

THE TEACHERS' ATTITUDES TOWARD STUDENTS AND THEIR EFFECTS ON  
STUDENTS' LEARNING PROCESS

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Paper written as a requisite for graduation in English and French program

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“las ideas y conclusiones aportadas en el trabajo de grado, son de responsabilidad exclusiva del autor”

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**Nota de aceptación**

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**Jurado Delegado**

**San Juan de Pasto, Noviembre de 2009.**

## DEDICATION

This paper is dedicated to our families,  
Especially to our parents who have encouraged us to make this research.  
The authors know that without their help this project would not have been done  
And we would not have known how well we are loved and cared for.  
It may not be enough to contain the words of thanksgiving, it may not capture the endearing  
love that we have for all of you.  
But, through these words we are letting to know to the entire world that you made a  
difference in our lives and showed us kindness and generosity.

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## ABSTRACT

The word 'attitude' has always been present in our vocabulary. We talk repeatedly of the attitudes of people around us, the hidden potential in people's attitudes and in general we use the term quite comfortably. In a learning environment, we also refer to our attitudes as teachers, the attitudes of our students and how best attitudes lead to better learning.

Attitudes are something we can not see or touch, what we can actually observe, measure and analyze is individuals' behavior. Nevertheless, they provide a frame of reference for ascribing meaning to the things that happen to us and the things that we encounter.

Attitudes are psychological constructs that combine beliefs and emotions that predispose an individual to respond to other people, objects, and institutions in a positive or negative way. The definition speaks of beliefs, but they are not only our beliefs but our theories, expectations, perceptions, and in general all that stays in our mind about an object. These as a whole lead us to develop an evaluation or assessment of what we know and feel which is what will move us to respond positively or negatively. If not for these 'constructs', we could not explain our behavior in front of a specific event.

In this research the authors analyze the attitudes of English teachers which are going to be reflected in some way in students' learning.

## RESUMEN

La palabra “actitud” siempre ha estado presente en nuestro vocabulario. Hablamos varias veces de las actitudes de la gente que nos rodea, del potencial escondido en las actitudes de las personas y en general utilizamos el término de manera cómoda. En un ambiente de aprendizaje, también nos referimos a nuestras actitudes como maestros, las actitudes de nuestros estudiantes y mostrar las mejor actitudes facilita un mejor aprendizaje.

Las actitudes son algo que no podemos ver ni tocar, lo que podemos observar, medir y analizar es el comportamiento de los individuos. No obstante, proporcionan un marco de referencia para atribuir significado a las cosas que nos pasan y las cosas que encontramos.

Las actitudes son constructos psicológicos que combinan creencias y emociones que predisponen a un individuo para responder a otras personas, objetos, y las instituciones de una manera positiva o negativa. La definición habla de las creencias, pero no son sólo nuestras creencias, sino nuestras teorías, expectativas, percepciones, y en general todo lo que queda en nuestra mente sobre un objeto. Estas en su conjunto nos llevan a desarrollar una evaluación o valoración de lo que sabemos y sentimos que es lo que nos llevará a responder positivamente o negativamente. Si no fuera por estas "construcciones", no podríamos explicar nuestro comportamiento frente a un evento específico.

En esta investigación, los autores analizaran las actitudes de los profesores de inglés que se verán reflejadas de alguna manera en el aprendizaje de los estudiantes.

## Introduction

In Colombia, English has expanded at a pace not experienced before. In the last years, there has been a trend that English has a role to play in Colombia's social and economical advancement in the international area. For this reason, the Colombian government has implemented a law that requires that every Colombian student has to be bilingual.

Nevertheless, this new aim seems to be not accomplished, so far. In high schools, it is common to listen to students say that they are not good at English because it is boring, useless, or too difficult, so they prefer to do any other thing except to learn English. In consequence, English teachers begin to think about their possible failures in order to rectify them. Some could consider that the methodology was not the appropriate, that the materials were not so good but a little group of teachers take into account their behavior in class, their comments, their attitudes, and their affective part in general, as the possible response for the problem.

Attitudes are dispositions that one person has to respond favorably or unfavorably to an object, person or event. Attitudes are influenced by people in the immediate environment such as parents, peers, and teachers (Ellis, 1994).

In this paper, the English teachers' attitudes will be analyzed in order to identify if these attitudes actually affect the students' English learning process in high school level. First, a review of the literature based on the most important authors' views in the field of languages will be presented. Second, experimentation with a group of students of high school and their teachers will be developed. Third, the analysis and results of the experimentation process will be included. Finally, some conclusions and recommendations for English teachers will be presented.

## CHAPTER I

### Problem Description

Despite the fact that teachers make every effort to accomplish the aim that Colombian students should understand, read, and produce messages in English at the end of their secondary studies, this goal seems to be not accomplished.

In public high schools curricula, foreign language has not an important place in terms of weekly schedules. In our country the education system makes very high requirements giving no sufficient and appropriate time. Many times English classes are taken to make other activities which are considered more important. Generally, these activities are sport classes, singing classes, preparation for events in the school, among others.

In this research, the authors will analyze both teachers' attitudes and students learning and try to find solutions to the "problems" that happen between them. The word problems is written inside quotation marks because after many observations and self experiences of the authors in public high schools, they have realized that the disorder problems, the students' lack of attention, the students' indiscipline and sometimes the hard schedules cause English teachers to react or behave in a negative way toward students.

In consequence, some students show a different attitude towards English and maybe this behavior could carry out low grades or sometimes the failure in the subject matter.

### Justification

The authors chose to analyze both teachers' and students' attitudes because they studied in some public high schools in Pasto City where they have realized the problem about which they are concerned.

What the authors have observed is that in most public high schools in Pasto, English is considered without any importance in real and daily life. Many people think that they are so poor that they will never go to the United States or to any other country, in consequence learning English is seen as unnecessary.

What is strange is that these are not the true reasons why they have this opinion about English learning. One way to find a solution to this problem is to analyze it taking into account the affective part of both teachers and students.

The authors consider that it is a very relevant research problem which would help teachers to have another perspective of their role as teachers and in consequence to have better results with their students.

### Problem statement

¿Do the English teachers' attitudes affect their students' English learning process in high school?

### Research questions

#### General Question

¿Do the English teachers' attitudes affect their students' English learning process in high school?

### Sub-Questions

- ¿ Which attitudes are considered positive in an English teacher?
- ¿ Which attitudes are considered negative in an English teacher?
- ¿ Do the English teacher attitudes affect his students' learning?
- ¿ Which attitudes are common in English teachers?
- ¿ Are teachers aware that their affective part is always present when teaching?

