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**THE INFLUENCE OF TEACHERS' ATTITUDE ON THE BEHAVIOR OF 10TH
GRADE STUDENTS WHEN TEACHING ENGLISH AT CENTRO EDUCATIVO**

LA MODERNA DURING THE PERIOD 2014-2015

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DEDICATION

To caffeine and sugar, our companions through many long nights of writing.

It is our genuine gratefulness and warmest regard that we dedicate this work to God, our
parents and brothers.

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ABSTRACT

The main goal of this research is to determine whether or not the attitudinal behavior of a teacher influences the academic performance in the 10th grade students at Centro Educativo La Moderna. To achieve this goal, the authors observed several classes at that institution where it was possible to see both the teachers and the students' attitudinal behavior within the classroom. To be able to carry on with the project, a survey was given to 45 10th graders at CELM, and a survey was given to the teachers. The results of the class observations and the results of the survey showed that there was a bad attitudinal behavior from the students that influenced directly in their class performance and in their low academic achievements. But the results also show a bad attitude of the teachers towards their students, giving a cause-effect relation. It can be said, then, that a bad attitude generates another bad attitude and the circle goes on. Careful planned teaching strategies and optimization of class time strategies, together with the determination to have a positive attitude towards the teaching-learning process will lead to a successful experience.

Key words: Attitude, Behavior, Academic Performance.

CHAPTER I

TITLE

INFLUENCE OF TEACHERS' ATTITUDE ON STUDENTS' BEHAVIOR OF 10TH GRADE OF BASIC EDUCATION WHEN TEACHING ENGLISH LANGUAGE AT CENTRO EDUCATIVO LA MODERNA DURING THE PERIOD 2014-2015.

1. INTRODUCTION

1.1. BACKGROUND

This research project takes place at Centro Educativo La Moderna (CELM), a private educational institution.

Centro Educativo La Moderna is located at Km. 2.5 *vía a* Samborondón. This educational institution was founded on November 12th, 1984 in Urdesa, a neighborhood in Guayaquil, in a house which originally hosted only 105 students.

However, three years later, the institution moved to its current location, a residential area outside of Guayaquil. Thereafter, its shareholders made the decision to found another school with a similar vision, which is currently named Unidad Educativa La Moderna Sergio Pérez Valdez (SPV).

CELM has been working independently for the last twenty years. The head of this establishment is Mr. Iván Villalta, and one of the founders of this campus is Rosario Almeida, who is also an associate of this private institute.

Their slogan is to educate with quality and warmth; having teachers, parents, and children working cooperatively.

The mission CELM has stated to perform is to train elite professionals, who develop their intellectual, creative and physical skills without fear of facing the challenges that the globalized world demands. Moreover, it intends to educate students characterized by being honest, autonomous, and capable of being independent and critical in the exercise of freedom with responsibility.

Its vision is to transform the institution into a quality model, coordinator of meaningful knowledge by mirroring itself on a reflexive human being, aware of his historical reality, cultural and civic identity, and the role he plays in society and ecosystem.



Figure 1 High school building

Nowadays, the number of students attending the institution is higher compared to its inception, having a total of 757 students. The students at CELM are distributed in the following levels:

- Initial: 113 students
- Primary: 214 students, and
- High School: 420 students

Every classroom has a maximum of 15 students. The students' social status is middle class.

The teaching staff at the institution forms a total of 70 teachers distributed in the following way:

13 teachers in the Initial section

24 teachers in the Primary section

33 teachers in the High School section



Figure 2 The institution staff

The subjects taught in English, and the length of its periods, are detailed in the chart below:

SECTION	GRADES	SUBJECTS					PERIODS LENGTH	NUMBER OF PERIODS	WEEKLY PERIODS	REGULAR (60MIN) HOURS WEEKLY	TOTAL OF HOURS DURING SCHOOL YEAR
		LANGUAGE	MUSIC	COMPUTER SCIENCE	SCIENCE AND SOCIAL STUDIES	CLUBS					
INITIAL	I						20 MINUTES EACH	15 PERIODS	9 HOURS	45 HOURS	450 HOURS
	II							14 PERIODS	8,4 HOURS	42 HOURS	420 HOURS
	III	10 periods	2 periods	2 periods							
PREPARATORIO	FIRST						40 MINUTES EACH	15 PERIODS	9 HOURS	45 HOURS	450 HOURS
ELEMENTAL	SECOND										
	THIRD	10 periods									
	FOURTH										
MEDIA	FIFTH										
	SIXTH	10 periods									
	SEVENTH		2 periods								
SUPERIOR	EIGHTH										
	NINTH	10 periods									
	TENTH					3 periods					
BACHILLERATO	FIRST BACH										
	SECOND BACH	18 periods									
	THIRD BACH										

Table 1 Periods corresponding to the subjects taught in English in the different sections at school

The teachers' workload is arranged according to the Ecuadorian Educational Law (LOEI Chapter II, Art. 40), which is a total of 40 hours (30 pedagogical hours and 10 outclass educational activities) per week.

The institution staff is formed by 20 English teachers and 50 Spanish teachers. From those who teach English, there are 2 in Preschool, 8 in Primary, and 10 in High School. On the other hand, Spanish teachers are distributed in this way: 11 in Preschool, 17 in Primary, and 22 in High School.

Referring to physical resources, there are data projectors and whiteboards in every classroom, laptops available for teachers and students, and there is even an overhead projector although it is hardly used anymore. Additionally, students have access to a Video and Computer Lab and a Music Room distributed in the three sections.

There are 18 people who occupy an administrative position, while there are 14 workers in charge of maintenance.

1.2. STATEMENT OF THE PROBLEM

This project originally started from the personal need of obtaining a university degree. For that reason, it was required to research for a specific problem within the educational field.

Engaged in this matter and seeking for a topic, the authors of this project requested permission from the High School English Coordinator, Mr. Harold Sojos, to observe some classes at CELM.

After presenting the request in a formal letter, the researchers were allowed to observe classes in the Primary and High School sections. The follow up action was to conduct class observations.

The activity of observing classes lasted for two weeks. A variety of classes such as Language, Writing, Speaking, Science, and Social Studies classes were observed. The content of each lesson was fully covered in most of the classes with the correspondent reinforcement at the end of each class.

We were also able to observe that teachers started classes punctually and most of them gave a fairly well organized class. Teachers performed their classes trying to adjust them to cope with the school requirements. Every class period lasted forty minutes as it was established by the school.

This pattern went on normally in most of the classes, but, when attending the 10th grade English Language classes, some behavioral problems on the students' side and inappropriate attitudes on the teachers' side were observed.

The following kinds of students' misbehavior were noted during the previous 10 class observations:

- Very talkative students:

Although there were only 15 students in the class, at times the class was very noisy.

Two or three students would rather talk about daily events such as the world cup games instead of focusing their attention on the teacher's explanation.

The teacher tried to regain the students' attention, but they observed a negative attitude.

- Students leaning their heads on their desks.

In two of the classes observed in the 10th grade, some students kept leaning their heads on their desks for more than ten minutes as if they were sleepy or absolutely tired. They showed no attention to the teacher's explanations and worse they did not take the matter to participate in class.

- Students checking their cellphones.

The school does not allow students to bring their cellphones to classes unless the teacher requests them to take it out for a specific assignment. It was observed that most of students were holding their phones which they used for chatting whenever they had a chance to do it.

- Students frequently yawning.

It was noted that one student started yawning noisily in the middle of the lesson. Another student seemed to follow him in the action as if it was their target to disrupt the class.

- Students constantly asking for permission to go to the restroom.

There were at least three students who requested permission from the teacher to allow them to go to the restroom, although they had just returned from break. Most of all, they would not accept a no for an answer.

- Students not showing interest in getting involved in the class when teachers required them to participate or answer their questions.

There was a lack of participation on the students' side when the teacher called for answering questions or performing oral exercises. If there were responses, they appeared to be carelessly uttered. They felt unmotivated to participate. The teacher practically had to force them to participate by calling out their names.

- Students getting easily distracted by external factors such as noise.

Any outside noise such as a plane passing by or a student from another neighbor class passing by the door was a cause of distraction. Some students seemed to be more interested on what was going on outside rather than focusing on the class.

- Students replying the teacher inappropriately.

A few 10th grade students disrespected the teacher by answering nonsense or phrases with doses of sarcasm. At times, they showed no interest at all and reacted negatively to the teacher's inquiries.

- Students' inadequate behavior

A couple of students seemed to enjoy making naughty things whenever the teacher was writing something on the board, such as throwing paper balls at other peers.

- Students ignoring teachers' instructions.

At times the disciplinary rules were not fulfilled by the students and the teacher tried to send the students to the principal's office receiving a negative response or a disrespectful attitude from the student.

On the teacher's side, the following attitudes were observed:

- Some teachers were not strict enough at the time of applying discipline.

Some teachers tended to be very permissive. At times, some students' bad behavior was ignored. When students behaved inappropriately, teachers did not call their attention immediately, but until students interrupted with more frequency. And when they finally tried to apply discipline, they did not sound too convincing.

- A lack of participative teacher-student interaction.

A couple of classes observed were teacher-centered with very little or no student participation at all. Additionally, some topics did not seem to be of the students' interest or did not require of the students' participation.

- Classes were conducted with no variation in their pace.

Teachers maintained a flat tone of voice during the whole class without making any variation in their intonation or remarking important details about the lesson. It can be added that the exercises presented in class were somehow monotonous.

- Teachers used part of the class period to do some paperwork.

It was observed that some teachers corrected paperwork while the students were doing written exercises instead of walking around the classroom to monitor the students' writing skills.

- Three of the teachers were not warm enough at the time of addressing students, especially at the beginning of the class.

Teachers did not seem prompt to reward the students verbally after they had accomplished a task, which led to unmotivated class participation.

- Two teachers did not know how to deal with students with challenging behaviors.

Disciplinary problems were not attended with care. Some students' attitudes showed no sense of discipline or incorrect behavior which were not treated correctly, allowing the students to achieve a sense of superiority in terms of their relationship with the teacher. This caused indiscipline in the classroom that the teacher was not able to handle.

The reflections after observing the classes allowed the authors of this research project to realize that most of the above mentioned situations were present in 3 out of 10 different classes. Besides that, when the authors asked the teachers about these happenings, they commented that things like these tended to occur on a daily basis.

These comments seemed odd based on the fact that English Language Teaching deals with active class participation, dynamic interaction, eliciting the target language production from students, cooperative learning, teacher's responsibility in what relates to class preparation and knowledge updating.

Students' boredom as shown by their postures during class, careless attitude towards learning, disciplinary problems and lack of participation are not normal issues in a classroom.

On the other hand, teachers that do not motivate their students, that seem to be unprepared to deal with behavioral problems and who seemed to have little control of their

classes, gave a hint that something was not correct in the development of the English teaching-learning process.

Departing from the observations on both teachers and students, it can be stated that there is a development of negative feelings and attitudes on the student's side towards the teachers who do not seem to be appreciated or valued, although they have complied with the academic studies to be teachers.

The lack of warm attitudes and too much paperwork were additional factors that were noticeable enough to be considered as a fundamental problem inside the 10th Grade Basic Education classroom that led the authors to inquire into this matter, and to meet the impact of teachers' attitudes on students' behavior.

The task of this project became therefore to determine and analyze the causes of the low overall performance in the 10th grade students at CELM and how the teachers' performance or attitudes affect the process of learning a second language.

The influence of teachers' attitude within the classroom environment is becoming increasingly difficult to ignore because of the disinterest shown by some students in different kinds of situations and/or conditions. In this case, it is a problem that needs to be evaluated and furthermore to offer possible ways to help improve this situation.

The problem object of this research can be stated as follows:

In what ways does the teachers' attitude modify in a positive way the behavior of 10th grade students of Basic Education when receiving English classes at Centro Educativo La Moderna?

1.3. OBJECTIVES

1.3.1. BROAD

The main objective of this Research Project is:

To modify the teachers' attitude so that they can have a positive impact on students' behavior while taking English language lessons.

1.3.2. SPECIFIC

- 1) To identify teachers' attitudes that have a negative impact on students' behavior.

- 2) To point out the importance of positive attitude of teachers and students in the process of acquiring a second language.

- 3) To set up a list of specific pedagogical strategies to apply in class in order to achieve a better academic and behavioral performance in the 10th grade students at CELM.

1.4. SIGNIFICANCE OF THE STUDY

The attitudinal characteristics of teachers and students are an essential component of the training for English as a Foreign Language (EFL) teachers. Thus, it is important to pay attention to students and teachers at CELM because there is a clear low performance in the English language acquisition as it is shown in the book of grades.

This research is mainly oriented to develop motivational attitudes that will lead teachers to produce appropriate and positive reactions in 10th grade students at CELM. In order to reach this goal, it is necessary to identify the causes why negative behavior patterns are produced within the classroom to facilitate the proposal of reliable tactics that would help teachers improve the class environment.

Simultaneously, teachers would become conscious of which attitudes to adopt or to avoid, for the sake of generating interest and motivation in class. To successfully achieve this, it is important to be aware of the real basis of the problem, which will be detailed later in this research paper oriented to serve teachers as a helpful tool.

During the observation process, it was noted that some teachers did not give too much emphasis to the importance that body language has at the time of teaching. Besides

this, most of them did not know which specific learning strategy or method needed to be applied, especially with challenging students who had some extreme bad behavior while the lesson was being taught.

Essentially, it is important for CELM to take into account the conclusions of this paper in contemplation of improving the rapport between teachers and students, which will synchronically lead to the enrichment in other areas within the class, such as academic performance, teachers' and students' comfort while the class is being developed, English coordinator's and parents' satisfaction, and school prestige. Above all, the teacher might feel that his lessons are being appreciated and are enjoyable.

After all, if teachers are receptive to the group of recommendations given by the authors of this research, favorable results might be mirrored in their students' behavior.

1.5. SCOPE AND DELIMITATIONS OF THE STUDY

Due to the importance of the teacher's attitude during the teaching-learning process, it can be considered that the results of this research are going to contribute not only to the development of the tenth grade group of students, but it can also serve as a guide for teachers in general to attain adequate behavioral responses from students.

Fortunately, the authorities of CELM gave the authors of this research free access to develop the observations for this study in the different high school classrooms. They also permitted a review of the book of grades of tenth grade students, specifically.

A reflection of teacher attitudes within the classroom was also noticed in the other grades that were observed, but they were only in the degree that did not affect the major evolution of the class activities. It was either the teacher realizing attitudes were not correct or students that after little complain got back to class participation.

The researchers' aims within the range of this study include the following:

To identify the effects of teachers' attitudes on students' behavior

To make teachers aware of the negative attitudes which they should avoid and of the positive attitudes they should promote.

Through establishing relations between the attitudes and the behaviors, it is possible to state the real basis of the problem and inform teachers about which specific teaching attitude induces their students' bad behavior. And as a final scope, share with teachers possible strategies to apply in the classroom for them to put into practice in order to elicit positive changes from their students in their behavior.

On the other hand, this research does not intend to cover any learning disabilities detected in participants. Inclusion would be a matter of a different research. Likewise, it does not intend to deal with cultural influence, home environment, and social status differences between students and teachers. Also, this study does not aspire to criticize teachers' educational training, the English proficiency, or the use of resources.

The head of the academic department at CELM has expressed his expectations on this study and his willingness to share it with the rest of the teaching staff. It is necessary to

point out this fact because the support received has contributed to the successful accomplishment of this study.

The active participation of teachers and students has also been a helpful source in the fulfilling of this research project that was originally designed as a graduation requirement, but it has turned out to be a challenging process which has demanded a lot of dedication and study.

CHAPTER II

2. LITERATURE REVIEW

Nowadays, one of the main challenges for teachers in Ecuador is to know how to handle with students' misbehaviors within the classroom. At the same time, students of all levels should deal with some kind of inappropriate teacher attitude.

Through the last decades, attitudinal and behavioral problems have been the matter of study of many professionals related to the educational field for such problems have turned into a challenge that teachers and students have to face daily at their institutions.

That is why a lot of research has been conducted worldwide on the topic and a lot of interesting and useful information, as well as recommendations have been collected and shared to different media.

2.1. THEORETICAL REVIEW

At the start of foreign language teaching in history, the connection between attitudes and behaviors was not considered or was not given importance by the foreign language teaching community. It was not until the sixties that some investigators as Scott, Hovland, and Ostrom awoke the interest and inquiries about that relation and started publicizing papers about it (Smith, 2011, p.82). Concerning to this research, it is centered in the students' behavioral responses to teacher attitudes.

2.1.1. DEFINITION OF ATTITUDES

Embarked upon the task of defining “attitudes”, the book *The Nature of Attitudes and Cognitive Responses and Their Relationships to Behavior* (Cacioppo, Harkins & Petty, 2014) provided the following:

Milton Rokeach defines an attitude as “a relatively enduring organization of beliefs around an object or a situation, predisposing one to respond in some preferential manner”, while the originator of modern attitude measurement, Thurstone (1931), conceived of an attitude as “the amount of affect or feeling for or against a stimulus or to evaluate objects favorably or unfavorably”

According to Richardson (1996), “Attitudes and beliefs are a subset of a group of constructs that name, define, and describe the structure and content of mental states that are thought to drive a person's actions" (Bai, 2006).

In clearer terms, as Zimbardo, Ebbesen, and Maslach (1977) stated, “attitudes are the core of our likes and dislikes for certain people, groups, situations, objects, and intangible ideas” (Cacioppo, Harkins & Petty, 2014)

2.1.2. PROPERTIES OF ATTITUDES

Some investigators like Smith (1956) specify that there are three properties of attitudes which can be defined through the way in which they are shown or noticed. They are “(1) *affect*-an individual’s general feelings about a stimulus; (2) *cognition*-an individual’s thoughts, ideas, associations, and images pertaining to a stimulus; and (3) *conation*-an individual’s behavioral responses that are evoked by a stimulus” (Cacioppo, Harkins & Petty, 2014).

To tag the estimation with which people value an object, it is of great help to know the attitude properties described above. As follows, “affect would concern whether the person had positive or negative attributes (e.g. qualities, images, and so forth) with the object; and conation would concern whether the person behaved in a positive or negative manner toward the attitude object.” It is good to emphasize that reactions are unique and vary according to different factors even when this categorization of attitudes works as a guide to size them up in relation to an object (Cacioppo, Harkins & Petty, 2014).

However, the recognition of the attitude properties may turn confusing at times. For example, Petty & Fabrigar (2008) comment “that people can believe that their attitudes are based primarily on cognition when they are in fact based on affect, and both meta- and structural bases of attitudes influence how people respond to persuasive messages. In

particular, it is generally more effective to change attitudes that are actually based or perceived to be based on emotion with emotional strategies than with more cognitively rational ones and vice versa

Attitudes have also been shown to have some genetic basis, and highly heritable attitudes can be more resistant to change than less heritable attitudes (Petty; Wheeler; Tormala, 1996).

2.1.3. TEACHER ATTITUDE

Attitudes are not stable things, they may change due to social influences. But it is practically impossible for a teacher to change his attitudes if he is not fully aware of them. One of the first things an educator should do is to pay attention to his performance and contrast it to the usual ways of bringing forth knowledge. Then he would know what attitudes he should hold and which ones he should get rid of.

Considering essential educational evidence, A. Ahmad and R. Sahak (2009) validate the existence of a strong teacher-student relationship and how teachers' attitude is directly associated towards their work.

