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FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

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"OBSERVATION OF TEACHER'S BEHAVIOUR WITHIN A CLASSROOM ENVIRONMENT WITH THE STUDENTS IN SEGUNDO AÑO DE BACHILLERATO "A" AT UNIDAD EDUCATIVA "CONDORAZO" IN THE ACADEMIC YEAR 2016-2017"

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UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACION Y TECNOLOGIAS
LANGUAGE CAREER

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"OBSERVATION OF TEACHER'S BEHAVIOUR WITHIN A CLASSROOM ENVIRONMENT WITH THE STUDENTS IN SEGUNDO AÑO DE BACHILLERATO "A" AT UNIDAD EDUCATIVA "CONDORAZO" IN THE ACADEMIC YEAR 2016-2017" presentado por el señor Cristian Patricio Yumisaca Guacho y dirigida por: Ing.: Luis Machado.

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Que el presente trabajo de graduación titulado "OBSERVATION OF TEACHER'S BEHAVIOUR WITHIN A CLASSROOM ENVIRONMENT WITH THE STUDENTS IN SEGUNDO AÑO DE BACHILLERATO "A" AT UNIDAD EDUCATIVA "CONDORAZO" IN THE ACADEMIC YEAR 2016-2017" de autoría del señor **Cristian Patricio Yumisaca Guacho** ha sido dirigido y revisado durante las cuatro fases del proceso de investigación contando con 11% de plagio es todo cuanto lo que puedo decir en honor a la verdad.


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Riobamba, Octubre / 17 //2017



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CRISTIAN PATRICIO YUMISACA GUACHO
060484398-7

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I thank God and my parents who have been my support to finish my career. To my professors who have taught me the essential things that I will need as a professional. Finally I thank to Mgs Luis Machado who was my professor, friend who helped me with his knowledge to develop this work.

Grateful,

Cristian Patricio Yumisaca

DEDICATORY

I want to dedicate this work to God for his blessings, who gave me the health and courage to finish my career. To my family who helped to make my dream come true contributing with all my necessities, as economics, and motivational.

Cristian Yumisaca

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RESUMEN

A través de un análisis previo se determinó como problema que el ambiente del segundo de bachillerato mecanizado "A" en la Unidad Educativa "Condorazo" es afectada por el comportamiento de la maestra la cual crea un ambiente variable dentro de clases dando como resultado una baja motivación por aprender el idioma inglés. Este estudio muestra como la conducta de la docente incide en el proceso de aprendizaje de los estudiantes y cuán importante es el uso de un correcto comportamiento en la clase. La investigación se realizó durante el año académico 2016 - 2017 con los estudiantes de segundo año de bachillerato mecanizado "A". El propósito de este trabajo fue observar la conducta de la maestra dentro del ambiente de clases, la misma que se realizó con una población de 16 alumnos y un maestro. El tipo de investigación fue cualitativo de nivel exploratorio y el método empleado fue el etnográfico. La técnica utilizada fue la observación no participativa ya que el investigador cumplió un rol pasivo durante la actividad. El instrumento que se utilizó fue una ficha de observación esta fue hecha por el investigador basada en algunos de los indicadores tomadas del marco teórico. Al final se concluyó que el comportamiento de la docente juega un factor importante dentro del ambiente de clases, además que la docente no cumple con todas los indicadores basadas en las características de un buen maestro aunque existieron ciertos puntos que fueron desarrollados de manera positiva.

Palabras clave:

Comportamiento, Docente, Ambiente, Clase

ABSTRACT

Through a previous analysis was determined as problem that classroom environment of Segundo de bachillerato "A" at the Unidad Educativa Condorazo Is affected by teacher's behavior which creates a volatile atmosphere, resulting a low motivation for learning the English language. This research shows how teacher's attitude at the learning process of the students and how important is the correct behavior in class. The research was done in the academic year 2016-2017 with the students of Segundo año de Bachillerato Mecanizado "A". The purpose of this work is to monitor the teacher's behavior within a classroom environment. The same which was made with a population sample among 16 students and one teacher. The type of study was qualitative of exploratory level and the method used was the ethnographic. The Technique applied was a non-participative observation since the researcher played a passive role during the activity. The instrument used was an observation sheet it was done by the researcher based in some of the indicators taken from the theoretical framework. At the end it was concluded that that the teacher's behavior plays an important factor within the classroom environment, moreover that teacher doesn't apply with all the indicators based in the characteristics of a good teacher even though there were certain strengths which were developed in a correct way.

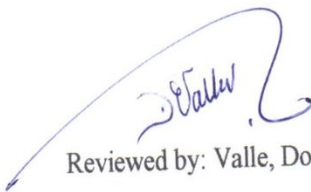
Key words:

Behaviour, teacher, environment, class.

Abstract

Through a previous analysis was determined as a problem that classroom environment of Segundo de bachillerato "A" at the Unidad Educativa Condorazo is affected by the teacher's behavior which creates a volatile atmosphere, resulting in a low motivation for learning the English language. This research shows how the teacher's attitude at the learning process of the students and how important is the correct behavior in class. The research was done in the academic year 2016-2017 with the students of Segundo año de Bachillerato Mecanizado "A". The purpose of this work is to monitor the teacher's behavior within a classroom climate. The same was made with a population sample among 16 students and the teacher. The type of study was qualitative of exploratory level and the method used was the ethnographic. The technique applied was a non-participative observation since the researcher played a passive role during the activity. The instrument used was an observation sheet, it was done by the researcher based in some of the indicators taken from the theoretical framework. At the end it was concluded that the teacher's behavior plays an important factor within the classroom environment, moreover that teacher doesn't apply with all the indicators based in the characteristics of a good teacher even though there were certain strengths which were developed in a positive way.

