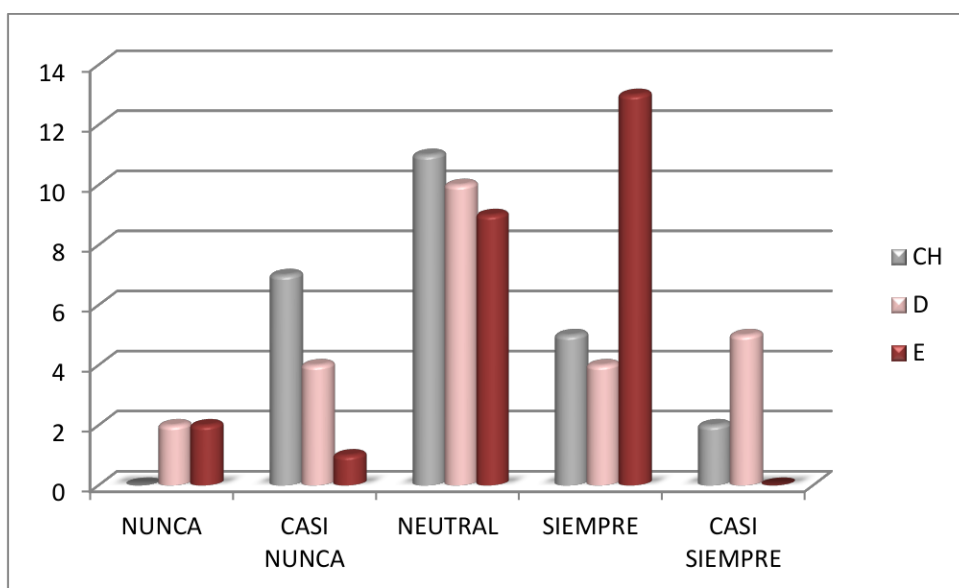
Source: Survey applied to Students at the Roberto F. Chiari Bilingual Educational Center

The surveyed Students determined in 52% that they always practice subjects with hand and foot movements for the study, 44% remained neutral when asked and 28% almost never used hand and foot movements to help them in their studies.

Graphic No.18

18. Do I get enough rest every night respecting the 8 hours of sleep?

Population 25 Fifth Grade Students

V GRADE	NEVER	SELDOM	OFTEN	ALWAYS	USUALLY
CH	0	1	1	20	3
D	2	3	2	10	7
E	1	1	3	15	5
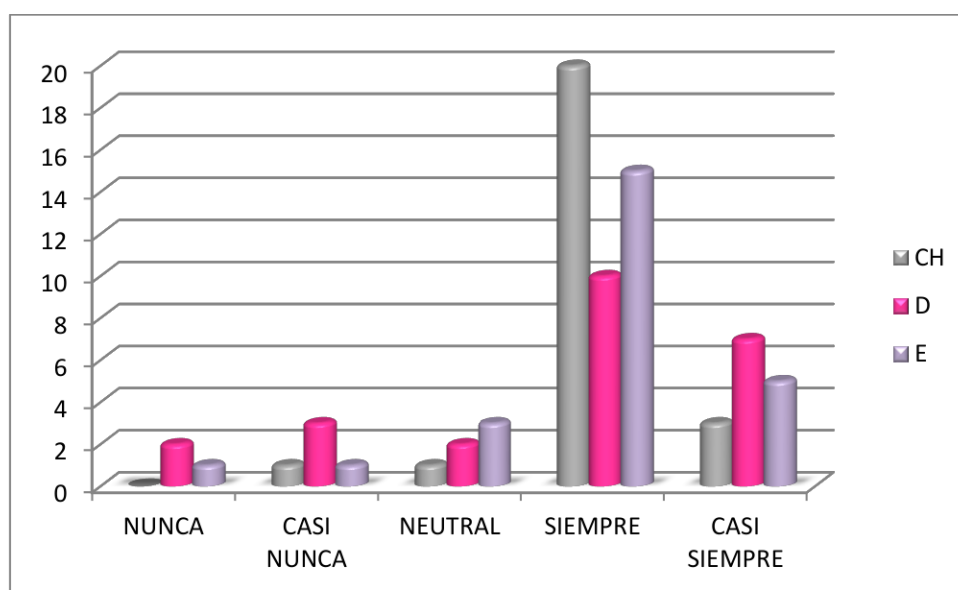
Source: Survey applied to Students at the Roberto F. Chiari Bilingual Educational Center