Several educational researchers assert that there exist different kind of classroom environment virtues which provide teaching and learning process improvement, and an accurate atmosphere for students to interact with teachers in a comfortable way; as a result a positive students' behavior is obtained. These classroom environment virtues are settled by different authors such as Poenaru & Sava (1998) who highlighted positive affection as one of these virtues, Elmore & LaPointe (1995) notes warm attitude, Van Manen (1991) states the correlation of tact in teaching with students performance, meanwhile Thweatt &

McCroskey (1996) cited the immediacy of teacher and the power they may apply for an accurate response.

It is easier for a teacher, who is constantly aware about their students' needs, to resolve behavior problems without going deeply in them. Teachers who are mentally and physically immersed with their teaching style provide a better feedback and always find the appropriate solution to deal with students' misbehavior (Leite, 1994).

Leite (1994) also sets that the attitude adopted by teachers influences directly or indirectly over a classroom, society, school and other teachers. It will shape the classroom postures.

Similar to this, Carr (1990) notes that "attitudes can be modified only by each individual, when they become aware, through elements and evidence, that new postures would be better to deal with surrounding world." This could serve teachers as an essential reference to take into consideration in order to develop or improve teaching strategies; the application of skillful posture to deal with behavioral problems.

2.1.4. STUDENTS' BEHAVIOR

Classroom behavioral problem is another fact that teachers surely encounter while teaching. Supiah Et Al (2009) states that teachers can serve as a guide for students to control behavioral problems throughout the use of combined teaching strategies and planning the way they are going to deal with students' differences.

Azizi (2005) determines a correlation between attitude and behavior. According to Azizi, good or bad behavior is a consequence of expressed emotions, feelings and thoughts. This is relative, if the attitude of a specific person is positive, in this case the

teacher's, students' behavior will be positive. On the other hand, if the teacher's attitude is negative, then the behavior of the students will change to negative, too.

It is a fact that there is a big difference in the amount of time used to teach, and the amount of time used to control and solve students' behavioral problems (Cains & Brown, 1996). If there are not controlling methods applied in a classroom and besides that, teachers do not serve as a good role model because of their bad attitude while teaching, then, students' overall school performance and behavioral adaptation will be affected in negative ways (Cains & Brown, 1996).

2.1.5. INFLUENCE OF BEHAVIOR

In one of her works, Nancy Blackwell (2006) highlighted two important factors or conditions about how indispensable must be for teachers to recognize the huge difference between *the power of influence versus the influence of power*.

If teachers take the place of their students, they will understand how to select and apply the proper set of methods, in order to improve their classroom environment based on their students' needs, also taking into account how significant it is for their students the influence and the impact teachers have on them.

The influence of power was a condition that took place many years ago when education in general was submitted by power. It was seen that most of the time, education was applied mechanically, and there was no time to build up relationships or interaction between teachers and students; thus avoiding one of the main concerns of the learning process which is based on intercommunication.

On the other hand, the power of influence deals with how teachers succeed at the time of managing the class and any problem that may arise without using their power as the only resource. One way of manifesting this position is through threats, which is only a signal that they have not applied any other strategy to make children behave appropriately.

Even though, the influence of power was frequently noticed in the past, there are still a few teachers today who keep adopting an authoritative posture instead of encouraging and strengthening teacher-student relationship within the classroom environment.

The use of combined attitude strategies by the teacher will assure behavioral improvement in their students. The way teachers impact their students mainly depends on the way they use power of influence to teach and interact with them.

Why is it important for teachers to be aware about their attitudes? As Marzano explained in his book *Building Classroom Relationships* (2003), teachers can provide their students with two different kind of impact, positive or negative impact. Any kind of impact provided will be reflected on their students' actions, responses and learning achievement.

2.1.6. EXPECTATIONS TOWARDS THE ATTITUDE OBJECT

The affinity between attitude and responses can be improved after witnessing and sizing the relation between them. Attitude and behaviors reach congruity after connecting them to “various attitudinal qualities-including the consistency between affective and cognitive components of attitudes (Norman, 1975), the temporal stability of attitudes (Schwartz, 1978), the confidence with which the attitude is held (Fazio & Zanna, 1978a, 1978b; Sample & Warland, 1973), and how clearly defined the attitude is, as measured by

the width of the latitude of rejection (Fazio & Zanna, 1978b; Sherif, Kelly, Rodgers, Sarup, & Tittler, 1973)” (Sorrentino & Higgins, 1986).

Currently, it is known that attitudes developed on behavioral experiences with the people, places or things which are target of judgment help to foresee the subsequent comportment, opposite to the attitudes which are constructed on non-behavioral experiences, in which future behavior cannot be anticipated. As stated by Fazio & Zanna (1981), there exists a possible connection between attitudes and resulting behaviors, and only people who have been involved in researches related to this issue can deduce when that possibility may occur (Sorrentino & Higgins, 1986).

How a person pictures or evaluates events and people in the environment is a clue to define the behavior that person will adopt.

To find out how behavioral responses are motivated by attitude, two components must be taken into consideration before making any judgment:

The first one refers to the first impression a subject has when facing the person to be judged and his conduct will depend on the concept he has of the other person. The description of this component confirms the traditional belief that the first impression really matters. “As a specific example, consider Kelley’s (1950) classic experiment in which students were led to believe that a guest instructor was either a “warm” or “cold” person. Those students with the “warm” expectation tended to participate in the class discussion led by the guest instructor to a greater extent than did those with the “cold” expectation. Thus, perceptions of the target person-that is, the attitude object-influenced behavior” (Petty, Wheeler & Tormala)

In the second, pragmatics plays an important role. This states that the conditions that surround the attitude object are the ones that determine the behavior of the person who

is judging it. It means that the background is determinant for the way in which the “judge” treats and decides to act towards the target person (Petty, Wheeler & Tormala).

Sometimes, the attitude to adopt is driven by a specific situation or by the first impression formed about a person. Therefore, these components are important because they play a meaningful role at the time of finding out possible future behavior and to determine how misbehavior is influenced by an attitude.

2.1.7. INTERACTION

Years ago, the education dealt with several problems that recently have been discovered, such as teacher-centered lesson as the most important. It is one of the most significant problems because of its influence on education and also because of its impact on the learning acquisition process.

During decades the students’ participation was neglected and students were able just to ‘participate’ through the delivery of homework or projects developed at home or during the lesson. This was a negative condition in language learning and so has been proven in later studies.

Nowadays, it has been stated as a general strategy to implement students’ participation as much as possible. As a result, students are allowed to interact actively during the class with teachers and peers. Pianta’s theory (2001) suggests that a positive and strong interaction between all participants in the class serves as a support to increase teacher and students motivation, and subsequently to improve students’ knowledge achievement.

Pianta (1995) also sets that when there is no interaction within classes it is more difficult to handle the lesson as well as students' behavior and to keep teachers' efforts to maintain a positive classroom environment.

Besides that, Udeani (1992) in his study about students' outcomes shows how teacher- student strong interaction contributes on behavioral and cognitive achievement of students.

2.1.8. COMMUNICATION WITHIN THE CLASSROOM

It has been declared that inside of any classes but mostly English language classes, the communication plays a significant role; as A.Ahmad and R. Sahak (2009) wrote in their research work: Communication is the source that upholds the connection and interaction within the classroom among students and teachers. Beyond that, they also stated that effective communication has a positive and accurate feedback as a result.

2.1.9. RAPPORT

In the educational field, there is a huge array of themes, such as empathy, that in complement with methods and strategies settled by specialists provide several aids that can be applied in order to assure better school environments. Talking about some of the school environment conditions, it has been determined that the establishment of an accurate learning environment must include rapport as an elemental component.

Rapport is described by Farnada and Clarke (2004) as, “the ability to maintain harmonious relationships based on affinity for others”. Rapport is indispensable for a good classroom management; it is based on the teaching style, teacher’s interpersonal conviction, experience and his own abilities to motivate, encourage and maintain his students’ interest within the classroom.

Paul Ramsden (2003) a professor in Australia, leader of international authorities on teaching, says that a good teacher knows how to maintain a good rapport with their students. Therefore, a teacher’s abilities to encourage, involve, and commit students can be perceptible.

Besides that, Nguyen (2007) states rapport as a successful component when the goal is learning a second language in terms of teacher-student communication. As a result, teachers who can base the learning process on good rapport will assure better attitudes, behavior, motivation and learning acquisition. (B.K.Yadav, 2008).

According to specialists, it is very important to establish and to create a good rapport environment for students in order to obtain a good behavior from them. But, how can a teacher provide a good rapport?

Harmer (2006) says that it is possible to provide students with rapport by giving them the opportunity to show themselves as they are, avoiding the false idea that all of them should be treated in the same way without caring about their individual abilities and differences, and also by providing interest in the lessons taught.

As reported by the Internet *TESL Journal Significance of Rapport in English Language Teaching and Learning* (2008), once that teachers recognize the different

backgrounds of their students, teaching methods and the students' learning process becomes more enjoyable, comfortable and significant.

2.1.10. ATTITUDES AND MOTIVATION

Another point to take into consideration when trying to get good behavioral responses from students is the motivation. The autonomy and success of students depend on how intrinsically and extrinsically motivated they feel while learning; for that, teachers' duty is to cultivate and develop accurate tools which promote interest in learning among their students.

Positive interaction allows students and teachers to enjoy their role at school. It is possible to observe affirmative responses from both sides within a classroom. On one side, students feel comfortable to participate and become engaged with the lesson. On the other side, teachers feel very at ease and enjoy the pleasure of teaching.

Fostering bonds of esteem and respect with students through the demonstration of adequate disposition to teach in class might guarantee students' positive performance. As Dr. Kilpatrick said, "A child can be forced to do on the outside because we are bigger and stronger than he is, but for effective learning we must reach the child on the inside" (Mill, 1960).

Every class environment and teacher attitude is different, the opinion that each student has about one teacher may differ too. Although, it is appropriate to point out that a teacher can be the cause that elicits positive or negative behaviors from his children. In the case of teachers who denote a positive attitude in front of their class, it would be easy to

notice that students respond to that class with warmth and delight, and their being engaged in class turns totally natural. Some behaviors such as active class participation, appraisals to the teacher's job, and eagerness to work on any assignments become so evident in every lesson.

Often, children are mirrors; they reflect teachers' postures, intonation, and other non-verbal features. But positive personality aspects are imitated only when feelings of sympathy for teachers emerge from students. If besides that, children demonstrate that they look for times and ways to be near educators to help them and receive their affection, that just confirms that teachers have created good and correct emotional bonds with students.

However, this does not mean that teachers should cast discipline aside in order to be accepted and loved by their pupils because children do not tend to aim for the approval and to interact with respect with adults who are complaisant and show weakness at times of applying correction.

On the other side, if teachers' ways of speaking, reacting, and temperament are not of the students' predilection, they will try to keep the distance from teachers in many ways such as behaving badly, not interacting in classes, and showing gestures of dislike; all of these to make visible that there is not any feeling of attachment with them.

It is good to make clear that some kind of hostile behaviors are not induced by any particular issues or incidents occurred, rather due to a fundamental incompatibility in their personalities or their approaches to things. In case that students extremely dislike some of their teachers' particular traits, a personality clash might take place and be also evident in students' indisposition to work on tasks assigned.

Grades can be a reflection of these conflicts. This is because behavioral responses are not the only manner in which children indicate the poor emotional ties with teachers. Bad grades can be improved by the teachers' correct use of strategies, though. When

teachers picture their classes in a way different to how it really is, they may get frustrated and have an inadequate attitude in front of their pupils, which leads to problems or unsatisfactory relationships with them. It is a wrong idea to create false expectations before meeting the class.

2.2. LEGAL FRAMEWORK

Centro Educativo La Moderna (CELM) has been certified as a bilingual institution for it has fulfilled the requirements established in the General Regulations to the Organic Law of Intercultural Education. Such specifications are described below:

GENERAL REGULATIONS TO THE ORGANIC LAW OF INTERCULTURAL EDUCATION

TITLE IV. OF THE EDUCATIONAL INSTITUTIONS

CHAPTER VIII. OF THE DENOMINATION OF THE EDUCATIONAL INSTITUTIONS

Art. 111. - Bilingual educational institutions. - The public, municipal, and private educational institutions can include the qualifying term of “bilingual” in their denomination if the teaching of the foreign language consists of at least the forty per cent (40%) of the total of the class periods.

The teachers’ staff who teach the subjects in the foreign language should be accredited of their knowledge of the respective language. For instance, they must present the results of an international standardized test which accredits them to have at least a B2 proficiency level in the foreign language according to the Common European Framework of Reference for languages. The Central Unit of the National Educational Authority will publish a list of the acknowledged tests for the accreditation of such level.

To be considered as bilingual, the educational institutions should include the basis of the bilingualism and the credit hours in their curricular innovation proposal which is part of the Educational Project of the Institution. The educational institutions which receive the approval of their proposal from the Zonal Unit will be the only ones considered as bilingual.

In addition, the Ministry of Education's aim is that in the future, when students get graduated from high school, they get at least the B1 level according to the Common European Framework of Reference (CEFR), English proficiency level that will allow them to have better university and job opportunities.

2.3. CONCEPTUAL FRAMEWORK

This study examines the relationship between a teacher's attitude that is not conducive to interactive and engaging learning and the negative effects on students' behavior and hindrance for their learning.

As mentioned by Zimbardo, Ebbesen, and Maslach (1977) and Richardson (1996), attitudes are the core of people's likes and dislikes in relation to certain groups, situations, objects, and intangible ideas that are thought to drive a person's actions.

"The term motivation refers to factors that activate, direct, and sustain goal-directed behavior" (Nevid, 2013).

According to Ryan and Deci (2000), intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures or reward.

Some teachers at CELM showed an inappropriate attitude towards students which was reflected in the way their pupils behaved. Such observed events mirror certain teacher-student interaction difficulties making tangible the theory that attitudes play an important role in the teaching-learning process, and how attitudes prompt students' behaviors.

Although teachers currently feel pressed to cover the content established in the school syllabus and to fulfill other school requirements, some of them seem to be open to the idea of adapting such content and combine it with better teaching strategies to help them deal with classroom management problems, which frequently affect students' learning.

In some cases, teachers' interest in improving the classroom atmosphere suggests their intrinsic motivation towards teaching. In other cases, while teachers feel the pressure of fulfilling requirements, they do not feel intrinsically motivated to perform their work accurately. And then, they blame students' misbehaviors as something depending on the students exclusively rather than assuming their own failures.

The framework chosen to analyze our data can go as far back as the theory stated by M. Brewster Smith, an American Psychologist (1956), in which he mentions three properties of attitude: affect, cognition, and conation. This theory states that an individual's feelings, thoughts, and behavioral responses are elicited from a stimulus.

The authors of this research also agree with Petty & Fabrigar (2008) on the idea that emotional strategies can be efficient and useful to amend attitudes that are based on emotion, rather than those resulting from thoughts, ideas, and associations to a stimulus. Although this may be true, it is also good to take into consideration Mill's belief (1960) which determines that inappropriate behavioral responses are product of a personality clash

between teachers and students. This just refers to a consequence of personality's differences, instead of reactions induced by bad teacher attitudes.

This investigation also goes along with Lavrič's and Carr's conclusion that teachers should identify the attitudes they are adopting towards students in order to be their own evaluators and critics. That deliberation about themselves would keep them from being too permissive or too rigid when communicating with students and applying disciplinarian techniques. Likewise, the authors of this research share Lavrič's viewpoint that an exemplary teacher communication is one of the most admirable teaching outcomes.

Thus, if teachers are conscious of their attitudes, they will know how to get properly in touch with students by discarding the idea that they should be always rigid because they have a higher position than their pupils. Preferably, they should bolster their authority through effective communication in various contexts, even at the time of correcting students.

Another theory taken into consideration for the development of this research is the one declared by Robert C. Pianta, a Dean of the Curry School of Education at the University of Virginia. Pianta asserts that in classes with high student interaction, all participants (teacher and students) feel engaged and good students' behavior is shown. It means that when the teacher allows interaction and dynamism in class, lessons are carried out without major difficulties and students' academic performance gets better.

What Azizi (2005) stated is also included as a guide in this research. According to him, students' behavior is just a reflection of teacher's attitude. So, if the teacher's attitude is positive, students' behavior will be positive, but if the teacher shows a bad disposition in the classroom, students will also respond in an unfavorable way.

Students are prompt to show affection and closeness to those educators who own a pleasant personality and who also show postures and attitudes that can be followed as examples. No negative behavior will arise when students feel at ease with educators of that kind.

An additional frame of reference for this research is Farnada' and Clarke's statement (2004). They establish that rapport within the classroom is essential for dealing with students. Good or bad teacher's rapport will be mirrored in students' eagerness to work and behavior because close rapport in class is not just about emotional affinity, but it is also an issue of mutual respect.

Connected to this previous criterion, there is Nguyen's (2007), which determines that when teachers, especially second language teachers, consider that rapport is clue and make it perceptible in their class, it will influence positively on the student-teacher interaction; by the way, it will also assure better attitudes, behavior, motivation, and learning acquisition.

2.3.1. THE IDEAL ATTITUDE TEACHERS SHOULD HAVE TO ENCOURAGE POSITIVE BEHAVIOR

There is no general rule about how to obtain a positive behavior. On the other hand, it is a fact that positive actions achieve positive reactions. This is the main reason and the specific purpose why educational researchers, psychologists and some other experts on the field focus their attention to encounter guidance to achieve positive results.

Plenty of educational advice, tips and teacher guidance can be found on educational books, articles from the web, etc. Most of the time, information about that has been cited from different authors in different books, and for different, specific purposes. It is convenient to enlist the most relevant approaches below.

It is impossible to resolve a problem without knowing the existence of one. If educators were aware about their work, they would know what to improve or change. So the first thing teachers should do is to identify their performance, consequently know what attitudes they should hold within classes and which ones they must avoid (Lavric). Very similar to this, Carr (1990) notes that *“attitudes can be modified only by each individual, when they become aware, through elements and evidence, that new postures would be better to deal with surrounding world.”*

Secondly, an attitude of caring. A. Ahmad and R. Sahak (2009) considerate that strong teacher-student relationship and positive teachers' attitude influence their work in good ways. Teachers who provide their students with an accurate learning atmosphere, comfortable interaction and feelings of confidence to participate obtain as a result positive students' behavior. As Thweatt & McCroskey (1996) cited, these classroom environment virtues are essential and contribute for an accurate response. Besides that, Leite (1994) said that it is easier for a teacher who is constantly aware about their students' needs to solve and find the solution for a behavioral problem, than for a teacher who is not concerned about these needs. All these concepts serve as a shape of classroom postures.

Third, the kind of strategies used to solve behavioral problems within the classroom. The time that the teachers use to control and to work students' behavioral problems out, the methods they apply, and the role model they play affects directly in the students' behavior patterns. Cains & Brown (1996) state that a good role model played by teachers during their performance influences in positive ways students' overall school performance. Teachers should serve as a model to follow, as an inspiration. Additionally to this, the accurate set of controlling methods and strategies to maintain students' good behavior influence the way students behave during a lesson and their perception about the teacher. Accurate teaching methods settled and applied from the very beginning help teachers to establish classroom rules to accomplish; besides that, Kelly & Gorham's (1988) experimental study proves that immediacy (the degree of perceived physical and/or psychological closeness between people) is highly associated with students' attention focus, enhanced memory, and recall. Another fact to considerate is the correct amount of time that should be applied in order to encourage students to adapt positive postures and behaviors.

