



**UTMACH**

UNIDAD ACADÉMICA DE CIENCIAS SOCIALES  
CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS

TEMA:  
FACTORES QUE ESTÁN INCIDIENDO EN EL NO DOMINIO DE ESTRATEGIAS  
METODOLÓGICAS POR PARTE DE LOS PROFESORES DE PRIMERO DE  
BACHILLERATO

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

AUTOR:  
COBEÑA ULLOA GILMER PATRICIO

MACHALA - EL ORO

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Yo, COBENA ULLOA GILMER PATRICIO, con C.I. 0706743986, 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 Autor del siguiente trabajo de titulación FACTORES QUE ESTÁN INCIDIENDO EN EL NO DOMINIO DE ESTRATEGIAS METODOLÓGICAS POR PARTE DE LOS PROFESORES DE PRIMERO DE BACHILLERATO

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Patricio Cobena Ulloa Gilmer

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COBENA ULLOA GILMER PATRICIO  
C.I. 0706743986

## DEDICATION

This work I want to dedicate myself and my constant effort and sacrifice, for which I thank God for giving me health and welfare, to follow going forward every day of my life, faced every adversity that comes into my life and continue along the correct road.

My parents instilled in me a love of learning; my loved mother, who rests in peace, for teaching me my first letters when I was only 3 years old and gave the best of herself to make me a rich person in values and knowledge; my father in his humility helped me grow as a student, learning every day to overcome every barrier that puts in front of me.

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## ABSTRACT

This article also offer some practical suggestions for appropriate use of classroom strategies (the use of different sensory channels, the "take the place of the student," the foster constructive and meaningful learning avoiding the repetitive) explains briefly some methodological strategies that can be applied in the classroom: strategies for approaching reality, search strategies, organization and selection of information, strategies problematization processes divergent strategies and creative lateral thinking, and strategies for collaborative work. Given that no methodological strategies domain is a problem that has a history over time.

## RESUMEN

Este artículo, además de ofrecer algunas sugerencias prácticas para el uso adecuado de estrategias en el aula (el uso de los diferentes canales sensoriales, el "ponerse en el lugar del estudiante", el favorecer el aprendizaje constructivo y significativo evitando lo repetitivo), explica brevemente algunas estrategias metodológicas que pueden aplicarse en el aula: estrategias de aproximación a la realidad, estrategias de búsqueda, organización y selección de la información, estrategias de problematización, estrategias de procesos de pensamiento creativo divergente y lateral, y estrategias de trabajo colaborativo. Teniendo en cuenta que el no dominio de estrategias metodológicas es un problema que tiene antecedentes a lo largo del tiempo.

## INTRODUCTION

This research aims to identify the methodological strategies used by teachers in the classroom, considering the use of methodological strategies to achieve meaningful learning in students.

Methodological teaching strategies are procedures used in reflective and flexible way to promote the achievement of significant learning in students, namely teaching strategies are means or resources to provide educational assistance. (Frida-Diaz, 2002:141).

Significantly, the teaching in the classroom and in the school guidance teacher activity and allow students to achieve the objectives.

I can say that in high school youth need a different training which leads them to be both competent and mature people, you know, think, discuss, organize, cooperate, imagination, commitment, etc. But this problem to education entails that students often can not learn properly and as a result does not acquire optimal learning.

This means that when teachers do not develop methodological strategies that promote understanding of content, students can hardly capture the class taught by teacher

The stated problem encourages us to perform this research aims to contribute an idea exhibition and promotion of methodological strategies as a key element for better reading comprehension.

## DEVELOPMENT

### COMPLEXIVE EXAM DIMENTION PRACTICE

Practical Reactive to resolve:

English teachers eleventh grade school October 9, not dominate management methodology to manage their courses students strategies.

What are the factors that are affecting the domain no methodological strategies by teachers first year of high school?

### METHODOLOGICAL ESTRATEGIES

The teaching profession has always required the provision of a wide range of strategies and techniques aimed at improving the educational activity. This development is determined by the success with which students acquire new knowledge.

I can say that the no domain of methodological strategies is a problem that is affecting the education sector, both the methodology used by teachers to impart their knowledge and students to grasp information provided by it. This is because many times the teachers had no adequate academic preparation to be no more than a research person; namely it has to be in constant readiness and understanding to meet the needs of the student population.

Therefore it is necessary to take into account different aspects to enhance the use of strategies properly.