80% of the Students consider that they always get enough rest respecting the eight hours of sleep, while 12% answered that they almost never respect the eight hours of sleep to rest.

Graphic No.19

19. Is it difficult for me to learn if I have to use hands and feet at school?

Population 25 Fifth Grade students

V GRADE	NEVER	SELDOM	OFTEN	ALWAYS	USUALLY
CH	0	4	4	13	4
D	0	0	2	16	7
E	2	1	6	10	6
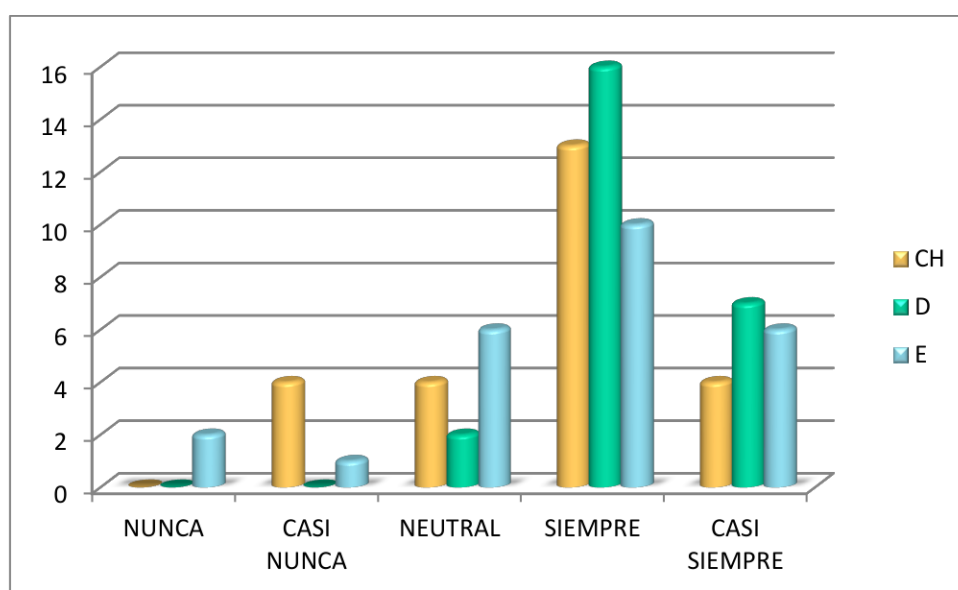
Source: Survey applied to students at the Roberto F. Chiari Bilingual Educational Center

64% of Students consider that they always raise their hands when they want to present an idea of a topic, 16% of those surveyed almost never raise their hands when they want to give an idea of the subject studied, and 3% responded neutrally to the question.

Graphic No. 20

20**.** I always raise my hand when I want to present an idea regarding a subject studied?

