



UTMACH

UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN
INGLÉS

TÍTULO:

FACTORS THAT INFLUENCE TEACHERS NOT TO DEVELOP THE
STRATEGIES TO IMPROVE THE CORRECT CLASSROOM
MANAGEMENT WITH AN ENGLISH LANGUAGE ENVIRONMENT

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

AUTORA:

ESPINOZA JARAMILLO SAYURI GEMITA

MACHALA - EL ORO



UNIVERSIDAD TÉCNICA DE MACHALA
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AUTORA:
ESPINOZA JARAMILLO SAYURI GEMITA

MACHALA - EL ORO

CESIÓN DE DERECHOS DE AUTOR

Yo, ESPINOZA JARAMILLO SAYURI GEMITA, con C.I. 0704365253, estudiante de la carrera de CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS de la UNIDAD ACADÉMICA DE CIENCIAS SOCIALES de la UNIVERSIDAD TÉCNICA DE MACHALA, en calidad de Autora del siguiente trabajo de titulación FACTORS THAT INFLUENCE TEACHERS NOT TO DEVELOP THE STRATEGIES TO IMPROVE THE CORRECT CLASSROOM MANAGEMENT WITH AN ENGLISH LANGUAGE ENVIRONMENT

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Machala, 16 de noviembre de 2015



ESPINOZA JARAMILLO SAYURI GEMITA
C.I. 0704365253

FRONTISPIECE

AUTHOR: Sayuri Gemita Espinoza Jaramillo

CI:070436525-3

E-mail: sayi_espinoza@hotmail.es

GUIDE: John Marcelo Chamba Zambrano

CI: 0702018177

E-mail: jchamba@utmachala.edu.ec

Machala, octubre 2015

EVALUATION OR VEREDICT PAGE

After we have read and reviewed in its entirety the present work, we have made the following observations and proceed to:

CHAMBA ZAMBRANO JOHN MARCELO
jchamba@utmachala.edu.ec
0702018177

SARMIENTO CHUGCHO KLEBER OSWALDO
ksarmiento@utmachala.edu.ec
0704358548

CHAMAIDAN ROMERO MARIA CECILIA
mchamaidan@utmachala.edu.ec
0703774034

DEDICATION

I dedicate this work to God as my source of inspiration in this process of learning, who gave me strength, wisdom and love to be able to finish this long and difficult process of English learning, but not impossible.

My husband for understand me and support me in everything that was necessary in my college career and my children understand that my sacrifice is for themselves.

To my teachers, especially the teacher John Chamba Zambrano for the arduous task of preparing who we will be his successors, delivering all his knowledge with the sole purpose of forming professionals with a sense of ethics, morality and humanistic values to serve society.

ACKNOWLEDGEMENT

My Professional Life Project mainly I thank God for giving me enough strength, wisdom and intelligence to fulfill one of my dreams, and so become a highly skilled professional to serve the Society.

I thank my parents, every day support me and motivate me to not give up on this dream, the same yearning to see it come true and become the First Professional within my family.

I thank my husband, Javier Reyes, and my children Michael and Fransua for the love and the daily effort that has shown me in this process. For help me with daily tips and motivation to keep going.

I thank my partners, who daily shared their experiences in the classroom, by the advice and tips for excellent teaching.

I thank my dear Teacher, Lic. John Chamba Zambano, for guiding me in every aspect concerning the good teacher education, highlighting even the smallest details to avoid falling into errors in Professional Practice.

ABSTRACT

In the tenth year of Basic General Education of “Simon Bolivar High School”, it is observed that english teachers do not manage “classroom language” strategies, which do not allow them, to manage and control the classroom with a full english environment.

What factors hinder teachers not to develop this methodological strategies?