Fourth, making prevail *the power of influence upon the influence of power* is another ideal attitude recommended by Nancy Blackwell (2006) to take into account. Years ago, education was submitted by power, everything done by students were under tight and inflexible rules. Most of things and lessons were influenced by negative power rather than intrinsic motivation provided by the teacher. As Marzano explained in his book *Building Classroom Relationships* (2003), teachers can provide their students with two different kinds of impact: positive or negative. The kind of impact provided will be reflected on their students' actions, responses and learning achievement. As it was cited before, the use of combined attitude strategies by the teacher will assure behavioral improvement in students. The way teachers impact their students mainly depends on the way they use power of influence to teach and interact with them.

Fifth, the importance of classroom communication and interaction should be also considered as an ideal virtue. Ahmad and Sahak (2009) wrote in their research work that the communication is the source that links the interaction between teachers and students, and as a result, positive feedback is achieved. Education had faced problems such as teacher-centered lessons. Its impact on learning acquisition is considered one of the most important. During decades students' participation was omitted and they were reserved and able just to deliver homework. Nowadays, the outlook is totally different; recent pedagogical strategies promote students' participation as much as possible. Some of these strategies come from authors such as Pianta (2001) who suggested in one of his works that a positive and strong interaction between all participants in the class serves as a support to increase teacher and student motivation, and subsequently to improve students' knowledge achievement. Pianta (1995) also sets that when there is no interaction within classes, it is more difficult to handle the lesson due to students' behavior and to keep teachers' efforts to maintain a positive classroom environment. Udeani (1992) in his study about students' outcomes shows how teacher- student strong interaction contributes on behavioral and cognitive achievement of students.

2.4. RESEARCH QUESTIONS

1. In what ways do teachers' attitudes influence the behavior of students in 10th Grade of Basic Education when receiving English classes at Centro Educativo La Moderna during the Period 2014-2015?
2. What is the ideal attitude teachers at CELM should have to encourage positive behavior?
3. Will a set of strategies help teachers at CELM develop an ideal learning environment?
4. Will there be a change of behavioral responses from students after applying the set of strategies?

This set of questions is determined to prove whether the attitude of teachers at CELM hinders the students' behavior and their process of learning.

2.5. DEFINITION OF TERMS

The definition of the following terms is necessary for a better understanding of the contents of this research project.

ATTITUDE: A predisposition or a tendency to respond positively or negatively towards a certain idea, object, person, or situation. Attitude influences an individual's choice of action, and responses to challenges, incentives, and rewards.

BEHAVIOR: The manner in which one behaves. / The actions or reactions of a person or animal in response to external or internal stimuli.

CLASSROOM CLIMATE: Amborse *et. al.* (2010) define classroom climate as “the intellectual, social, emotional, and physical environments in which our students learn. Climate is determined by a constellation of interacting factors that include faculty-student interaction, the tone instructors set, instances of stereotyping or tokenism, the course demographics (for example, relative size of racial and other social groups enrolled in the course), student-student interaction, and the range of perspectives represented in the course content and materials” (p.170).

CLASSROOM INTERACTION: It describes the form and content of behavior or social interaction between teachers and students in the classroom.

CONFIDENCE: a feeling or consciousness of one's powers or of reliance on one's circumstances.

DISCOURAGEMENT: the act of making something less likely to happen or of making people less likely to do something. / A feeling of having lost hope or confidence.

EXPECTATION: A belief that something will happen or is likely to happen. / A feeling or belief about how successful, good, etc., someone or something will be.

IMPACT: Measure of the tangible and intangible effects (consequences) of one thing's or entity's action or influence upon another.

INFLUENCE: the capacity or power of persons or things to be a compelling force on or produce effects on the actions, behavior, opinions, etc., of others.

MOTIVATION is described as *a state that energizes, directs and sustains behavior*. Motivation involves goals and requires activity. Goals provide the impetus for and the direction of action. While action entails effort, persistence in order to sustain activity for a long period of time.

PEDAGOGICAL STRATEGIES are all approaches that a teacher may take to actively engage students in learning. These strategies drive a teacher's instruction as they work to meet specific learning objectives. Effective instructional strategies meet all learning styles and development needs of the learners.

PERCEPTION: The constellation of mental processes by which a person recognizes, organizes and interprets intellectual, sensory, and emotional data in a logical or meaningful fashion. / The conscious recognition and interpretation of sensory stimuli that serve as a basis for understanding, learning, and knowing or for motivating a particular action or reaction.

PERFORMANCE is any activity or gathering of reactions which leads to an outcome or has an impact on the surroundings.

POSTURE: the attitude a person or group has toward a subject.

RAPPORT is defined as an emotional bond or friendly relationship between people based on mutual liking, trust, and a sense that they understand and share each other's concerns.

STIMULUS: It refers to anything that effectively impinges upon the sensory system of any living organism.

TEMPERAMENT: is the inborn component of an individual's personality.

For the definition of these terms, the following sources have been used: the Business Dictionary, the Merriam Webster Dictionary, Dictionary.com, Encyclopedia.com, and the American Heritage Dictionary.

2.6. SUMMARY

In the past, there was no concern about developing or thinking about teaching strategies directed to manage students' behavior for good behavior from students had to be accomplished no matter if the classroom environment elicited inadequate behavioral responses from them.

The first serious discussions and analyses of the influence of teachers' attitude on students' behavior emerged during the 1960s with the intention of making teachers aware of the impact their postures had on students for the aim of improving the foreign language acquisition within the classroom. Consequently, how teachers interact with students also has an effect on student behavioral responses.

Regarding to this research project, its main purpose is to establish a correlation between teacher attitudes and students' behavioral responses.

Through the development of this chapter, it has been necessary to state the definition of certain terms inherent to this investigation, from which "attitude" and "behavior" have been considered as the most relevant to the topic, describing attitudes as postures induced by people's perceptions towards different individuals, events, things, and ideas. On the other hand, behaviors are the reactions to particular stimuli (internal or external), such as attitudes.

Other purpose of this chapter is to provide teachers with a set of punctual strategies to consider if they want to improve the foreign language acquisition within the classroom. As a result, suggestions from different investigators have been taken into account. It was determined that teachers should adopt the following recommendations in order to get positive performance from students and to strengthen the teaching-learning process:

1. To identify their own performance

2. To show an attitude of caring
3. To use accurate strategies to solve behavioral problems within the classroom
4. To make *the power of influence* prevail upon *the influence of power*
5. To give importance to classroom communication and interaction

To conclude, a teacher can apply a variety of methods and strategies once he is conscious of the existent correlation between his attitudes and his students' behavior and how this plays an important role in the English language acquisition. Although attitude effects were indifferent before the sixties, the subsequent inquiries that arose led to develop theories that contributed to improve the classroom management.

CHAPTER III

3. METHODOLOGY

3.1. METHODS AND TECHNIQUES/ PROCEDURE

Before specifying the methodology applied in this research, it is important to define the following terms:

Qualitative research methods intend to look for a point of issue to stand about when the idea to investigate is not clear. Their goal is to extend along the most relevant concerns. These can be implemented in groups, interviews, and observations in order to find out the reasons of people's reactions and their perceptions and awareness about them in meticulous and specified descriptions.

This type of data collection is the ideal one because it enables investigators to register *attitudes*, feelings and *behaviors*. Furthermore, it makes possible to build up on statements that were not taken into account nor expected at the beginning.

On the other hand, quantitative research methods reduce the data into numbers or statistics instead of providing greater detailed information about the matter of question. Its objective is to be applied to an ample number of participants.

According to the stated by Daniel Hopkins in his article “*Unit 3 Research Techniques*” on his blog, results obtained from this kind of data collection methods are limited as they provide numerical descriptions rather than detailed narrative and generally provide less elaborate accounts of human perception. Besides that, the development of standard questions by researchers can lead to 'structural' bias and false representation, where the data actually reflects the view of them instead of the participating subject, which is the main matter of this paper. Due to these reasons, the authors of this research project prefer not to use quantitative data analysis.

Open-ended questions are the questions that allow participants to express their opinions, thoughts, and experiences without constraining them to answer based on specific parameters. As a consequence, varied responses are produced which may elicit new ideas to research that were not expected.

Closed-ended questions are those questions, which can be answered finitely by either “yes” or “no.” Closed-ended questions can include presuming, probing, or leading questions. By definition, these questions are restrictive and can be answered in a few words.

Surveys use closed ended questions for surveys directed to teachers and students because the results gotten from these are quicker to collect and require little time investment, just the answer (Richardson Jr., 2002).

The following steps are taken during the study:

The investigators of this project ask Lorena Baquerizo and Harold Sojos, English Coordinators of CELM, for permission before proceeding to apply surveys. After getting their authorization, they informed teachers that their classes were going to be observed by two people, without telling or explaining specific details of the project to them. This way, the investigators were able to access the three language classes (Section A, B, and C), the Journalism club, the Chess club, and Art club that are taught in English.

The investigators sat at the back of each classroom making observations guided by the observation checklist. One author evaluated the teacher's attitude, while the other followed the same procedure with students' behavior. Each class of Language (Section A, B, and C) and the 3 Clubs were observed three times for the entire period (40 minutes each), making a total of 18 observations.

When the class observations were completed, the observed teacher left the room with one of the observers to complete a self-rating survey of seventeen questions. Meanwhile, students stayed inside the classroom filling a seventeen question survey. To guarantee student's confidentiality in their responses, the other observer encouraged them to be as honest and accurate as possible by assuring that teachers will not have access to the scoring that they gave.

3.2. RESEARCH POPULATION, SAMPLE AND SETTING

CELM was chosen as the setting of this investigation because one of the researchers work in the Primary Section of this institution, and she thought that, in order to not to affect her workload, it would be better to work on a research within the same institution, but in a different section (high school). As the English coordinator of this institution noticed certain problems in the high school students, she coincided with investigators to take high school students and teachers into consideration to be the subjects of their study, and gave investigators free access to develop their research.

The participants selected for this study are the entire Tenth grade of Basic Education (sections A, B, and C) cohort, a total of 75 students, whose age is between 14 and 15 years old, as well as 4 English teachers: 1 Language teacher and 3 Club (Journalism, Chess, and Art) teachers.

Tenth grade was selected to be the subject of this research after the authors of this paper carried out preliminary classroom observations in all high school English classes and noticed that teachers had problems mostly dealing with tenth graders who tend to be very problematic and show disruptive behavior in class.

3.3. RESEARCH INSTRUMENTS

- Student Survey: the survey contains 17 questions and it is based on evaluating how students perceive attention, positivity, anxiety-relief, coordination, self-confidence, expectations, and motivation of themselves in class.

- Teacher survey: it includes 17 questions for self-scoring of their body language, tone of voice, interest, and confidence in their knowledge, rudeness, stress, motivation, and temperament.
- Observation checklist: it is for the exclusive use of the observers, and it is intended to score teachers' and students' attitudinal and behavioral performance within the classroom.

3.4. RESULTS/FINDINGS AND ANALYSIS

3.4.1. TEACHERS SURVEYS

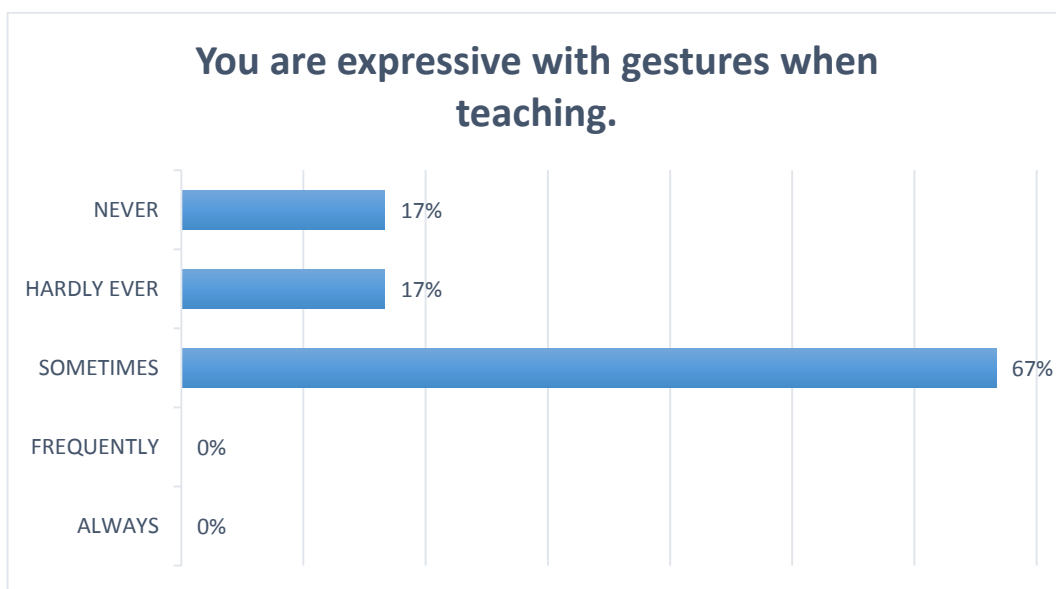
	ALWAYS	FREQUENTLY	SOMETIMES	HARDLY EVER	NEVER	TOTAL
You are expressive with gestures when teaching.	0	0	4	1	1	6
Being close to students is considered appropriate for you.	2	3	1	0	0	6
You need to raise your voice in order to get your students' attention.	2	2	2	0	0	6
You ask for volunteers or students' opinions in the middle of a lesson.	3	3	0	0	0	6
Your students' answers or opinions are relevant for you.	3	3	0	0	0	6
You believe you should praise and recognize students for good behavior and good performance.	2	2	2	0	0	6
You like the subject you teach.	6	0	0	0	0	6
You update/increase your knowledge in the subject you teach.	6	0	0	0	0	6
Some students need to be threatened by teachers in order to accomplish the class goals.	2	2	2	0	0	6
You think you have many deadlines to meet.	2	2	2	0	0	6

You are overwhelmed with paperwork.	3	3	0	0	0	6
You are satisfied with the size of your class.	5	1	0	0	0	6
You are satisfied with the salary you get as a teacher.	0	3	2	1	0	6
You are free to use the teaching strategies of your preference.	6	0	0	0	0	6
You have good relations with most of the staff at your workplace.	4	1	1	0	0	6
You feel part of a team work.	3	2	1	0	0	6
You are satisfied with the number of classes you are assigned.	3	3	0	0	0	6
You feel your work is appreciated by your boss.	2	3	1	0	0	6
You get angry or irritable easily in class.	0	3	2	1	0	6

Table 2 TEACHER SURVEYS

You are expressive with gestures when teaching.	0	0	4	1	1	6
	0%	0%	67%	17%	17%	

Table 3 You are expressive with gestures when teaching

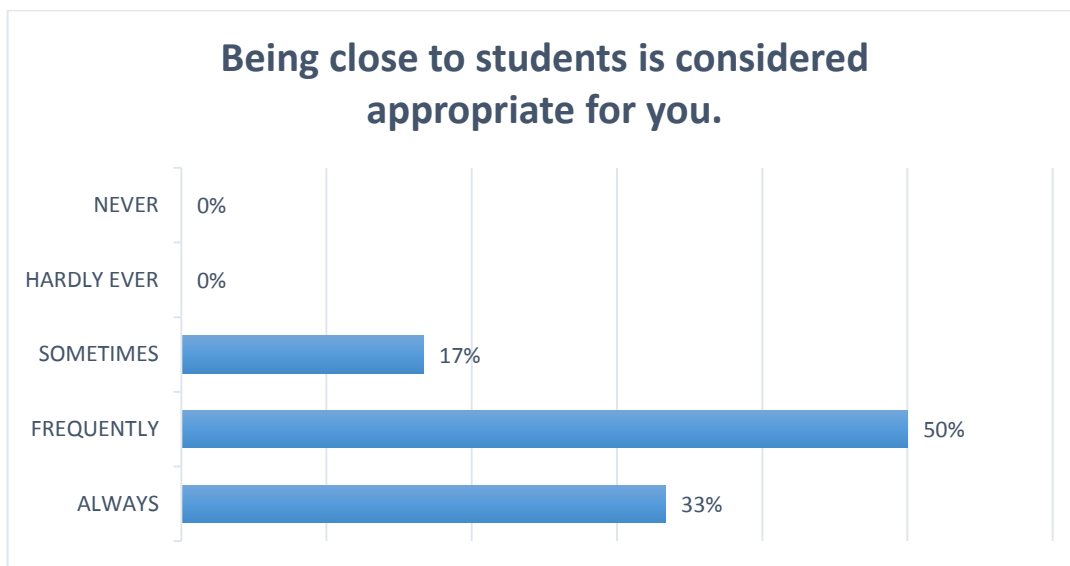


Graphic 1 You are expressive with gestures when teaching

This graphic shows that 67% of the teachers are sometimes expressive with gestures when teaching, while the remaining 34% of them are either hardly ever or never expressive when presenting the lessons.

Being close to students is considered appropriate for you.	2	3	1	0	0	6
	33%	50%	17%	0%	0%	

Table 4 Being close to students is considered appropriate for you



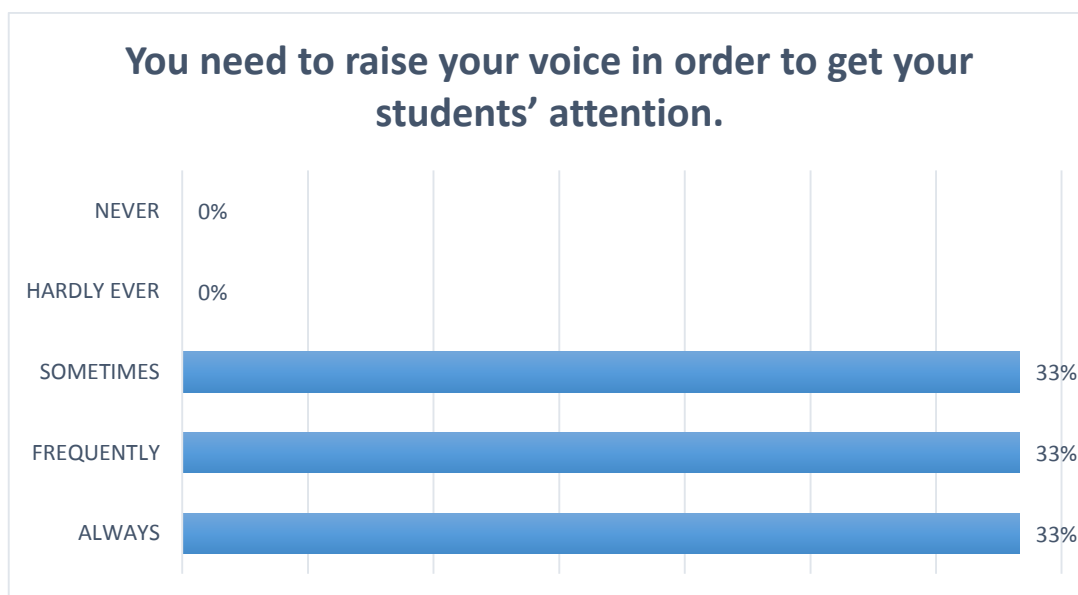
Graphic 2 Being close to students is considered appropriate for you

33% of teachers consider always appropriate the fact of being close to students.

50% of them think it is adequate to do it frequently, while 17% of them consider that they should get close to students but not with so much frequency.

You need to raise your voice in order to get your students' attention.	2	2	2	0	0	6
	33%	33%	33%	0%	0%	

Table 5 You need to raise your voice in order to get your students attention.



