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ABSTRACT

The purpose of this thesis is to identify abilities and attitudes to manage a classroom. Our thesis is based in the abilities and attitudes which must be used by the teachers in a classroom. Our theoretical framework develops the following topics: Teachers' Abilities: Importance of abilities in the classroom, Analysis and Selection of Abilities, How to Find Abilities?; Proper Attitudes for Teachers: Attitudes: A Tool or a Weapon, Attitudes for classroom management, Motivating Students through attitudes; Abilities and Attitudes as An Ideal Complement: Abilities and Attitudes in the classroom, and A Teacher's Model.

Therefore, it is necessary to know the correct teachers' attitudes into a classroom and some proper abilities to teach better. At first instance, we proposed a profile to improve the teaching-learning process and have good results. In this way, we hope to contribute to the improvement of teachers' educational practice and relationship with their students in some way.

KEY WORDS

Classroom management, Abilities, Attitudes, Motivation, A model for teachers

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DEDICATION

This work is dedicated with such a love to God, my family, and my fiancé Juan Pablo Herrera who has always supported me, but especially during this time of effort and sacrifice.

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I dedicate this work to my God, who is my Father and guide, and my family, too.

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INTRODUCTION

Classroom management is an important factor within the teaching-learning process. It has to do with procedures and routines, which allow us to have a productive teaching and learning time (Curtain and Dahlberg 205). Within these procedures and routines, we try to establish rules, how to organize pair work and group work, how to spend time in class, how to organize the classroom, etc. Although these procedures and routines are good, they are not enough. Many teachers forget that there are two important elements to manage a classroom and inspire students. These elements are the teacher's abilities and attitudes.

Abilities and attitudes must be of great importance for teachers since these elements contribute to the improvement of teaching and learning. In the case of abilities, teachers must discover their abilities first (singing, using puppets, telling stories, acting, etc.), and then use them as tools to teach. This will give place to a learning in which students acquire knowledge from their intelligences and learning styles (Curtain and Dahlberg 11). Attitudes, on the other hand, are necessary to inspire and motivate students since a positive attitude from the teacher can help learners to acquire that positive attitude, too, and change their points of view. Therefore, we can say that teacher's abilities and attitudes help learners to be more interested, involved, engaged, motivated, and inspired when learning English. Moreover, the classroom atmosphere becomes positive, providing, in this way, a special place where students can be themselves, can learn in a natural and comfortable way, and can feel free about expressing their ideas, feelings, and thoughts.

In this work, we will explain thoroughly the importance of teachers' abilities and attitudes, their influence in the teaching-learning process, and a selection of some abilities and attitudes that teachers can apply or develop in their classes in order to manage a classroom. Finally, we will present a model for teachers.

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CHAPTER I

1. TEACHERS' ABILITIES

It is important to understand that when we talk about abilities, we refer to the talents or skills which are performed efficiently. All teachers have different kinds of abilities or talents. While some are good at singing, others are good at acting or drawing. Some teachers have the ability to organize the classroom into groups, and many others make a good use of puppets, games, craft activities, etc. (Curtain, and Dahlberg 10) At last, everyone has abilities which appear anytime, and according to practice, we can improve our abilities and learn many others.

But how important are these abilities for teachers? How can we know which abilities we have? Which are the best talents to use in class? These questions will be answered in this chapter in which teacher's abilities are an important factor of classroom management.

1.1. WHY ARE TEACHERS' ABILITIES IMPORTANT TO MANAGE A CLASSROOM?

Curtain and Dahlberg say that "Classroom management involves all of those procedures and routines that make our time with our students as productive as possible" (205). As we know, learners are the most important factor in the teaching-learning process, so it is important to place students in the target language setting in order to learn English. But how can we do this? Through procedures and routines. That is, by the continuous use of any means or activities which provide an acquisition of a meaningful language.

Among these procedures and routines, we can find the teachers' abilities. We already said that by "abilities" we refer to one's talents, and teachers are those who must have lots of abilities and take advantage of them at the time

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to teach. Teachers must know that the use of their abilities benefit learning in some different aspects:

1.1.1 Learning styles

In every single classroom we find students with different personalities or characteristics. They all differ from each other and even from the teacher. Therefore, they all learn in different ways, too. That is, all students have different learning styles. There are students who learn best by reading or telling stories. Others need to draw, create things, sing, and listen to music. Many others benefit from physical activities (dancing, acting, moving around, touching.) As we can see, humans not only have a single intelligence, but also many other different ones. The thing is that each person has one or more intelligences which are more predominated (Harmer 46).

According to this aspect of different learning styles and multiple intelligences, teachers' abilities will benefit each student at the time to learn. It is crucial for teachers to know both their students as individuals and their strengths or needs. To do this, teachers have to provide several kinds of abilities and make students perform them. In this way, teachers will discover their students' strengths and at the same time students will discover their abilities as well. After recognizing strengths, teachers must balance or combine their abilities in order to satisfy students and have good results when teaching and learning. It is the teachers' job and challenge to touch on their students' different intelligences (Curtain and Dahlberg 11).

1.1.2 Emotional Factor

It is common to have students who are quiet all the time, who do not want to do anything, who do not participate and want to be alone, etc. These are students with emotional needs. That is, students who need to be encouraged to feel free when working in class. According to this situation,

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teachers need to create an emotional climate by using their abilities such as, singing, drawing, acting, playing an instrument, using puppets, miming, telling stories, and so forth. In this way, students who work with these abilities will show their enthusiasm and sense of fun. Moreover, they will feel self-confident since these kinds of abilities are connected with students' emotions and thoughts, giving place to the construction of meaning. In order to make this clear, we will provide an example. If you are teaching the body parts, first, you can sing "Head and shoulders" without a tape recorder. After practicing with your students, you can play the song and students will sing it with enthusiasm and learn the body parts as well. Curtain and Dahlberg say that "emotions drive attention, create meaning, and have their own memory pathway (8).

1.1.3 Motivation

Motivation is an important factor to succeed at something, which can be reached just by teachers' performances. If teachers come to class full of energy and enthusiasm, students will also be that way and will be motivated, too (Harmer 51).

As teachers, we must choose not only different kinds of abilities, but also activities, materials, and exercises to keep learners interested during the lessons. In the case of abilities, it is very useful to use them and be aware of how we use them. The way how we perform something is quite important. Students will notice it and will show interest or not. Therefore, when you are telling a story, acting, using puppets, or any other ability, please do it with energy and be creative. In this way, your students will feel comfortable with any task and participate actively in class.

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1.1.4 Positive classroom atmosphere

Every single teacher wants to create positive feelings in the classroom. Teachers want students to be interested and motivated. They also want them to participate, get involved, and learn. All these factors are part of a positive classroom atmosphere (Curtain and Dahlberg 207).

Through the use of abilities, teachers can establish a positive classroom environment. As we said before, abilities (using puppets, singing, acting, etc.) help to increase students' interest, confidence, spirit, and in general, to have good attitudes when learning English. If you put many things on the walls (posters, drawings, calendars, pictures, and so on), you will create a good classroom atmosphere since you are showing the ability of being organized or creative. Besides this organization, the use of other abilities will be the perfect complement to maintain an emotional atmosphere in the lessons and to keep the students engaged. In this way, you are creating a good classroom environment that goes beyond its physical appearance.

We have seen then that the use of teachers' abilities help to provide insights that can make the classroom a better place for language acquisition, which is a powerful factor for motivating students.

1.2. SELECTION OF ABILITIES

1.2.1 Using Puppets



The use of puppets, as one of the teacher's abilities, is an important aid in the classroom. Teachers must perform the role of a character with grace, that is, with exaggerated voice or foolish actions. When

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puppets have life, they become speakers who can come to the class and make learning easy (Curtain and Dahlberg 358).

Puppets help teachers to facilitate learning in many ways. First, students get involved during the class, showing interest and participating the most. Second, puppets allow teachers to convey knowledge and establish or model rules that students have to follow, creating this way a meaningful learning. Puppets also motivate all kinds of students, even the shy ones, so students who usually do not want to talk or participate in class become more interested and talk when they speak through the personality of a puppet.