### Research Objectives

#### General Objective

To analyze if the English teachers' attitudes affect their students' English learning process in high school.

#### Specific Objectives

To determine which attitudes are considered positive in an English teacher

To determine which attitudes are considered negative in an English teacher

To know if the English teacher attitudes affect his/her students' learning

To identify which attitudes are common in English teachers

To analyze if English teachers are aware that their affective part is always present when teaching.

## Delimitations

### Conceptual Delimitation

The following concepts are presented in order to clarify terms:

*Attitude:* According to Icek Ajzen (1988:4) "an attitude is a disposition to respond favorably or unfavorably to an object, person, institution, or event".

*Self-concept:* According to Meece (2002:271) "self-concept includes all the beliefs, attitudes, the knowledge and the ideas about oneself. It is hierarchically organized in categories and dimensions that define the self and determine each one's behavior".

*Self-esteem:* According to Meece (2002:271) "self-esteem is an evaluation of each one's traits, of one's capacities and characteristics.

*Motivation:* According to Meece (2002:287-289) "researchers define motivation in many ways. Some of them are focused on some internal mechanisms, among them psychological needs. On the other side, behaviorists define motivation like a state in which the present situation or the moment has a great influence in one's motivation. Finally, the followers of Cognitive Psychology consider motivation like a set of beliefs and processes which are molded by all the early learning experiences and by the immediately situations.

### Geographical delimitation

This research has been carried out in a public high school in Pasto. It is located in the south-east of the city and it is surrounded by some neighborhoods that have several social conflicts and the income of low salaries of its inhabitants.

In spite of all these characteristics and all the problems that poverty can bring, this High School is one of the best schools in Pasto City and it is famous and acknowledged because of its students' excellent academic performance in the ICFES test which is a test that every student must take before his graduation in Colombia.

### Glossary

*Attitude*: State of mind, behavior, or conduct regarding some matter as indicating opinion or purpose. (Ellis, 1994:293)

*Learning*: Learning is a conscious study of a second language, that is to say it is a knowledge obtained by study or extensive education. (Ellis, 1994:6)

*Motivation*: Motivation in language learning can be defined in terms of the learner's overall goal or orientation. It refers to the interest felt by the learner in performing different learning tasks. (Ellis, 1994:300)

*Target Language*: The target language is the language that the learner is attempting to learn. (Ellis, 1994:304)

*Self-esteem*: self-esteem has to do with the inevitable evaluations one makes about one's own worth. (Arnold, 1999:12)

### Limitations

The authors believe that the possible difficulties that will appear when doing this research are:

1. The teacher' or students' lack of objectivity and sincerity when they answer the enquiries.
2. The information obtained through the enquiries can be wrong. This is because teachers or students can answer what the enquirer would like to listen to.
3. The high qualitative levels of the paper that can make the study look subjective.

Nevertheless, the authors consider that a possible solution to these problems can be to make the question in different ways in order to obtain some kind of coherence in what he or she is saying. And to use triangulation of information to avoid the high level of subjectivity of the results obtained.

## CHAPTER II

### Review of the Literature

#### Language teaching and Learning

For the last 60 years and some years before, many researchers have written about language teaching focused on theories and principles. Strevens (1978) mentioned that it is important to understand language teaching as a process, and in consequence, to establish some theoretical bases that help us to explain it.

Oviedo (1980) proposes a group of factors that have an important role in the language learning and teaching processes and which should be carefully studied. These are, the actors: students and teachers; the object of study: a second or a foreign language; and the circumstances in which the language learning and teaching processes are carried out: these are, on one hand, the educational system which at the same time includes rules and standards adopted for each country regarding foreign languages; and on the other hand, there are all the physical resources such as materials, books and the infrastructures that institutions, schools, academies or universities provide to students and teachers. Let us begin defining the main actors of the language learning and teaching processes.

#### Students and teachers

In the language learning and teaching processes, the main actors are: on one side, the students, who are looking for knowledge; and on the other side, the teachers who are sometimes considered as the models and the guides for students and those who provide and share what they know.

*The English teacher.* Teachers facilitate student's learning, often in a school or academy. The different ways to teach are often referred to as the teacher's pedagogy. When deciding what teaching method to use, a teacher will need to consider students' background knowledge, the environment, and their learning goals as well as standardized curricula determined by the relevant authority.

Ryan and Cooper (2008) said that teachers need to develop a great repertoire of teaching skills to use in variety classroom situations. Here, some skills that many educators think are essential for teaching process:

1. The ability to ask different kinds of questions, which requiring different types of thought processes from the students.
2. The ability to provide effective feedback.
3. The ability to plan instructions and learning activities.
4. The ability to diagnose student's needs and learning difficulties.
5. The ability to vary the learning situations to keep students involved.
6. The ability to recognize when students are paying attention and to use this information to vary behavior and, possibly, the direction of the lesson.
7. The ability to use technological equipment, such as computers, to enhance students learning.
8. The ability to assess students learning.
9. The ability to differentiate instruction based on the students' experiences, interests, and academic abilities.

Nevertheless, this list of skills is only a sample which shows that teachers need a large repertoire of skills to work more effectively with their students' vary background and different educational experiences.

*The teacher's training.* For English teachers to be successful it is necessary that they have solid foundations in their pedagogic training. Nowadays, many teachers prefer to follow some teaching methods which are not the best ones to improve the students' knowledge.

For English teachers, it is necessary to adopt a theory or approach which carries out some ideas, concepts, and general principles about language teaching, these at the same time help them to adopt a method for teaching, and therefore, to design some specific techniques, tasks, and activities according to the students needs.

Oviedo (1980) said that many teachers are apt for learning English but they are not able to teach them. Then, it is not sufficient that the teacher is a knowing man or woman, what is important is if he or she is able to help students to learn.

#### Language teaching

The teacher should realize the different ways to address a learner when teaching languages. These ways change according to some aspects such as the students' age, the student's level of knowledge about languages, and the students' motivation, among others.

Motivation according to Littlewood (1984) is the force that determines that the student spends much time in learning than in other thing; that he puts all his energy in studying and perseveres in it. There are two types of motivation: on one side, intrinsic motivation that happens when someone learns a language because he considers that it is important and useful for him; and on the other side, extrinsic motivation, that happens when the student learns a language just for

fulfilling an academic duty. Motivation is part of one's self and it is the student's decision if doing something or not, then, learning or not is up to them.

Among adolescents, the lack of motivation can lead them to be completely incapable to learn. Students who are not successful in class and consider themselves as losers develop a variety of characteristics that show self-frustration, students make them be controlled from outsiders, possess few strategies to learn by themselves, have low levels of efficacy and develop feelings of defenselessness.

