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TEMA:
INFLUENCIA DE LAS DINÁMICAS PARA LA CORRECTA MOTIVACIÓN DEL ESTUDIANTE DE BACHILLERATO PARA APRENDER EL IDIOMA INglÉS DEL COLEGIO MACHALA

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

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MACHALA - EL ORO
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DEDICATORY

The present work I have done it with all my effort and strength and it is especially dedicated to God because he has been with me in every step, always guiding me in a good way, also to my parents, who over the years have supported me with their trust and help I could not have this gold accomplished in my life
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To my friends for give me their hands every time I try to give up and stay with me in the
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Especially to John Chamba Zambrano the best teacher in my career in my opinion, for
giving me the push I need and paramount not to leave their students, that is what
characterizes him. I know I’m missing describe other things about my teacher but my
gratitude to him is for the rest of my life.
INFLUENCE OF DYNAMIC FOR PROPER MOTIVATION OF HIGH SCHOOL STUDENTS TO LEARN THE ENGLISH LANGUAGE IN THE MACHALA’S HIGH SCHOOL

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The theoretical dimension of the case study have the finality to investigate the different dynamics to apply them in an English class in order to motivate students and to stimulate their interest in learning a second language easily and where they can realize that studying English is fun and understandable.

For us to know the reason for the lack of them participate and learn the English language must have a clear idea of the situation, whether the teaching unfolds in an English class, if you apply some dynamics for the issue that is being developed for work units such as the communicative approach, cooperative learning. So that students can not only fun and motivating if the teacher feel that safe connection between the transmitter and receiver, the main thing that they can apprehend and develop skills that are: listening, speaking, writing, reading. Information was obtained according to the observation check the students and teachers Machala’s high school that when you start a class mostly do not know or use the motivation for the student but the same request dynamic than in older cases are not met since they are in other activities of the institutions or are late and want to continue what they have planned as quickly as possible and this situation makes are monotonous, traditional classes. The conclusion of this research has to do with the need to develop a plan and teaching them about the different dynamics for the development of English language of teach the same teachers that can be applied to the motivation of students according to the needs given in this case.

Keywords: skills, dynamic, educational plan, motivation, cooperative learning
INFLUENCIA DE LAS DINÁMICAS PARA LA CORRECTA MOTIVACIÓN DEL ESTUDIANTE DE BACHILLERATO PARA APRENDER EL IDOMA INGLES DEL COLEGIO MACHALA

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La dimensión teórica del caso práctico tiene como finalidad investigar las diferentes dinámicas para aplicarlas en una clase de inglés con el fin de motivar al estudiante y así estimular el interés de aprendizaje del segundo idioma con facilidad y donde ellos puedan darse cuenta que estudiar el inglés es más divertido y comprensible.

Para nosotros poder conocer el porqué del desinterés de ellos por participar y aprender el idioma inglés debemos tener una idea clara de esta situación, saber si el docente se desenvuelve en una clase de inglés, si aplica algunas dinámicas correspondientes al tema que se esté desarrollando de las unidades de trabajo tales y como el enfoque comunicativo, aprendizaje cooperativo. Es así que los estudiantes no solo pueda divertirse y motivarse si no que el docente sienta esa conexión segura que existe entre el emisor y receptor, lo principal que puedan ellos aprehender así como desarrollar sus habilidades que son: listening, speaking, writing, reading. Se obtuvo información de acuerdo a la observación echa a los estudiantes y docentes del Colegio Machala que al momento de empezar una clase mayormente no conocen o no emplean la motivación hacia el estudiante aunque el mismo solicite dinámicas que en los mayores casos no son cumplidas ya que están en otras actividades de la instituciones o están atrasados y desean seguir lo que han planificado lo más rápido posible y esta situación hace las clases sean monótonas, tradicionales. La conclusión de esta investigación tiene que ver con la necesidad elaborar un plan didáctico y darles a conocer las diferentes dinámicas para el desarrollo del aprendizaje del idioma inglés al docente las mismas que pueden ser aplicadas hacia la motivación de los estudiantes de acuerdo a las necesidades dadas en este caso.

Palabras Claves: habilidades, dinámicas, plan didáctico, motivación, aprendizaje cooperativo
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INTRODUCTION

English is our nation and is the official language of almost all countries of the world where there is great demand for more efficient students and professionals, not only in developing their own skills but social environment of those are important tools for a bilingual professional performance of higher quality.

In Ecuador the language in the education system is alarming because at the end of high school almost all students fails to meet proficiency in the English language (A1) to engage in a simple conversation in a second language was learned during the school stage to the baccalaureate, these learning disabilities are dragging during that time. All this does not allow a student properly motivated to continue their studies at the higher education level.