Teachers, at the time of using puppets, can work with drama, songs, rules, commands, storytelling, and so forth. But it is important to give a good treatment to these personalities because when using them, we create an illusion in which students, especially children, admire these characters and the feelings they convey.

1.2.2 Singing

As we know, music is an important resource in class which contributes effectively at the time of teaching English, and which can be expressed through singing.



Singing is one of the most popular abilities that some teachers have. Although teachers do not have a perfect voice, they enjoy singing with grace to make their classes more fun and help the students to learn the language.

There are many reasons for teachers to sing in the classroom, but we are going to explain the two more important ones. For example, songs

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introduce and reinforce the language through vocabulary, words, or concepts that can be combined with other kinds of activities as complement. Besides students listening to songs, they also sing and this allows them to adopt, identify, and get familiarized with the sounds, pronunciation, expressions, meaning of words, vocabulary, and the structures they are learning (Curtain and Dahlberg 36). Another reason is that students are motivated when singing. Learners do like to sing. But of course, they enjoy the most when the songs are accompanied by actions such as, clapping, dancing, touching their body parts, and so forth. These actions make the students participate actively and remember the words in the songs according to what they are learning. Therefore, the classroom atmosphere becomes positive. Brumfit, Moon, and Tongue include in their book a suitable action song called “If you are happy and you know it, clap your hands” (36). With this song, children have to perform the actions that are required. The authors suggest that after doing the actions of the song, children can think about other actions (turn around, nod your head, stamp your feet) and sing.

This way we have seen how important it is to sing in class, but it is more relevant the way teachers do it. We have said that it is not necessary to have a good voice, but to perform it in a fun way by using strategies and being creative. This way we can say that singing is an ability, and English teachers should consider and choose the appropriate songs to sing as a regular part of their classroom activities.

1.2.3. Miming and Gesturing

Meaning can be transmitted through physical paralinguistic features such as mime, facial expression, and gesture (Harmer 33). It is really important to know how to use our body to convey meaning to students and get a good atmosphere. Most teachers have the ability to demonstrate words like scared or sad by using their faces. They can also pretend that they are doing some actions such as singing, dancing, drinking, running, and so on.

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There are some reasons to use mime in class (*Classroom Management and Discipline*).

- To elicit dialogues.
- To cut down TTT (Teacher Talking Time)
- To elicit structures.
- To allow students to express something without using words.
- To translate vocabulary quickly and effectively.
- To encourage students to be creative in their interpretations.

Although it seems easy to make gestures, teachers must be careful at the time of the performance because the meaning of some gestures differs according to cultures, some of them may indicate negative things. For example, the British culture shows meanings through gestures like shrugging shoulders to show indifference, crossing your arms to indicate boredom, or scratching your head to show ignorance (Harmer 34). Of course, these gestures are not used to convey meaning, but they can be unconscious ticks, so it is important to try to control them. Moreover, there is one important gesture that must be used carefully. It is the act of pointing to students when we want them to participate. It can be aggressive to point to them with the finger, so teachers can use the hand, in a polite way, when they do not remember the students' names.

The ability of using paralinguistic features is a tool to convey explicit meaning in a face-to-face encounter and in different kinds of activities (Harmer 35). The key to do this and get our students' attention is just to exaggerate and apply these features with care.

1.2.4. Acting

Another important ability that teachers could use is acting. If teachers ask their students to act, teachers have to act first. Therefore, this ability

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should be developed in teachers since we have to model first to teach learners how to perform a script.

It is also relevant to take into account some aspects when acting. One of these aspects is adding drama. Drama will make our performance more exciting and interesting; therefore, the learning environment will be positive because students will really have a good time. Another point is that acting generally forces students to go to the front of the class. "When choosing who should come out to the front of the class we need to be careful not to choose the shyest students first..." (Harmer 271). It is better to make students rehearse the lines first. Then teachers can act with a puppet or use one of the students to model the scene. After that, teachers can ask for volunteers or choose students who are not shy. In this way, shy students will feel more secure and familiar when they go to the front of the class.

Teachers and students can perform any script in two different ways, a role play, for instance. Role play is a very useful tool to present dialogues and gives students the opportunity to act (Scott and Ytreberg 40). In this kind of activity students, who take the role of a different character, simulate a real life encounter. This means a situation that can happen in the real world (a business meeting, buying something at a store, greeting someone, meeting someone in a party, etc.). Second, teachers and learners can also act a scene from a movie. The movies which work best are the popular and memorable ones. Students can use realia or any props during the dramatizations to get into the character by imitating the same gestures, accent, lines, etc.

Besides acting is an ability to motivate students and keep them interested, it is also a learning and language producing activity (Harmer 271). It is essential for teachers to develop this ability and use creativity to have good results in the classroom and for students to really want to learn.

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1.2.5 Telling Stories



Telling stories is another good didactic resource for teachers. We consider it is an ability because stories must be told in a special manner in order to get our students' attention and understanding. Not all teachers tell stories in the same way, and others do not use stories at all. Therefore, telling stories involves other abilities that we have already seen (miming and gesture, acting, and drama).

But why tell stories in class? Telling stories can benefit students in some ways. First of all, stories, when they are well told, are fun and motivating. Second, storytelling involves visuals and/or mime, which helps the learners to acquire new meanings. Also, stories draw on the students' imagination. While students listen to the stories, they imagine the situations; they draw the pictures in their minds. Moreover, stories help to develop the four skills (listening, reading, speaking, and writing) through different activities. Besides these skills, students develop other skills, too. For example, prediction, concentration skills, guessing meaning from context, and hypothesizing (*Classroom Management and Discipline*).

Teachers can make of telling stories one of their abilities if they follow these recommendations given by Ellis Brewster:

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- Choose amusing, engaging, and traditional stories with lots of repetition. For example, The Great Big Enormous Turnip, Chicken Licken, Little Red Riding Hood, or Goldilocks.
- Practice reading the story before presenting to the class, so that you can prepare any word you find difficult to pronounce.
- Tell the story with drama and do not make it monotone. Vary the volume and the pace.
- Speak loudly enough for all the students to hear.
- Try to use different voices according to the characters.
- Use actions and facial expression to emphasize and illustrate meaning.
- Use eye-contact to keep students' attention.
- Create additional activities related to the story.

If you practice all these steps and choose the best stories to tell in class, you will surely have one more ability to teach, and your students will learn in a better way.

1.3. HOW TO FIND ABILITIES?

Everyone has abilities or talents. These may include musical abilities (singing, playing an instrument, composing music), artistic abilities (drawing, painting, sculpting), athletic abilities (running, jumping, throwing), or any other ability that comes easily and naturally to us. The problem is that many people, especially teachers, think that they do not have any abilities. It is not so. Abilities can be developed and worked on, and as teachers, it is useful if we have a sense of humor, sing in class, act, etc. (Scott and Ytreberg 9) But how can we learn or work on abilities? The first and most important thing is to be able to find our abilities, know what we can do, so there are some steps that can help teachers to find their talents and make of them the best tools for their English classes (Chick, Rubenstein, Dvortygirl, and Derouin).

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1.3.1 Think about what you love to do.

As first point, it is really important to answer these questions: What do you usually enjoy doing? On what do you focus best or most enthusiastically?

1.3.2 Discover your abilities by trying.

Try doing different things or activities in order to discover your abilities. Teachers must experiment, explore, and investigate. For example, if we never sing, we will never know if we have a good voice or not. Let's start singing, drawing, acting, telling stories, and so on. It is not necessary to have a classroom with children. We just need a safe environment in which we can try these activities alone at home or at the university if we are studying to be teachers. The more we explore different things, the more we can discover our abilities.

1.3.3 Investigate about your learning style.

Before knowing our students' learning styles, it is also important to find out your own learning styles. We can find online quizzes which can help us to know what kind of learners we are (visual, auditory, reading/writing, and tactile/kinesthetic).

1.3.4 Listen to people around you.

After trying some things, it can be a good idea to listen to people who were next to you. They can help you with comments about what you did and how you did it. We will have to be open-minded to listen to all kinds of comments because it is always essential to receive someone else's suggestions and ideas.