Author: Sayuri Gemita Espinoza Jaramillo

Guide: John Marcelo Chamba Zambrano

The factors that affect the low language management, in the first place is the acceptance of teachers who irresponsibly accept the role of teaching English language, without any knowledge on the subject. This leads us to a student does not have any interest on the English language, but the teacher must create an appropriate environment in the classroom already that this is very important, the classroom is the management of effective supervision and control that the teacher puts his students with the purpose to create and maintain in their classes and a healthy environment conducive to the attention and the mental work intense, helps develop students fundamental habits of order, discipline and work, and to inculcate a sense of responsibility. It must develop feelings of empathy, understanding, collaboration, teamwork, integration, the formulation of rules and regulations, etc. within the working group in their classrooms. Educational practice in the teaching profession is a dynamic activity, reflexive, which includes developments in the interaction between teacher and students. In the present work, we proposed three dimensions to assess the educational practice of teachers: 1) the thought of the professor teaching and educational planning; (2) educational interaction within the classroom; and 3) the reflection on the results achieved. The relationship between these three dimensions is interdependent, that is to say, each one of them affects and is affected by the other, which makes them indispensable in an integrated manner. The proposal here developed considers that the breeding programs of the educational work must be addressed on the basis of the evaluation of educational practice, and go on to address teacher training.

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INTRODUCTION

The present work has as purpose to propose a model that promotes reflection on the teachers of the Simón Bolívar Educational Unit, about the right environment, The classroom management consists primarily in the fact of guiding students to become more competent, creating an optimum environment and positive learning, in addition it is necessary to establish these rules and standards, in order to gain the cooperation of students with their compliance, and with it are self-disciplined.

That impulse changes aimed at improving teaching and learning processes for which they are responsible. The model considers that the analysis and evaluation of educational actions must be done in three times, corresponding to the before, during and after the intervention in the classroom teaching. The three moments are the dimensions of the proposed model also that there is a good development and management in the classroom.

The experts in the classroom management reported that there has been a change in the way of thinking about the treatment of this. New ideas are more likely to focus on the needs of the student to strengthen relations and have opportunities for self-regulation.

In educational circles, it is common to say that no one is paying attention to good classroom management until it is lost. When the classrooms are handled in an effective manner, the job is done with ease and students actively engage in learning, otherwise the classrooms become chaotic scenarios where learning is a strange activity.

DEVELOPMENT

REVIEW COMPLEXIVO PRACTICAL DIMENSION

Practical reagent to resolve

En el décimo año de educación básica de la unidad educativa Simón Bolívar se observa que los profesores de inglés no manejan estrategias de classroom management, lo cual no les permite, manejar el aula adecuada con un ambiente de inglés.

¿Qué factores están incidiendo para que los maestros no hayan desarrollado esta estrategia metodológica?

In the tenth year of basic education in the educational Unidad Educativa Simon Bolivar It is noted that the English teachers do not handle classroom management strategies, which does not allow them to manage the classroom, with a suitable English environment.

What factors are influencing to teachers who have not developed this methodological strategy?

1. What is classroom managment?
2. Teaching in the classroom
3. The environment in which develops the class
4. Classroom interaction
5. Giving instructions
6. Students with family problems
7. Why is it important to have a management and control in the classroom?

What factors are influencing to teachers who have not developed a methodological strategy of classroom management?

Reference is made to the treatment of the English language, it has been empirically, and fight derived from the inability of some teachers in the management of the subject, lack of a scientific methodology, lack of instruments or methodological aids what generates a total lack of interest on the part of students (Banús, 2012)

Even before the year 2007 the educational establishments considered the teaching of the English language, as a subject without any greater importance and therefore the distributive on school campuses, any teacher who began, assigned teaching this subject.

The most visible results are those who realize that after 4 years of language study, no one comes out or talking, or reading worse building fluids dialog messages.

(Casadevall, 2012/13) says that he classroom management consists primarily in the fact of guiding students to become more competent, creating an optimum environment and positive learning, in addition it is necessary to establish these rules and standards, in order to gain the cooperation of students with their compliance, and with it are self-disciplined.