*The teacher's attitudes.* "Teachers have a sheer importance on the factor of learner motivation in successful language learning" (Ur, 2006:275). Then, it is the teachers' job to enhance the students' motivation from the beginning of the class.

According to Ellis (1995) students will feel better if the teacher greets them in a warm way, if in his face it is drawn a smile and if he interacts with all of them and shows a personal concern.

In addition, Woolfolk (1996: 456) states that some studies show that the level of enthusiasm of teachers in their subject matter is correlated with the increase of students' learning. Warmth, kindness and comprehension seem to be the teacher's qualities that are more related to the students' attitudes. In other words, those teachers who are warm and kind tend to have students who like them and the class.

Nevertheless, it is important to say that these are correlative studies, then, the results do not show that the teacher's enthusiasm cause the students' learning or that teacher's warmth cause positive attitudes. The studies show that these two variables can occur at the same time. Teachers who are capable to be enthusiastic have students who are more attentive and have more

interest but not necessarily; they also have students who are not successful in class. Following, there are some characteristics of other actor from the teaching and learning process: the English student.

#### The English student

According to Stansfield (1971) Colombian students show more negative attitudes toward languages than any other subject in the curriculum. They also report their worst grades in foreign languages. Among students, girls tend to have more favorable attitudes toward English than do boys, who view English less useful than others non-humanistic subjects. Boys are also likely to be anti-American.

*The students' attitudes.* Santrock (2004) said that many times teachers have to deal with students who do not make homework, who are not attentive or who are aggressive. They in most of the cases need to be corrected, but frequently the classroom becomes an uncomfortable place to them.

Nel Noddings (1992 a, 1998, 2001) believes that students have more probabilities to become competitive human beings if they feel that they are important for someone. Then it is important that teachers know their students a lot.

Research has showed that the students that consider that they have concerned and encouraging teachers are more motivated to participate in the classroom activities than with those who are not concerned about them or those who do not encourage them. It is true that students and teachers are the main characters in the processes of teaching and learning, nevertheless, the situations or the context in which these processes are developed is also important.

#### The context

Oviedo (1980) stated that the context composes all the circumstances in which the languages learning and teaching processes are carried out; there are some factors that will determine in some way the students' degree of knowledge about the target language, their performance on it and the degree of interest and importance that they give to it.

On one hand the context is composed by The Educative System of each country which determines the standards, the curriculum and the schedule that English teachers should follow throughout the school year.

On the other hand, the context represents the physical resources that the institution or academy provides to students or learners. These are the infrastructure, the classrooms, the laboratories, the libraries or any other places where students will learn. These have to be arranged taking into account the number of students, in order to provide them the necessary comfort and commodity. In addition, the contexts are all the materials like books, tape recorders, videos, etc. which are needed for students and teachers.

### The Classroom Climate

Classroom climate refers to general attitudes toward the teacher and toward the class that students have in common despite their individual differences. Flanders (1965) considered that this climate is established principally by the teacher through the patterns of behavior he uses in teaching.

*The English classroom.* Teachers are always supposed to handle their students in a classroom where he or she has to show his or her abilities to control students in order to overcome all the situations or problems that may happen.

*Disruptive Classroom Behavior.* In the classroom the teacher should differentiate between disruptive classroom behavior which directly interferes with his ability to teach or the ability of other students to benefit from the classroom experience; from behavior that is merely rude or uncivil. Disruptive student behavior interferes with the learning process for other students, inhibits the ability of teachers to teach most effectively.

Common types of disruptive classroom behavior

*Grandstanding.* It happens when students use the classroom for themselves by monopolizing class discussion, speaking for long periods of time and their speech has little meaning.

*Sleeping in class.* It sends a message to the other students about the quality of the class or teaching. It is disrespectful to the teacher and the other students.

*Prolonged chattering.* It happens when some students engage in private conversations or pass notes to each other.

*Excessive lateness.* Students who not only come in late, but make an entrance speaking to friends, walking in front of the professor, arranging their belongings.

*Noisy electric devices.* It occurs when students talk on the telephone during the class.

For many years, researchers have studied the affective part regarding learning and teaching. In the following paragraph, affect in language teaching and learning is described.

After the last analysis on what the actors that play a relevant role in the teaching and learning processes are, let us go to the study of the affective part of both students and teachers. The research on this aspect could give readers a perspective on what the authors studied and then use results to clarify their ideas on the English teacher's and students' attitudes.

### Affect in language teaching and learning

As a consequence of the globalization process, there has been a concern to follow the whole world and act according to the trends on earth. All the improvements in technology and communication carry out more and more international relations and cause changes in people's lives. Education, obviously, has also received this impact with electronic audio-visual aids, laboratories, TVs, videos, and computers.

Bastidas (2002) in his analysis of the affective part of people states that there will be a moment when the Educative Technology is so important that the English teacher and teachers in general, will not be necessary. The price that people are paying in each subject matter with the development of technology is the forgetfulness of the "humanistic" part in education.

For many years, students have been considered as robots or machines who are supposed to learn by heart all the contents in any subject in order to pass an exam. In spite that Education in Colombia has not been invaded by new technologies, people continue promoting in many cases, a cold atmosphere, arid and without "human warmth" in the classroom. According to this perception, there are many concepts referring to the affective part, these are presented as follows:

*Attitude.* There are many definitions of attitudes, let us see some: According to McGuire (1985) attitudes have cognitive (beliefs, knowledge, expectations,) affective (feelings, moods, motives and emotions) and performance (behavioral or action) components.

Attitudes are unobservable cognitive constructs that are socially learned, socially changed and socially expressed (Fiske and Tailor, 1991; Markus and Zajonc, 1985).

Crano & Prislin (2006) stated: an attitude represents an evaluative integration of cognitions and affects experienced in relation to an object. They are also evaluative judgments that integrate and summarize these cognitive and affective reactions.

According to Oskamp, S & Schultz, W (2005), attitudes serve both emotional and cognitive functions. Depending on their intensity, attitudes can shorten responses times to attitude- relevant stimuli, contribute to efficient organization of one's perceptions and thoughts about different aspects of the world, and facilitate planning and decision making.