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1.3.5 Accept suggestions

Now, it is time to collect all the comments and make some conclusions. If the comments have been good, it means that we are good at that certain ability and must accept that. We will surely feel happy to hear “well done,” “you have a good voice,” “with practice you can become a great singer,” and so on.

1.3.6 Make a decision

Making a decision is the most difficult part. This step is really crucial because it can take us either to keep going on improving our teaching or give up and conform just with what we know. Which one do we prefer?

1.3.7 Practice what we know best

Now, it is time to do more of the talent we love or have discovered. We know we have something good to teach, and it can help our students to learn English in a fun and different way, so do not fritter away this new talent and start working on it. Let’s take advantage of our abilities and improve them through practice.

1.3.8 Apply your abilities

The best way of practicing a talent is by being in a real context. It means in real situations, with students. Of course, if we are planning a lesson and we want to include a song, for instance, we must practice the song before the class starts. But the most important moment is when we are already in the classroom and start singing. In this way, we practice and apply our talents every single time.

We have seen, then, the steps that will help teachers to discover talents and aspects of personality which are not always revealed in the language classroom (Curtain and Dahlberg 209). The important thing to

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remember is that abilities can be added or improved through practice, education, training, and experience. Continue to develop and enhance your abilities, and the teaching-learning process will change positively.

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CHAPTER II

2. PROPER ATTITUDES FOR TEACHERS

People have always wondered about the proper attitudes that a teacher must have in order to be successful in the teaching process. This theme not only has been much discussed about, but also has been difficult to solve. However, we can give you some tips to solve it. First of all, as Calderhead (1996), Pianta (1999), and Watson (2003), said, we need to understand teaching as an intensely psychological process and believe a teacher's ability to maintain productive classroom environments, motivate students, and make decisions depends on her personal qualities and the ability to create personal relationships with her students. These effective attitudes and actions employed by teachers ultimately can make a positive difference on the lives of their students. Therefore, we must accept attitudes have a profound impact on teacher practices and behaviors (Gourneau, p. 4). Next, teachers need to know how to use our attitudes to produce good results in our students. For that reason, teachers must analyze attitudes in the following three ways.

2.1. ATTITUDES: A TOOL OR A WEAPON

When we think about attitudes, we consider that an attitude is the way people behave, but if we check the dictionary, we find the exact meaning of it. So, according to The Christian Student Dictionary, an attitude is **a way of thinking, feeling, or acting about someone or something; a point of view**. Then an attitude not only involves behavior, but also thinking and feeling, too. Therefore, we can conclude that attitudes are how we are before other people. They can be good or bad.

Thinking about that, we can say that a teacher, as a common person, can have good and bad attitudes in the classroom. Of course, the question

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now is, how does the teacher's attitude influence the class? As everybody knows, teachers are students' roll models; for that reason, everything the teacher says or does is very important for his/her students. So the teacher's attitude, in fact, can change even the students' lives.

I remember when I was a child, and I was studying. When a teacher was angry, I did not want to be in his/her class. I did not like him/her because he/she was an unfriendly person. But when a teacher was a soft, nice person, I wanted to learn even if I did not like the subject. So attitude can motivate or unmotivated students in their studies.

We have analyzed the problem about the good or bad teacher's attitudes in the classroom. However, another question appears in this controversial theme. What attitudes must a teacher have in the classroom? We think there are many attitudes that a person can develop, but what are the most appropriate ones for the teacher's profession? We suggest the following.

2.1.1. Patient If a teacher wants to have success in class, he/she needs to be patient with the students, as the Bible says " the Lord's slave must not quarrel, but must be gentile to everyone, able to teach, and patient" (2 Timothy 2:24). So he / she must show that students are very important, and the teacher's attitude does not depend on students` behavior. Another verse of the Bible can help us understand this: "And we exhort you, brothers: warn those who are lazy, comfort the discouraged, help the weak, be patient with everyone." (1 Thessalonians 5:14) Finally, if the teacher is patient, the students will feel more comfortable and less pressed to do things. They will feel free to work in class.

2.1.2. Kind When people feel loved, they are more able to do many activities in class. Love is a good ingredient to work with people, especially with young students. As the Bible says: "If I speak the languages of men and

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of angels, but do not have love, I am a sounding gong or a clanging cymbal. If I have (the gift of) prophecy, and understand all mysteries and all knowledge, and if I have all faith, so that I can move mountains, but do not have love, I am nothing. And if I donate all my goods to feed the poor, and if give my body to be burned, but do not have love, I gain nothing.” So love is the great tool to do everything.

Therefore, when we show love to our students, we are demonstrating caring and kindness to them. And as Bonni Gourneau says, the effective teachers willingly shared emotions and feelings (i.e., enthusiasm, affection, patience, sadness, disapproval) as well as a sincere interest and care about their students.(p. 3)

Also, research done by Larson and Silverman (2000) and Noddings (1984) has emphasized the importance of developing a caring and respectful relationship between teachers and students. They support students’ needs for both communication and care in order to achieve a personal relationship with their teachers. Noddings (1984) believes the entire school curriculum should be built around the ethic of care. She contends that with this construction, caring will become an integral part of a committed, reciprocal relationship between the teacher and student. (Bonni Gourneau, p. 5)

2.1.3. Trustworthy *“Trust is a fundamental element in the pursuit of higher learning for it is only through a sense of trust that students will embrace an empowering sense of freedom, and the exercise of this freedom requires a risk on behalf of students and their teacher.”* (Curzon-Hobson, p. 266) **(Corrigan-Chapman, p. 1)**

If a teacher does not obtain students’ trust, it is very difficult to work with them. Then students need to trust and put their faith in the teacher in order to rest in him/ her. Students need to be sure that their teacher wants to do good for his/her students. Overall, young people need to put their faith in

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something, and the teacher like their parents is the most appropriate person to do that. Trust makes the classroom environment more comfortable and friendly.

2.1.4. Fair When a teacher is fair, students feel more secure about the teacher's criteria. They feel free to express themselves and to share their private things or problems with the teacher. All students want to be treated fairly, so the teacher needs to be a fair person all the time.

On the other hand, teachers want students to receive the same treatment, as the report of National Board for Professional Teaching Standards says: As stewards for the interests of students, accomplished teachers are vigilant in ensuring that all pupils receive their fair share of attention, and that biases based on real or perceived ability differences, handicaps or disabilities, social or cultural background, language, race, religion, or gender do not distort relationships between themselves and their students. This, however, is not a simple proposition. Accomplished teachers do not treat all students alike, for similar treatment is not necessarily equivalent to equitable education. In responding to differences among students, teachers are careful to counter potential inequities and avoid favoritism. This requires a welltuned alertness to such matters and is difficult, as we have only modest knowledge of human differences and how best to respond to them. Hence, accomplished teachers employ what is known about ineffectual and effective practice with diverse groups of students, while striving to learn more about how best to accommodate those differences. (p. 9)

2.1.5. Dynamic Teaching is a very hard job, for that reason, the teacher needs to be a dynamic person in order to help their students to participate in class. When a teacher teaches in a dynamic way, students are motivated to study, but when the teacher is bored and teaches in a boring way, students can fall asleep in the classroom. Teachers need to be careful

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about that. To be dynamic is a good idea, but to use it a lot can be dangerous. All things must be used with limits.

2.1.6. Firm A firm teacher is necessary in the classroom. He / she needs to establish rules and carry them out even if the students do not want to do them. So a teacher can be firm, and friendly, and comprehended at the same time. He/she can create an environment where students feel safe and secure. Finally, when a teacher star class in a firm way, he / she can relax later and to have a good classroom. (Levy, p. 3)

2.1.7. Facilitator Teachers must be a guide to the students. They need to work shoulder to shoulder with the students. As Leo Jones says, students cannot be “taught” they can only be helped to learn (p. 25). So the teachers’ responsibility is to encourage the student to develop their skills and knowledge. Teachers are facilitators for the students, which means that teachers and students have become a team with the purpose of working together until students become more independent and can work by themselves. Then, in this way, teachers look for everyone’s benefit.