Key Words: Behaviour, Teacher, Environment, Class.


Reviewed by: Valle, Doris

Language Center Teacher



INTRODUCTION

According to previous theories "Teacher behavior are elements which influence student classroom behaviors and student achievements" (Brophy, 1979).

"The single most important factor in determining the learning environment is teacher behavior. Intentionally or unintentionally, teachers' verbal and nonverbal behavior influences student behaviors," (Levin & Nolan).

This research was oriented to observe how the classroom environment is affected by the teacher's behaviour.

This research was developed in the Unidad Educativa "Condorazo" it is an important institution which is located in the Chimborazo province, city of Riobamba, in Punín parish in which there are 200 students and 16 teachers. The students acquire different kinds of subjects and the English Language is an important subject in the institution, it is taught 5 hours per week. In the Segundo Año de Bachillerato "A" Mecanizado there are 16 students where all of them are men and most of them show interest for learning English.

The research problem is that the course is affected by the teacher's behavior, because it creates a variable environment in the learning process, students are ashamed and afraid in class they feel frustrated when attitude of teacher changes, for this reason researcher got more information about the problem to help the teachers to improve a correct behavior in class.

This problem was chosen because there is a variable classroom environment the same which influences in the learning process. In this research were observed the characteristics of a good teacher behaviour with classroom environment. In addition, this investigation contributed to clarify the problem and find solutions.

The research type was qualitative with an exploratory level and the method used was the ethnographic. The instrument applied was an observation sheet which was elaborated by the researcher.

The observation sheet permitted to recognize the teacher's characteristics in the learning process. In addition the investigation was not difficult because there was a previous knowledge taken out from the pre-professional practices, moreover authorities and students of the institution, permitted to develop the research without difficulties.

The purpose of this research consisted in observing the teacher's attitude in the classroom environment. To help the teacher of the institution to create a good behavior in the learning process. To get a positive classroom environment through the teacher's attitude, this research is useful for the investigator as requirement for becoming a professional.

This research has been divided in five chapters:

CHAPTER I. – It is presented the referential framework, the problem statement ,the general and specific objectives and justification.

CHAPTER II- It is presented the theoretical aspects of teacher behavior, characteristics of a good teacher, characteristics of a bad teacher, kind of environments in class.

CHAPTER III- It is presented the methodological framework which shows the design and type of the research, population, techniques and collecting instruments of data and techniques of procedure for the analysis.

CHAPTER IV. - It is presented the analysis of results.

CHAPTER V. - Are presented the conclusions and recommendations of the research.

CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1 THE PROBLEM RESEARCH

Problem: Class environment is affected by teacher's behavior.

1.2 PROBLEM DEFINITION

The Unidad Educativa "Condorazo" is an important institution which is located in the Chimborazo province, city of Riobamba, Punin parish. It was created in October 1981 this institution has about 16 teachers who 2 are English teachers with languages degree. There is a number of 200 students who are local people and others comes from different places as Licto and Flores parish. There are 14 classrooms which are enough to cover the student community.

The present research was developed in Segundo año de bachillerato "A" of Unidad Educativa "Condorazo" there are 16 students where one of them has especial capacities. In the academic process there is motivation for learning English but this sometimes changes due to the teacher's behaviour.

The main problem is that students are affected by the teacher's behavior because it creates a variable environment to acquire the language so the students lose interest for learning English. The researcher observed and got more information about how teacher's behavior affects in the classroom environment.

The idea is to help the teachers of the Unidad Educativa "Condorazo" to maintain a good behavior permitting to create a comfortable environment with the class. Also this is useful for the author as requirement to get the degree of English teacher and enrich his knowledge in his professional life.

1.3 FORMULATION OF THE PROBLEM AND GUIDE QUESTIONS

AREA OF STUDY	QUESTIONS		OBJETIVES	
	GENERAL	GUIDING	GENERAL	SPECÍFIC
Teacher's behavior	Which is the role of teacher's behavior within classroom environment?	Which are the Characteristics of a teacher's behavior?	To observe the teacher's behavior within classroom environment	To recognize the characteristics of the teacher's behavior in the classroom
		Which are the kind of environments inside the class?		To determine the characteristics of teacher's behavior in the classroom
				To describe the characteristics of the teacher's behavior in the classroom

Done by: Cristian Yumisaca

1.4 OBJECTIVES:

1.4.1. GENERAL OBJECTIVE.

To observe the teacher's behavior within classroom environment with students at Segundo de Bachillerato "A" at Unidad Educativa "CONDORAZO", during the academic year 2016-2017.

1.4.2 SPECIFIC OBJECTIVES

- To recognize the characteristics of the teacher's behavior in the classroom.
- To determine the characteristics of teacher's behavior in the classroom.
- To describe the characteristics of the teacher's behavior in the classroom.

1.5 JUSTIFICATION

The present research contributes to reinforce the teacher's attitude in the classroom environment, moreover to recognize the characteristics that are applied by the teacher in the second of bachelor parallel "A" to help to the teacher to create a positive classroom environment.

This research is important because the teacher's behavior insides positively and negatively in the classroom.

Through the observation was possible to determine how the classroom is affected by the teacher's attitude. To develop this work was necessary the using of an observation sheet, it determined the three fundamental axes of the research: To recognize, determine, and describe the characteristics of the teacher's behavior in the classroom.