Combining elements from several definitions, attitudes may be viewed as learned cognitive, affective, and behavioral predispositions to respond positively or negatively to certain objects, situations, institutions, concepts or persons. Attitudes may be quite individual and thereby reflective of and related to personality characteristics. In addition, we can point to several reasons for which attitudes are useful concepts:

1. Attitude is a *shorthand* term. A single attitude (e.g. love for one's family) can summarize many different behaviors (spending time with them, kissing them, comforting them, agreeing with them, doing things for them).
2. An attitude could be considered the *cause* of a person's behavior toward another person or an object.
3. The concept of attitude helps to explain the *consistency* of a person's behavior, for a single attitude may underlie many different actions.
4. Attitudes *are important in their own right*. Regardless to a person's behavior. Your attitudes toward individuals, institutions, and social issues reflect the way you perceive the world around you and they are worth studying for their own sake

5. The concept of attitude is relatively *neutral and acceptable* to many theoretical schools of thought
6. Attitude is an *interdisciplinary* concept.

*The affective filter.* The affective filter was intended to account in large part for why some people were able to learn other languages while others were not. Krashen quoted by Ellis (1994) claimed that each person has an affective filter. So, for learning, it is compulsory to receive both input in sufficient quantities and the appropriate affect. Then, if the filter is up, input is preventing to passing through, so, if it happens, there can be no acquisition. If, on the other hand, the filter is down or low, and if the input is comprehensible, the input will reach the input device and acquisition will take place.

*Self-esteem.* Stated by Coopersmith (1967) quoted by Arnold (1999), self-esteem refers to the evaluation that each person makes of himself and indicates how capable, significant, successful and worthy he considers himself.

Therefore, it is important for teachers to do what Reasoner (1982:88) quoted by Arnold (1999) said: "it is essential to acknowledge the uniqueness of each student and to protect his or her rights and feelings in order to develop the five components of self-esteem: a sense of security, a sense of identity, a sense of belonging, a sense of purpose and a sense of personal competence".

Teacher should do what Canfield and Wells (1994:5) suggest: "the most important thing that a teacher should do for helping students both emotionally and intellectually is to create an environment of mutual courage and care. Something important is to provide security and make a

sense of progress of the students; in addition, students should be aware that they are worthy, that they will receive support and love."

It is also important for teachers to put themselves in their students' shoes" as Arnold (1999:19) says, because it is maybe the most important ingredient for a harmonious environment of people in the society. That suggestion is also necessary because it helps teachers both to be aware that their way of thinking is not the only one and maybe neither the best.

*Anxiety.* According to Ellis (1995) anxiety is an affective state that can be experienced in a certain moment as a response to a particular situation like class participation, tests, etc. It is said that students become more anxious when they are compared with other students in the class because they can find themselves less proficient.

Research has showed that the students who consider that they have concerned and encouraging teachers are more motivated to participate in the classroom activities than with those who are not concerned about them or those who do not encourage them.

Wentzel (1997) developed and examined the point of view of some high school students asking them in which way the teacher showed any kind of concern, most of them considered attention as an important factor for them. Some others believe that the way teachers assess them show some concern for them. Other students said that teachers seem to be concerned for them when they make efforts to promote the students' learning.

This is drawn in the following chart presented by the researcher:

	<b>TEACHERS WHO SHOW ANY KIND OF CONCERN</b>	<b>TEACHERS WHO DO NOT SHOW ANY KIND OF CONCERN</b>
Teaching behavior	He makes efforts to make the class more interesting, he teaches in an especial way.	His classes are boring, he talks about different things at the same time, he teaches in spite that the students are not attentive
Style of communication	He talks to me, he is attentive, he asks questions and listen the answers	He ignores me, he shouts
Equal respect	He is honest and just, he trust me, he tells me the truth	He makes me feel ashamed and he insults me
Interest for people	He ask me if anything is wrong, he talks with me about my problems, he behaves like a fiend, he asks me if I need some help, he makes sure that I actually understood, he asks me.	He forgets my name, he does not say anything when I do something wrong. He does not explain things, he does not answer questions, he does not try to help me

Santrock (2004: 434) concluded: "the students' motivation is optimized when teachers give them challenging tasks in an environment oriented through the domain that includes an adequate emotional and mental support, interesting materials with a meaning to learn and dominate, and the sufficient support for autonomy and initiative".

Regarding attitudes, which are the main object of study in this paper, it is important to define them. According to Ajzen (1988:4) "an attitude is a disposition to respond favorably or unfavorably to an object, person, institution or event". Attitudes are influenced by people in the immediate environment such as parents, peers and teachers. This research paper has been completed thanks to other authors' jobs; in the following paragraph those authors are presented.

#### Complementary research papers

One of them is about the teacher personality by Arteaga and Ortiz; another about the students' motivation for English learning by Caicedo and Ortiz; and the final one is about the influence of the students' participation in English learning by Pinzón and Vega.

The main purpose of Arteaga and Ortiz's job is to identify which are the traits of personality and its relationship with learning emotional-behavioral problems in children of third to fifth grade from Anganoy School, during September 1998 to Jun 1999.

The authors of this research paper found that children with emotional problems had qualities like disorder, disobedience, difficulty to establish relationships with other children, among other performance problems in the classroom. In addition, they found that for teachers only "problem children" are those who are obstinate, disobedient and less cooperating, or children with anxiety, retraction, and shyness with the only reason that these problems do not let him to teach the class.

Now referring to Caicedo and Ortiz's research paper about motivation, one can observe that their main objective is to determine what the factors that intervene in the students' lack of motivation for learning English are, according to the teachers' opinion. As a conclusion they established that there exist some factors both internal and external that influence in the lack of motivation of students from a public school for learning English. The internal factors are: lack of comprehension for understanding, learning and putting in practice what they know about English, feed-back and self-responsibility to learn more about English. The external factors are: the environment in class, the teacher, the resources for the class, and their socio-economic level.

In addition, the authors found that all the factors mentioned before have to be taken into account with two main purposes: to make that the language learning and teaching processes be successful and to maintain the students' expectative in class. These will require that the teacher plays a better role, but it will be remunerated by a good environment in the classroom in which the students can interact with others and in consequence, both teachers and students will feel comfortable and satisfied with what they do.

The last one of these research papers is the one done by Pinzón and Vega about participation in class. Their main objective was to determine how the participation of some students from a public high school in English classes was and how important are these for them. The results showed that as students pass to another level of learning, the importance of participation in English classes diminished.

In addition, according to the authors' observations, the students need to be asked to participate and sometimes to be compelled with the excuse of getting a better grade. Nevertheless, in public schools it is almost impossible to make students participate in class because of the lack of time and the huge number of students in each classroom.

## CHAPTER III

### Methodology

#### Research Design

When one is going to enter the huge field of research it is important to know that every study is ruled by a set of methods and ways to collect data which then will determine the research procedure. There exist two types of research; these are Quantitative and Qualitative.