Population 25 Fifth Grade students

V GRADE	NEVER	SELDOM	OFTEN	ALWAYS	USUALLY
CH	16	3	2	2	2
D	15	8	1	1	0
E	3	10	6	3	3
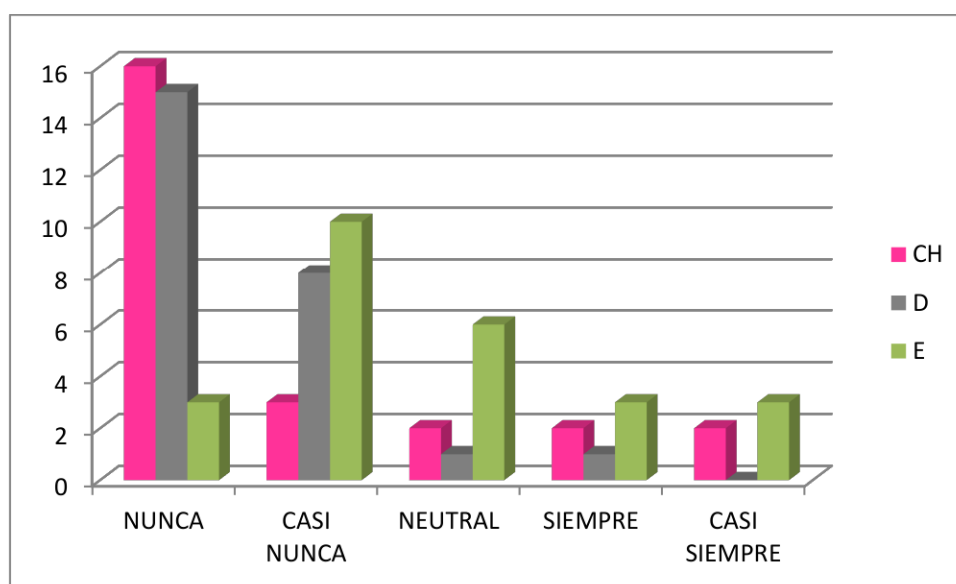
Source: Survey applied to students at the Roberto F. Chiari Bilingual Educational Center

In this question, 38% of the Students indicate that it is never difficult for them to use their hands and feet to learn, 24% stated that the answer was neutral and 12% answered that it was difficult for them to use their hands and feet for learning.

10. MEANS OF DISCLOSURE OF THE RESULTS OF THE INVESTIGATION

- Magazines
- Seminars
- Conferences

11. GLOBAL BUDGET FOR THE PURPOSAL

In the global Budget box, it is clearly detailed the incurred expenses for the realization of the thesis, holding a list of services and equipment that were necessary tools for to proposal research of investigation.

The expenses seals from travel fee to the books I used to model an attractive plan of teaching,

Teachers committed with student personal growth teaching will be the cheapest investment for our country people.

All the money spent on this research was own money.

Looking further to give the best and always quality information for the continuous growth of the learner wherever they were.

There is a peril on underestimating the brainstorming development of the students, that is why they deserve to have the most actual trend information and gadget to put on practice their abilities on a new language evolution process.

SOURCE OF FINANCING			
HEADINGS	COST IN DOLLAR	SOURCE OF FINANCING	TOTAL
PERSONAL	627.00$	OWN	627.00$
EQUIPMENT AND SOFTWARE	200.00$	OWN	200.00$
MATERIALS	310.00$	OWN	310.00$
BOOKS	32.00$	OWN	32.00$
TRAVELS	35.00$	OWN	35.00$
ADVICE	300.00$	OWN	300.00$
FIELD WORK	40.00$	OWN	40.00$
ISBN Y PATENT	800.00$	OWN	800.00$
OTHERS	50.00$	OWN	50.00$

SCORE OBTAINED BY THE RESEARCH GROUP.	
APPROVED	
APPROVED WITH RECOMMENDATION	
REJECTED	

12. PARTIAL OR EXPECTATIVE RESULTS

Using these audio-visual medias are important from a didactic point of view.

Focusing on the results from practicing a new language, that will pop up on students without or with basic English skills prompting them to a better level of English allowing them to get intermediate or advanced recognition from the day-to-day practice.

Being able to handle this gadget will help to put into practice some strategies for the learning of the language in the classroom as it would be to be done by audiovisual support, with images and recordings, it would allow the students to assimilate a lot of information through sight and hearing.