Despite the lack of practice of motivational dynamics it was evident that students have serious problems and poor performance effects on this subject for years.

Therefore the cause as set out above is recommended for all teachers apply the dynamics that encourage their students so that they also have a self-learning, that innate interest in discovering, observing, reasoning, besides enabling encourage role that students have in the classroom and in this way to eliminate the conservative education.

The proposal of this research is to establish a "motivational seminars motivated and dynamics for teaching English language for high school students from Machala’s High School." with the collection of the best alternatives that can use for pass a good atmosphere of linguistics and psychology to stimulate students to learn English.

The study of this subject will contribute to compile theoretical and practical information will help you understand the problem, which will help to interpret the socio-educational reality and thus geared to its solution, in addition to transcendental importance today, its results will handy to reverse this unmet need in the Machala’s High School.

This research aims at increasing knowledge in dynamic for good English language learning thus achieving the same right motivation interactively between teacher and student in Machala’s High School.

In conclusion what is intended to strengthen various activities such as group dynamics, exhibitions, adapting role playing, videos, drawings and any other area that has a specific focus on student involvement, analysis, reasoning, and a change of and most importantly behavior that is durable in participating to guide planning tasks for the total solution.
DEVELOPMENT

Motivation

"Motivation is a theoretical definition used to explain the behavior. It represents the reasons for the actions of individuals, desires and needs." (Wikipedia)
That motivation cannot have a single or simple definition since this has many facets and is very complex but defines people that have as follows:
“Motivated individuals express effort to obtain an objective they show persistence and take into account the tasks necessary to obtain these objectives.” (Gardner, 2007)

Importance of motivation

“Student motivation is influenced by both internal and external factors that can start, sustain, intensify, or discourage behaviour.” (Reeve, 2009)
At the time we talk about motivation we know what is important in our daily lives, now focusing on the educational field talk about the main thing is the teacher because should teach that class is not just routine and others thing complex as this causes a low interest learn any subject by students.
The teacher must support students to feel that they can do what they intend to target in your life but must always support and give that confidence to keep trying and always feel well. The student should know that only the teacher is teacher ,if not know he is your friend and this leads to having a very good time to start connection to a class, that inspires that the student of maximum energy to learn every day.
“Motivation is an abstract concept, a hypothetical concept that exists to explain why people behave and think the way he does ... The motivation is related to one of the most basic aspects of the human mind and it has a determining role in the success or failure in any learning situation.” (Dornyei, 2005)
Today it is considered that the process of motivation is developed around a set of actors in a given process; and that the role of leader and motivator is to help each individual to align their own goals with the common goals of the group, that is, the motivation is not to impose a will on another, but in convincing all wills to achieve a goal common.

How to achieve a high degree of motivation in our classes
To be able to foster a climate of motivation in the classroom, we cannot forget at any time that the protagonists of our students are learning and not ourselves. Thus, the first and most important that our students should know is what we are asking. For that, our students will explain the objectives for each session, justifying the activities that will raise them with the knowledge they try to convey.
Since communication with our class this is essential for students to get a full understanding of his task, and therefore great motivation, our activities will be raised in a logical and orderly manner, clarifying all doubts that arise, trying to involving different capacities.

Not only will we promote the master-class, but also communications and good relationships between students communication. An activity may be more difficult for our students, so that mistakes will happen in developing it. However, if our students do not feel anxiety about the difficulties and lose interest, those mistakes will never be considered as a negative, but as positive evidence of the teaching-learning process. And of course, if we want the tasks set are exciting and highly significant, be positive that they are related to the student next and close situations. Then, to end this reflection, we include some motivational strategies, techniques, models and examples of intervention in the classroom to encourage motivation and interaction in the classroom:

Methodology: motivating Cooperative Learning Activities, Communicative Approach and Multiple Intelligences

Human resources: Machala Community College

TEACHING: Documents, billboards, illustrated cards, newspapers, magazines and family photographs, among others.

TECHNOLOGICAL Internet, data projector, computer, video recorder, DVD's, CD's, TV, cameras, among others.

Dynamics

Each object undergoes some kind of movement which is the result of different forces acting on the object. It is the study of dynamic forces that are responsible for this movement.

The introduction of different materials in the class dynamics can increase the motivation of our students. As teachers we need to take into account the interests and needs of our students to create appropriate resources. The main objective of this study is to show how the trading activities and topics to be treated can help our students to learn English and enjoy at the same time.

Large class dynamics

Motivations, rapport, learning styles, and active learning are all important aspects of the learning process that teachers must consider in facilitating learning. However, these aspects of the learning process may be challenging to address when classes are so large that professors are unable to learn the names of their students or when students
feel unseen in the learning process. An additional challenge is when teachers are unable to provide the same learning opportunities (e.g. discussion and feedback) as easily as they would be able to in a smaller class. So does this mean that smaller classes are better suited to active learning?