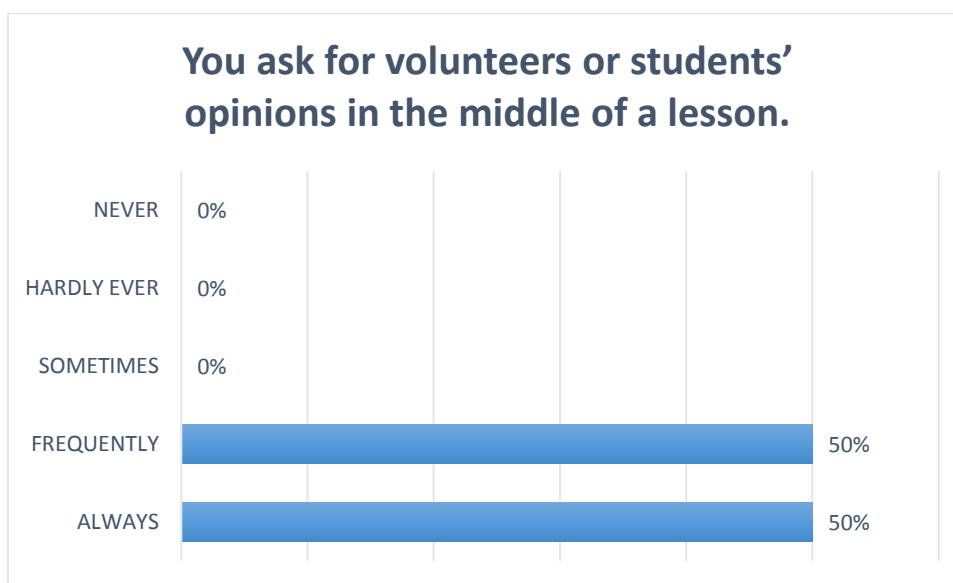
Graphic 3 You need to raise your voice in order to get your students attention.

33% of the teachers declared they need to raise their voice in order to get their students' attention.

The other 66% of them have the need to do it frequently or sometimes.

You ask for volunteers or students' opinions in the middle of a lesson.	3	3	0	0	0	6
	50%	50%	0%	0%	0%	

Table 6 You ask for volunteers or students' opinions in the middle of a lesson.

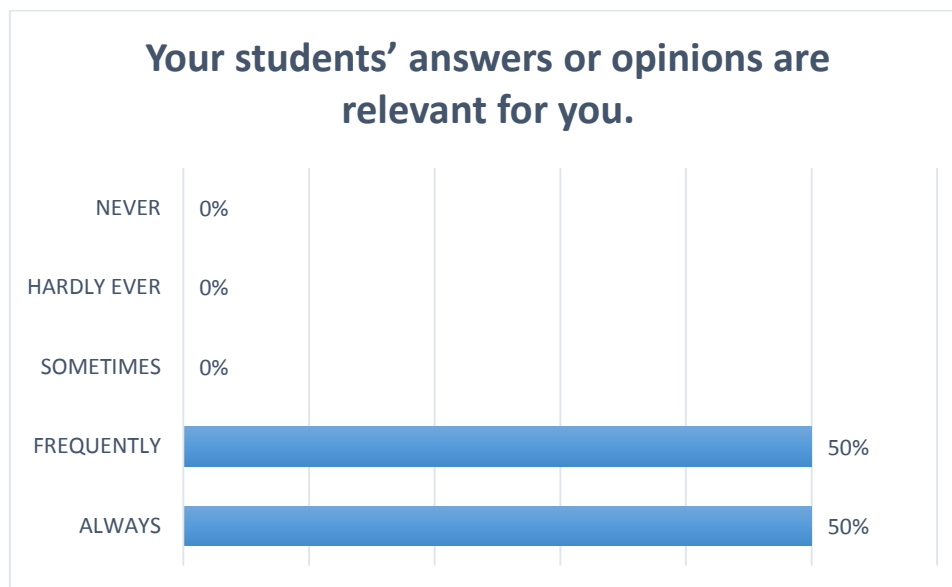


Graphic 4 You ask for volunteers or students' opinions in the middle of a lesson.

According to the results, it can be understood that all the teachers are either always or frequently requesting for volunteer participation or students' opinions in relation to questions.

Your students' answers or opinions are relevant for you.	3	3	0	0	0	6
	50%	50%	0%	0%	0%	

Table 7 Your students' answers or opinions are relevant for you.



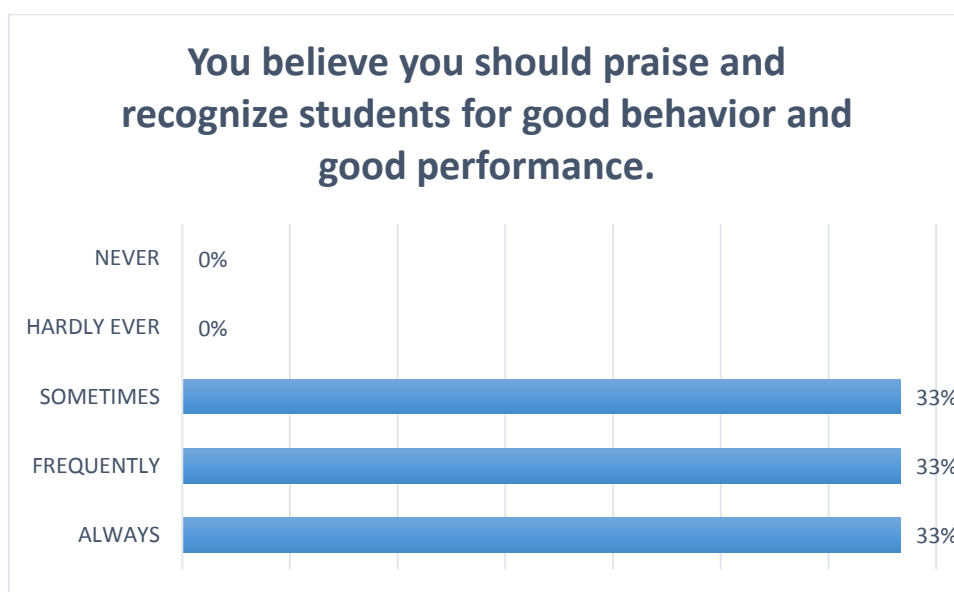
Graphic 5 Your students' answers or opinions are relevant for you.

As it is illustrated, 50% of the teachers regard their students' answers or opinions as relevant.

The other half of them frequently think of those answers as significant or relevant.

You believe you should praise and recognize students for good behavior and good performance.	2	2	2	0	0	6
	33%	33%	33%	0%	0%	

Table 8 You believe you should praise and recognize students for good behavior and good performance.



Graphic 6 You believe you should praise and recognize students for good behavior and good performance

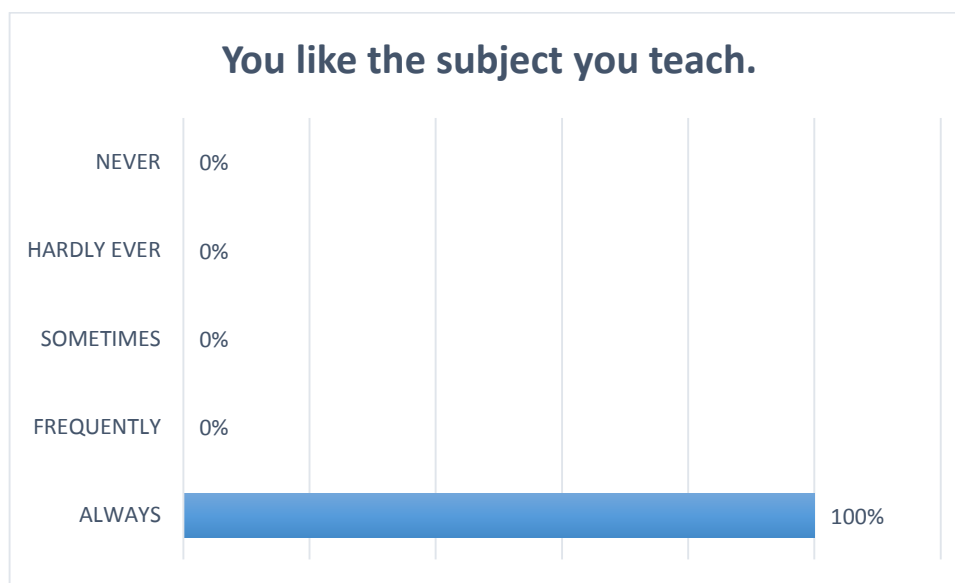
33% of teachers believe they should praise and recognize students for good behavior and good performance.

66% of them think that they should praise and recognize students for good behavior and good performance.

This is a positive result as it can be understood that all the teachers are aware of the importance of positive feedback to their students.

You like the subject you teach.	6	0	0	0	0	6
	100%	0%	0%	0%	0%	

Table 9 You like the subject you teach



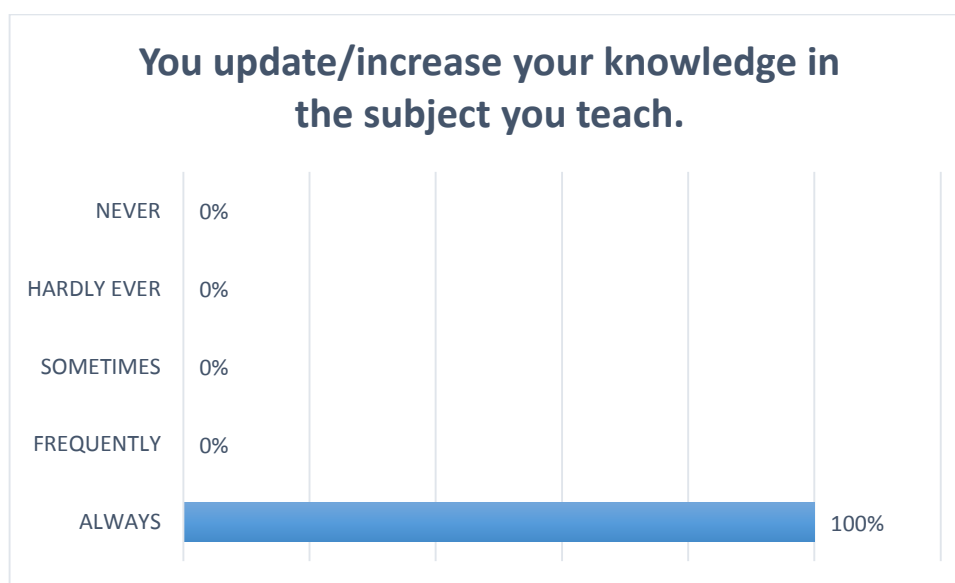
Graphic 7 You like the subject you teach.

One hundred per cent of the teachers affirmed they like the subject they teach.

This is another positive result. It is very important to enjoy what is one doing. It will inspire the worker to achieve the goals he has set at work.

You update/increase your knowledge in the subject you teach.	6	0	0	0	0	6
	100%	0%	0%	0%	0%	

Table 10 You update/ increase your knowledge in the subject you teach



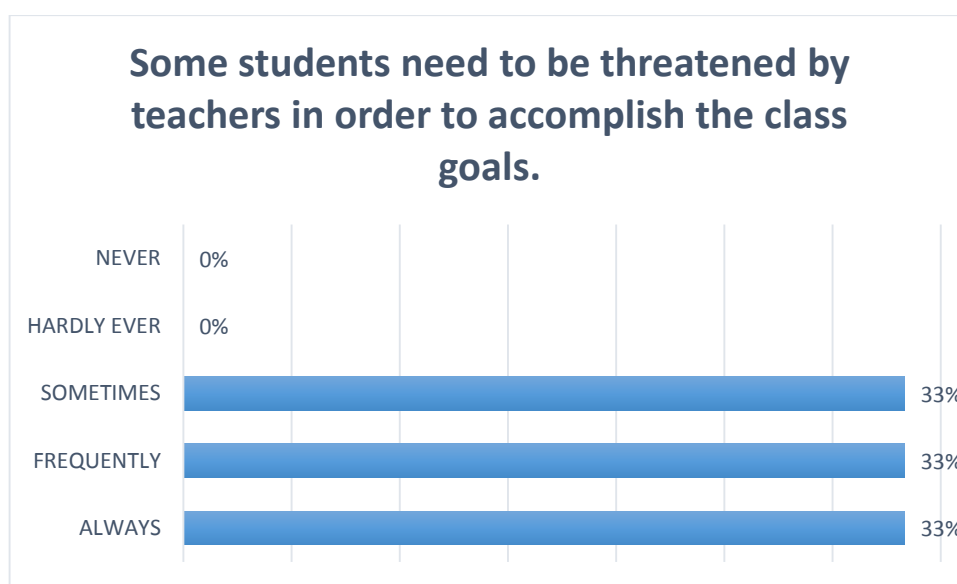
Graphic 8 You update/ increase your knowledge in the subject you teach

All of the teachers agreed that they always update/ increase their knowledge in the subject they teach.

Updating knowledge is important for a teacher because he always has to be aware of the latest trends in English Language Teaching.

Some students need to be threatened by teachers in order to accomplish the class goals.	2	2	2	0	0	6
	33%	33%	33%	0%	0%	33%

Table 11 Some students need to be threatened by teachers in order to accomplish the class goals



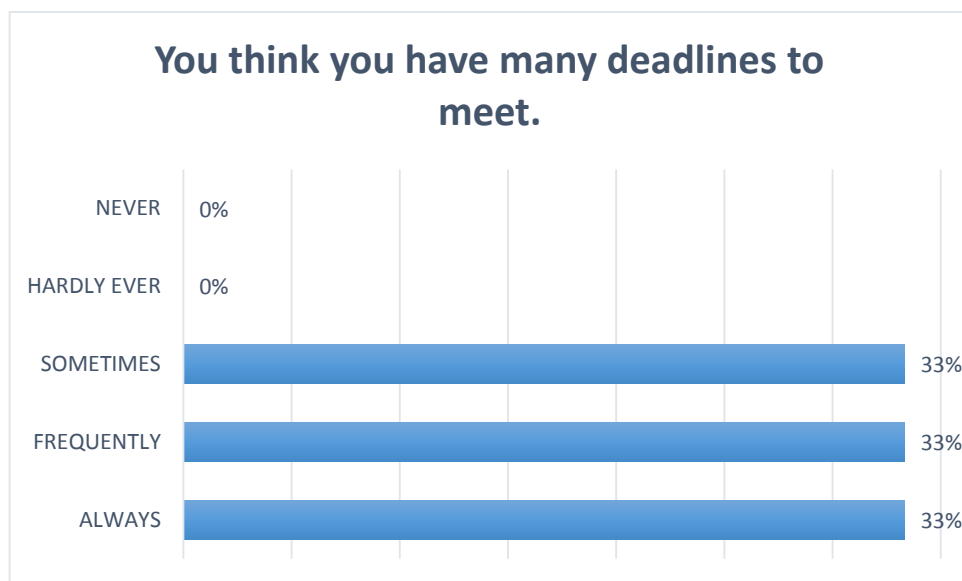
Graphic 9 Some students need to be threatened by teachers in order to accomplish the class goals

33% of teachers realize that some students need to be threatened by them in order to accomplish the class goals.

66% of them say they need to threatened their students with less frequency than their peers.

You think you have many deadlines to meet.	2	2	2	0	0	6
	33%	33%	33%	0%	0%	

Table 12 You think you have many deadlines to meet



Graphic 10 You think you have many deadlines to meet

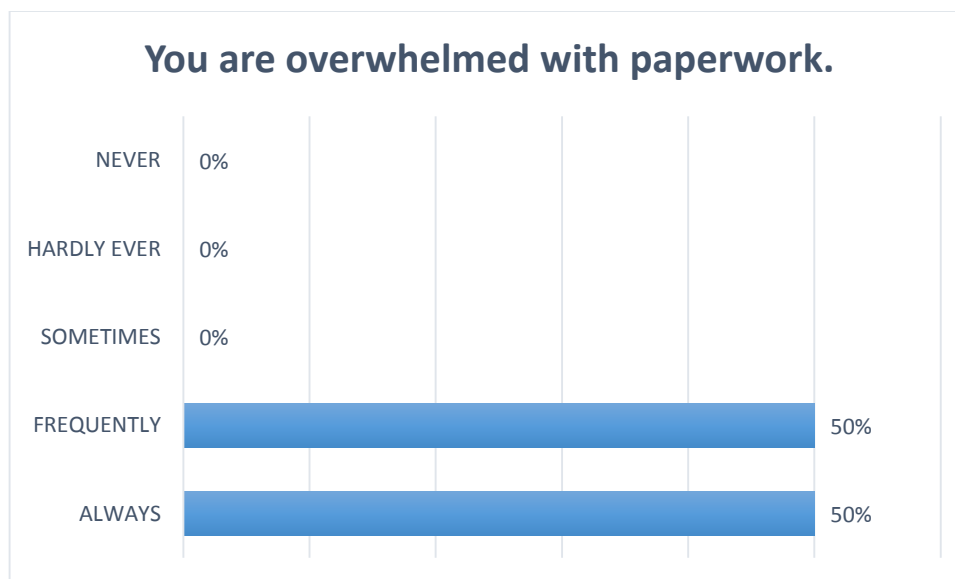
All the teachers affirm that they have many deadlines to meet.

33% of teachers think they always have many deadlines to meet.

The other 66% feel they frequently or sometimes have to meet deadlines.

You are overwhelmed with paperwork.	3	3	0	0	0	6
	50%	50%	0%	0%	0%	

Table 13 You are overwhelmed with paperwork

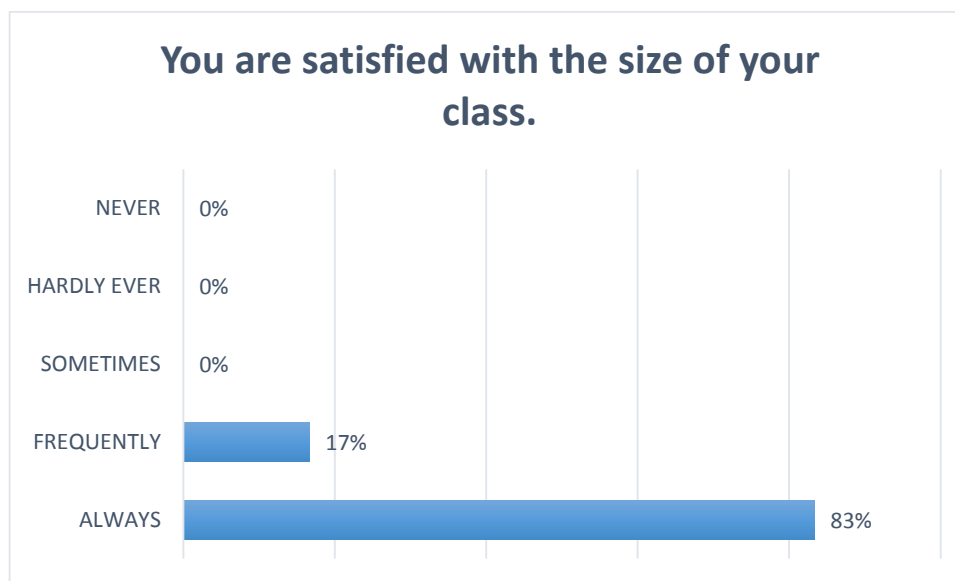


Graphic 11 You are overwhelmed with paperwork

The percentage results show that all the teachers are overwhelmed with the paperwork they have to do.