Give priority to strategies based on cooperation, interaction and participation, even in classes where the teacher dominates the exhibition, because these strategies facilitate the social construction of knowledge. Besides renewing methods to get those new generations have the ability to learn to reason, question and criticize. Quinquer, Dolors (2004). *Íber* 40, pp. 7-22

According to Herrera there are different ways to achieve the control and management of a group in the classroom. To succeed you must know how to manage a classroom, the teacher adapt the style to it, taking into account the age of the students, their ethnic origin and socio-cultural level and the "personality" of the class as a group and yours as a teacher (Herrera, Kavimandan, & Holmes), 2011.

This task is even more difficult in recent decades, as the attitude of students towards people in authority has changed dramatically. Maintain order in the classroom is one of the most difficult tasks facing teachers, especially young people with little experience. However, it is essential to achieve good results in learning.

Some of the changes in our society and in the attitude of the students have been positive and have served to increase self-confidence and security in the students themselves (Diaz-Rico & Weed, 2006; Linn & Miller, 2005)

Other changes have not been so, as they have been: an increase in the lack of respect for authority, some negative attitudes towards teaching methods and in some severe cases, the use of violence by students to achieve their goals.

This has made managing students in the classroom and in the educational life in general, more difficult and more demanding for those who are in charge of maintaining a positive learning environment.

Fortunately, a lot of behaviors and negative behaviors in the classroom can be lightened before they become serious discipline problems. Success in this regard depends mainly on the teacher's ability to use effective organizational practices. These practices are key to the learning process and are essential to establish and maintain order and control of the class.

You can find a list of organizational practices for management and control of a class that should help the teacher to establish effective control of his group.

How to take a class depends on many factors, but if the advice given is followed, surely the master will have a very good start.

The rest depends on the enthusiasm and dedication of the teacher. Work hard and always keep in mind that you are helping people to become better people. This is one of the most rewarding activities can give the teacher.

One of the most difficult situations for teachers is the control group, however this occurs when not equipped with the right tools.

First you must consider the concept of discipline: The word discipline comes from the Latin and means "teaching." Generally, this term relates to a punishment or is linked with the fear that generates an adult. At other times the teacher acts with little authority and eventually gives in to what students demand. It is rather a positive process that guides them to achieve self-control, facilitating the learning process (Teachers College Press, New York, [2010](#))

You need to anticipate what is expected of the class; is that sometimes teachers assume that students know what is allowed and what is not allowed socially, but often this is not so; There are rules to follow in the classroom, therefore must perform each.

Therefore you should exchange ideas with them and invite them to participate in the development of these standards and the consequences that will come if they are broken, greatly help the group control, as they will feel involved and committed behavior. The rules must be written in positive and that are clear, for example, instead of saying, "Do not interrupt when someone is speaking in front of the class," state "Respect shifts." Keep in mind that the regulation should not be very long, so it must be created under the most important rules, and consider that "regulate excess induces break the rules"

When the academic year begins it is common to start with the application of rules and consequences will firmly and lapsing as may be slowly losing. Sometimes depending on the mood of teachers is when they apply or not.

One of the essential aspects in implementing rules and consequences in the classroom is the constancy and consistency.

It should be noted and congratulate the positive behaviors of students: currently it is common for teachers to pay more attention to negative behaviors of students and when they do the right thing assimilate it their duty and go unnoticed. However, students need to know when their behavior is appropriate and specifically the teacher will remind you what to look for and to know that he liked the way they behaved. This will help reinforce these behaviors and increase them.

According to Abraham Maslow another very important aspect to take into account the teacher is to avoid the sarcasm, uncomfortable situation that students spend when the teacher says, "At last you stay seated, you see that if you can!", "Miracle brought me the task" "okay, now the parakeets had no desire to talk." Instead it would be helpful for students to hear phrases like "I like when you participate in class," "I congratulate A and B by paying attention and taking turns", "How well these controlled your body today." Specifically to congratulate the other students be heard probably try to imitate the behavior congratulated.

You need to create awareness: Keep in mind that the questions the teacher helps the student to analyze and reflect on their own actions, this will make it more accountable for its actions, also you learn to self-regulate (make it touches even the wish to anything else) (Pérez Serrano, Op. Cit., p.107).

For example: Is that what you think is doing well? What do you think can happen if you continue you swing on your chair?

Establish key guidelines identify the whole group: With this sense of belonging is generated, and also a situation that creates order. For instance:

-That there is a "pass" to go to the bathroom, can only go if you take it, and shifts are respected, prevents all want to go at the same time, etc.

-If there's too much clutter stop giving instruction, silent for students notice that something happens.

It is very important that the teacher controls his emotions as when facing undesirable situations in the classroom and disorder, disrespect, etc. Generally emotions move to different reactions occur, these reactions often not be the most appropriate.