The present research had the feasibility in the different aspects: First the academic because the university provided the information about how to develop the project. Second the human feasibility because the Unidad Educativa "Condorazo" permitted to develop the investigation, providing useful information and reassures for the research.

Third the previous knowledge acquired through the pre-professional-practices. Finally, the economic feasibility because it was self-financed by the researcher.

This research will be useful for the investigator because it is a requirement for becoming a professional and use it this work in the professional life. The direct beneficiaries of the present research are the teacher and students at Segundo "A" de Bachillerato Mecánico Industrial " and the indirect beneficiaries are: Universidad Nacional de Chimborazo, the languages career, and readers.

CHAPTER II

2 THEORETICAL FRAMEWORK

2.1 PRECEDENTS OF INVESTIGATIONS REALIZED WITH REGARD TO THE PROBLEM

According to the investigation realized there isn't any other work related with this topic in the library of the UNACH campus "La Dolorosa".

2.2 THEORICAL FOUNDATION

2.2.1 Teacher Behaviour

Attitude means the individual's prevailing tendency to respond favourably or unfavourably to an object (person or group of people, institutions or events). Attitudes can be positive (values) or negative (prejudice).

Teachers have an important role in classroom communication, classroom behaviour management, and the achievement of teaching aims. The settings in which effective and successful classroom management is conducted are bound to make a contribution to students' success. A lot of research has dealt with classroom management and teaching skills to determine the characteristics of teachers and students.

While it is true that there are teachers whose attitudes are positive towards the promotion of good science teaching- learning situations, for most students, in many countries, the reality of the school classroom consists of lessons where science is transmitted by their teachers, at best, as a set of facts, laws and data (H. Putnam, 1974).

Teacher behavior are elements which influence student classroom behaviors and student achievements (Brophy, 1979).

The behavior of a teacher is described along two dimensions - an influence dimension and a proximity dimension. The influence dimension describes the degree of control of the teacher over the communication process, the proximity dimension the degree of cooperation or opposition between the teacher and the students (Wubbels, Levy 1993)

Beidler believes that the teacher who falls into the trap of cynicism or victimization will never be positive about teaching. Good teachers meet all challenges with a positive attitude.

2.2.2 GOOD TEACHER BEHAVIOR

It is important for the teacher to be closer to the student and show interest for his/her personal emotional world (Monganett 1995). Teacher enthusiasm is also a variable that appears to be very important that constructs outstanding teaching (Check, 1999).

As (Hilsey , Kempler 2000) stated it “when a teacher exhibits greater evidences of enthusiasm students are more likely to be interested, energetic, curious, and excited about learning. Backledge and Hunt (1995) said that being fair and non-judgmental is another very important characteristic of the effective teacher.

Good teachers know how to bring out the best in their students, but it’s not magic and it’s not just about popularity. Here are some of the “tricks” good teachers use:

Encourage high expectations

- Set challenging goals for learning.
- Set consequences for non-completion of work.
- Encourage students to write and speak well.

Encourage cooperation among students

- Ask students to explain difficult concepts to each other.
- Inquire into students’ interests and backgrounds.
- Encourage students to prepare together for class.
- Create study groups and project teams.

Emphasize timeliness

- Expect students to complete assignments promptly.
- Estimate and communicate the amount of time to be spent on tasks.
- Encourage rehearsal of oral presentations.

Give prompt feedback

- Provide sufficient opportunities for assessment.
- Prepare classroom activities (for example, active learning exercises) that give immediate feedback.

Return graded assignments within one week.

Give detailed evaluations of work starting early in the term.

Give a pre-test at the beginning of the course to assess students' background in the subject.

Encourage student-instructor contact

Adopt a demeanor that communicates that you are approachable.

Welcome students to drop by your office. Respect diverse talents and ways of learning.

Encourage student involvement

Use diverse teaching activities.

Ask students to relate outside events to class material.

Give students real-life situations to analyze.

Use simulations and role-playing in class.

Encourage students to challenge course material.

Be sure to make clear that showing disrespect to you or other students is not appropriate.

2.2.3 CHARACTERISTICS OF A GOOD TEACHER

Organization and Clarity

Explains clearly

Is well prepared

Makes difficult topics easy to understand

Uses examples, details, analogies, metaphors, and variety in modes of explanation to make material not only understandable but memorable

Makes the objectives of the course and each class clear

Establishes a context for material

Analytic/Synthetic Approach

Has a thorough command of the field

Contrasts the implications of various theories

Gives the student a sense of the field, its past, present, and future directions, the origins of ideas and concepts

Presents facts and concepts from related fields

Discusses viewpoints other than his/her own

Dynamism and Enthusiasm

Is an energetic, dynamic person

Seems to enjoy teaching

Conveys a love of the field

Has an aura of self-confidence

Instructor-Group Interaction

Can stimulate, direct, and pace interaction with the class

Encourages independent thought and accepts criticism

Uses wit and humor effectively

Is a good public speaker

Knows whether or not the class is following the material and is sensitive to students' motivation

Is concerned about the quality of his/her teaching

Instructor-Individual Student Interaction

Is perceived as fair, especially in his/her methods of evaluation

Is seen by students as approachable and a valuable source of advice even on matters not directly related to the course (Hildebrand, 1971)

2.2.4 CHARACTERISTICS OF A BAD TEACHER

One would hope that all teachers would strive to be excellent, effective teachers. However, education is just like any other profession. There are those who work extremely hard at their craft getting better on a daily basis and there are those that are just simply there never striving to improve. Even though this type of teacher is in the minority, just a handful of truly bad teachers can hurt the profession.