You are satisfied with the size of your class.	5	1	0	0	0	6
	83%	17%	0%	0%	0%	

Table 14 You are satisfied with the size of your class



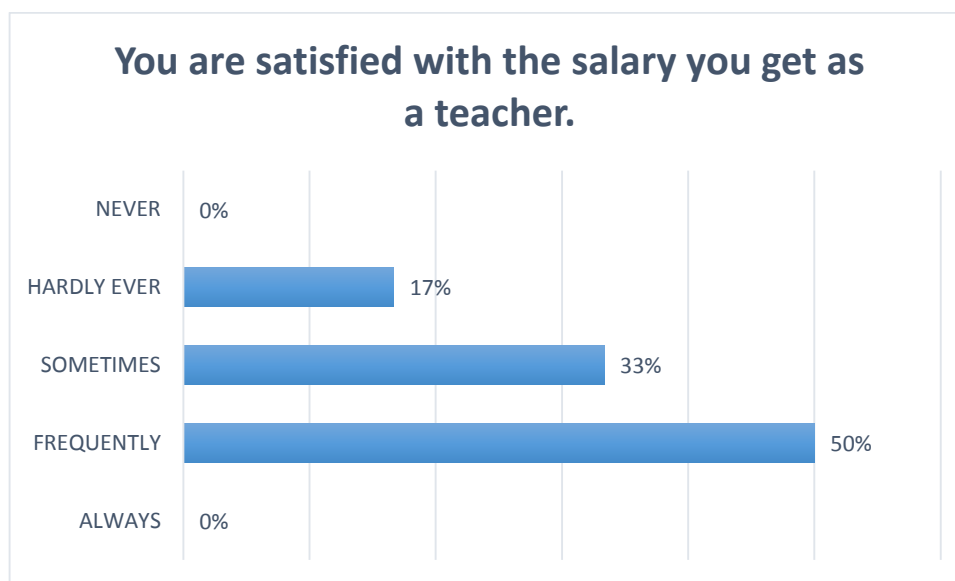
Graphic 12 You are satisfied with the size of your class

83% of the teachers are satisfied with the size of their class.

17% of them say they are frequently satisfied.

You are satisfied with the salary you get as a teacher.	0	3	2	1	0	6
	0%	50%	33%	17%	0%	

Table 15 You are satisfied with the salary you get as a teacher



Graphic 13 You are satisfied with the salary you get as a teacher

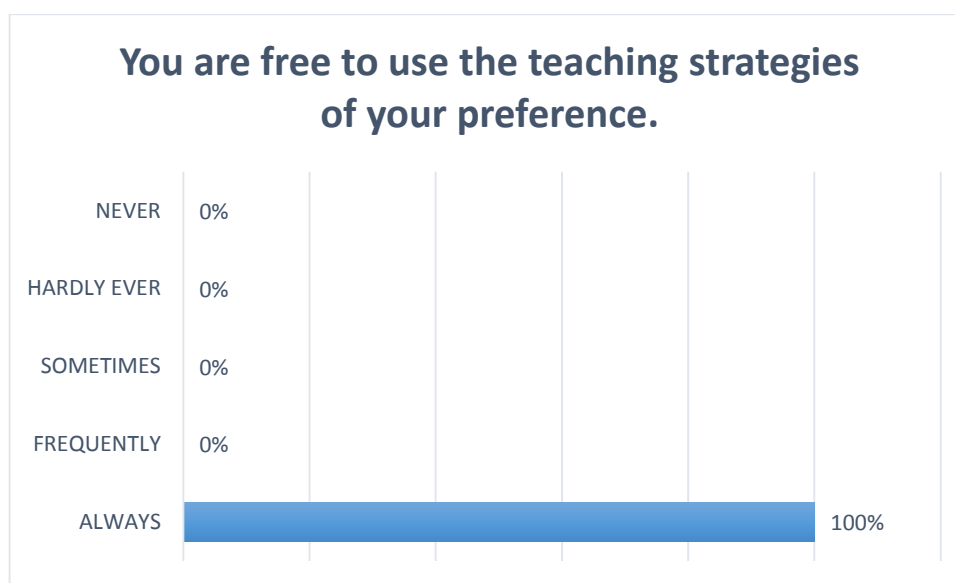
50% of the teachers are satisfied with the salary they get as a teacher.

33% of them show some degree of satisfaction with the salary.

On the contrary, 17% of them are dissatisfied about their income.

You are free to use the teaching strategies of your preference.	0	0	0	0	0	6
	100%	0%	0%	0%	0%	

Table 16 You are free to use the teaching strategies of your preference



Graphic 14 You are free to use the teaching strategies of your preference

The total of teachers feels they are given the opportunity to use and select the teaching strategies of your preference.

You have good relations with most of the staff at your workplace.	4	1	1	0	0	6
	67%	17%	17%	0%	0%	

Table 17 You have good relations with most of the staff at their workplace

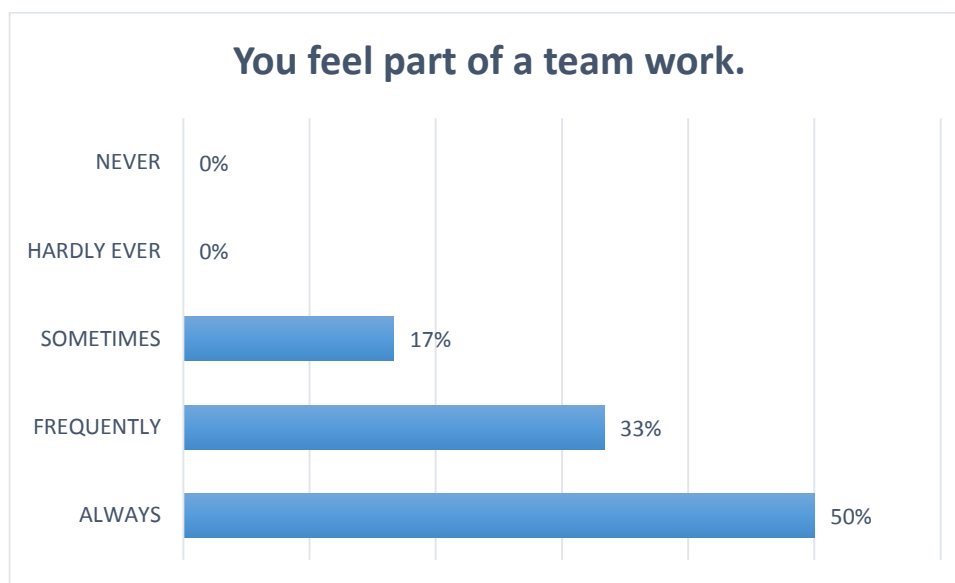


Graphic 15 You have good relations with most of the staff at their workplace

67% of teachers have good relations with most of the staff at their workplace. On the other hand, 34% frequently or sometimes have affinity with their co-workers.

You feel part of a team work.	3	2	1	0	0	6
	50%	33%	17%	0%	0%	

Table 18 You feel part of a team work

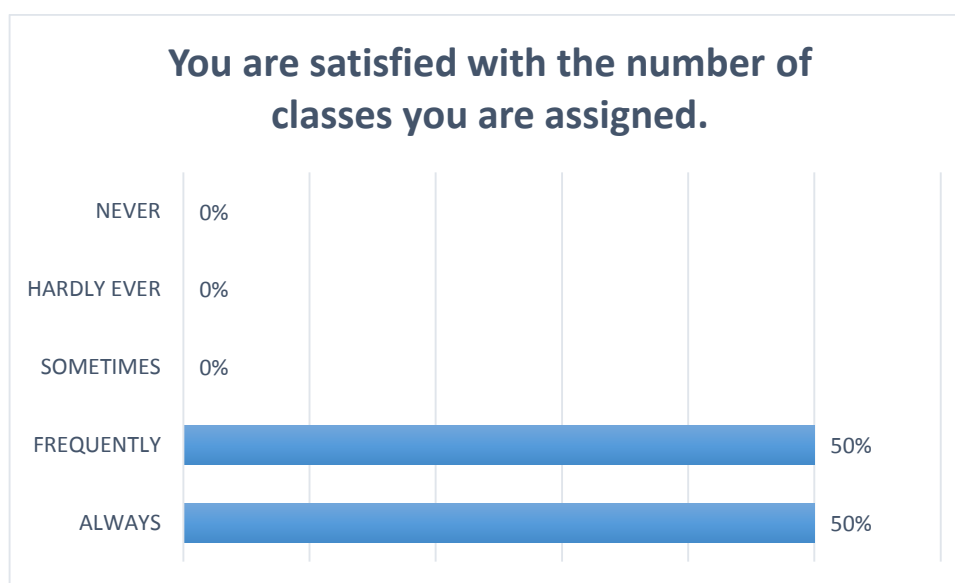


Graphic 16 You feel part of a team work

50% of teachers always feel part of a team work, while 50% of them have a minor sense of belonging.

You are satisfied with the number of classes you are assigned.	3	3	0	0	0	6
	50%	50%	0%	0%	0%	

Table 19 You are satisfied with the number of classes you are assigned

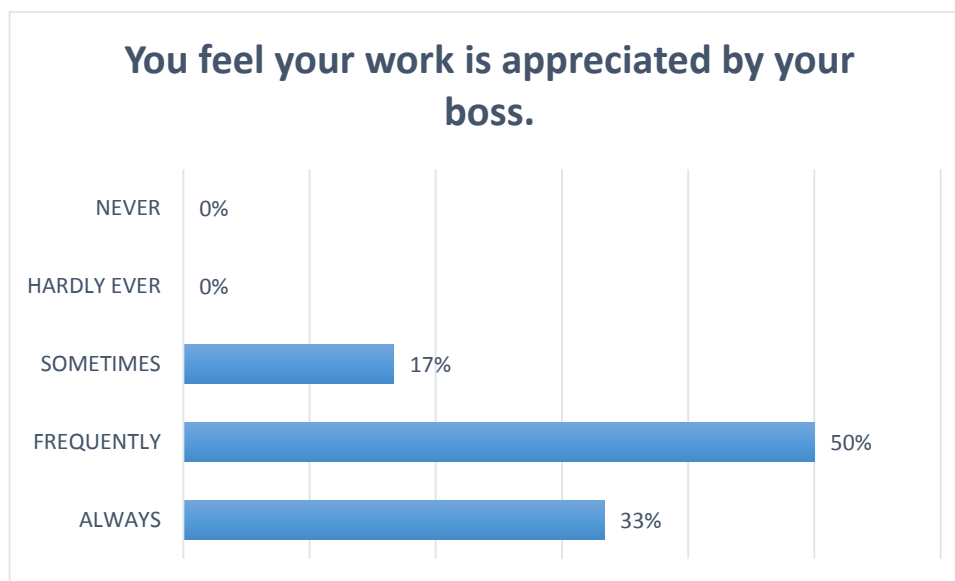


Graphic 17 You are satisfied with the number of classes you are assigned

50% of teachers are satisfied with the number of classes they have been assigned whereas the other 50% are frequently satisfied with it.

You feel your work is appreciated by your boss.	2	3	1	0	0	6
	33%	50%	17%	0%	0%	

Table 20 You feel your work is appreciated by your boss

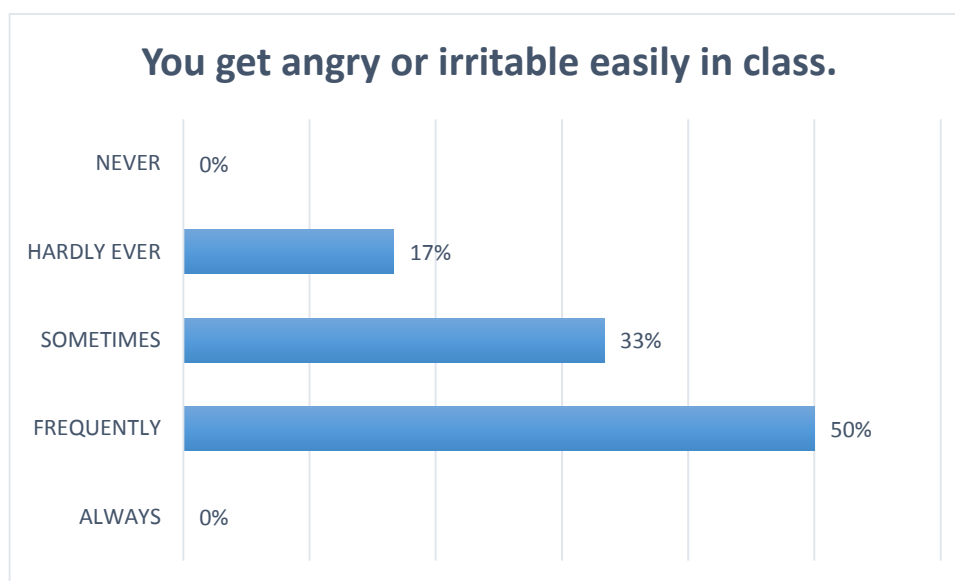


Graphic 18 You feel your work is appreciated by your boss

33% of teachers feel their work is appreciated by their boss, unlike the other 67% who feel their coordinator does not always approve of their work.

You get angry or irritable easily in class.	0	3	2	1	0	6
	0%	50%	33%	17%	0%	

Table 21 You get angry or irritable easily in class



Graphic 19 You get angry or irritable easily in class

50% of teachers frequently get angry or irritable easily in class.

33% admit they sometimes get angry or irritable in class.

The other 50% say they hardly ever lose control of their temper.

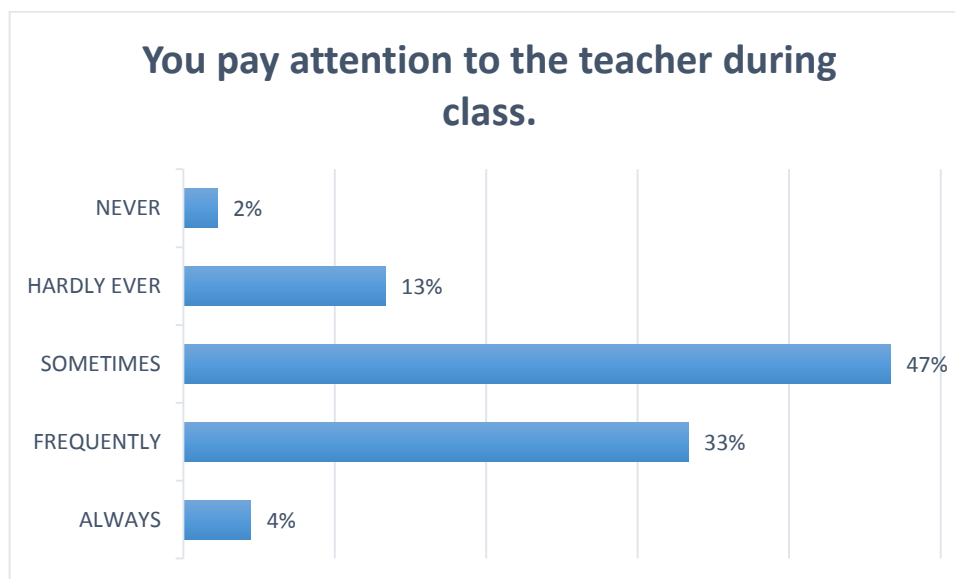
3.4.2. STUDENT SURVEYS

	ALWAYS	FREQUENTLY	SOMETIMES	HARDLY EVER	NEVER	TOTAL
You pay attention to the teacher during class.	2	15	21	6	1	45
You have an active participation in class activities.	1	11	10	23	0	45
It is easy to understand the teacher's instructions.	29	11	4	0	1	45
English is a relevant subject.	32	10	2	0	1	45
You have a positive attitude with the teacher and the rest of the class.	14	21	4	6	0	45
You feel confident when asking questions to the teacher.	25	13	5	1	1	45
I find it difficult to get motivated to work in class.	11	20	9	2	3	45
You feel nervous when it is time for you to participate.	1	3	1	16	24	45
You feel the teacher values your effort at the time of participating.	2	28	9	5	1	45
The sequence of activities in the class is dynamic.	6	3	22	14	0	45
There is an appropriate amount of time to complete the exercises.	22	16	2	3	2	45
The teacher is prompt to correct mistakes in an adequate manner.	25	16	3	1	0	45
You are aware of the capability you have to learn English.	27	14	2	1	1	45
You have the necessary resources to learn English at your disposition.	23	18	2	0	2	45
You feel confident in the English class you are attending.	28	12	4	0	1	45
You feel motivated to participate in class.	3	9	14	18	1	45
You need to receive teacher feedback to know how well you are doing in class.	4	6	2	10	23	45
You find class activities are not interesting enough.	24	9	3	7	2	45
It is necessary a change of attitude in your teacher.	7	11	22	1	4	45
It is necessary a change of attitude in yourself.	0	22	14	7	2	45
There should be less English classes.	0	2	4	7	32	45

Table 22 STUDENTS SURVEYS

You pay attention to the teacher during class.	2	15	21	6	1	45
	4%	33%	47%	13%	2%	

Table 23 You pay attention to the teacher during class



Graphic 20 You pay attention to the teacher during class

4% of students pay attention to the teacher during class.

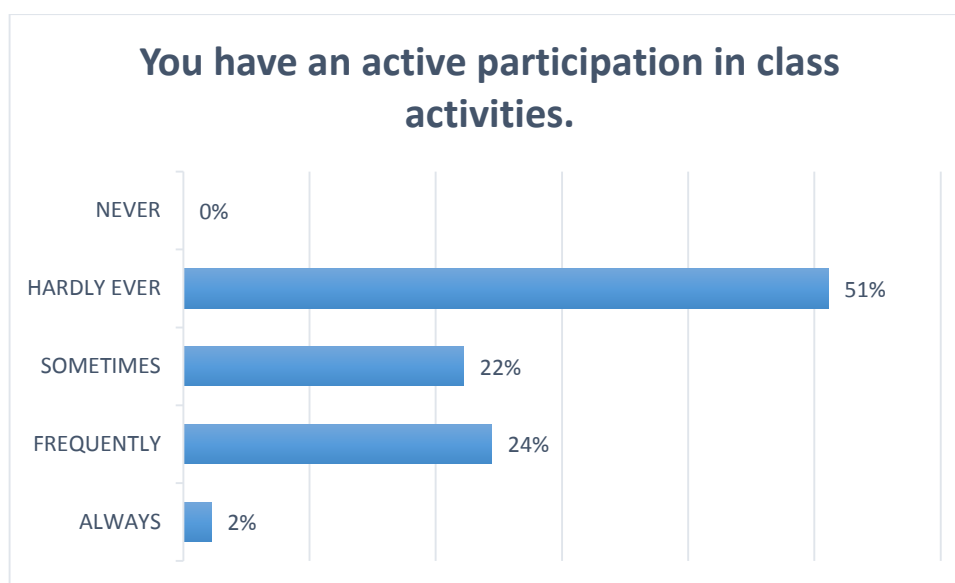
33% of them frequently do it.

47% of students are sometimes attentive.

In contrast, the other 15% say they either never or hardly ever pay attention.