So the teacher, perform a good management in the classroom, you must take into account a number of aspects that can positively contribute to the learning of the students; between some can be mentioned: the teacher must have a special care not to label children by the problems that arise, whether emotional or psychological, you should also bear in mind that there are no children/as problems, but children with problems, so you should try to help you with the end of boom in classes, and in relation to these problems, the most common is related to the student conduct in the classroom, in which the bad behavior of the child interferes with the achievement of academic goals.

A child with problems can cause disorders in the classroom, but it is important to avoid these problems become collective and affect the whole group, because by

approving these disorders approved the conduct and will be more difficult to repair. (Turecki, 1999).

Then we may consider the educational practice in the teaching profession is a dynamic activity, reflexive, which includes developments in the interaction between teacher and students.

It is not limited to the concept of teaching, i.e. to educational processes that take place inside the classroom, includes the pedagogical intervention that occurred before and after of the interactive processes in the classroom. This leads us to have a good relationship between student and teacher.

1. What is classroom management?

Classroom management is the effective supervision and control that the teacher puts on its students with the purpose to create and maintain in their classes and a healthy atmosphere conducive to the attention and the mental work intensive, developing in the students fundamental habits of order, discipline and work, and by inculcating sense of responsibility.

1.1 Immediate goals or objectives and indirect instructional or educational.

The immediate objectives or instructive are:

- A) To ensure the necessary order and discipline to work in the classroom.
- B) To ensure the best use of time, leading students to pay more in the studies.

These objectives ensure, therefore, the necessary and indispensable conditions for all school work efficient.

The immeasurable or educational objectives are of fundamental importance to the social and moral training of the learners and are to develop in the students:

- A) Sense of responsibility.
- B) Attitudes of sociability and of respect for superiors and colleagues.
- C) Spirit of collaboration and mutual support.
- D) Love of work and a taste for the study.

E) Habits of cleanliness, order and good social behavior and individual.

F) Attributes of moral character such as honesty, loyalty, truthfulness, honesty, and so on.

2. Teaching in the classroom.

As education moves with the aid of technology, it is increasingly clear that the needs of current classes are very different that the needs of the conventional classes.

A classroom that has evolved into the twenty-first century has to be a productive environment in which students can develop the skills they will need in their future places of work and in which teachers are facilitators of the learning process. (Worell, 1982)

The educational practices of traditional classrooms are no longer effective, and teachers must develop new teaching strategies, which are radically different from those used in traditional classrooms.

The classroom of today must be more student-centered, while teachers must take the role of facilitators and guides rather than being mere knowledge providers.

Must ensure that involve their students in the learning and provide them with an effective instruction, using a variety of methods, using different pedagogical approaches helped with technology.

Should be active participants in their own learning, looking for a professional development that enhance your performance and the learning of their pupils.

We must develop expertise, skills and abilities necessary for the twenty-first century as are:

- ✓ Creativity and innovation
- ✓ Autonomy
- ✓ Solidarity
- ✓ Digital literacy.
- ✓ Critical Thinking

- ✓ Research capacity.
- ✓ Tolerance
- ✓ Other

Assessment should be ongoing and for each ability, skill or ability to use an instrument.

We need to teach learners to develop their capacities, skills, and abilities to put in the practice of their daily commonalty.

They can fix the problems that arise in their daily commonalty and developing their project of life.

3. The environment in which develops the class

At present, the institutions that have traditionally been entrusted with the education, they have to rethink the role they play in the educational due to the accelerated change suffered by the society and which specifies, among others, in the following aspects:

The family

Appear new family forms: presence of single women with children, separate or reconstituted families, single parent, dysfunctional or at risk of exclusion for social reasons, economic, cultural ... In generated tends to delegate your work an educator in the school and there are situations shared between both assuming the latter (school), increasingly, some tasks that are no longer exclusive to the family as the food, rest, etc.