What qualities can deem a teacher ineffective or bad? There are many different factors that can derail a teacher's career. Here we discuss some of the most prevalent qualities of poor teachers.

Lack of Classroom Management

A lack of classroom management is probably the single biggest downfall of a bad teacher. This issue can be the demise of any teacher no matter their intentions. If a teacher cannot control their students, they will not be able to teach them effectively. Being a good classroom manager starts on day one by incorporating simple procedures and expectations and then following through on predetermined consequences when those procedures and expectations are compromised.

Lack of Content Knowledge

Most states require teachers to pass a comprehensive series of assessments to obtain certification within a specific subject area. With this requirement, you would think that all teachers would be proficient enough to teach the subject area(s) they were hired to teach.

Unfortunately, there are some teachers who do not know the content knowledge well enough to teach it. This is an area that could be overcome through preparation. All teachers should thoroughly prepare for any lesson before they teach it to make sure they understand what they are going to be teaching.

Teachers will lose credibility with their students quickly if they do not know what they are teaching, thus making them ineffective.

Lack of Organizational Skills

Effective teachers must be organized. Teachers who lack organizational skills will be overwhelmed and, as a result, ineffective. Teachers who recognize a weakness in organization should seek help in improving in that area. Organizational skills can be improved with some good direction and advice.

Lack of Professionalism

Professionalism encompasses many different areas of teaching. A lack of professionalism can quickly result in a teacher's dismissal. Ineffective teachers are often tardy or absent. They may fail to follow a district's dress code or use inappropriate language in their classroom.

Poor Judgment

Too many good teachers have lost their careers due to a moment of poor judgment. Common sense goes a long way in protecting yourself from these sorts of scenarios. A good teacher will think before acting, even in moments where emotions or stressors are running high.

Poor People Skills

Good communication is essential in the teaching profession. An ineffective teacher communicates poorly, or not at all, with students, parents, other teachers, staff members, and administrators.

They leave parents out of the loop about what is happening in the classroom.

Lack of Commitment

There are some teachers who simply lack motivation. They spend the minimum amount of time necessary to do their job never arriving early or staying late. They do not challenge their students,, are often behind on grading, show videos often, and give “free” days on a regular basis. There is no creativity in their teaching, and they typically make no connections with other faculty or staff members.

There is no such thing as a perfect teacher. It is in the nature of the profession to continuously improve in all areas, including classroom management, teaching style, communication, and subject area knowledge. What matters most is a commitment to improvement. If a teacher lacks this commitment, they may not be suited for the profession. (Meador, 2017)

2.3.1. Classroom Environment

Classroom environment encompasses a broad range of educational concepts, including the physical setting, the psychological environment created through social contexts, and numerous instructional components related to teacher characteristics and behaviors. The study classroom environment has been widespread across nearly all sub specializations of educational psychology. (Miller, Cunningham, 2011)

2.3.2. The Physical Environment

More frequently a focus in earlier studies of classroom environment, the physical environment has continued to appear in contemporary studies as an influence on behavioral and academic outcomes. Current studies of the physical environment have investigated aspects such as class composition, class size, and classroom management. (Fraser, B. 2002.)

2.3.4. Classroom Climate

Part of the larger focus on school improvement is School Climate or Educational Climate, which defines how teachers interact with each other and with administrators. This is different from Classroom Climate, which identifies relationships among students with each other, the teacher and how this translates into learning. (Moos, 1979)

2.3.5. The Psychological Environment

Beyond the physical arrangement of a classroom a psychological environment is also created, based on the interaction of key players in the classroom, namely students and teachers. Research in this area has varied greatly and proliferated during the early twenty-first century. Studies have been particularly concentrated on student class participation rates, teacher support, and communication of learning goals. (Patrick, Kaplan, 2007).

2.4 DEFINITION OF KEY TERMS

Teacher behavior: Teacher behavior are elements which influence student classroom behaviors and student achievements (Brophy, 1979).

Good teacher behavior: “when a teacher exhibits greater evidences of enthusiasm students are more likely to be interested, energetic, curious, and excited about learning. (Hilsey , Kempler 2000)

A bad teacher: are those that are just simply there never striving to improve. Even though this type of teacher is in the minority, just a handful of truly bad teachers can hurt the profession. (Meador, 2017)

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1 RESEARCH TYPE

The present research has a **qualitative** character because was necessary the using of data that arises from the empirical confrontation between the subject and the object of investigation.

To develop this research was necessary to take the essential parts from the theory according to the teacher behavior and the classroom environment. First the research started using as strategy the observation, in the second of bachelor parallel "A" of "Unidad Educativa Condorazo" using an observation sheet.

3.2 RESEARCH LEVEL

The method of investigation was **exploratory** because it consisted in determine the effects of teacher's behavior in the classroom environment with the purpose of helping the teacher for creating a comfortable classroom environment for the students.

In addition, all the information was interpreted to define problems and find solutions to get a good teacher behavior and trough this to maintain a comfortable environment in the classroom.

3.3 RESEARCH METHOD

This research was an **Ethnographic** method due to it assumes the form of directly observable material, items, individual behaviors and performances as well as ideas and arrangements that exist only in people's heads.

The investigator researched at Unidad Educativa "Condorazo" because in this high school exists the problem where the classroom environment is affected negatively and positively by the teacher behavior. This research was developed in the academic scholar year 2016-2017. Where the information was gathered through an observation.

For this study, researcher had been working during six months the same which was distributed for the following faces: The field work, the analytical phase and the informative phase.