You have an active participation in class activities.	1	11	10	23	0	45
	2%	24%	22%	51%	0%	

Table 24 You have an active participation in class activities



Graphic 21 You have an active participation in class activities

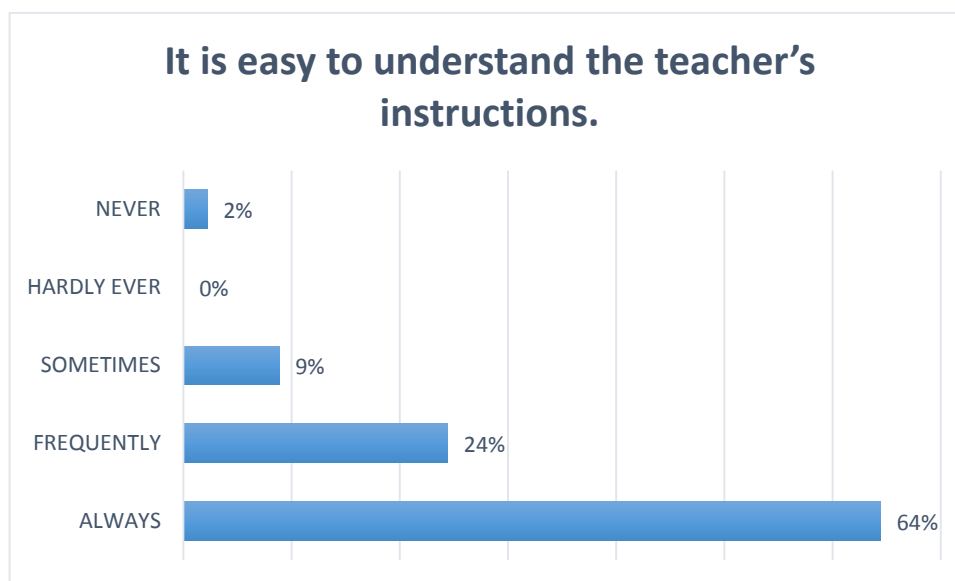
In the graphics, it can be seen that 51% of students hardly ever have an active participation in class activities.

2% of them are always active during classes.

On the other hand, the other 46% say they frequently or sometimes participate in class.

It is easy to understand the teacher's instructions.	29	11	4	0	1	45
	64%	24%	9%	0%	2%	

Table 25 It is easy to understand the teacher's instructions



Graphic 22 It is easy to understand the teacher's instructions

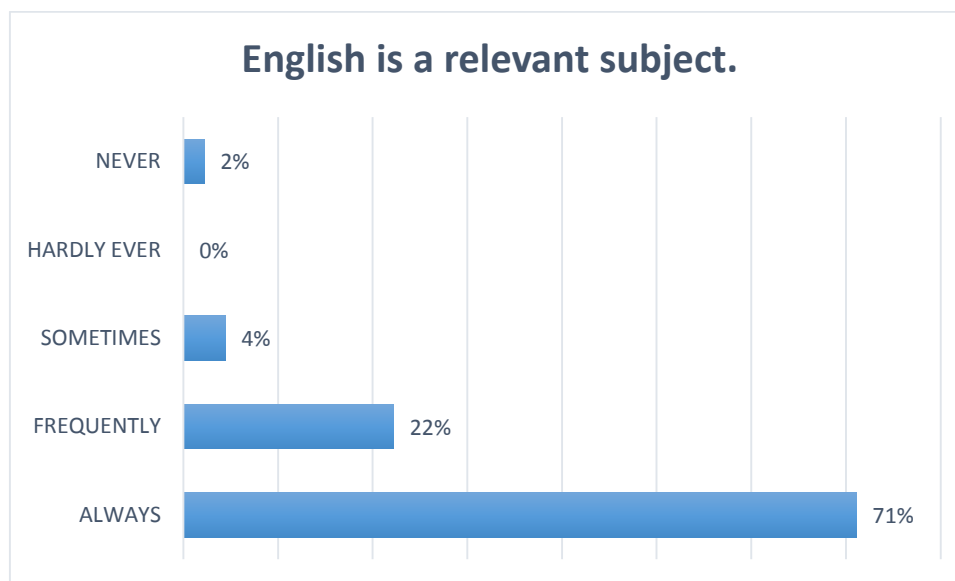
64% of students consider it is always easy to understand the teacher's instructions.

33% of them say they understand the teacher's instruction frequently.

But a 2% declared it is never easy for them to understand the teacher's instruction.

English is a relevant subject.	32	10	2	0	1	45
	71%	22%	4%	0%	2%	

Table 26 English is a relevant subject



Graphic 23 English is a relevant subject

71% of students think English is always a relevant subject.

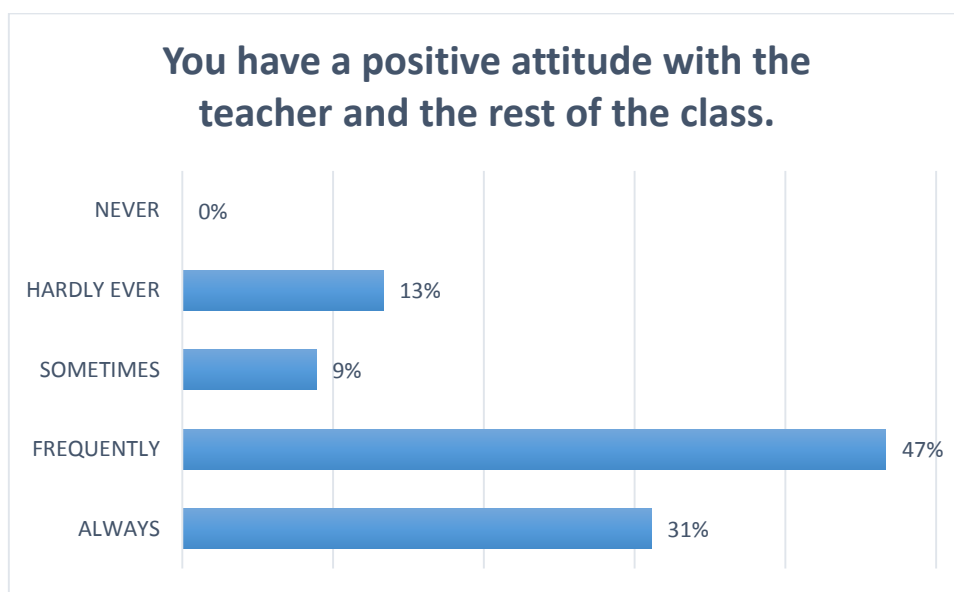
22% of students say they consider English as a relevant subject frequently

For the 4% of students English is sometimes relevant.

For the remaining 2% English is not relevant at all.

You have a positive attitude with the teacher and the rest of the class.	14	21	4	6	0	45
	31%	47%	9%	13%	0%	

Table 27 You have a positive attitude with the teacher and the rest of the class

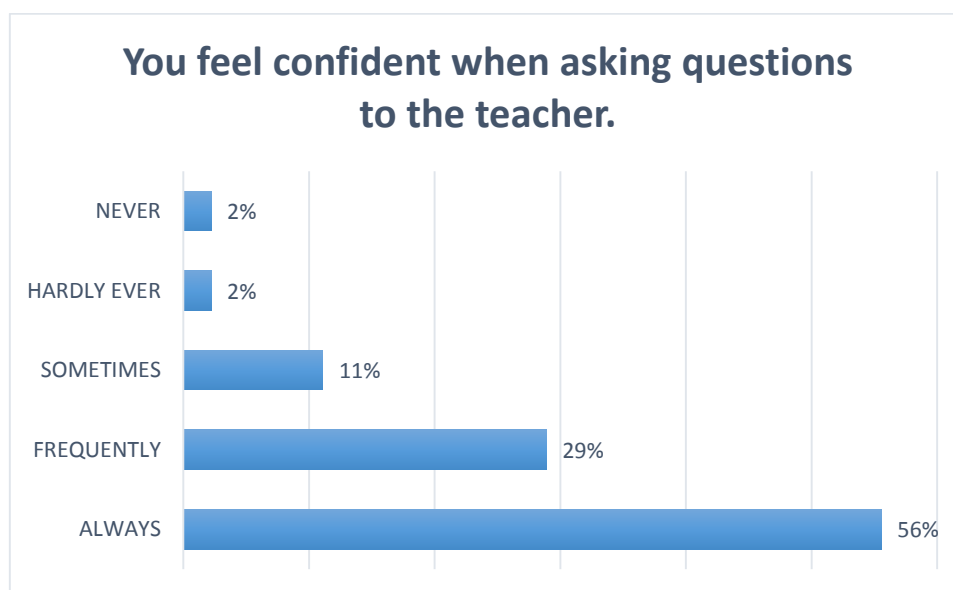


Graphic 24 You have a positive attitude with the teacher and the rest of the class

31% of the students always show a positive attitude with their teachers and peers,
 47% of students say they frequently have a positive attitude with the teacher and the rest of the class.
 9% of students sometimes show such a good attitude
 The other 13% hardly ever demonstrate a positive attitude.

You feel confident when asking questions to the teacher.	25	13	5	1	1	45
	56%	29%	11%	2%	2%	

Table 28 You feel confident when asking questions to the teacher



Graphic 25 You feel confident when asking questions to the teacher

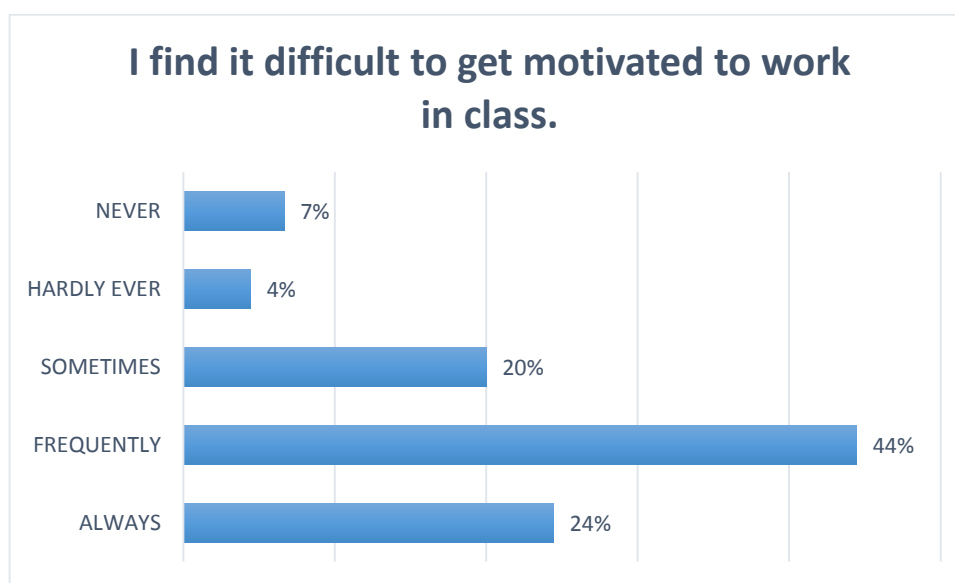
56% of students always feel confident when asking questions to the teacher,

While 40% of them either frequently or sometimes feel that way when they have doubts to clarify.

On the other side, 4% of pupils do not feel confident at any moment.

I find it difficult to get motivated to work in class.	11	20	9	2	3	45
	24%	44%	20%	4%	7%	

Table 29 I find it difficult to get motivated to work in class



Graphic 26 I find it difficult to get motivated to work in class

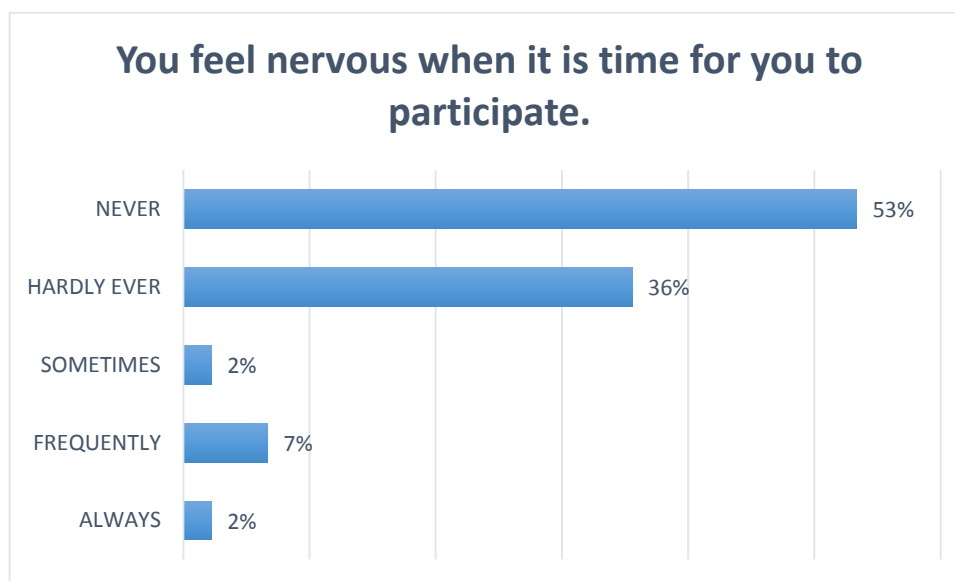
44% of students find it difficult to get motivated to work in class frequently, though 24% of them face this difficulty all the time.

20% of students sometimes have some difficulty to get motivated

On the opposite the other 11% either never or hardly ever find it hard to be engaged in class.

You feel nervous when it is time for you to participate.	1	3	1	16	24	45
	2%	7%	2%	36%	53%	

Table 30 You feel nervous when it is time for you to participate



Graphic 27 You feel nervous when it is time for you to participate

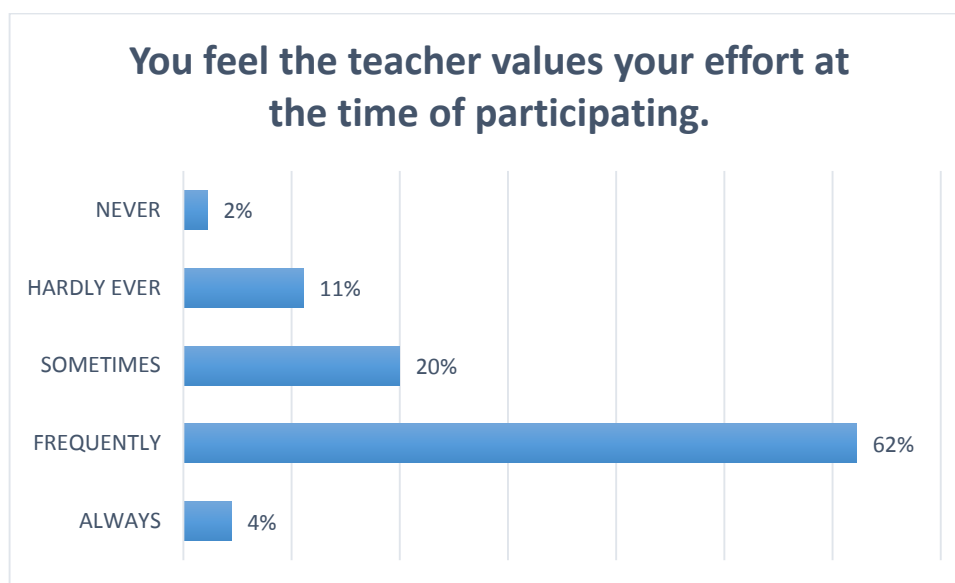
89% of students say that almost never or never feel nervous in class at the time of participating in class.

While 11% of them feel they are always, frequently or sometimes nervous when they participate in class.

On the other side, the 9% feel shy when it is time of participating in class.

You feel the teacher values your effort at the time of participating.	2	28	9	5	1	45
	4%	62%	20%	11%	2%	

Table 31 You feel the teacher values your effort at the time of participating



Graphic 28 You feel the teacher values your effort at the time of participating

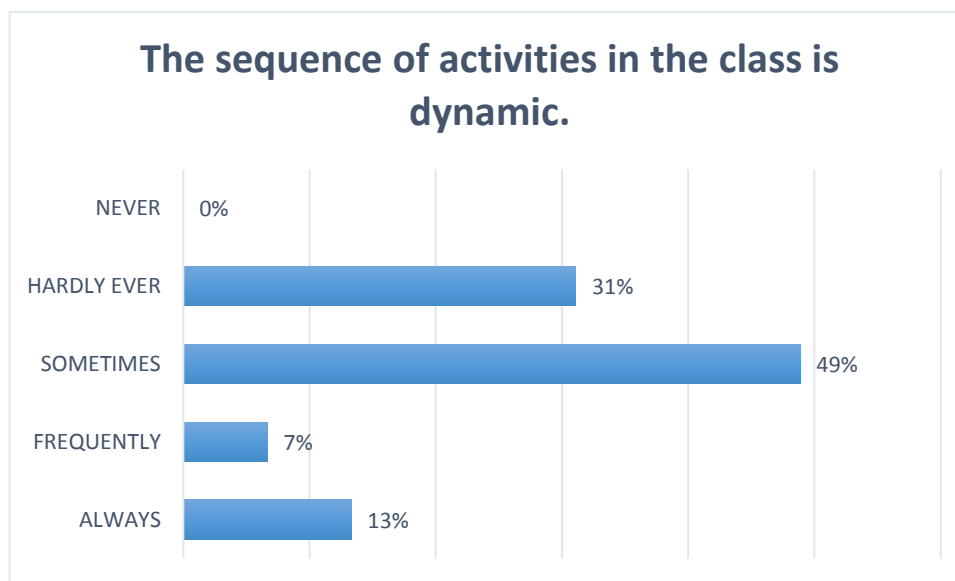
4% of students always feel their teachers value their effort at the time of participating, almost similar to the 62% of students who frequently feel their effort is appreciated.

20% of them sometimes feel their participation is valued.

13% either never or hardly ever feel their participation is appreciated by the teacher..

The sequence of activities in the class is dynamic.	6	3	22	14	0	45
	13%	7%	49%	31%	0%	

Table 32 The sequence of activities in the class is dynamic

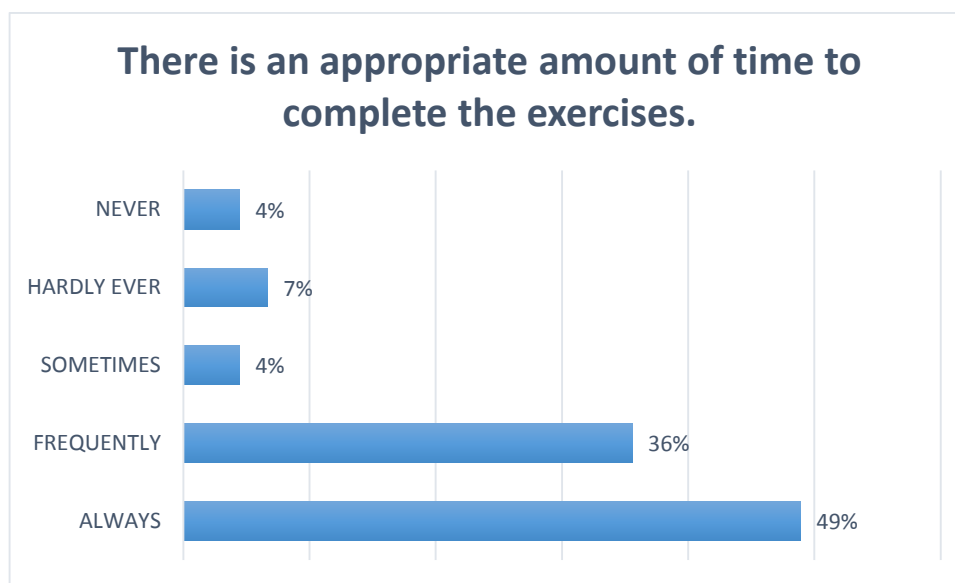


Graphic 29 The sequence of activities in the class is dynamic

49% of students consider the sequence of activities in the class is sometimes dynamic, howbeit, 20% of them think the activities are always or frequently dynamic. Opposite to this, the 31% of the class think that activities are hardly ever dynamic.