The society

(Beltrán, 1990) Says that socialization, as well as element of interpersonal development continues to be the main reason for subsistence of the school. The changes in this sector are: scale of values, time and availability for the leisure,

conception of culture, existence of neighborhoods and cities devalued by the urbanism speculative to be meeting spaces for the free leisure or social collaboration, etc.

Not of the elements that most characterizes the stage is coming to less than the public services as a whole and of education in particular as that considered as a public service for the collective construction of a democratic society and solidarity that, in coordination with other social contributions(health, social security) maintained or developed the so-called welfare state.

A new organization of work in which there will be more unemployed population in traditional activities with the consequent need of rearrangement education. In addition it accentuate phenomena such as the immigration that raises novel situations.

The school

Changes in the functions of the educators who must establish close relations not only with students but also with the family, with the agencies concerned with promote coexistence with the associative fabric next, etc. The school shares its educational functions with other agents (initiatives of cultural animation, leisure management ...) (Alonso, 1996).

The growing contributions of science and a greater scope of the means of dissemination of the same make the knowledge are increasingly variable. The school maintains the function to meet the demands that the society sets in the official programs, often subject to criteria of opportunism supporter (smoking, days of ...) and without going deeper into the culture of the democratic learning, scientific, and solidarity. The lack of consensus to delimit with the flexibility that requires a time as changing the cultural heritage desirable for the citizen who is about to adulthood.

Next to the school and with differences dependent on the area, social class, etc., is acting in parallel to the official programs, offering a variety of diverse origin socio-political, organizational or strictly commercial that configures the so-called non-formal education.

New technologies

The possibilities of the same can configure an additional network and in cases almost an alternative to the conventional school. Technological advances enable communication networks that in some case it has been said that you are configuring a new type of person who demand specific attention.

The use of audiovisual information and written in a world controlled by economic and ideological groups, often biased, condition each day over the own purposes of education.

4. Classroom interaction

The educator and the students are the essential elements in any process of teaching/learning. The activity of professor focuses on teaching; the students which is based on the care and study to learn and their analysis must focus on the elements and processes that take part as well as to its results.

4.1 What is the interaction in the classroom?

Action to socialize and share ideas with other points of view, knowledge and attitudes with respect to a subject of studies.

In the classroom is required to be shared the participation of the subjects, teachers and pupils and this allows the full realization of each student, and is achieved through the encouragement of learning to know, learn to live together; learn how to do and learn to be (Ames, 1992).

Also in the everyday lives of the classroom communication can become a process that also be careful to promote principles and values, which allow for the personal and social development of each of the students and to reach a teacher assertive, that is he who establishes communicative processes characterized by dialogs, where the talk looks you in the eyes pupils; it is aimed at them by their name and if necessary, the samples attorneys of esteem as a hug, a pat, etc.

4.2 Exchange between teachers and students

Education, within the school context, implies a communicative situation and a phenomenon of collective type. The linguistic peculiarities that take place within the classroom are essential to explore the way in which learning takes place within the collective dimension (Brophy, 1987).

The language in the classroom is therefore, a vehicle through which knowledge is transmitted school, a carrier of particular forms of understanding and interpreting the reality and finally, a content that must be learned by the students to serve with efficiency in the school environment.

5. Giving instructions

It is called instruction to a set of teachings or data delivered to a person or entity.

The instruction is a way of teaching, which consists of the imparting of knowledge or data to a given entity, either a person, animal or a technological device. The statement can be provided in a framework of learning and education, or with a purely functional purpose or operational.

When the statement corresponds to an educational field, it may be formal or informal education, provided in a family circle or in a school, college or university, you can occur in a work environment or in an everyday situation between two friends, you can even take place in hierarchical spaces or simply take place in an improvised way.

In any case, there is instruction for that there must be two parties, one of which will be the instructor (i.e., that has a knowledge to transmit) and the other will be the educated (which receives the teaching).