To the National Board for Professional Teaching Standards, facilitating student learning is not simply a matter of placing young people in educative environments, for teachers must also motivate them, capturing their minds and hearts and engaging them actively in learning. Thus, the teacher's role in building upon student interests and in sparking new passions is central to building bridges between what students know and can do and what they are capable of learning. (p.4)

2.1.8. Motivator As a facilitator, one of the most Important things for a teacher is to motivate and create interest in the classroom. Teachers want to involve students in the teaching-learning process, so they can become the main actors in it.

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Likewise, proficient teachers also know that motivating students is not always equivalent to making learning fun, for learning can be difficult work. Developing an acute sense of one's body in dance, for example, requires intense intellectual and physical concentration. Writing a short story requires drafting and re-drafting, editing and re-editing, occasionally submitting oneself to the critiques of peers and teachers.

So “To practice effectively, teachers need to know how to encourage students even in the face of temporary failure and the inevitable doubts that students meet as they push themselves to new affective, intellectual, and physical planes. With such learning comes the real joy in education, the satisfaction of accomplishment.” (National Board for Professional Teaching Standards, p. 4) Then teachers look for a balance between motivating and learning fun in order to give students meaningful knowledge.

2.1.9. Encouraging Creativity According to Bonni Gourneau, the effective teachers were open to students’ ways of being imaginative and also utilized many approaches to learning. The students appreciated and were personally motivated when teachers designed lessons that considered their interests, skills, and needs. When given the opportunity to be creative, students will take their learning to higher levels and become actively engaged in lessons by contributing ideas and insights. Teachers should capitalize on students’ intrinsic motivation, cognitive learning styles, and skill levels. This type of environment will be most conducive to fostering learning.

Also, incorporating Howard Gardner’s intellectual strengths or multiple intelligences into daily lesson planning can provide direction for teachers to offer students diverse opportunities for creative ways of learning or knowing in the classroom. The eight intelligences identified by Gardner (1997) are verbal-linguistic, logical-mathematical, visual-spatial, bodily kinesthetic, musical, interpersonal, intrapersonal, and naturalistic. Gardner’s notion supports the continued argument that education needs to accommodate

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students' unique ways of learning and creativity needs to be a partner in the learning process. (p. 6)

Then encouraging creativity in the classroom can improve the environment as well as the students' learning. Students can learn better when they make things to incorporate into their knowledge. In addition, the class environment is more comfortable, and finally, the relationship between teacher-students is friendly.

2.1.10. Sharing Responsibility Professional teachers hold high expectations for all students and see themselves as facilitators of students' learning. To fulfill these responsibilities, teachers must create, enrich, and alter the organizational structures in which they work with young people. They also find ways to capture and sustain the interest of their students. Because time is a precious commodity in schools, teachers attempt to make the most efficient use of it. To accomplish these tasks, teachers seek to master the body of generic pedagogical knowledge. (National Board for Professional Teaching Standards, p. 13)

This attitude focuses on the ability of the teacher to establish a shared environment. Teacher candidates emphasized that an effective teacher must not be overly possessive or need complete control of the children and environment. It is important to allow students both responsibility and freedom within the classroom community. Comments were also shared that both the teachers and students need to contribute to the learning environment for a relationship of closeness and acceptance to develop. (Gourneau, p. 3)

2.1.11. Sensitively Accepting Diversity According to Bonni Gourneau, it is very important that teachers have a correct attitude, empathy, accept and understand their students. In other words, teachers need to understand and accept their students without analyzing or judging them.

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Diversity is normal in the school environment; therefore, teachers must be prepared to receive students with different needs, and need to accept them with love and a lesson plan that incorporates them into the class and the teaching-learning process without problem.

2.2. ATTITUDES, A WEAPON FOR CLASSROOM MANAGEMENT

Classroom management, often called classroom discipline, has been a priority for teachers for nearly 40 years, or for as long as there have been opinion surveys of educational priorities. So in a 2006 survey of Pre-K through 12th grade teachers conducted by the American Psychological Association (APA), teachers identified help with classroom management and instructional skills as their top need. Results from over 2300 responses showed that teachers wanted assistance with classroom management because of their concerns about student safety and their desire for strategies to deal effectively with students' negative and/or disruptive behaviors. Therefore, educators have consistently rated discipline as one of the most serious obstacles to promoting effective teaching. (Kratowill, p.1)

Nevertheless, we consider attitude as another point to classroom management. First, we need to make clear that a classroom is the space where students and teachers share together good and bad things. For that reason, the teacher's correct attitude is very important. It is necessary for teachers to remember that they are an example for their students. For instance, when a teacher acts as a facilitator in the classroom, students feel more secure and confident to work in it.

So the way in which a teacher manages a class influences the student's behavior. As Bonni Gourneau says, the effective attitudes and actions employed by teachers ultimately can make a positive difference on the lives of their students, and this belief will serve as the central focus of this paper (p.2). Then when the teacher is nice with his students, they are willing to participate more actively in class. They feel more involved in the subject

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that they are studying. Not only that, if students feel loved, they become collaborators in class. And when students collaborate in class, classroom management is easier.

If a teacher wants to have a good classroom management, he/she needs to remember that his/her behavior will not depend on how they feel about teaching and what they are comfortable with, on the type of activity students are involved in, and on who the students are and how they feel about what teachers are asking them to do. (Harmer, p. 57) Instead the teacher must find ways to do a dynamic class which will be more acceptable for the students.

When students are comfortable and feel part of the class, they give their best. Therefore, teachers always require thinking about students' needs and try to provide for them. That means not only the student's knowledge needs, but also the student's emotional, physical, and family needs.

Finally, according to Evertson and Weinstein, classroom management has two distinct purposes: *"It not only seeks to establish and sustain an orderly environment so students can engage in meaningful academic learning, it also aims to enhance student social and moral growth"* (Kratowill, p. 4). And we add the third purpose, teachers need to develop a good attitude in a classroom to have control over all aspects of the class in order to have a good classroom management and give students meaningful knowledge.

2.3. MOTIVATING STUDENTS THROUGH ATTITUDES

A motivated class makes the teaching learning process easier, and one way to motivate students is the teacher's attitude.

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So the way you wear your hair, the way you dress, the way you talk, and the way you act toward those in authority over you reveal the way you think. (Bible truth for Christian School, p. 89)

If the way you act reveal the way you think, students see you through your actions. In other words, students can know you for your attitude. And this knowledge about you can motivate or un-motivate them.

Therefore, if you do not have proper attitudes to show in the classroom, you can develop them through practice.

Students need to feel secure in the classroom, and they look for security in their teacher. They sometimes see their teachers like parents.

Also you need to remember that “Therefore, whatever you want others to do for you, do also the same for them – this is the Law and the Prophets.” (The Bible, Mathew 7:12) That is, if you want a motivated class or students, you need to be a motivated person. In other words, all things start with you.

Finally, all things mentioned before are very important, but you need to remember if students are motivated, they are going to do their best. And a time goes on, a teacher may say “this student was my student, and I am very proud because he/she is a good professional and a good person, too.

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CHAPTER III

3. ABILITIES AND ATTITUDES AS AN IDEAL COMPLEMENT

As we have seen in previous chapters, classroom management goes beyond the control of a class. Harmer affirms that classroom management also involves inspiring a class. That is, students need to be motivated, interested, and inspired. They also need to feel that their teachers are also interested in them. If students are inspired and motivated in class, they will respond well to all class activities, and this is one of most teachers' goals. However, to achieve this goal, it is fundamental the teachers' participation since students cannot do it by themselves. For this reason, teachers must develop different qualities to integrate in the classroom to cope with classroom management and create a positive environment in which students are inspired to acquire the language easily. Therefore, there are two complements that have to be part of a classroom. They are the teachers' abilities and attitudes.

3.1. ABILITIES AND ATTITUDES IN THE CLASSROOM

We have already seen a selection of some abilities and attitudes that teachers can develop in order to have an efficient teaching and produce a good learning in students. After analyzing separately these topics of abilities and attitudes, and now that we have clear ideas about those elements, we can see how they both are related and connected, and how they can function as complements in the classroom.