There is an appropriate amount of time to complete the exercises.	22	16	2	3	2	45
	49%	36%	4%	7%	4%	

Table 33 There is an appropriate amount of time to complete the exercise



Graphic 30 There is an appropriate amount of time to complete the exercise

The percentage bars show that the 49% of students think there is always an appropriate amount of time to complete the exercises.

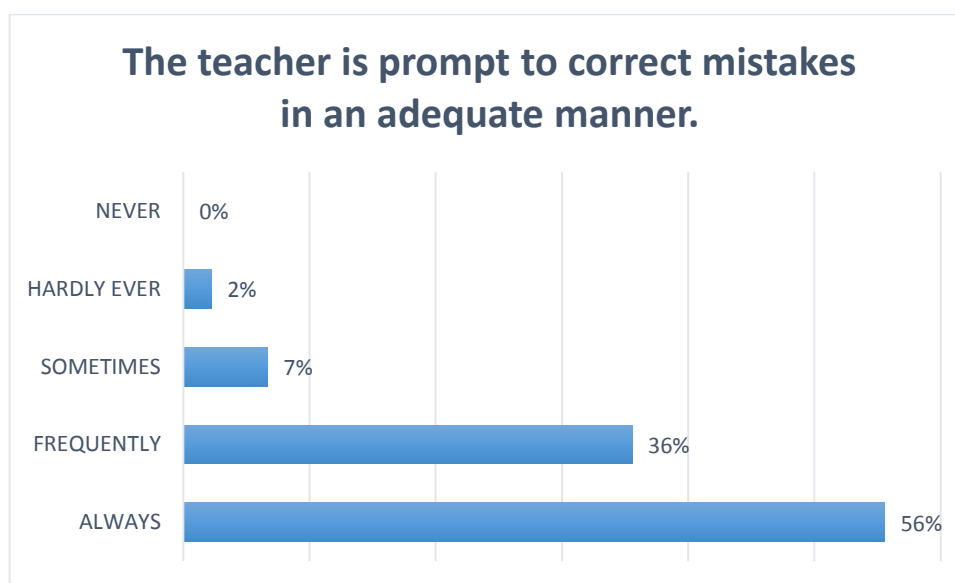
36% of students think the time assigned for completing exercises is frequently adequate.

4% of students think the time given for completing assignments is sometimes appropriate.

The remaining 11% consider it is hardly ever or never enough.

The teacher is prompt to correct mistakes in an adequate manner.	25	16	3	1	0	45
	56%	36%	7%	2%	0%	

Table 34 The teacher is prompt to correct mistakes in an adequate manner



Graphic 31 The teacher is prompt to correct mistakes in an adequate manner

56% of students think the teacher is always prompt to correct mistakes in an adequate manner.

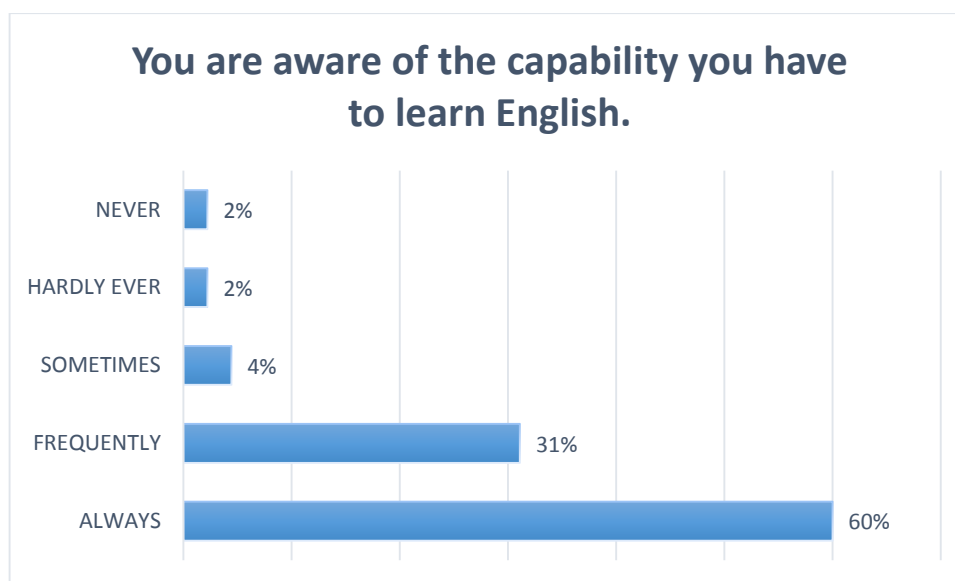
36% of students consider the teacher is frequently willing to amend mistakes in a proper way.

Other 7% of them think the teacher is sometimes prompt to do it.

On the other hand, the 2% of students consider their teacher is hardly ever prompt to do corrections in a satisfactory manner.

You are aware of the capability you have to learn English.	27	14	2	1	1	45
	60%	31%	4%	2%	2%	

Table 35 You are aware of the capability you have to learn English



Graphic 32 You are aware of the capability you have to learn English

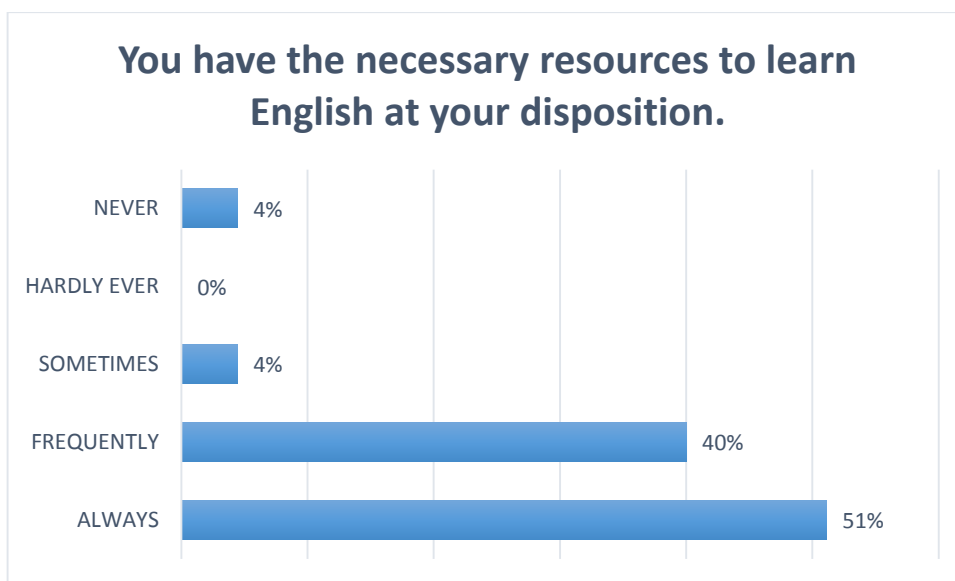
The 60% of students are always aware of the capability they have to learn English.

31% of them are frequently conscious of their capacity to learn the language.

4% of them are sometimes alert of that capability, contrary to the 4% who are almost never or never aware of that capability.

You have the necessary resources to learn English at your disposition.	23	18	2	0	2	45
	51%	40%	4%	0%	4%	

Table 36 You have the necessary resources to learn English at your disposition



Graphic 33 You have the necessary resources to learn English at your disposition

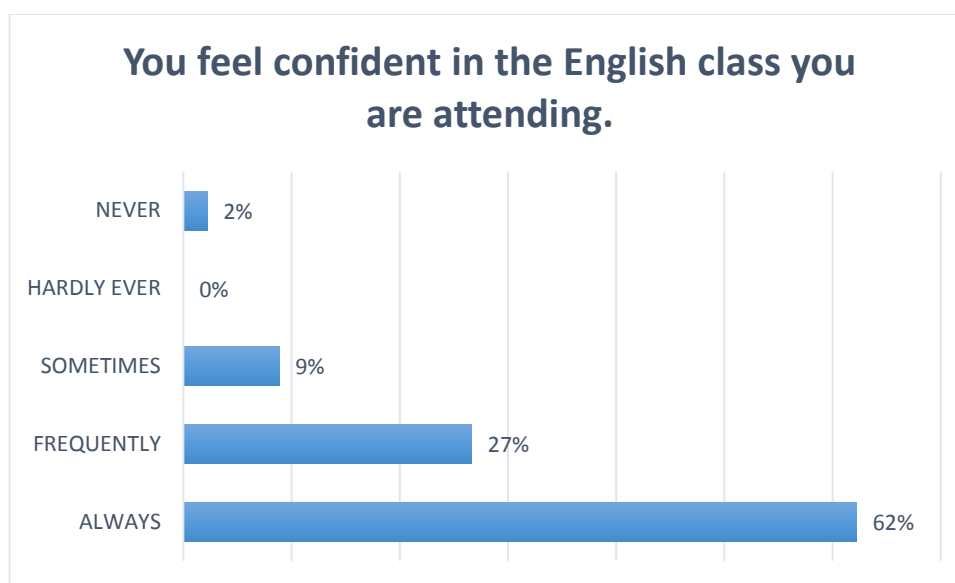
51% of students expressed they always have the necessary resources to learn English at their disposition.

A close percentage corresponds to those who admit they frequently have the available resources.

The other 4% of students say they do not have the necessary resources.

You feel confident in the English class you are attending.	28	12	4	0	1	45
	62%	27%	9%	0%	2%	

Table 37 You feel confident in the English class you are attending



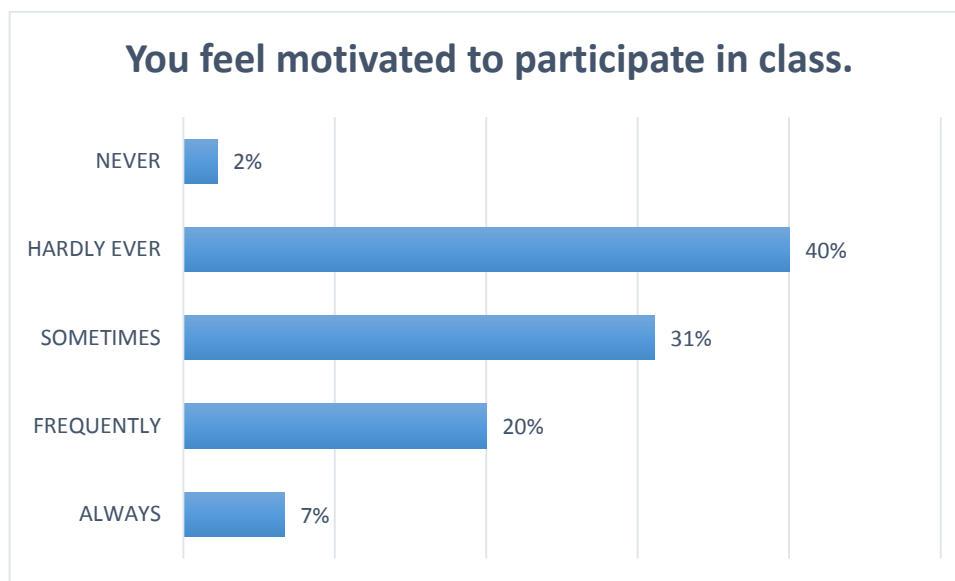
Graphic 34 You feel confident in the English class you are attending

The figure shows that most of the students feel confident in the English class they are attending.

Only 2% of students admit they do not feel confident in the English class they are attending.

You feel motivated to participate in class.	3	9	14	18	1	45
	7%	20%	31%	40%	2%	

Table 38 You feel motivated to participate in class



Graphic 35 You feel motivated to participate in class

42% of students hardly ever or never feel motivated to participate in class.

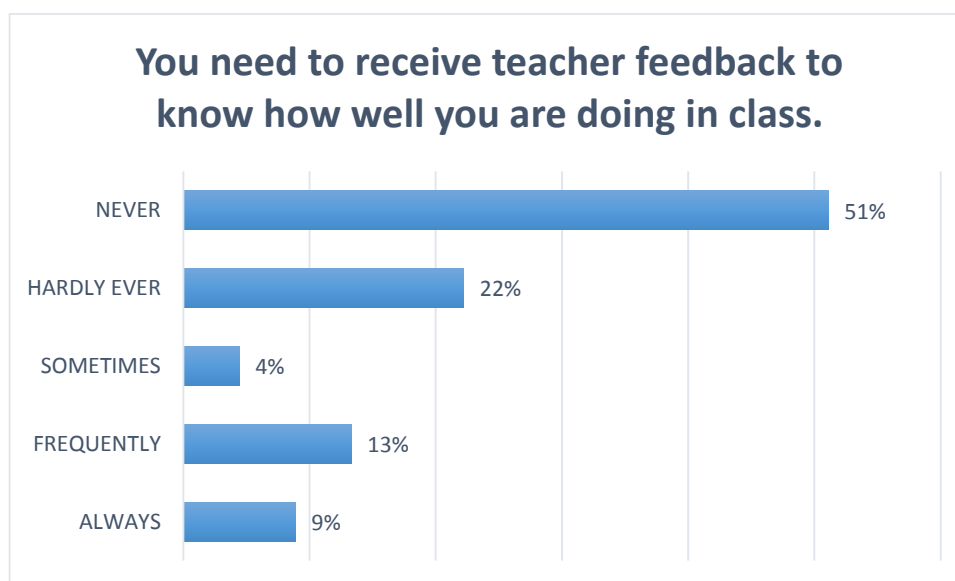
31% of them sometimes feel engaged to interact.

On the other hand, 20% of students frequently feel motivated.

And the other 7% stated they always feel motivated to participate during the lesson.

You need to receive teacher feedback to know how well you are doing in class.	4	6	2	10	23	45
	9%	13%	4%	22%	51%	

Table 39 You need to receive teacher feedback to know how well you are doing in class



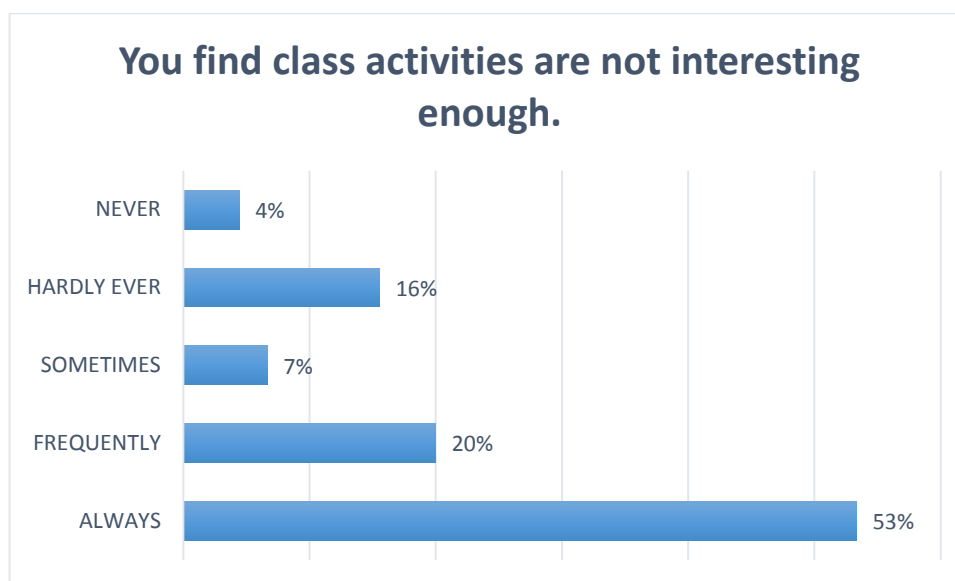
Graphic 36 You need to receive teacher feedback to know how well you are doing in class

As it is illustrated, 51% of students never need to receive teacher feedback to know how well they are doing in class. There is a 22% who expressed that they hardly ever have that need.

26% of pupils frequently need to receive their teacher's feedback with regular frequency.

You find class activities are not interesting enough.	24	9	3	7	2	45
	53%	20%	7%	16%	4%	

Table 40 You find class activities are not interesting enough



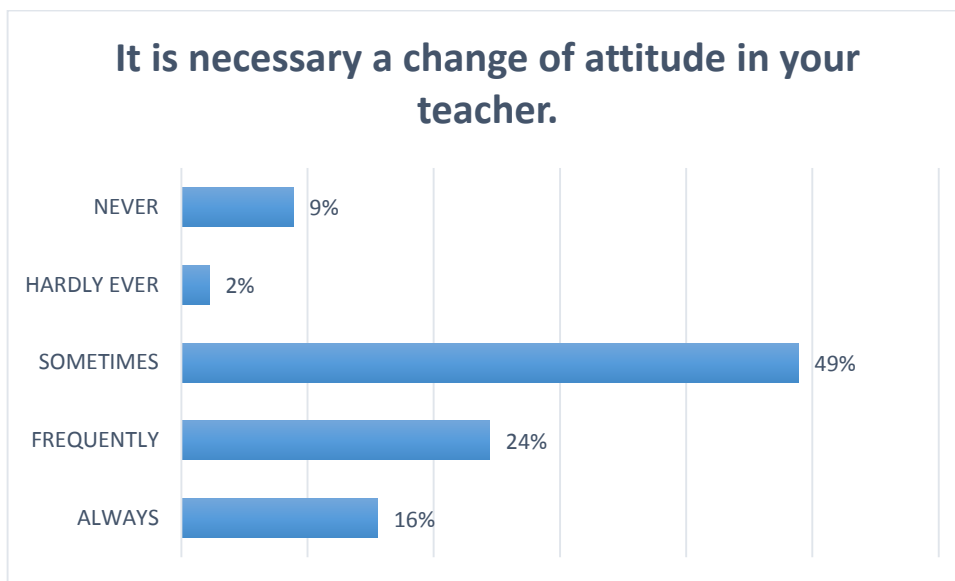
Graphic 37 You find class activities are not interesting enough

The data cited here shows that 53% of students always find class activities are not interesting enough, but a 20% frequently find them not engaging.

There is also a 7% who sometimes think of such activities as interesting, in contrast to the 20% who either never or hardly ever find classes boring.

It is necessary a change of attitude in your teacher.	7	11	22	1	4	45
	16%	24%	49%	2%	9%	

Table 41 It is necessary a change of attitude in your teacher



Graphic 38 It is necessary a change of attitude in your teacher

49% of students exposed that it is sometimes necessary a change of attitude in their teachers.