There is also the term "instruct", which refers to the idea of providing commands or orders to follow go through a process. For example, the instructions are very commonly used in the installation of technological devices, and that is why these devices often come accompanied with instructional manuals or to facilitate the task to the user.

6. Students with family problems.

Family problems, such as the spousal violence or from parents to children, the lack of communication, among others, directly affect the concentration in the study and school performance, said today the education specialist.

6.1 How do they affect the family problems in school performance?

In the first place, by the emotional impact of a few parents who don't want to and that do not live together, you can feel that such a person:

1. Sense of loss. The separation of a father can mean not only the loss of a home but also a whole style of life.

This in part involves much in school because sometimes the parents are fighting to pass the costs of school house etc. this is what can affect school performance since the child comes to feel that I do not want

2. Concern about being abandoned. If a father goes, perhaps the other doing so too.

This also has an effect on the already low performance that the child fears that their parents are separated by which he takes much importance and leaves to put your mind to the school as they cannot feel motivation in your home.

3. Own responsibility for having caused the separation, guilt.

In some cases of divorce the child feels guilty that their parents are separate and feels lonely and sometimes even that doesn't t this causes that the student is the goal in the drug alcohol or even seek shelter of his guilt treated badly to their classmates and even to their teachers.

4. Rejection and insecurity.

The parents didn't pay attention to their children and do not realize that they can be squeezed into more serious issues, such as being involved in drugs or alcohol have problems in school by taunts of the other colleagues for the same of the rejection they feel in your home do not want them and not you take importance to the school or academic development.

5. The violence in the family

this affects a more on the performance of children at school because the children do not know what to do and punishes his anger with their partners feel alone for which they feel that nothing and nobody them as important is the. The expert explained that it is often the case that when kids are not paying attention in class or have difficulties in concentrating at the time of study, are thinking in the discussion or fight that their parents did and this unpleasant experience causes them stress and fear.

6. By the drugs cause under performance

Drug Problems constitutes a major public health problem. The risks and harm associated with drug problems vary for each substance and are extremely dangerous; because of this, it is necessary to take into account the personal variables such as the degree of their motivation, knowledge or experience of the use of drug problems, and the specific properties of drug problems as well as the influence of the adulterants elements.

What makes problems of drug addiction is a harmful is that turns against one's own and others. At the beginning of drug problems is obtained some apparent gratification, like with a habit. But soon his behavior begins to have a negative impact on your life. Addictive behavior by drug problems produce pleasure, relief, and other compensation in the short term, but cause pain, disaster, desolation and multitude of problems in the medium term.

7. The motivation at home affects school performance

In this affects much in school because the children of mothers who do not motivate feel that the school is not important because their parents did not take interest included can lower their self-esteem when parents use phrases such as good for nothing among others. Today this very "fashionable" that parents point to your children in extracurricular activities such as sport, painting, theater, and music. The main reason is that the parents are working and enrolled with the intention that, besides being entertained, acquire knowledge and stimulations that help the personal development of the child.

This practice each day will be more widespread. The problem arises when the children do not feel the support of parents in what they are doing, without help or no interest.

With this project I intend to understand to what extent this aspect is important, and how it can affect the performance and understanding of content.

8. The lack of sleep affects school performance

"The majority of children sleep less than what is recommended for its intellectual development, which is affected by the lack of sleep, which it cannot recover. This is the first Spanish study to try to lose hours of sleep and poor eating habits affect the academic performance of children," said in a press release from the Autonomous University of Barcelona Ramon Cladellas, researcher of the Faculty of Psychology at the university.

To carry out the study, which appears in a recent issue of the magazine *Española Culture and Education*, the researchers evaluated the sleep habits and the academic skills of 142 children from six to seven years of age, attending different schools.

9. The lack of affection and attention from parents cause under performance

The lack of affection and attention on the part of parents toward their children, is what most affects the development of children, said David Isaacs, one of the most outstanding experts in the field of education in Europe.