3.3. POPULATION AND SAMPLE

The investigator choose Unidad Educativa "Condorazo" because here was identified the problem that reveals that the classroom environment is affected by the teacher's behavior the same which was detected through of the pre-professional practices. In second of bachelor there are two parallels: "A" and "B" but was chosen just parallel "A".

The Segundo Año de Bachillerato "A" Mecánico Industrial of Unidad Educativa "Condorazo" is formed by 16 students where all of them are men and one has especial capacities, most of them show interest for learning English but some students don't show interest in learning the language.

The researcher noticed that the Class environment was comfortable when the teacher used a correct behavior in class but it changed when the teacher varied her behavior in the learning process. The research was not difficult because the number of people wasn't numerous. The observation was developed with 16 students at second of bachelor "A" and one teacher.

3.4. PROCEDURE

The activity of the research project was developed in through four phases which were: **Preparatory phase, Field Work, Analytical and Informative.** To begin into the preparatory part of the project the investigator determined in his pre-professional practices that the classroom environment was affected by teacher's behavior in second of bachelor "A" in the Unidad Educativa "Condorazo", For then the investigator realized the respective documents to the director of the institution MSc Victor Vallejo and the English teacher. As the researcher developed all the practices in the institution, had the opportunity of getting additional information the same which was a great advantage to enrich the research. The work method chosen was the exploratory. **In field work** the investigator was involved into the class as an observer

to see if the teacher applies some of characteristics of a good teacher, taking a passive role because it didn't need the participation of the observer, the unique activity was observing and gathering important information using an observation sheet. **In the analytical phase** The observation was applied on 5th 6th and 7th of June two hours per day in second of bachelor "A" at Unidad Educativa "Condorazo". Once done it, was developed the data reduction, data transformation, the correct review of the objectives and data confrontation. At the end was possible to do the final draft revision with the final report presentation.

3.5. WORK FIELD

The investigator was involved into the class as an observer to see if the teacher applies some of characteristics of a good teacher, taking a passive role because it didn't need the participation of the observer the unique activity was observing and gathering important information. The teacher took the same activity as always in class, at the process of the observation was feasible to note that teacher applied some characteristics of a good teacher but there were others which were not positive. As result, was easy to detect the variation of the environment in class.

The information was collected from the observation done according to the indicators from the observation sheet the same which was developed for three reasons: First, to recognize the characteristics of the teacher's behavior. Second, to determine the characteristics of teacher's behavior. Third to describe the characteristics of the teacher's behavior in the classroom. The persons who helped to make it possible were since the authorities who permitted to develop the investigation through one week in the first week of June until to finish it. The technique that was used was a participatory observation in which the information was gathered through an observation sheet which concluded that teacher's behavior really affect the classroom environment even though teacher doesn't take into account this factors. Within the analytical phase the data were taken through a participatory observation and applied as instrument an observation sheet the same which were developed by the researcher. Once that the investigator collected all the information in the analytic phase, he finished the final report the fourth week of June and with this he concluded the research.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS

The research work was developed at second of bachelor of Unidad Educativa "Condorazo" in order to observe the teacher's behavior within classroom environment.

The observation was applied on 5th 6th and 7th of June two hours per day in second of bachelor "A" at Unidad Educativa : "Condorazo". The observation helped to observe the teacher behaviour within classroom environment.

4.4 GENERAL ANALYSIS AND DESCRIPTION OF OBERVATION SHEET AT SECOND OF BACCALAUREATE

SPECIFIC OBJECTIVES	COLLECTED INFORMATION	ANALYSIS	THEORY CONTRAST
<p>TO RECOGNIZE THE CHARACTERISTICS OF THE TEACHER'S BEHAVIOR IN THE CLASSROOM</p>	<p>Is the teacher is an energetic and dynamic person?</p>	<p>Was evident to observe that teacher was an energetic person because she showed enthusiasm and energy at the moment of teaching. She started motivating students, during all the class, she smiled in all the teaching process was an humorous person.</p> <p>She was an active no just in the classroom also out of the classroom with others students, helping them with any question related with assignments.</p>	<p>According to (Raybine,2010) . A teacher that possesses enthusiasm for teaching and conveys it in a positive manner with conviction and energy creates a compelling bond between himself and his or her students. Enthusiasm and energy are contagious and, when applied to a classroom environment, can captivate and motivate a reluctant student. A teacher should energize students with his or her enthusiasm</p>
	<p>Does teacher seem to enjoy teaching?.</p>	<p>Was observed that teacher enjoyed teaching because demonstrated enthusiasm and energy in all the class. She was a sympathetic person. She started with a warm up which is called: "Simon says" in that moment all the class waked up and demonstrated a kind of motivation to start with the new class. Was evident the variation of the environment in the class. One of the students suggested another game and his classmates</p>	<p>According to (Kangan Institute 2010) teacher who seems to enjoy teaching must be patient, understanding, sympathetic, and nurturing, often all at the same time.</p>

		suggested too. Then teacher could not do other because the time wasn't enough	
	Does teacher have an aura of self-confidence?	<p>Was observed that teacher had an aura of self-confidence because she showed thrust in her capacities, she spoke actively in all the aspects she didn't feel ashamed in front of the board she took her marker and started to write. she was not nervous.</p> <p>There was a student who was confused with a topic so she didn't show any complication at the moment of explain it again,</p> <p>All the class was developed in a comfortable way, she was not afraid because demonstrated to be prepared for any question, and having enough knowledge about the topic.</p>	<p>According to (Eison,1990) there is self-confidence when you go to a course or a specific class with explicit goals in mind. You know what you want to accomplish and you've planned how that will happen</p> <p>Speak actively (be expressive and enthusiastic), teach actively (engage students, let your teaching be about their learning), and care actively (be concerned about your students; their lives and learning).</p>
	Can the teacher stimulate, direct, and create interaction in the class?	<p>Was possible seeing that teacher stimulated to work in pairs and cooperative groups, she every time provided support when students asked it, she used to be ready to help in any question or due of students. She didn't made groups with the same students, she considered to make groups with different students to motivate the integration in</p>	<p>According to (Howarth, 2007) Interaction gives learners the opportunity to use language successfully and to measure their progress which in turn should lead to an increase in motivation.</p> <p>How we can promote an increase in student interaction?</p>