In chapter two, we posted a definition of attitude according to the Christian Student Dictionary. "An attitude is a way of thinking, feeling, or acting about someone or something; a point of view." We also said that people might have good and bad attitudes. Then we can understand why some teachers do not succeed at teaching. It is because they have negative attitudes in the classroom. For example, a teacher's idea about extra material

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for their students may be that it is not necessary because the textbook is his/her only tool in his/her classes. This is a negative attitude since this teacher does not look for new tools to teach, and his/ her classes become monotonous. But if this teacher looks for new material, new activities to work in class, etc., he or she is showing a positive attitude which can allow him or her to be more creative with his or her classes.

In the case of abilities, what is our attitude before singing, using puppets, telling stories, or acting? If our point of view is that abilities are really important, and we are interested in them and try some abilities in class, even if we do not have a good voice or do not know how to tell a story, we are showing a good attitude just because we are interested in them (Sergio Tobón 57).

So, it is relevant to keep in mind that attitudes are fundamental factors in teachers. They allow us to act in a correct or incorrect way, to make good or bad decisions, etc. Therefore, as teachers, we need to develop good teaching attitudes. We must remember that attitudes are contagious and it is better to motivate our students with positive attitudes such as sense of humor, acceptance, responsibility, patience, and so on. Teachers who have the right attitudes have fewer discipline problems since they make students more likely to pay attention to the teacher (Cini).

Likewise, abilities are also relevant factors. As we could see in chapter one, everyone has abilities. The difference is that some people know their abilities and others do not, but with time they can discover them. Once they are discovered, teachers can encourage students to learn English and participate actively in the classroom. Thanks to teachers' abilities the students' point of view or attitude toward English will be positive, allowing this way, an effective teaching-learning process.

In this way, excellent teaching can be found in the abilities and attitudes of the teachers, in their willingness to make our students feel safe

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and important, and from a mutual respect among teachers and students. As teachers, we must start now working on our abilities and attitudes to provide our students the best place to learn English and the best meaningful classroom environment.

3.2. A MODEL FOR TEACHERS

We know that it is very difficult to become a perfect teacher, but we can improve every day to achieve this goal. For that reason, we have developed a model for teachers to adapt to your needs, hoping it will work for you.

First of all, Thomas R. Guskey says that there are three major goals to develop a professional teacher: change in the classroom practices of teachers, ***change in their attitudes and beliefs***, and change in the learning outcomes of students. (p. 3) We agree with Guskey because we consider that teachers need a change in their attitudes, so we will focus on that change in the teachers' attitudes and beliefs. We will also consider the teachers' abilities since we believe these two aspects are very essential to be a good teacher and to manage a classroom.

Guskey also says that attitudes and beliefs about teaching in general are also largely derived from classroom experience. Teachers who have been consistently unsuccessful in helping students from educationally disadvantaged backgrounds to attain a high standard of learning, for example, are likely to believe these students are incapable of academic excellence. If, however, those teachers try a new instructional strategy and succeed in helping such students learn, their beliefs are likely to change. Again, the point is that evidence of improvement or positive change in the learning outcomes of students generally precedes, and may be a pre-requisite to significant change in the attitudes and beliefs of most teachers.

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(p. 4) So the model implies to change teachers' attitudes and beliefs as a primary result of change in the learning outcomes of students. (Guskey, p.6)

Therefore, teachers' attitudes and abilities for classroom management are very important because teachers who use their abilities give their students some part of themselves; they are sharing who they are. For example, if a teacher can sing and he/she sings in his/her class, he/she shares his/her abilities with his/her students. So students learn to use all the resources that they have from the teacher's example. In addition, through this act, a teacher becomes closer to his/her students.

Likewise, when teachers use their abilities, they motivate their students and get students' attention and interest since students enjoy the class. For any person, it is easy to use their abilities in a normal way in front of people; however, the teacher needs to remember that his/her abilities are a resource in the teaching learning process, and he/she must use them, and much more if he/she expects to do these abilities well. Most people prefer to keep their abilities for themselves, in other words, only use them in the bathroom or other places where no one can see or hear them. People do not like to expose themselves, but teachers need to do that in order to help their students.

Therefore, teachers must consider their attitudes and abilities in the classroom as a resource because a student becomes motivated to study when a teacher shows them how to do something through their abilities, and if the teachers show them respect, trust, love, fairness, patience, and so on. So if you want to know more about this, pay attention to the following table:

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Teacher's Attitudes	Teacher's Abilities	Classroom's environment	Teacher- student relationship
Patience		It is relaxed	Students feel understood and accepted by their teacher.
	Singing	It is relaxed and students enjoy themselves.	Teachers and students become close friends.
Fairness		Students feel secure about teacher's criteria	Students become confident with their teacher.
	Using puppets	It is relaxed, students want to collaborate and enjoy the class.	Students can develop other skills through the puppets.
Dynamic		When the teacher is a dynamic person, students are motivated to learn.	The teacher has the opportunity to be a child again, and students feel the teacher can be their friend not only their teacher.
Motivator		It is happy and students are ready to work.	When the teacher is a motivator, students want to work.
	Acting	It is soft and learning is easier.	Student and teacher interaction creates a good relationship

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			between them.
Facilitator		The environment is relaxed and confident because teachers are a help to the student.	Teachers and students work together.
Encourages creativity		The environment is good because students do things to develop their creativity.	Students make many things for themselves with the teachers' guide to discover their abilities to create things.
	Telling stories	Teachers have the ability to tell stories, and in this way get students' attention and improve the classroom management.	Teachers – students' relationship become closer and trustworthy.
Firm		When the teacher is firm in the classroom, the students are more	Teacher – student relationship is more respectful, Secure, and fair.

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		disciplined.	
Share responsibility		Teachers give students some responsibilities in the classroom.	Teachers and students work together and share some responsibilities in the teaching-learning process.
	Miming and gesturing	The classroom is dynamic and students are relaxed.	Students learn other resources to study and enjoy study time with their teachers.
Accepting Diversity		All students feel accepted for who they are.	There is acceptance between teachers and the result is "love".
Trustworthy		All students and teachers share something about themselves because there is trust among them.	Love and trust is the basis of their relationship.
Kind		The environment is soft because all things are handled with kindness.	Love is the motor in student – teacher relationships.

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3.3. SUGGESTIONS TO USE ABILITIES AND ATTITUDES

There are some suggestions for teachers to apply abilities and attitudes for classroom management. First, we must be creative when using our abilities in class. We must try to use our abilities in different ways and with a variety of resources. For example, if we want to tell a story, we have to choose an interesting one in which we can use lots of actions and mimes, or choose a story with lots of visuals. Also, we can use puppets while telling stories. The thing is that students need to see new things, so that they can be admired and involved.

It is also important to evaluate ourselves. Teachers are relevant factors for the students' success so we must ask ourselves: "Who are we? What are our strengths and weaknesses? What are we doing to improve our teaching? What are our goals as teachers?" If we think about the answers and are aware of our practice as teachers, we can make good decisions in order to be successful teachers and instruments of inspiration for our learners.

Another recommendation is to work with projects. Through projects, teachers and students will develop abilities and attitudes. Students will learn to be competitive. That is, students can have the ability of doing something well, and what they can perform or do is more important than what they know. Therefore, we can think about certain projects like making posters, albums, postcards, and so forth. It will also help students to be responsible, creative, cooperative, and autonomous.

Finally, let's try to comments as a way of assessing students. Comments like: "Good job! Well done! Your homework was great! Excellent!" will make the students feel encouraged, motivated, and inspired. They will develop positive attitudes and will want to continue working that way. But remember that if we want our students to be interested, involved, encouraged, etc., all depends on our attitudes and in our abilities.

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CONCLUSIONS

The first and second chapters were the development of the theoretical framework, which set up the conceptual referents we used. These referents helped us to provide the basis for our proposal. We quoted some scholars who gave important contribution to our work. So, according to these scholars and our investigation, we conclude that abilities and attitudes help to improve the teaching-learning process.