When the teacher learns to control his emotions, he is able to take more effective actions to the situation. Therefore one of the first steps to address the problems in the classroom is 'calm' anxiety and test this emotion-driven responses. In this way it is possible to establish effective limits and act with confidence during class. Do not take the comments and attitudes of students in a personal way, each student brings

a different family history and what they need is to be heard and a guide so they can learn to control; not having the teacher against him. (Romi y Freund, 1999).

Another important aspect is to use a clear and coherent language: asking not give orders. The orders are given one neutral tone of voice directing what to do and how to do it.

A teacher must be able to convey to students the feeling that they can count on him to solve their academic problems and that they can submit their complaints without fear of being scolded, therefore, should be able to do this without his authority is called into question.

In a very broad way what are really learning strategies?. They are procedures that include technical, operations and activities aimed at "learning to learn". Learning strategies can be classified into three groups: domain of knowledge to which they apply, the type of learning that favor, its purpose, the type of particular techniques paired together. Some formulas or strategic learning techniques that teachers can expand, such as:

Constructivism maintains that the idea of the purpose of the education provided in schools is to promote personal learning processes of students in the cultural context belonging.

One of the ways is the constructivist teaching thinking and acting. The student trying to get the best of himself, finds his way of thinking and creating, not only what we believe can work for you.

Learning occurs if several conditions are met: the student is able to relate not so arbitrary information.

Motivation is not a teaching technique, but an important factor for all learning. There is no use many techniques or strategies if the student does not then feel any so doing motivation. The factors may be due to the family, but also the connection between teacher and student. The type of messages that gives the teacher, etc ... so will cause the child to be motivated either by interest or feel identified.

One of the situations that occur in the learning process is competitive. When teaching is worked on individual situations in the sense that students work independently at their own pace it is one of the best ways, but it is very difficult to individualize each case when we are in many students. While each process can be studied separately also can create a list. When you are working in individual situations but no common goals their own goals of each student. In competitive situations is quite the opposite as we entered objectives also pursue other students on tests (or all tests). As students are compared the number of rewards depends on the number of rewards distributed among the other students. Teamwork is very good and gets benefits in student outcomes, and we get qualities such as: duty, help, communication, competitiveness, cooperation.

## RESULTS AND CONCLUSIONS

I can say that while the teacher uses appropriate strategies within the classroom, you can grab the attention of all students of the same. Basically, the teacher must motivate their students, so that they achieve an appropriate concentration and therefore can answer every question that arises.

For that reason, the teacher is the intermediary to be a connection between the student and knowledge, so the teacher must use appropriate strategies to be carried out throughout the class; and that these are essential for the academic development of students, allowing them to reason correctly.

It is important that the teacher be one more evaluating and improving the ability of each student, watching their progress and processes.

The teacher should create the right environment for students to interact with him know, not create disinterest, so that students (in some cases) to create their own strategy know what he knows is right be the end.

One strategy may be to motivate their students. There are no magic formulas for motivation, but to show his students what they may be interested in the subject or what applies in real life help. Obviously, motivation is not easy but if the teacher that every day is with his students, who knows what educational level they have, who knows the race or the interest to continue studying with his students and who knows the subject they teach, especially the teacher must know the emotional side of each of the students in the classroom; that is, the teacher is the person who is best able to motivate their students.

The teacher is responsible for getting their students to learn the right way, for which the teacher must use different study techniques in order to achieve the student to obtain appropriate learning of the training class.

Also, you can say that in this way a good teacher can handle their students by implementing educational methodologies, one as mentioned above; meeting the needs of each of its students to balance the level of education to impart.

So educational innovation helps customize those guidelines even set different guidelines for different students in the same class. By this I made it clear that not enough that a teacher has the proper knowledge of their material to teach, you also

need to know the people who will teach, their talents, their previous experiences and their needs.

The teacher should be the starting point of the student, who will help the student to find his destiny. The great masters emanate passion and determination. The difference between a good teacher and a great teacher is no experience or knowledge. It's about passion. Passion for the subject, passion for teaching. If the teacher has it, it is sure that her students also caught.

The act of teaching requires explore their own sense of identity, just so the teacher can fully meet the students. Teaching is a challenge, but it involves to be consistent without becoming predictable or boring. Teaching is not simply transfer information. This is to teach people to think.

A good teacher helps people learn how to think on their own rather than tell them what to think. The best way that the teacher can show concern for his students, is listening. Students not only learn from their teacher.

They also learn about themselves and their peers; so, students listen to each other. It is even possible that a student has an idea that his companions had not thought of. Therefore it is very important and interesting to watch them interact.

Good teachers believe that all students can learn, but understand that everyone does it differently. Some are visual, others prefer to read.

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