Isaacs spoke about the challenge for parents educating their children in the current context, and I believe that society pays the consequences of that families have forsworn to retrain in the fundamental virtues.

He said in the first place that the family is the irreplaceable for the formation of the people, since the institution of the family one is born, grows and dies.

I think that the parents could not address the complete formation of the children and therefore delegated some aspects of the education to the area of the school. He cautioned, however, that only the family environment can form the most intimate settings.

10. The economy affects school performance

The way in which it affects is if the economy of the parents is low and causes problems intrarelatives the child or young person living daily with a level of stress that not allows you to concentrate. So let's say that indirectly affects.

11. Why is it important to have a management and control in the classroom?

To avoid that the classroom, become scenarios that limit students' learning of first and second cycle of basic education, in place to facilitate this, it is necessary and indispensable that there is a good classroom management, which allow it to them in the effective teaching, achieving students to participate actively in their own learning, so the teacher must take into account and focus on the constructivist needs by providing them with opportunities and self-regulation, and not be oriented toward the passivity and obedience, limiting with this student participation in their own learning, by what guidance can be given to students to be more competitive and self-disciplined (Huertas, 1997)

If there is a good classroom management, this leads to a meaningful learning and in addition, it helps to prevent the emergence of academic problems and emotional in the student, whether that is achieved keep them occupied and active in the performance of their tasks, enabling them to feel involved and motivated to learn, which makes it easy to learn.

a. Advantages of good classroom management

Classroom management is of great importance for the success of the teaching-learning process in the students of first and second cycle, due to the fact that positively influences them (Reeve, 1994), below are some benefits:

Helps students to spend more time in the classroom learning and less time in activities not directed toward a goal.

- Prevents students to develop academic and emotional problems.
- Increase the learning opportunities of children.
- Helps students to become more competent and self-disciplined.

Students learn about how to effectively and are more motivated to participate attentively in the homework.

- Promotes meaningful learning.
- The classrooms well managed, have clear rules to respect.
- Allows the development of communication skills, conflict resolution.
- Help to maintain discipline in the classroom, decreasing the presence of problematic behaviors.
- Helps students to regulate their behavior, avoiding that affects their learning.

CONCLUSION

Teaching allows you to go beyond just give class, the teacher is a particular agent for the stimulation of in the process of teaching and learning, is the leader in the classroom where measured the behavior and conditions of the students, using the strategies required for significant development of the individual throughout the teaching process.

When a student wants to learn something, it succeeds with greater ease than when you do not want to or is indifferent. In learning, motivation depends initially on the needs and impulses of the individual, and these elements give rise to the willingness to learn in general and concentrate the will. In this way we can see that the motivation is an act autoexhortativo.

When a person you want to learn something, the other activities do not attract their efforts. A change occurs, an increase of expectation and then tension, and both cases constitute a readiness to learn that something. This determines a mobilization of energy, which has been consumed when the learning has been carried out. If the effort succeeds, the tension is relieved also.

In a large group as is the class, the diagrams of interaction are very complex, but it is relatively easy to assess the existing quantity of the same. Agree that it must be as large as possible, because with an increase of interaction increases the mutual sympathy for the students and their concordance in activities and feelings.

The interaction is verified through communication, the barriers that hinder may explain the difficulty of a class to resolve its internal problems, in order to find their own rules of behavior and establish the due contact with the teacher. It is therefore important to create within the class a good communication network.

The communication between the teacher and the pupil is essential when a problem arises or when exchanging information is required or conceptions of reality, or when you want to give something of himself. The communication is more than the master speaks, the student hears. It is more than the simple exchange of words between people. It is the above, and the way to express, how to steer the message, which has two meanings, the direct given by the words and the metacommunication, given by the symbolic relationship that is established between teacher and pupil.

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MISIÓN

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*Av. Panamericana km. 5 1/2 Via Machala Pasaje
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