We also consider it is essential to use abilities such as using puppets, singing, mime and gesture, acting, and telling stories, as the most important and applicable tools in a classroom. Most teachers do not want to use their abilities because of mockery. They believe that if they use them, as we mentioned before, students will be unsatisfied and mock them. But it is time to think about what is better for students. Also, if teachers do not know their abilities, this chapter gives you then some suggestions about how they can know and develop them.

The second chapter explains some attitudes that we consider necessary to develop in the teaching practice. When teachers show their students good and proper attitudes, students are motivated to learn and participate in the classroom.

Finally, the third chapter mixes both abilities and attitudes, and gives a teacher's profile. That is, a model for teachers, which shows them what abilities and attitudes are the best to use in order to manage a classroom and improve the teaching – learning process.

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RECOMMENDATIONS

After we finished our investigation, we make the following recommendations:

- Read this work carefully and take advantage of it.
- All teachers have at least one ability, and if they do not know it, they can follow the suggestions given in this work.
- Use your abilities and make your classes fun and entertaining.
- Abilities and attitudes are the best tools for classroom management. Therefore, teachers need to use them in order to get student's interest and attention.
- Good attitudes help make better students.

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APPENDIX

HABILIDADES Y ACTITUDES DE LOS PROFESORES EN EL MANEJO DE LA CLASE

Profesora evaluada: Ericka Jara

Escuela Particular: Letras y Vida

Grado: 5º de básica

Año Lectivo: 2011-2012

DE LAS HABILIDADES

a. El profesor enseña una canción en cada clase nueva

Siempre

Casi siempre

A veces

Casi nunca

Nunca

b. El profesor toca algún instrumento en clases

Siempre

Casi siempre

A veces

Casi nunca

Nunca

c. El profesor lee en una forma que capta la atención de los estudiantes.

Siempre

Casi siempre

A veces

Casi nunca

Nunca

d. El profesor imparte las clases en una forma creativa.

Siempre

Casi siempre

A veces

Casi nunca

Nunca

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e. Las clases del profesor son claras y comprensibles.

Siempre

Casi siempre

A veces

Casi nunca

Nunca

2. DE LAS ACTITUDES

a. El trato del profesor es respetuoso hacia los alumnos.

Siempre

Casi siempre

A veces

Casi nunca

Nunca

b. El profesor motiva a sus estudiantes a ser partícipes en la clase.

Siempre

Casi siempre

A veces

Casi nunca

Nunca

c. El profesor inspira confianza

Siempre

Casi siempre

A veces

Casi nunca

Nunca

d. El profesor es injusto

Siempre

Casi siempre

A veces

Casi nunca

Nunca

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e. La manera en que el profesor enseña es interesante.

Siempre

Casi siempre

A veces

Casi nunca

Nunca

3. USO DE HABILIDADES EN EL AULA

a. Cuando el profesor usa sus habilidades, la enseñanza es clara

Siempre

Casi siempre

A veces

Casi nunca

Nunca

b. El uso de las habilidades del profesor, en clase, ayuda a mantener el interés

Siempre

Casi siempre

A veces

Casi nunca

Nunca

Observaciones:

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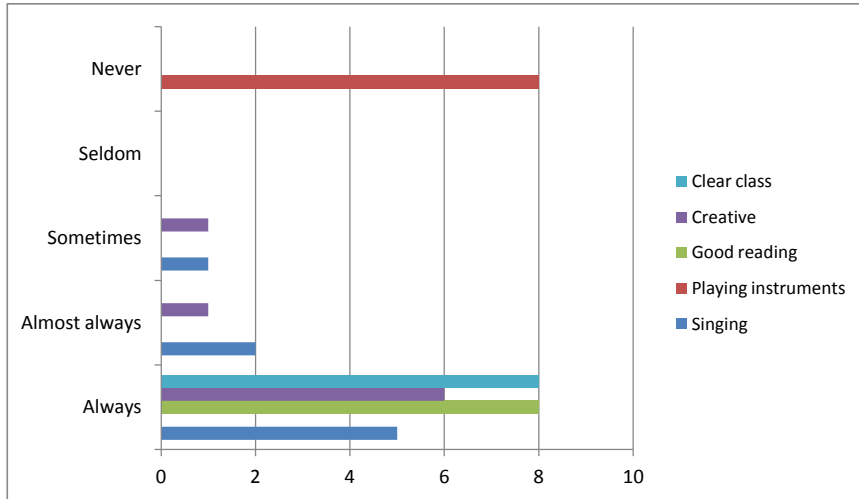
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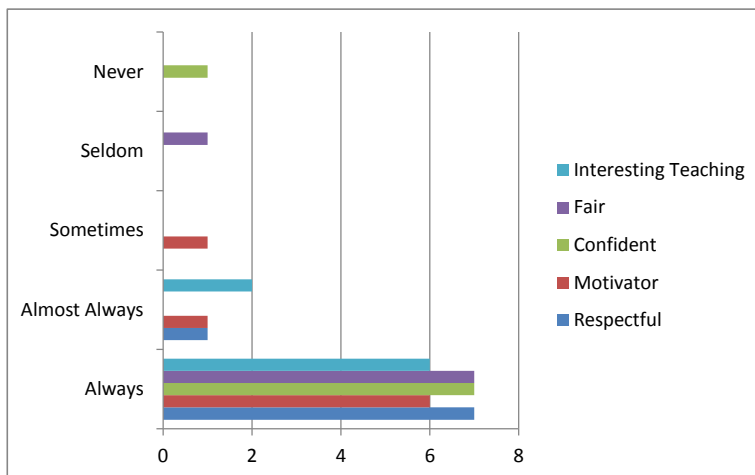
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Escuela Particular Letras y Vida

ABILITIES



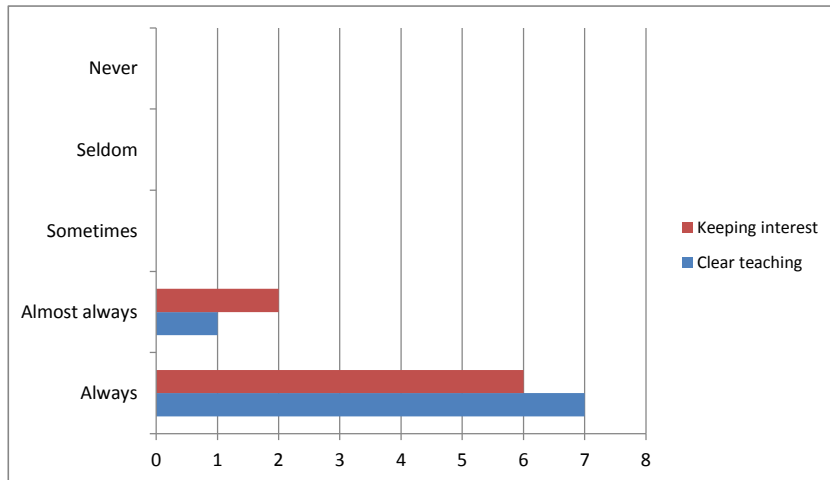
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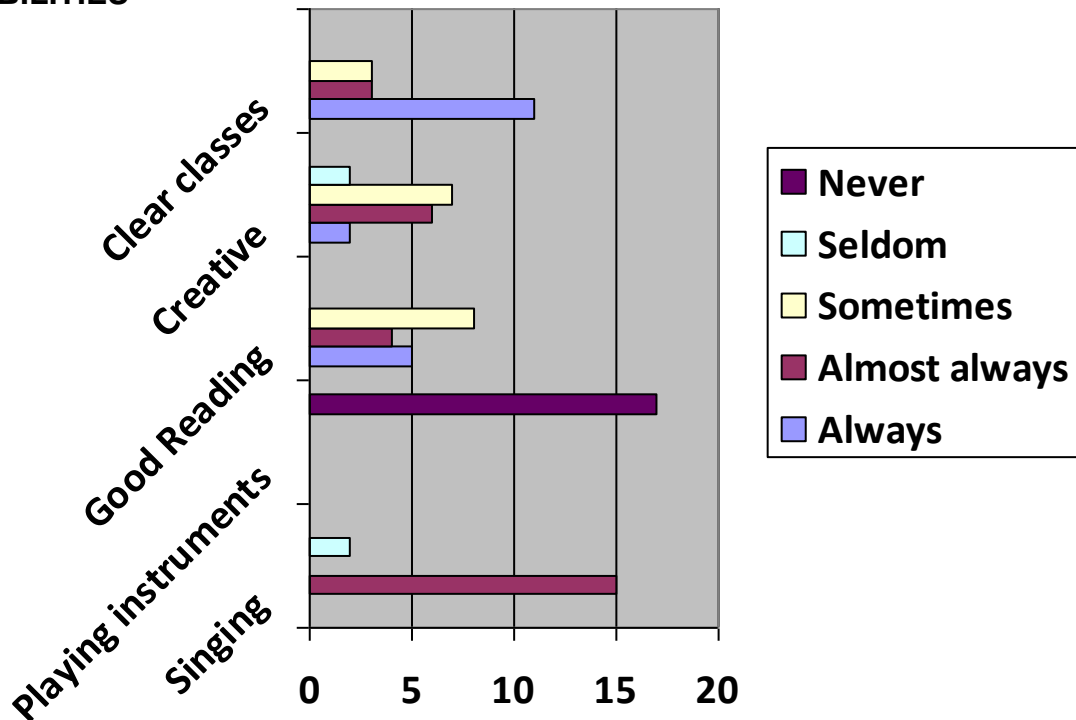
ABILITIES IN A CLASS