As there are many ways that can the students learn, the teachers must commit with their progress and know which are the areas they struggle more to help them.
Sorting the information to make it look attractive and keep the student's interest.

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14. SCHEDULE

SCHEDULE OF PRACTICE ACTIVITIES							
	MONTHS (WEEKS)						
ACTIVITIES	SEPTEMBER	OCTOBER					NOVEMBER
Review of the English basis and tenses	🟥						
Know the parts of a letter		🟧					
Speech of preparing a meal			🟩	🟩			
Science Week				🟦			
Trip to Omar's Park / knowing a plant					🟩	🟩	
Folklore week							⬜
Patriotic Holidays							

15. EVALUATION OF THE COMMITTEE OF INVESTIGATION

- **Signature of the director of research:** _____

- **Signature of the research coordinator:** _____

- **Date: day _____ month _____ year _____ time: _____**

RECOMMENDATION

I recommend patience and passion.

Patience, because it takes a little of time to realize that work is not how you make it but how it looks like after you have done it.

A good work is made with enough practice, the more and earlier students can try new tools the better they start handling topics on exercises.

Every teacher commits with spreading the seeds of using the technology appliances, the new generation will arise smart assets placing further every step from the last step taken.

CONCLUSION

Teachers are going to share ideas of importance for the development of the child.

They would commit also on splitting the knowledge to the students in order that no one is left behind on topics.

So, the more that teacher brainstorms and get deep into ideas or assignments is the more that the students will develop, allowing them to think, build ideas and ask in grammatically correct form for what ever doubt that can come in prompt.

The youth deserve good education as well as good opportunities to put in practice what they face in their schools.

It is our job as teachers to make it worth to them, to give assignments not so easy but that allows the students to work on them, and to use imagination to solve problems from daily life.

Teachers have to be involved with the students in their process of learning, being a guide to interact with all the odds that actually happen in life.

To raise professionals is the goal for every teacher, and I know that there is a comfortable feeling to get pushed forward on what we are working or looking, focusing always on excellence.

ANNEXES

Location of The Bilingual Educative Center Roberto F. Chiari

Main entrance to B.E.C. Roberto F. Chiari

Volcano: This experiment was made with baking soda and soap.

The rocket: This experiment was made with baking soda, vinegar and plastic bottles

The Black Mamba: This experiment was made with vinegar, baking soda, sand and cotton

REPÚBLICA DE PANAMÁ

ISAE UNIVERSIDAD

Legalmente autorizada mediante Decreto Ejecutivo No. 272 del 27 de mayo de 1994
en virtud de la potestad otorgada por las leyes de la República de Panamá y por
haber cumplido con los requisitos reglamentarios de la carrera respectiva

Hace constar que:

José Luis Arjona

Cédula No. 8-859-1767

Ha terminado los estudios y cumplido con los requisitos prescritos para obtener el grado de

Licenciatura en Inglés con énfasis en Traducción

y en consecuencia, se le ha concedido tal grado con todos los derechos y privilegios respectivos,
en testimonio de lo cual se le expide este título en la Ciudad de Panamá,
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Tomo 2 Folio 58 Asiento 17,374   Resolución Nº CTF-17-2012

Letter of Final Reading of Dissertation

This Is to certify that this thesis entitled, **"STRATEGIES OF LEARNING IN THE TEACHING OF THE ENGLISH LANGUAGE IN THE FIFTH GRADE STUDENTS OF THE BILINGUAL EDUCATIONAL CENTER ROBERTO FRANCISCO CHIARI**." Prepare and submitted by Al Ramses González Campos has fulfilled the requirements for the bachelor degree in English.

This certifies that the undersigned has reviewed and went through all the pages of the thesis/research paper and it is aligned with the set of structural rules that govern the compositionof sentences, phrases and words in the English Language.

Signed the 30ᵗʰ of June, 2021

José Luis Arjona