		<p>the class. She considered the level of task at the moment of work in groups there was a clear example when the students were developing a difficult topic which needed time and a lot preparation.</p>	<p>Providing support, Giving preparation time Providing a supportive atmosphere. Varying the interaction and repeating tasks Having different levels of task.</p>
	<p>Does Teacher accept criticism?</p>	<p>According to the observation it was determined that teacher could not accept the criticism, because when a student said that she talks very fast and that she always takes the lessons only on paper, The teacher in that moment gave a negative facial expression and said that. "she always uses that same kind of teaching."</p> <p>She in that moment showed trust in her capacities and didn't accept any critic from her students.</p> <p>Another student said that " She developed very fast every topic that they needed more time to understand it..</p> <p>She couldn't stay calmed she didn't take it easy, in that moment all student showed a negative</p>	<p>According to (Ron, 2017)When you accept criticism, you need to</p> <p>Look at the person. Don't give negative facial expressions.</p> <p>Stay calm and quiet while the person is talking.</p> <p>Show you understand ("okay" or "I understand").</p> <p>Try to correct the problem. If you are asked to do something, do it. If you are asked to stop doing something, stop it. If you can't give a positive response, at least give one that will not get you into trouble ("Okay," "I understand," or "Thanks").</p>

		expressions they took a breath and decided to pay attention to the class.	
	Does teacher use humor effectively?	Was observed that teacher used the humour effectively because she used it at the moment of develop a work in group. She maintained a smiling before to start with the class at the, moment of work with the books, she made funny comparisons with the pictures from the books, she talked about some funny experiences about her life, she was an humorous person without hurting to anybody she tried to build funny histories using humor as tool with the students. When she was wrong she smiled about herself, and all the class was smiling about it.	<p>According to (Maurice, J 2014) There are things you can do to lighten the load and dissipate the clouds in your classroom. Just remember, above all, that sarcasm has no place in the school.</p> <p>Only "no hurt" humour is acceptable.</p> <p>Laugh at yourself -- when you do something silly or wrong</p> <p>Add humorous items to tests, homework or class assignments</p> <p>Ask students to bring in books they think are funny</p> <p>Ask students to try to build humor into occasional writing assignments.</p>
	Does teacher know if the material is sensitive to students' motivation?	According to the observation Materials were used every time the same, we are talking about the book, copybook, the board and sometimes the radio to make listening. When teacher said " please take out the books" students showed a boring expression teacher just applied the guide of the book and didn't add her own sources. There wasn't	According to (Verner ,2017) Sometimes students are turned off by the style or approach of certain curriculum authors. Bringing a different perspective into the class will reengage your students who are turned off by your current materials. In addition, it will challenge those who are already seeing success from the assigned curriculum.

		<p>materials or variation in her teaching styles. There was a student who suggested if she could change the material and add some resources. She said to him that, "it was not possible because all is based in the book and that she couldn't make any change" students showed a bored expression and some of the students didn't show to be interested in the class.</p>	<p>For most teachers, the school chooses a curriculum that they expect each teacher to follow in his or her classes. Even when this is the case, it does not mean that you cannot <i>bring additional resources to class</i>.</p>
	<p>Is teacher concerned about the quality of his/her teaching?</p>	<p>No, because when it was suggested a new kind of methodology or variation in the way of teaching she didn't accept this and considered that is better to maintain the commands of the book or the curriculum so there is a limit in the quality of her teaching. This observation was taken into account when a student asked her to vary the way of teaching the students said that she uses every time the same. So the teacher said that the method that she uses was enough to develop any activity according to the curriculum. Was observed that the teacher used to take his exams and the lessons based in the traditional way. In the process of the class there</p>	<p>According to (Orlando,2013) teacher who is concerned about his quality of teaching constantly renews himself as a professional on his quest to provide students with the highest quality of education possible. This teacher has no fear of learning new teaching strategies or incorporating new technologies into lessons, and always seems to be the one who is willing to share what he's learned with colleagues.</p>

		wasn't innovation or something that could be interesting for students or catch their attention.	
	Does teacher respect diverse talents and ways of learning?	<p>Was evident seeing that teacher didn't respect the different way of learning because:</p> <p>used the same way of teaching for all the class she tried to interact with the students but they sometimes were ashamed and sometimes were nervous most of the students preferred to interact and express her ideas writing some of them like drawing others music etc. Teacher used a traditional teaching style which consisted in work with the book, in other hand, lessons and tests were taken in a similar way for every student in class. Even though there was a student with especial capacities his lessons and exams were similar to the others.</p>	<p>According to (Hill, 1991.) There are many different ways to learn and no two people learn the same way. Students bring different talents and learning styles to the classroom.</p> <p>Use Web technologies to allow students to pick and choose learning experiences that fits the way they learn.</p> <p>Use diverse teaching activities and techniques to address a broad range of students.</p> <p>Select readings and design activities related to the background of students.</p> <p>Provide extra material or activities for students who lack essential background knowledge or skills.</p> <p>Encourage students from different races and cultures to share their viewpoints on topic discussed in class.</p> <p>Consider field trips.</p> <p>Be familiar with Howard Gardner's research on multiple intelligences</p>