In this research, the authors applied a Qualitative research. This is a social study which takes into account opinions, emotions and feelings of its participants. In the Qualitative type of research, the researchers can use different kinds of data collection procedures such as diaries, interviews and observations.

The authors of this study will apply the following procedures:

*Interviews.* In this study, the authors used semi-ended interviews in order to be more flexible and, therefore, to get more information about the topic. This kind of interview is composed by some specific core questions determined in advance and some open questions that arise according to the answers of the participants.

*Observations.* It is one of the most widely used techniques to collect data in qualitative research; through this type of technique, the authors examined a phenomenon, a behavior or an attitude while it is occurring. In this research the authors observed the teacher's behavior in class and identified some positive and negative attitudes of him or her and the students' reactions.

*Diaries*. They are tools that researchers prepare to systematize their experiences. When it comes to making observations and considerations, the aim is that annotations have something to do and say in relation to the universal context of research and knowledge, having in mind that information is changing in character and is in permanent transformation.

### Population and Sample

#### Population

The participants of this research were the students of high school level. This school is located in the South-West of Pasto.

#### Sample

In this research, the authors studied sixteen students. They were both males and females students from 9th level of high school, as well as their English teachers.

### Data Collection Procedures

In this research, the principal objective is to analyze teachers' attitudes toward students and their effects on students' learning process in a public high school. With this main purpose, data collection has been done by means of observation guides (see appendix B), semi-ended interviews (see appendix A) and researchers' diaries as well. Diaries are the complement for observations because they show the whole context of the classroom. In addition, diaries show not only what the observer considers important for the paper, but also the situations or events that carried out any problem situation.

The information has been documented on the Internet and in the libraries of the University of Nariño. Data has been collected from February 2009 to August of the same year, more or less, the same time that lasts an academic period at school.

#### Pilot study

The purpose of this pilot study was to evaluate a tape recording interview which will be applied to the participants of this research.

After the application of the pilot study, the authors could realize that both teachers and students understood very well the questions presented in the interviews. In addition, some other questions rose after some of the participants' answers which depended on their answers.

All the participants collaborated with the interview and were glad to help the interviewer, although some of them got afraid when they realized that their answers would be recorded, and then they felt relaxed.

#### Data Analysis

In this paper, the analysis of data has been done by means of a multiple triangulation process. It means that the authors watched the problem from different perspectives, not only according to the teachers' opinion, but also from students' eyes.

The authors applied some tables in order to analyze data which are presented below. They show different attitudes and reactions from both teachers and students. In addition, the authors applied member checking. This process required the authors to collect data, and then analyze it, after take it back to the field of study and finally check if the analysis of data was done according to the participants real feelings.

## Results

Data got in this research taking into account teachers' and students points of view showed that there are many attitudes that have too much to do with students' learning. Teachers' attitudes are an important factor in the teaching and learning processes including any student at any level of education. Data is presented in a table as well as the effect caused by each attitude (See appendix C, tables 1.1 and 2.1). The following are the analyzed results of the interview questions under the necessary headings:

### Results of teachers' responses

In table 1, the results showed that teachers consider that both the cognitive and affective part is relevant when teaching. All the teachers make a combination between those aspects. They agree that planning the appropriate activities in advance is necessary because it determines the environment of the class.

Many times when teachers improvise, classes become confusing and students can get bored. Another attitude that teachers mentioned is to encourage students to learn. Therefore, to make them feel that they are learning something useful for life. It is important to help them realize that learning English is not something which they can not take advantage from when they go out from high school. In addition, it is necessary to be tolerant, honest, fair, and optimistic among others, because this way can provide meaningful learning (See appendix C table 1.1)

On the other side, it seems that teachers do not agree a very common attitude of students. Nevertheless, there is still present the affective part in the answers. Regarding students' attitudes, most of them are the result of teachers' inappropriate behavior. In addition, there was something that caught the authors' attention, it is that only one teacher considered the fact of not speaking in

English like a bad attitude. For him that was the main mistake made by teachers. The other ones because they did not speak in English in their classes, they did not consider it so important. (See appendix C, table 1.2).

Table 1. Teachers' Attitudes toward Students and their Effects on Students Learning Process According Teachers' points of views.

	<b>POSITIVE ATTITUDES</b>	<b>NEGATIVE ATTITUDES</b>	<b>TEACHERS' POSITIVE ATTITUDES AFFECT STUDENTS' LEARNING?</b>	<b>TEACHERS' NEGATIVE ATTITUDES AFFECT STUDENTS LEARNING IN A BAD WAY?</b>
TEACHER 1	-To plan the class in advance. -To chose the right activities. -To negotiate activities with students. -To be smiling. -To encourage students	-Teachers do not speak English. -Teachers do not plan the class in advance.	- Yes. Positive attitudes= positive results.	-Yes. The way in which the class is developed determines positive or negative influences in students' learning.
TEACHER 2	-To search on the other. -To be tolerant. -To be opened to the dialogue.	-Negligence. -Selfishness. -To consider students not capable to do things.	-Yes. The relationship between students and teachers is a key in learning processes.	-It is relative: because the learning and teaching processes are very complex.
TEACHER 3	-To plan the class in advance. -To bring materials for the class. -To be updated. -To encourage students.	-Not to plan the classes. -To bring personal problems to the class. -To come with bad mood.	-Yes. Students feel in the same way that the teacher feels.	-Yes. The teacher is the reflection of them.
TEACHER 4	-To be honest. -To be fair. -To be impartial. -To be optimistic.	-To mistreat students.	-Yes. Create a proper environment is very important for learning.	-Yes. Students usually do not like the subject matter.

### Results of Students' Responses

According to the collected data showed in table 2, students consider a relevant aspect the fact that teachers have good methods and techniques for teaching. Sometimes it is not enough to know grammar rules, vocabulary pronunciation or whatever, for students what actually matters is that their teachers transmit to them what they know in the best way. The other attitudes mentioned by students refer again to the affective part of the teacher and the way he or she treats students in all the moments of the class; at the beginning or warm up, at the middle or at the development of the class and at the end in the feedback time (See appendix C, table 2.1)

In addition, data showed that a group of students did not find any bad attitude on their teacher. It could be that their teacher actually did a good job or maybe they were afraid of us and they believed that we would go to judge their teacher. Besides, this group of students seemed to have a close relationship with the English teacher, so maybe they wanted to protect her/his in some way. Nevertheless, other students who had the same teacher did find negative attitudes on her/his.