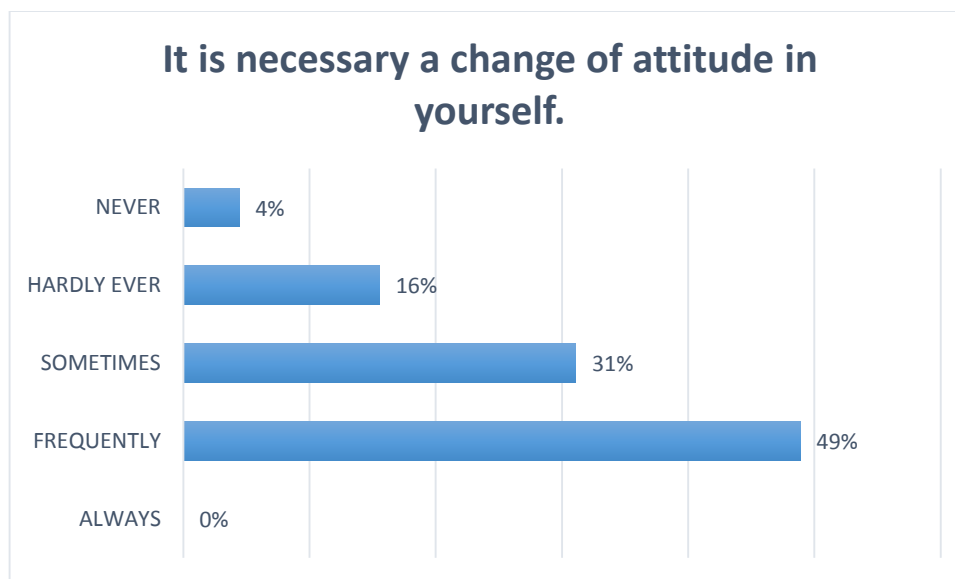
Another group of students represented in the 24% consider a change of attitude in their teachers is frequently necessary.

The 16% say the change is necessary.

Oppositely to those groups, there is the 11% who do not want their teachers' attitude to be different.

It is necessary a change of attitude in yourself.	0	22	14	7	2	45
	0%	49%	31%	16%	4%	

Table 42 It is necessary a change of attitude in yourself



Graphic 39 It is necessary a change of attitude in yourself

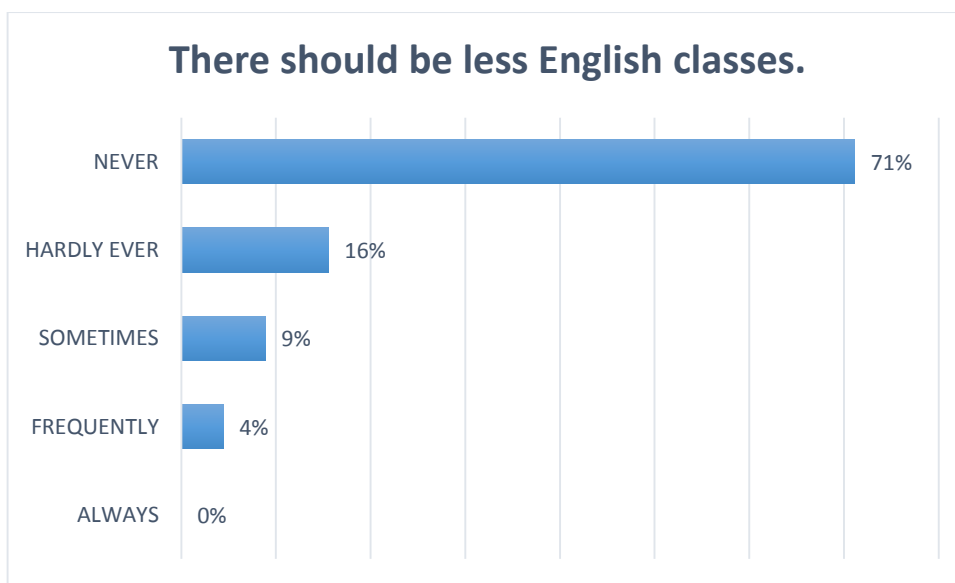
49% of students frequently consider a change of attitude in themselves is necessary.

31% sometimes find it necessary to have a change of attitude.

20% of students do not contemplate their own attitude as something that needs to be changed.

There should be less English classes.	0	2	4	7	32	45
	0%	4%	9%	16%	71%	

Table 43 There should be less English classes



Graphic 40 There should be less English classes

87% of students either never or hardly ever think there should be less English classes.

On the other hand, there is the 9% who sometimes consider English classes should be reduced.

Another 4% frequently think that reduction should be done.

3.4.3. CHECKLISTS FOR TEACHERS

	ALWAYS	FREQUENTLY	SOMETIMES	HARDLY EVER	NEVER
The teacher needs to repeat instructions or requests to the students more than three times.	1	2	3	0	0
The teacher tends to give good comments rather than criticize when students participate.	0	0	0	4	2
The teacher provides students with opportunities to share their knowledge or opinion.	0	2	3	1	0
The activities sequence in the class are dynamic.	0	0	0	4	2
Activities during class take the appropriate amount of time.	1	2	3	0	0
The teacher is expressive with gestures when teaching.	0	0	0	4	2
The teacher needs to raise his/her voice in order to get his students' attention.	1	0	1	4	0
The teacher gets angry or irritable easily in class.	0	0	0	1	5

Table 44 Checklist

3.4.3.1. ANALYSIS

	ALWAYS	FREQUENTLY	SOMETIMES	HARDLY EVER	NEVER
The teacher needs to repeat instructions or requests to the students more than three times.	17%	33%	50%	0%	0%
The teacher tends to give good comments rather than criticize when students participate.	0%	0%	0%	67%	33%
The teacher provides students with opportunities to share their knowledge or opinion.	0%	33%	50%	17%	0%
The activities sequence in the class are dynamic.	0%	0%	0%	67%	33%
Activities during class take the appropriate amount of time.	17%	33%	50%	0%	0%
The teacher is expressive with gestures when teaching.	0%	0%	0%	67%	33%
The teacher needs to raise his/her voice in order to get his students' attention.	17%	0%	17%	67%	0%
The teacher gets angry or irritable easily in class.	0%	0%	0%	17%	83%

Table 45 Checklist for teachers

ITEM 1:

During class observation, it could be seen that the teachers had to constantly repeat the instructions or the requests they made to the students. Even after repeating many times there were not always positive responses.

ITEM 2:

The attitudinal behavior of students did not deserve positive feedback from the teacher. There was a lack of discipline and a kind of rejection was also observed. Good

comments from the teachers were hardly provided to the students because they did not deserve them.

ITEM 3:

Most of the classes observed a bad discipline that kept the teachers from fulfilling their jobs appropriately. Giving chances to students to express their opinions was like opening a new door for more indiscipline. The teacher's attitude was a result of the student's attitude and vice versa.

ITEM 4:

Students acted as if classes were not relevant or appealing to them. On the other hand, teachers did not prepare adequate activities to get the students interest or to motivate them to participate in classroom activities.

ITEM 5:

When the activities were properly organized, there was a slight change of attitude. Thus, showing that proper class preparation may lead to better results in class participation, and therefore, in class success.

ITEM 6:

Because of student's behavior the attitude of the teacher was always defensive and at a few occasions, it turned out sarcastic or offensive to the students.

ITEM 7:

On the first item, it was discussed that the teacher repeats questions and commands all the time, repetition is accompanied by raising voice and at times even then there is no positive response.

ITEM 8:

There is cause and effect in everything. Bad behavior brings bad attitude. It can be observed that there is a lack of preparation on the teachers to deal with teenager attitudinal behavior.

In a general sense, it can be observed that teachers have a lot of problem dealing with the different groups of students. Managing a class is not an easy task and it is a shared experience. The Academic Department should be a strong back up for teachers in every sense.

Teaching teenagers is a challenging experience but it can be a very rewarding one if proper strategies are applied in the classroom.

3.4.4. CHECKLIST FOR STUDENTS

	ALWAYS	FREQUENTLY	SOMETIMES	HARDLY EVER	NEVER	TOTAL
The students actively interact during class.	0	1	2	3	0	6
The students feel confident at the moment of asking the teacher questions.	3	3	0	0	0	6
The students often find it difficult to get motivated to work in class.	2	3	1	0	0	6
The students need to how know well they are doing in order to feel motivated to work.	0	0	0	3	3	6
The students often find the class boring but will stick with it because they want good grades.	1	3	2	0	0	6
Some students need to be threatened by the teacher in order to accomplish the class goals.	2	3	1	0	0	6

Table 46 Checklist Students

3.4.4.1. ANALYSIS

	ALWAYS	FREQUENTLY	SOMETIMES	HARDLY EVER	NEVER
The students actively interact during class.	0%	17%	33%	50%	0%
The students feel confident at the moment of asking the teacher questions.	50%	50%	0%	0%	0%
The students often find it difficult to get motivated to work in class.	33%	50%	17%	0%	0%
The students need to how know well they are doing in order to feel motivated to work.	0%	0%	0%	50%	50%
The students often find the class boring but will stick with it because they want good grades.	17%	50%	33%	0%	0%
Some students need to be threatened by the teacher in order to accomplish the class goals.	33%	50%	17%	0%	0%

Table 47 ANALYSIS

ITEM 1:

Active class participation during class was reduced to a minimum. There was apathy in 50% of students and they hardly ever participated in class activities. Most of them were trying to disrupt classes and keep other students from getting involved with the exercises proposed by the teacher.

The other 50% of students participated but not in the range the teacher expected.

ITEM 2:

The asking of questions to the teacher was more with the purpose to disrupt classes. Although there were frequent questions, most of them had nothing to do with the class activities and they were asked in Spanish.

ITEM 3:

A lack of motivation to participate in classroom activities was evident. Maybe due to some attitudinal behavior on the teacher's side, that will be discussed later on, or misbehavior from the students' side. Non relevant activities played an important role in the students' attitude as well.

ITEM 4:

Positive feedback and motivational rewarding play an important role when assessing students. These were two things that were absent and so was the students' motivation. Half of the class felt they hardly ever received any motivation and the other half was totally careless about this situation.

50% of students never need to know how well they are doing in order to feel motivated to work, compared to the other 50% who hardly ever need to be aware of it.

ITEM 5:

50% of students frequently find the class boring but will stick to it because they want good grades, while there are a 33% of them who sometimes find it boring. But the 17% of students think of the lessons as boring all the time.

ITEM 6:

While the classroom observations were carried out, it was viewed that most of the students needed to be threatened by the teacher in order to accomplish the class goals.

Most of the time the students were busy developing other activities that had nothing to do with the class rather than participating in the tasks proposed by the teacher.

3.5. RESOURCES, TIMELINE, AND BUDGET

3.5.1. RESOURCES AND BUDGET

FUNGIBLE		PERMANENT	
Paper	\$ 5.00	Personal Computer	\$ 200.00
Prints	\$ 2.00		
Pencils and pens	\$ 2.50		
Transport	\$ 200.00		
Copies	\$ 15.00		
	\$ 224.50		\$ 200.00

3.5.2. ACTIVITIES TIMELINE

	May	June	July	August	September	October	November	December	January
Activities Outline									
Instruments Design									
Instruments Application									
Chapter I Introduction									
Chapter II Literature Review									
Tabulations and Results									
Chapter III Methodology									
Chapter IV Conclusion									

CHAPTER IV

4.1 CONCLUSIONS

In this research project we have studied and analyzed the different kind of factors that modify the behavior of 10th grade students at Centro Educativo La Moderna. We focused our attention on specific parameters that lead this study to its main goal: To identify which teachers' attitudes have a negative impact on students' behavior. The results show that teacher negative attitude impacts in negative ways the students' behavior.

Currently, Ecuadorian Educational Laws appeal for teachers to accomplish with certain amount of material and some other requirements that they should have to meet, such as the workload, the quantity of paperwork, and the diverse tasks demanded, all this conduce teachers to feel unwilling, unmotivated and overwhelmed at the time of working.

Additional to this, the students' sense of carelessness, the lack of predisposition of students to work, and teenagers' bad discipline and incorrect behavior, all convey to decrease teachers enthusiasm at the time of teaching the class. This keeps the teachers from fulfilling their jobs appropriately.

On the other hand, the absence of adequate methodology to get the students involved with the classroom activities, teachers' defensive attitude, and the insufficient teachers' preparation to deal with teenager attitudinal behavior are together meaningful reasons for students to misbehave during classes. Not all the time students are responsible for their misbehavior.

To summarize, this research paper presents surveys where teachers and students registered their responses about the matter. Besides this, the analysis pointed out the importance of an accurate classroom management that also plays an important role in the process of acquiring a second language.

This struggle related to attitudinal behavior has existed for decades and it is in recent years that educational specialists stress their worry about it. There is a hope that the

results and the analysis of this research project may be of help as a reference for future studies.

4.2 RECOMMENDATIONS

Through this research project, some attitudinal failures have been observed from teachers at Centro Educativo La Moderna. In order to fuel 10th graders encouragement towards learning, the following aspects are strongly recommended:

- There is a need to nurture teachers with strategies to improve their own attitude when they work with their students.
- An extra training is recommended to develop psychological awareness and provide them with specific strategies to help teachers deal with teenage problems and apply them in class in order to achieve a better academic and behavioral performance in the 10th grade students at CELM
- Teachers should be more dynamic and walk around the classroom encouraging students to an active performance and class participation.
- Teachers should have a constant improvement to keep updated with modern methodology.
- Teachers should reward students orally when they answer questions or participate in class.
- When teachers call students' attention, they should make it clear that they expect a change of behavior rather than just pointing out to what they were doing wrong.
- Teachers should carefully select topics that interest the students or that are relevant to their ages, interests and needs. In that way, they can assure the students' participation.

- Teachers should be expressive with gestures when teaching, for example, at the time of confirming answers, this will elicit answers from students, motivate their participation.
- Teachers should have an appropriate body language as well, in order to show movement and dynamism while his class is being developed, which will be reflected in an attractive classroom environment for students.
- The English language is rich in pitch and intonation. The authors strongly recommend that the teacher should make a proper use of the language when teaching.
- The school needs to establish a set of rules that need to be properly respected and accomplished by the students.
- The fulfillment of the disciplinary rules should be monitored in every class period.
- The teacher should be ready to face the challenges of the globalized society in a world covered by the use of technology; the role of the teacher is to be a facilitator or a leader. Therefore, he must prepare himself to make of his classes a really enjoyable experience.

This set of recommendations for teachers is directed to benefit the students in their English language acquisition.

On the other hand, there is also another set of recommendations for the institution:

- There should be a psychological department where teachers can turn to with confidence for support when facing students' behavioral problems.
- Adequate training needs to be provided to teachers to keep them updated with the latest trends in English Language Teaching.

- There should be a department to help teachers organize the time so they can fulfill their tasks properly without overwhelming them with so many activities that keep their time busy and they are not able to manage their classes in a correct way.
- Teachers are assigned with responsibilities during break periods like taking care of students when they are doing sports or buying snacks. Teachers also need a time to relax to be ready for the next class period.
- The institution should not overload the teachers with so many class hours. They need some time to fulfill their tasks and obligations such as planning, defining strategies and other activities.

Based on the results of this research paper teachers should be consider which attitudes to adopt or to avoid, for the sake of generating interest and motivation in their students. When teachers realize the importance of their role as facilitators, they are able to create a good rapport environment for students, therefore obtain a good behavior from the students as well as a better academic performance.

ANNEXES

**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
SCHOOL OF LANGUAGES**

SURVEY FORMAT (A)

Dear students:

Thank you in advance for taking the time to complete this survey. The survey is a part of an investigation conducted to obtain a bachelor's degree in English Language Teaching. It will be appreciated that you answer the questions with honesty and responsibility. This survey should take approximately 15 minutes to be completed.

None of the information provided here can be traced back; so, all the responses will be anonymous and accessed only by the internal research team.

Each answer should be marked with a cross (X) in the box you consider the most appropriate, taking into account the following key chart:

5	Always
4	Frequently
3	Sometimes
2	Hardly ever
1	Never

GENDER: _____

GRADE: _____

AGE: _____

ATTENTION	5	4	3	2	1
You pay attention to the teacher during class.					
You have an active participation in class activities.					
It is easy to understand the teacher's instructions.					

POSITIVITY	5	4	3	2	1
English is a relevant subject.					
You have a positive attitude with the teacher and the rest of the class.					
You feel confident when asking questions to the teacher.					

ANXIETY RELIEF	5	4	3	2	1
I find it difficult to get motivated to work in class.					
You feel nervous when it is time for you to participate.					
You feel the teacher values your effort at the time of participating.					

CLASS MANAGEMENT APPRECIATION	5	4	3	2	1
The sequence of activities in the class is dynamic.					
There is an appropriate amount of time to complete the exercises.					
The teacher is prompt to correct mistakes in an adequate manner.					

SELF-CONFIDENCE	5	4	3	2	1
You are aware of the capability you have to learn English.					
You have the necessary resources to learn English at your disposition.					
You feel confident in the English class you are attending.					

MOTIVATION	5	4	3	2	1
You feel motivated to participate in class.					

You need to receive teacher feedback to know how well you are doing in class.					
You find class activities are not interesting enough.					

EXPECTATION	5	4	3	2	1
It is necessary a change of attitude in your teacher.					
It is necessary a change of attitude in yourself.					
There should be less English classes.					

**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
SCHOOL OF LANGUAGES**

SURVEY FORMAT (B)

Dear teachers:

Thank you in advance for taking the time to complete this survey. The survey is a part of an investigation conducted to obtain a bachelor's degree in English Language Teaching. It will be appreciated that you answer the questions with honesty and responsibility. This survey should take approximately 15 minutes to be completed.

None of the information provided here can be traced back; so, all the responses will be anonymous and accessed only by the internal research team.

Each answer should be marked with a cross (X) in the box you consider the most appropriate, taking into account the following key chart:

5	Always
4	Frequently
3	Sometimes
2	Hardly ever
1	Never

GENDER: _____

SUBJECT YOU TEACH: _____

		5	4	3	2	1
Body Language	You are expressive with gestures when teaching.					
	Being close to students is considered appropriate for you.					
Tone of Voice	You need to raise your voice in order to get your students' attention.					
Interest	You ask for volunteers or students' opinions in the middle of a lesson. Your students' answers or opinions are relevant for you.					
	You believe you should praise and recognize students for good behavior and good performance.					
Confidence in Knowledge	You like the subject you teach.					
	You update/increase your knowledge in the subject you teach.					
Rudeness	Some students need to be threatened by teachers in order to accomplish the class goals.					
Stress	You think you have many deadlines to meet.					
	You are overwhelmed with paperwork.					
	You are satisfied with the size of your class.					
Motivation	You are satisfied with the salary you get as a teacher.					
	You are free to use the teaching strategies of your preference.					
	You have good relations with most of the staff at your workplace.					
	You feel part of a team work.					
	You are satisfied with the number of classes you are assigned.					
	You feel your work is appreciated by your boss.					
Temperament	You get angry or irritable easily in class.					

CHECKLIST FOR TEACHERS**GENDER:** _____**DATE:** _____**AGE:** _____**LEVEL:** _____**GRADE:** _____

	ALWAYS	FREQUENTLY	SOMETIMES	HARDLY EVER	NEVER
The teacher needs to repeat instructions or requests to the students more than three times.					
The teacher tends to give good comments rather than criticize when students participate.					
The teacher provides students with opportunities to share their knowledge or opinion.					
The activities sequence in the class are dynamic.					
Activities during class take the appropriate amount of time.					
The teacher is expressive with gestures when teaching.					
The teacher needs to raise his/her voice in order to get his students' attention.					
The teacher gets angry or irritable easily in class.					

CHECKLIST FOR STUDENTS**GENDER:** _____**DATE:** _____**AGE:** _____**LEVEL:** _____**GRADE:** _____

	ALWAYS	FREQUENTLY	SOMETIMES	HARDLY EVER	NEVER	TOTAL
The students actively interact during class.						
The students feel confident at the moment of asking the teacher questions.						
The students often find it difficult to get motivated to work in class.						
The students need to know how well they are doing in order to feel motivated to work.						
The students often find the class boring but will stick with it because they want good grades.						
Some students need to be threatened by the teacher in order to accomplish the class goals.						

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