	<p>Does teacher teach based in real situations?</p>	<p>In the research was evident that teacher thought based in real situations, community, institutional problems, family, likes,dreams, personal experiences daily activities etc.</p> <p>Students started to talk about feelingswich consisted who is more unfaithful men or women? This was a course were everybody were man so they said: girls, so they started to make descriptions an started to use dictionary and to make sentences in present simple.</p> <p>Another thing that teacher used was about a foreigner person who was visiting the high school and the students started to create possible informative questions in pairs</p> <p>And they had to do a kind of role play.</p>	<p>According to (Glossary Of Education Reform, 2014)</p> <p>Refers to a wide variety of educational and instructional techniques focused on connecting what students are taught in school to real-world issues, problems, and applications. The basic idea is that students are more likely to be interested in what they are learning, more motivated to learn new concepts and skills, and better prepared to succeed in college, careers, and adulthood if what they are learning mirrors real-life contexts, equips them with practical and useful skills, and addresses topics that are relevant and applicable to their lives outside of school</p>
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SPECIFIC OBJECTIVES	COLLECTED INFORMATION	ANALYSIS	THEORY CONTRAST
	<p>Does teacher use humor effectively?</p>	<p>Was observed that teacher used the humour effectively because she used it at the moment of</p>	<p>According to (Maurice, J 2014)</p>

TO DETERMINE THE CHARACTERISTICS OF TEACHER'S BEHAVIOR IN THE CLASSROOM	Is the teacher an energetic and dynamic person?	<p>Was evident to observe that teacher was an energetic person because she showed enthusiasm and energy at the moment of teaching. At the beginning of class she started motivating students, during the class she smiled in all the teaching process was an humorous.</p> <p>She was an active person no just in the classroom also out of the classroom with others students, helping them with any question related with assignments.</p>	<p>According to (Raybine,2010) . A teacher that possesses enthusiasm for teaching and conveys it in a positive manner with conviction and energy creates a compelling bond between himself and his or her students. Enthusiasm and energy are contagious and, when applied to a classroom environment, can captivate and motivate a reluctant student. A teacher should energize students with his or her enthusiasm</p>
	Does teacher seem to enjoy teaching?.	<p>Was observed that teacher enjoyed teaching because demonstrated enthusiasm and energy in all the class. She was a sympathetic person. She started with a warm up that is called: "Simon says" in that moment all the class waked up and demonstrated a kind of motivation to start with the new class. Was evident the variation of the environment in the class. One of the students suggested another game and his classmates suggested too. Then teacher could not do other because the time wasn't enough</p>	<p>According to (Kangan Institute 2010) teacher who seems to enjoy teaching must be patient, understanding, sympathetic, and nurturing, often all at the same time.</p>
		<p>develop a work in group. She maintained a smiling before to start with the class at the, moment of work</p>	<p>There are things you can do to lighten the load and dissipate the clouds in your classroom. Just</p>

	<p>Does teacher have an aura of self-confidence?</p>	<p>Was observed that teacher had an aura of self-confidence because she showed thrust in her capacities, she spoke actively in all the aspects she didn't feel ashamed in front of the board she took her marker and started to write. she was not nervous.</p> <p>There was a student who was confused with a topic so she didn't show any complication at the moment of explain it again,</p> <p>All the class was developed in a comfortable way, she was not afraid because demonstrated to be prepared for any question, and having enough knowledge about the topic.</p>	<p>According to (Eison,1990) there is self-confidence when you go to a course or a specific class with explicit goals in mind. You know what you want to accomplish and you've planned how that will happen</p> <p>Speak actively (be expressive and enthusiastic), teach actively (engage students, let your teaching be about their learning), and care actively (be concerned about your students; their lives and learning).</p>
	<p>Can the teacher stimulate, direct, and create interaction in the class?</p>	<p>Was possible seeing that teacher stimulated to work in pairs and cooperative groups, she every time provided support when students asked it, she used to be ready to help in any question or due of students. She didn't made groups with the same students, she considered to make groups with different students to motivate the integration in the class. She considered the level of task at the moment of work in groups there was a clear example when the</p>	<p>According to (Howarth,2007) Interaction gives learners the opportunity to use language successfully and to measure their progress which in turn should lead to an increase in motivation.</p> <p>How we can promote an increase in student interaction?</p> <p>Teaching process language.</p> <p>Providing support,</p>

		students were developing a difficult topic which needed time and a lot preparation..	<p>Giving preparation time</p> <p>Providing a supportive atmosphere.</p> <p>Varying the interaction and repeating tasks</p> <p>Having different levels of task.</p> <p>Providing a reason to interact.</p>
		with the books, she made funny comparisons with the pictures from the books, she talked about some funny experiences about her life, she was an humorous person without hurting to anybody she tried to build funny histories using humor as tool with the students. When she was wrong she smiled about herself, and all the class was smiling about it.	<p>remember, above all, that sarcasm has no place in the school.</p> <p>Only "no hurt" humour is acceptable.</p> <p>Laugh at yourself -- when you do something silly or wrong</p> <p>Add humorous items to tests, homework or class assignments</p> <p>Ask students to bring in books they think are funny</p> <p>Ask students to try to build humor into occasional writing assignments</p>
		In the research was evident that teacher thought based in real situations, community, institutional	<p>According to (Glossary Of Education Reform, 2014)</p> <p>Refers to a wide variety of educational and instructional techniques focused on connecting what</p>