In this analysis there was also something tricky. Some teachers believe that being late in their classes is not bad for students; on the contrary, they thought that students would feel well because they could have time to get relaxed and or to do other things. What teachers do not know is that students actually matter the time in their English classes. The students have realized that English has not the same amount of hours as math or sciences, so they want to profit their time and if the teacher is late they regard it as a negative attitude (See appendix C, table 2.2)

Table 2. Teachers' Attitudes toward Students and their Effects on Students Learning Process According Students' points of views.

	POSITIVE ATTITUDES	NEGATIVE ATTITUDES	TEACHERS' POSITIVE ATTITUDES AFFECT STUDENTS' LEARNING?	TEACHERS' NEGATIVE ATTITUDES AFFECT STUDENTS LEARNING IN A BAD WAY?
STUDENT 1	-To be concerned about students needs.	-Does not have.	-Yes.	-No. Teachers' negative attitudes don't affect students' learning.
STUDENT 2	-To teach in a good way. -To be strict.	-To get angry.	-Yes. Students learn and understand better.	No. Because students become more responsible.
STUDENT 3	-To be concerned about students. -To teach in a good way. -To correct mistakes.	-To get angry.	-Yes. Students have a better relationship with the teacher.	-No. Because students can do better things.
STUDENT 4	-To be concerned about students.	-To get angry. -To be strict.	-No. It doesn't matter	-No. Because students will be better people.
STUDENT 5	-To teach in a good way -To profit the time.	-To come late to the class.	-Yes. Students learn better.	-Yes. If the time is losing students learn less.
STUDENT 6	-To be updated. -To be well trained.	-To explain in a fast way. -Doesn't make sure of students understand.	-Yes. Attitudes affect drastically in students' learning.	-Yes.
STUDENT 7	-To be patient. -To be updated.	-To come late to the class.	-Yes. Good attitudes can improve students' performance.	-Yes. Because the time is very short.
STUDENT 8	-To be concerned about students. -To teach in a good way. -To be affective.	-To bring personal problems to the classroom.	-Yes.	-Yes.

STUDENT 9	-To be updated. -To be well trained. -To get an integral training to students.	-Does not have.	-Yes. Then way in which teacher behaves affect students' learning.	-No.
STUDENT 10	-To give opportunities to improve learning. -To be affective.	-Does not have.	-Yes.	-Yes.
STUDENT 11	-To be tolerant. -To make sure that students understand. -To be strict.	-Does not have.	-Yes.	-Yes.
STUDENT 12	-To be tolerant.	-Does not have.	-Yes.	-Yes.
STUDENT 13	-To teach in a good way. -To make sure students understand. -To be concerned about students.	-To scream. -To grumble somebody. -To get out somebody.	-Yes. Students and teachers have good interactions.	-Yes. Because students become more shy.
STUDENT 14	-To teach in a good way. -To be strict at the beginning.	-To get a little angry.	-Yes. Students behave well and have good discipline.	-No. It doesn't affect students' academic performance.
STUDENT 15	-To teach in a good way. -To be sure of students learning.	-To scratch notebooks. -To throw notebooks on the floor. -To scream. -To get out somebody. To shame students in front of the class.	-	-No. Because students improve their way of learning.
STUDENT 16	-To teach in a good way. -To be well trained. -To be updated. -To be affective.	-To scream. -To get out somebody. -To talk with parents.	-Yes.	-No.

### Results of Semi-Ended Interviews

Semi-ended interviews often contain open-ended questions. Mukherjee (2003) stated that open-ended questions lead to different kinds of responses which could provide reliable and comparable qualitative data. Semi-ended questions allow researchers to see and benefit from the results of the survey. The authors asked four open-ended questions for teachers and students in order to illustrate the situation more concretely.

### Questions for teachers

#### **Question1: Do you consider that teachers' attitudes affect students' learning?**

Teachers' attitudes are an important factor in the teaching and learning processes not only for children and for young people but also for any student at any level, whether in primary, secondary or university level. Teachers are in a motivational process in which they need to achieve high levels of empathy with their students through daily interaction in order to establish a close relationship with them. In this way, teachers ensure a more efficient learning. To know that the academic discourse is not the only part of people education, but the emotional factor and in consequence the attitudes is a key element in these processes.

Therefore, the teacher's attitudes have much to do with the students' language learning because the teachers' behavior, their teaching, preparation, and the way they develop the class are crucial in the students' learning because they feel just in the same way that the teacher feels. If the teacher always has positive attitudes to their students, then learning will be positive. Nevertheless, teachers do not have to take apart the situations in which teaching and learning take place, such as the socio-economic status, the classroom environment, among others, because

these are determinant aspects in the students' learning. Many times students' learning depends on teachers' attitudes toward them. Teachers need a constant review of their attitudes toward students and at the same time it is important that they consider the students' attitudes as well in order to get success in learning.

**Question 2: What attitudes do you think are considered positive in an English teacher?**

There are many positive attitudes, because we are attitudinal beings. Human beings in all circumstances show them through attitudes. English teachers should have many positive attitudes because in this way they can enhance students' performance. From the moment that the activities are planned, teachers have to choose activities that are pleasant for students; it will result in positive attitudes.

The teachers who participated directly in this research revealed through their own points of view and their experience that if they list the positive attitudes that a good teacher should have in front of their students they could not mention all of them, however, they place as relevant attitudes the following :

*The search for the other or an altruistic attitude.* Otherness makes that one cares about others and to make feel that one cares about others. Otherness makes it possible to achieve high levels of empathy between students and teachers.

*Tolerance.* Human beings always face a wide variety of persons. Classrooms are heterogeneous in many aspects regarding society, culture and economic levels. That is way teachers need to learn to recognize and accept differences and to achieve the main objective for teachers which is the students' learning.

*Openness.* to be opened not only to the dialogue but also to have an open personality, it means, to achieve that other people consider the teacher like a counselor, a trainer, and even a friend. In this way, the teacher could see on the other an ongoing quest for learning.

*Planning lessons in advance.* Teachers should plan activities that are pleasant for students, to choose appropriate activities, to negotiate activities with students in advance so that they feel involved in the development of their learning.

*To be smiling.* Getting to the classroom with a smile on ones' lips always lightens the mood, decreases the anxiety and the stress in students. Moreover it creates a suitable environment for learning.

*Encouraging students.* Students need teachers who encourage them to continue learning, the fact of telling a student: ¡congratulations! For having achieved a good score, for developing a good work or for giving a good answer makes that students have a high self-esteem and encourages them to improve some aspects of their learning.

*To be updated.* Teachers should be constantly learning and updating not only with the contents of the field of English but also with educational, psychological and social tendencies. The teacher should use the different aids that today offer the means of communication spoken or written. It is also good to get authentic materials that facilitate learning and provide a new perspective and communicative competitiveness.