Large classes are a different ball game altogether; they provide a different learning experience for both teacher and students alike. For example, there may be more opportunities for students to interact with each other, rather than just the teacher, in a large class. However, like in a baseball game, there will be some students who are caught up in the action on the bases, or others in right field who simply wait for a ball to be hit in their direction. In a large class, it is easy for the majority of our students, especially those seated in the back rows, to become the players in right field.

The trick is finding a way, even for teachers with a high batting average, to hit a series of home runs that will get even those students in right field actively involved in the learning process. In a small class, this process may be easier to achieve because teachers know their student’s names, or because students are unable to blend as easily into a crowd. Teaching effectively in a large classroom typically requires a much greater investment of time, support, and resources in order to effectively engage all the players on the field in the learning process.

Research suggests that the key to playing the game (in this case teaching large classes effectively) for experienced ball players and rookies are:
Keeping energy and motivation levels high,
Getting students actively involved in the learning process.
Make the large lecture very intimate and personal.

Although memorization and practice are important components to teach English to students, the dynamics also help break up the monotony. Dynamic encourage students to interact with each other and think of creative and active on the English language they are using way. This involves students proposing dynamics to help them learn the language by applying it in new and unique situations.

The following examples explain the dynamics that should apply to the development of teaching English language in classroom and relate well to their interests and activities in their lives.

Examples:
Cellphone, Digital Camera
Objective: interviewing partners and talk about your hobbies in English
Activity: this activity to know how the student develops in a simple conversation in English and thus be able to socialize with their peers about the common mistakes of English pronunciation and correct future then have the video before and after the improvement in English conversation
Song
Objective: Encourage students, to develop creativity of them, and can felt live expression of the music
Activity: this activity is easy and very funny. For this exercise you will need the lyrics of a song in English, you need multiple copies for each group of students, one for each student guide. Short lines of a song. Students try to put the song in order. You will play the song as many times as necessary, the student who finishes first is the winner.
Exhibitions
Objective: students with this creative activity, presentations, workshops on a topic of student interest.
Activity: In a given culture such as subject, bring the students' interest in participating with different materials on the subject discussed in class, then make an exhibition where some teachers participate as jurors in the sun to perform this activity is Required: A point several students as responsible for the exposure in each team
Round table
Objective: Ask participants their opinion on the motivation through a generating question. "How important is the study in the younger ?
Activity: The teacher asked to answer the question, what do you think about the terrorism? The answers vary according to the way of life that everyone has, however, must recognize the importance of motivational factor in learning.
With the use of dynamic process of learning the English language it becomes much more attractive, but more important is to develop students as active, able to find and build new knowledge and that it do so, with the aim to positively influence the changing environment in order to strengthen the formation of values implying moral and ethical conduct. In all proposed technical procedures to be followed in each case for its development or performance, orienting so that the student has to always bring something that is unknown to others (what is called information gap) explains the which is an essential communication exists between people requirement.
The restless ball
Objective: Conversation
Activity: Students make a circle between them and are passing the ball until the teacher made a signal with his hands to stop the exercise. A student who is left with the ball in hand is presented to the group and says your name, age, hobbies and life goals. The game continues until all students have had the ball in hand. If the ball back in the hands of a student who has already done the exercise, peers entitled to ask a question or penance but all in English and applying all the learning last year.
RESULTS
After a research was made, it was found that influence of dynamic for proper motivation of high school students was well accepted by students and teachers that were already adapted and results were as expected because as teachers now they are more creative in their classes and the majority of students had respond favorably to the communicative approach application. Cooperative learning, methodologies and dynamic motive students so they won't see English as one of their classes but make them get interest to it and not from them to see it as traditional as before. Machala’s high school students are good students but indiscipline, social environment and the overuse of social networks are the primary cause of lost interest to learn English and that’s where teachers have to train themselves a little more and realize that they have a very important role to motivate students to learn this very important language. They should start their class with creative dynamics and innovating every day by applying educational didactics, telling student the importance of being traditional as before because as society changes, we changes and learn new stuff every day.
CONCLUSION
After we have made the following investigation we concluded: The dynamics are a crucial tool for student motivations when they are learning the English language and as evidenced in Machala's High School the vast majority of students learned various topics of the units through applications of dynamic but also the teacher got the reality of his subject why the vast majority of students were not participatory, their disinterest and poor performance in a class where the beginning of this investigation it was known at the time of observation but teachers report that each time they are updated and that is where were applied with increasing commitment all knowledge obtained in seminars, conferences, lectures etc. Getting good results with their students and then to complete their high school they can engage a basic conversation in English.
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