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manera conjunta,
haciendo muy fácil
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The main objective
of this Research

Topic is to determine
the conditions that
place students at risk
of school failure,
identifying student
and context

variables. In spite of
the fact that there is
currently little doubt
about how one learns

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and how to teach, in some countries of the “developed world,” there is still there is a high rate of school failure.

Although the term “school failure” is a very complex construct, insofar as its causes, consequences, and

development, from the field of educational psychology, the construct “student engagement” has recently gained special interest in an attempt to deal with the serious problem of school failure.

School engagement

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builds on the anatomy of the students' involvement in school and describes their feelings, behaviors, and thoughts about their school experiences. So, engagement is an important component of

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students' school experience, with a close relationship to achievement and school failure.

Children who self-set academic goals, attend school regularly and on time, behave well in class, complete their homework, and

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study at home are likely to interact adequately with the school social and physical environments and perform well in school. In contrast, children who miss school are more likely to display disruptive behaviors

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in class, miss
homework

frequently, exhibit
violent behaviors on
the playground, fail
subjects, be retained
and, if the behaviors
persist, quit school.

Moreover,
engagement should
also be considered as
an important school

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outcome, eliciting
more or less

supportive reactions
from educators. For
example, children
who display school-
engaged behaviors
are likely to receive
motivational and
instructional support
from their teachers.

The opposite may

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also be true. But
what makes student
engage more or less?

The relevant
literature indicates
that personal
variables (e.g.,
sensory, motor,
neurodevelopmental,
cognitive,
motivational,
emotional, behavior

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problems, learning difficulties, addictions), social and/or cultural variables (e.g., negative family conditions, child abuse, cultural deprivation, ethnic conditions, immigration), or school variables

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(e.g., coexistence at school, bullying, cyberbullying) may concurrently hinder engagement, preventing the student from acquiring the learnings in the same conditions as the rest of the classmates.

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college experience as
a way of advancing
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concerns and to draw
substance from their
reading and writing
assignments. By
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understand what it is
they are being asked
to write{u2014}from
basic to complex co
mmunications{u201
4}and how they can
go about fulfilling
those tasks
meaningfully and
successfully, this
book helps students
to develop

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*clearly explained
in order of*

*importance, and
more than 300
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*terms are
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*upper secondary
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language learning
as comprising
several
dimensions,
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