Teachers should also be honest, optimistic, be fair with students and give the same opportunities to all of them (See appendix C, table 1.1)

**Question 3: Which attitudes do you think are considered negative in an English teacher?**

We should not talk about teachers' negative attitudes. However, there are teachers who far from showing a positive attitude to teaching and learning they are locked in attitudes that little help these processes. At following there is the list of the most common negative attitudes in the English teacher toward their students:

*Negligence.* When the teacher takes a negligent attitude the teacher becomes moody and all that he or she achieves is to block the teaching and learning processes.

*Selfishness.* Selfish attitudes can be on the part of the teacher because of his personality. It happens when teachers give the minimum and keep the maximum of their knowledge that in the long run is not helpful even for them.

*Avoiding.* Avoiding, in the sense that the teacher disagrees with what a student makes or when the teacher tells a student: "you don't know, you cannot do that". Avoiding occurs when teachers consider students not capable to do something well.

*Not speaking in English.* English teachers refuse to speak English, the classes are developed all the time in Spanish, and the grammar explanation too. All that they say at the end of the class is ;bye, bye!

*Classes are not planned in advance.* It happens when some teachers do not make a timely and adequate planning of activities in order to develop a class.

Other negative attitudes are no less important than the previous ones but they are less frequent in the teaching and learning processes; in the analyzed context. To bring personal problems to the classroom and to be in a bad mood makes students hate the subject matter.

Another negative attitude is to mistreat students. It creates a hostile environment in which learning a language is not possible because the kids need a pleasant and comfortable environment to generate good results (See appendix C, table 1.2)

**Question 4: Do you think that negative attitudes can affect the students learning in a bad way?**

Talking about negative attitudes is ironic because the Educational Psychology has led some key points that provide the elements to understand the educational process, but unfortunately, some teachers have negative attitudes and that can be detrimental to the educational and learning processes.

Every kind of attitudes affects students' learning. The teaching and learning processes are very complex; it can be given that a teacher keeps excellent attitudes for learning that would be ideal, nevertheless his students disagree with his wishes. The contrary case could be that students are looking for success in learning but they do not find reciprocity in the teacher's attitudes. Nevertheless, there have been cases in which in spite of the negative attitudes of the teacher, students have achieved high levels of success, or it can be done that with the teacher's positive attitudes the students have not achieved the successful levels that the teacher was seeking.

The attitude that a teacher takes in front of students is going to influence students and that could be for or against the students' development and learning. Teachers are a reflection for students, consequently, all negative attitudes are contagious and that affect students' learning.

## Questions for students

### **Question 1: Which positive attitudes does you English teacher have?**

The English teacher always has a great deal of positive attitudes; we can not list all of them. However, the most important positive attitudes of an English teacher are: he/she has a deep knowledge of the subject matter which provides security to students when learning. Also, he/she offers a variety of knowledge related to the English language and different kind of materials that he/she searches on the internet in order to improve and provide authentic materials to students and in this way facilitate a complete knowledge of the subject. In other words, The English teacher has his particular way of explanation which allows that students learn and put into practice new things about English. For example, in the school students can profit of the bilingual laboratory where they can get authentic material to explore, practice and make a test in order to prove what they learn in this class section.

In addition, the English teacher is a very kind person, who gives students not only knowledge but also offers an integral training to them. He/she is a very tolerant and patient person; he/she gets along with all students. The English teacher is concerned not only for student learning but also for their overall development. They try to establish a good relationship between them and look for their personal and social growth.

The teacher should develop the activities correcting students' mistakes, making appropriate use of the limited time available for language teaching; provide learning opportunities for all students, and all of these together with the affective component encouraging students to continue improving not only academically but also personally. This will provide an

integral education to train qualified people to face and be part of a developing and better society (See appendix C, table 2.1)

**Question 2: Do you think that if your teacher's attitudes are good then you learn better?**

Students think that all kind of attitudes affect so many students language learning performance and in general any type of learning. some students believe that if teachers' attitudes are good, then, they learn better but in some cases the attitudes that a teacher has against a certain group of students often doesn't affect their learning because each student has his own way of reacting to any eventuality.

However, for students the teacher is a key element in the development of individuals but it also depends on the student. In many circumstances in which the teaching and learning processes are carried out, teachers could accomplish nothing without students' willingness. If the student is unaware and do not assume the responsibility that they have in their own education, the efforts made by the teacher will be not sufficient for achieving students goals in language learning.

In addition, The English teacher's attitudes affect drastically the way in which young students learn a subject. If the teacher has good methods and techniques for teaching and make an adequate programming of the class, then both students and teachers will have a good interaction and a better relationship between them.

**Question 3: In some cases your English teacher has had negative attitudes?**

Students think that their English teachers, in general, do not have negative attitudes, but as human beings, sometimes they get angry, scream, grumble somebody, get out somebody of the classroom, scratch notebooks, shame students in front of the class, talk with parents, and so on,

but it happens when students do not work, or when they answer in a bad way to the teacher, they do not do the homework, they are very disrespectful and they do not pay attention to the class and those things bother anyone (See appendix C, table 2.2).

**Question 4: Do you think that those negative attitudes affect your English learning? How?**

For some students, teacher's negative attitudes affect their learning in a bad way because, for example when they do not understand a topic they have gaps in their learning which causes anxiety. Moreover, students begin to hate the teacher as well as the subject matter. On the other side, teachers' negative attitudes generate that: students fail the subject; they become shyer and decrease their performance in English.

On the contrary, there are some students who think that teachers' negative attitudes do not affect in a bad way their learning; on the contrary, they consider that those attitudes benefit them because they become more responsible. When the teacher is strict, students pay a little more attention in class, they have good discipline and they behave well. Also students think that a person's behavior influences in all aspects of life, because for them a good or bad example remains in them as well.

Results of research diary and observations (See appendix B)

The results found in this research, in general, show that teachers' attitudes affect students' learning process. Therefore, it is better that the teachers have positive attitudes with their students.

Unquestionably, when a teacher teaches in a boring way, non-profitably or unwillingly, students will show the same apathy on the subject matter. If the teacher comes to the classroom with good energy students receive that and learn in a better way.

The activities presented by teachers have to be interesting and adequate for the students. The activities selected must be authentic. An authentic task is a task that has a close relationship with real life situations that students face outside the classroom. If tasks are authentic, it is more likely that students see the real value and usefulness of their work and consider learning as a meaningful and interesting activity.