	<p>Does teacher teach based in real situations?</p>	<p>problems, family, likes, dreams, personal experiences daily activities etc.</p> <p>Students started to talk about feelings which consisted who is more unfaithful men or women? This was a course were everybody were man so they said: girls, so they started to make descriptions an started to use dictionary and to make sentences in present simple.</p> <p>Another thing that teacher used was about a foreigner person who was visiting the high school and the students started to create possible informative questions in pairs</p> <p>And they had to do a kind of role play.</p>	<p>students are taught in school to real-world issues, problems, and applications. The basic idea is that students are more likely to be interested in what they are learning, more motivated to learn new concepts and skills, and better prepared to succeed in college, careers, and adulthood if what they are learning mirrors real-life contexts, equips them with practical and useful skills, and addresses topics that are relevant and applicable to their lives outside of school</p>
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OBJECTIVE	COLLECTING INFORMATING	ANALYSIS	CONTRAST WITH THEORY
<p>TO DESCRIBE THE CHARACTERISTICS OF THE TEACHER'S</p>	<p>Is the teacher an energetic and dynamic person?</p>	<p>Was evident to observe that teacher was an energetic person because she showed enthusiasm and energy at the moment of teaching. At the beginning of class she started motivating students, during the class she smiled in all the teaching process was an humorous.</p>	<p>According to (Raybine,2010). A teacher that possesses enthusiasm for teaching and conveys it in a positive manner with conviction and energy creates a compelling bond between himself and his or her students. Enthusiasm and energy are contagious and, when applied to a classroom environment, can</p>

BEHAVIOR IN THE CLASSROOM		She was an active person not just in the classroom also out of the classroom with other students, helping them with any question related with assignments.	captivate and motivate a reluctant student. A teacher should energize students with his or her enthusiasm
	Does teacher have an aura of self-confidence?	Was observed that teacher had an aura of self-confidence because she showed thrust in her capacities, she spoke actively in all the aspects she didn't feel ashamed in front of the board she was not nervous. There was a student who was confused with a topic so she didn't show any complication at the moment of explain it again.	According to (Eison,1990) there is self-confidence when you go to a course or a specific class with explicit goals in mind. You know what you want to accomplish and you've planned how that will happen Speak actively (be expressive and enthusiastic), teach actively (engage students, let your teaching be about their learning), and care actively (be concerned about your students; their lives and learning).
	Can the teacher stimulate, direct, and create	Was possible seeing that teacher stimulated to work in pairs and cooperative groups, she every time provided support when students asked it, she	According to (Howarth,2007) Interaction gives learners the opportunity to use language successfully

	<p>interaction in the class?</p>	<p>used to be ready to help in any question or due of students. She didn't made groups with the same students, she considered to make groups with different students to motivate the integration in the class. She considered the level of task at the moment of work in groups there was a clear example when the students were developing a difficult topic which needed time and a lot preparation..</p>	<p>and to measure their progress which in turn should lead to an increase in motivation.</p> <p>How we can promote an increase in student interaction?</p> <p>Teaching process language.</p> <p>Providing support,</p> <p>Giving preparation time</p> <p>Providing a supportive atmosphere.</p> <p>Varying the interaction and repeating tasks</p> <p>Having different levels of task.</p> <p>Providing a reason to interact.</p>
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CHAPTER V

5. CONCLUSIONS AND RECOMENDATIONS

5.4 CONCLUSIONS

- Was possible to recognize the characteristics of the teacher's behavior in the classroom. There was the opportunity of discover the Strengths and weaknesses that teacher applies.
- Teacher applied 6 of the 10 characteristics of a good teacher which demonstrated her strengths for example: that the teacher enjoys teaching, has an aura of self-confidence. She can stimulate and direct the interaction with the class, uses humor effectively and teaches based in real situations. There were 4 characteristics which weren't applied and these affected the classroom environment.
- Were described three important characteristics of a good teacher for example: she is an energetic and dynamic person, she has an aura of self-confidence, stimulate and direct the interaction in her class.

5.5 RECOMMENDATIONS

- Teacher should to accept the critics from the students, not limit her creativity, variate the materials don't use just the book as tool, take care about the multiple intelligences of students variate the way of evaluation just written.
- Teacher should to maintain the six characteristics determined in the research try to get advantage from this, because it creates a positive classroom environment.

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7. ATTACHMENTS

7.1 OBSERVATION SHEET



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS
LANGUAGES CAREER
TEACHER'S BEHAVIOR OBSERVATION SHEET

Objectives: To observe the teacher's behavior within classroom environment with students at Segundo de Bachillerato "A" at Unidad Educativa "CONDORAZO",

Instructions: Choose yes or no according to the indicators developed.

Grade: Third of bachelor "A"		
Area: English teaching language process		
Indicators Of Teacher Behavior	Yes	No
1. Is The teacher an energetic and dynamic person?		
2. Does teacher seem to enjoy teaching?.		
3. Does teacher have an aura of self-confidence?		
4 Can teacher stimulate, direct, and create interaction in the class?		
5. Does Teacher accept criticism?		
6: Does teacher use humor effectively?		
7: Does teacher know if the material is sensitive to students' motivation?		
8: Is teacher concerned about the quality of his/her teaching?		
9. Does teacher respect diverse talents and ways of learning.?		
10. Does teacher teach based in real situations?		

BY: Cristian Yumisaca.

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SIGNATURE