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ABILITIES



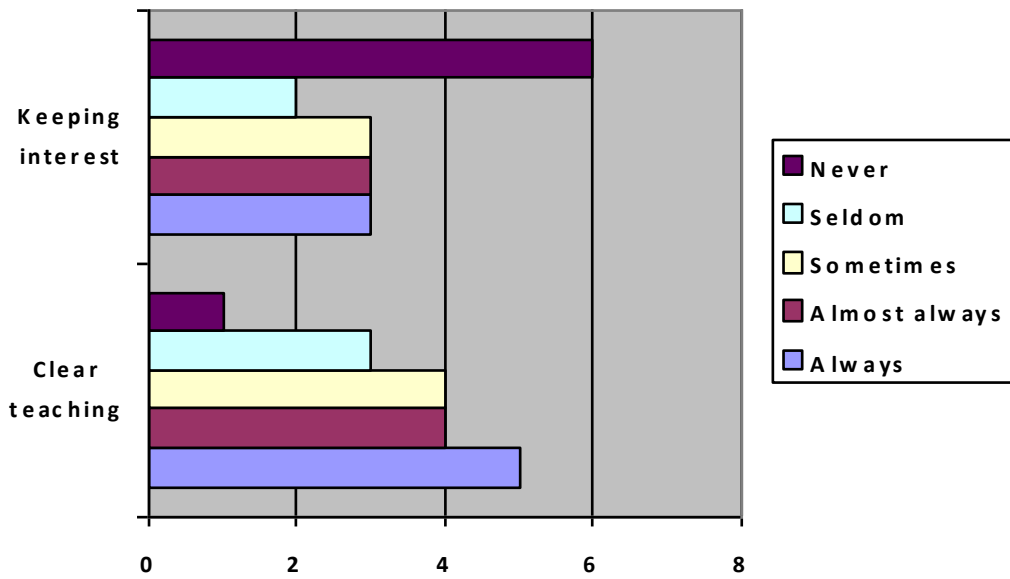
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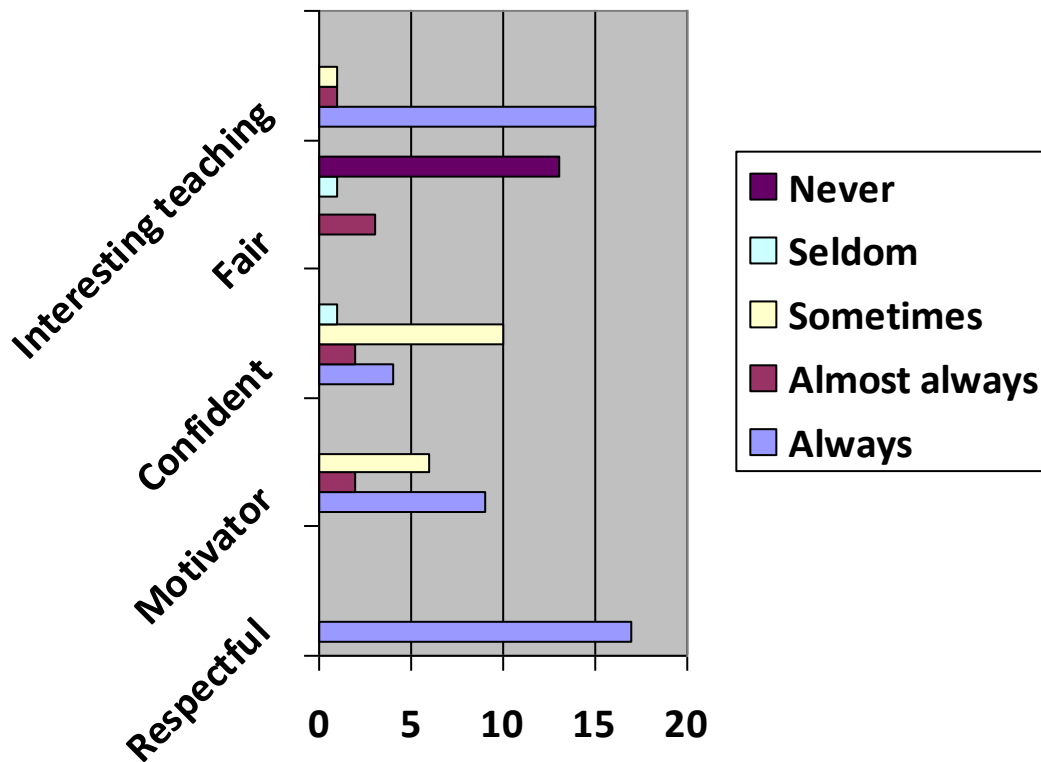
Bertha Jaramillo



ABILITIES IN A CLASSROOM



ATTITUDES



AUTORAS:

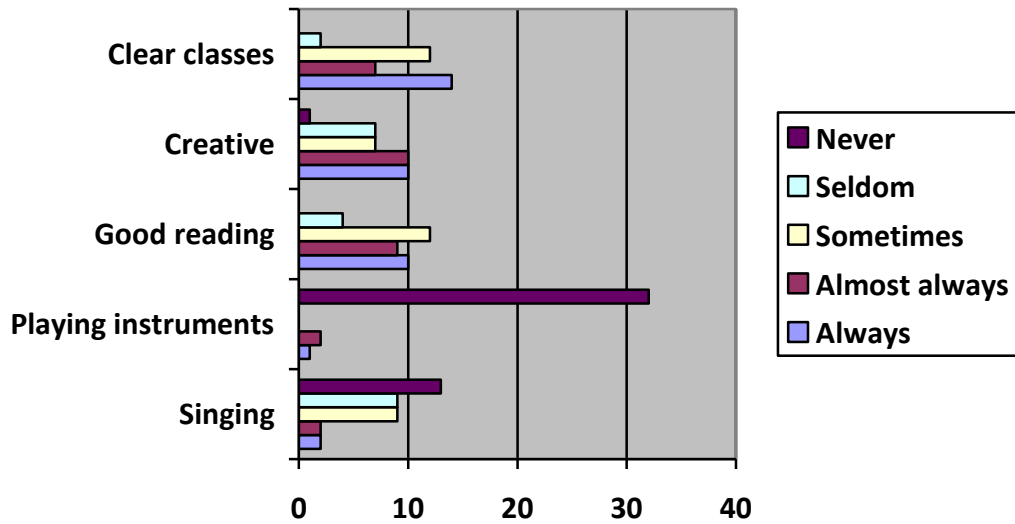
Ericka Jara

Bertha Jaramillo

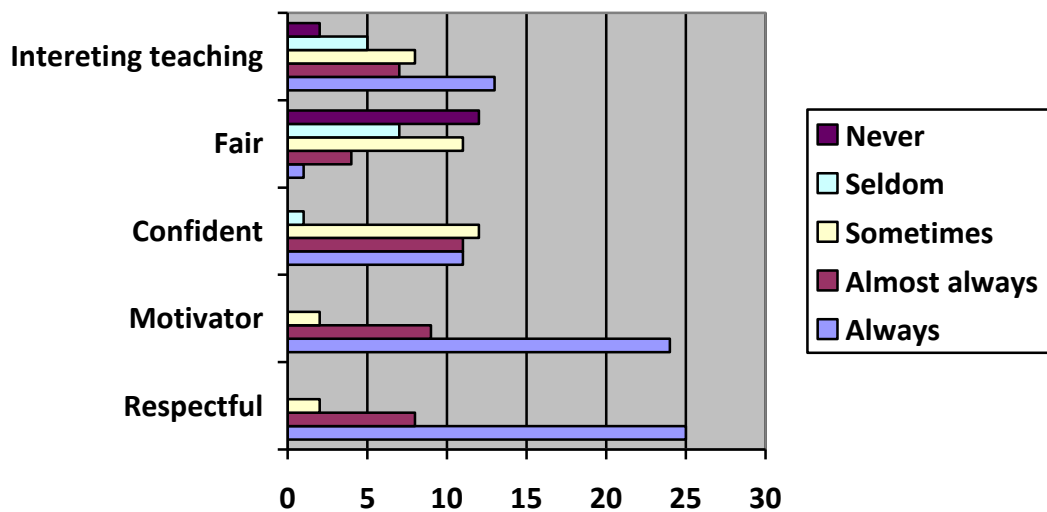


DE 8º A 10 º DE BÁSICA Y 1º A 3º BACHILLERATO

ABILITIES



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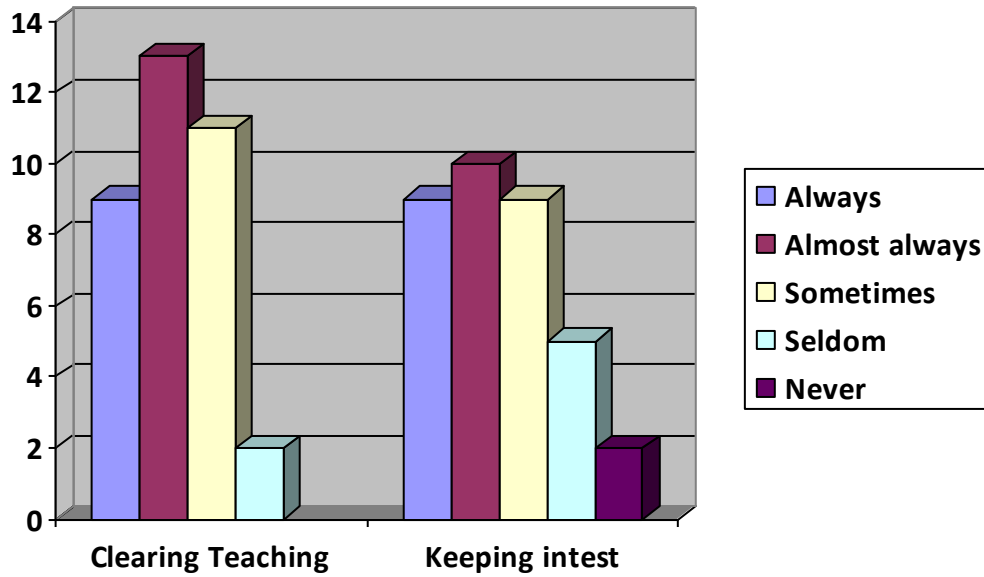
AUTORAS:

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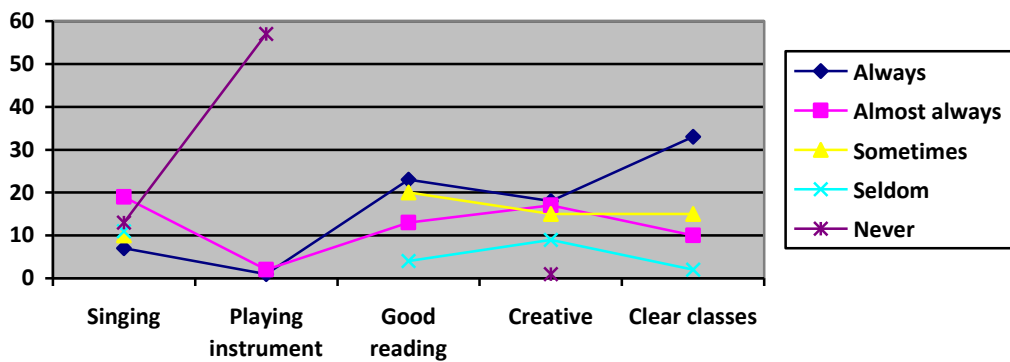


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GENERAL RESULTS

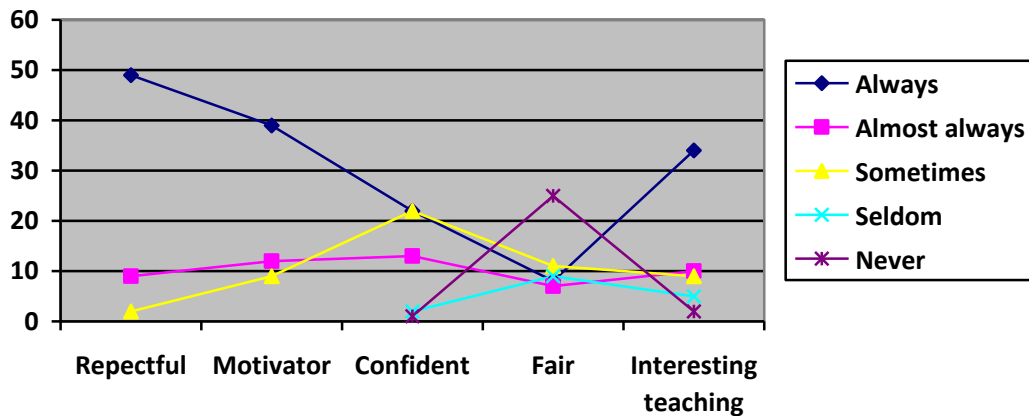
ABILITIES



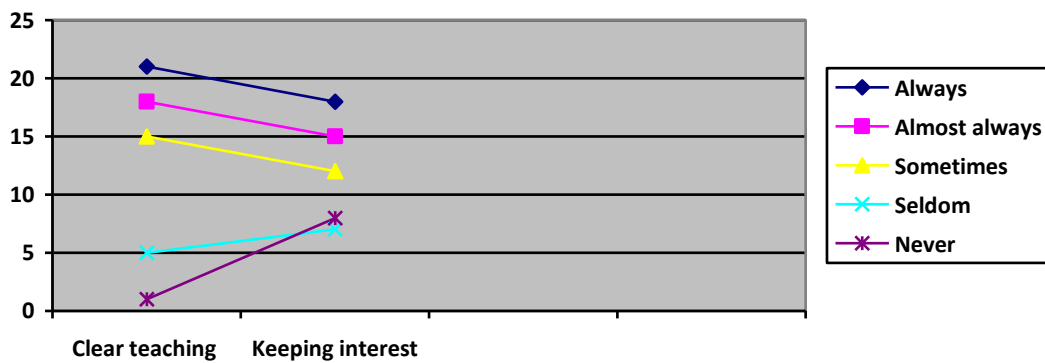
AUTORAS:
 Ericka Jara
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ATTITUDES



ABILITIES IN A CLASSROOM



SUMMARY

According to the surveys which were performed in three different institutions of Cuenca, we have the following results. About abilities, most teachers use them as resources for classroom management. For example, teachers, in their classes, sing, are creative, and their readings and lessons are interesting and clear, so the results show that students are really inspired and involved. However, one of the abilities these teachers do not use is to play an instrument. On the other hand, teachers' attitudes towards students are good. They are respectful, confident, fair, and motivators. Therefore, learners feel secure and express their feelings freely. Finally, we can say, according to the results, that the use of abilities and attitudes does help to keep students' interest and provide a productive teaching.

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