## CHAPTER IV

### Conclusions and Recommendations

#### Conclusions

The goal of the research was to analyze if the English teachers' attitudes affect their students' English learning process in high school. In order to achieve this goal we set two tables of which all of our research questions were clearly confirmed by making a triangulation of data collections procedures and data analysis. The following conclusions were established taking into account not only teachers' and students' points of view but also all the personal opinions confronted with different authors' views on the field of language teaching and learning processes.

First of all, we concluded that as humans we are attitudinal beings and we show ourselves through our attitudes and all attitudes affect students' learning; independently if they are good or bad. To Ryan and Cooper (2008), many people think that teachers' personality is the most important factor in successful teaching and learning processes. If teacher has warmth, empathy, sensibility, enthusiasm and good humor they are much more likely to be successful than if he/she lacks these particular features.

According to Valdivia (2009), attitudes are "psychological constructs", since attitudes are not a tangible fact, one can say that they shape the theoretical behavior of people. Moreover, attitudes are speculative terms that are formulated with specific reference to observable phenomena. In addition, they are hypothetical concepts that explain the mediation process unobservable and directly translated into behaviors that can be perceived through the senses. For

this reason, this research was focused on observing both teachers and students' behaviors which led us to have an approach to the psychological constructs of them.

For teachers both the cognitive and affective part is relevant when teaching. It is necessary to make a combination between them in order to get good cognitive results as well as good relationships between teachers and learners. Ryan and Cooper (2008) said that build and maintain good teachers-pupils relationship is a key aspect of being a professional teacher. If teachers fail to establish a good rapport with students, they can not expect students cooperate with them. In addition, communication is crucial to convey positive messages that help to get good relationships between them.

Most teachers think that all kind of attitudes affect students' learning in a bad or good way. Ryan and Cooper (2008:171) considered that "attitudes have a direct but often unrecognized effect on our behavior in that they determine the ways we view ourselves and interact with others". Teachers agree that positive attitudes such as planning the class in advance, to choose right activities, the search for the other, tolerance, to be smiling, openness, encouraging students, to be updated, to be impartial, to be opened to dialogue ensure a real success in the individuals educational process.

"Teachers need to have attitudes, knowledge, and skills essential to the teaching profession". Teachers must ask themselves not only ¿what I am going to teach? But also ¿what should my students be learning? ¿how can I help them learn it? And ¿why is it important?" (Ryan & Cooper, 2008:170). If teachers take into account those aspects and answer these questions, they could know the students' development stage and be familiar with them.

English teachers must develop positive attitudes toward the subject. "Enthusiasm is a key to teaching success: if the teacher has it, life in classroom can be exciting: but if it is missing, there is little hope that students will learn much of significance" (Ryan & Cooper, 2008:179).

Ryan and Cooper (2008) stated that one important thing is that teachers treat students fairly, which often means treat them differently because each student has different needs and the best way to address those needs is equitably and uniquely.

Charles (2002) quoted by Ming-tak and Wai-shing (2008:116) considered that "the teacher is unlikely to lose her/his temper or self-control by treating pupils as people with self-worth. The best way to correct misbehavior is to remind pupils to behave properly; any blaming, preaching, or criticizing, is unhelpful and will generate more excuses and frustration".

An English teacher is not only someone who reinforces and makes students to interact with each other, but he has also a huge responsibility both with the students' academic development and individuals development because the teacher must be up dated in the language field and with the students psychological state because he should take into account that his behavior, especially his attitudes towards them and his aptitudes for teaching does not cause a damage on the student. Bustos and Espiritu (1996:49), argued that "teachers play various significant roles in the classroom, namely as model, as classroom manager, as facilitator and evaluator of students learning".

Ryan and Cooper (2008) stated that teachers need to have attitudes that foster learning and enhance good human relationship, up dated knowledge on the subject matter, theoretical knowledge about teaching and learning processes as well as human behavior. In other words, teachers must have a philosophy of education that guides them in their role as teachers. Also they need to know how human beings learn and how to create environments that facilitate learning.

The teacher should know that each student is entirely different from each other and in consequence, he should not consider that one is more able than other. Ryan and Cooper (2008:175) stated that "as a teacher, you need to believe that all of your students are capable of high academic achievement and adjust your beliefs and behavior based on the needs, abilities, and aspirations of each individual student". For these reasons, teachers have to be in a constant review of their behavior because they are like a model to follow for students. Ming-tak and Wai-shing (2008) said that teachers have to reflect on their attitudes towards students because without good human relationship in the classroom, success in teaching and learning processes is impossible.

It is known that a great deal of suggestions in this field has been done so as to reach at better educational environment and a good relationship between teachers and students. In the next chapter some recommendations are stated not only for novice teachers but also for experienced teachers as well.

### Recommendations

In most investigations about the influence of teachers' attitudes in their students, these only are limited to the influences on academic performance from them, but the teachers' attitudes also have a vast influence on the behavioral and motivational development of the individuals.

Traditionally, there has been almost a total separation between the cognitive and affective-motivational aspects when studying its influence on learning, nowadays learning is characterized as a cognitive and motivational process at the same time, therefore, to learn is not only essential "to know how to do it", which refers to the skills, knowledge, strategies, and abilities (cognitive components), but also to learn needs to "want to do it", which refers to have

the willingness, intention and sufficient motivation (motivational component). In other words, in order to have good academic results, students need to have both "will" and "skill" and teachers have to take into account not only the cognitive aspects but also the affective aspects of students in order to get what they are seeking, which is learning.

Here there are some recommendations that teachers have to take into account when they face or interact with a determined group of students at any level.

1. The teacher's attitudes are of vital importance in the formation, maintenance and development of positive attitudes towards learning, studying, doing homework, reading, etc. It is worth noting the importance of teacher's enthusiasm, personal attention for students, arousing interest in intellectual curiosity and creativity, and presenting the materials in an interesting and pleasant way as well. Goñi(1996)
2. The teacher must be aware that his attitudes can largely determine the response of students towards the subject, and not just verbal language that the teacher uses, but much more with his nonverbal language. According to Ming-tak and Wai-shing (2008) the way in which teachers talk and communicate with their students affect mainly in the students behavior and the classroom interaction, because through a good communication teachers motivate, guide and encourage students learning, although, this communication has be done not only by verbal means, but also by non-verbal means of communication such as facial expressions and eye-contact.
3. The classroom is not only the scenery of learning but also the integral and social scenery of individual development. According to Connolly et al.(1995) quoted by

Ming-tak and Wai-shing (2008:123) considered that “good teachers-students relationship aim to create a classroom climate that represents an effective blend of warmth, care, tolerance, respect, acceptance and competent teaching and learning environment”.

4. At the beginning, teachers have to be very strong in order to make students recognize their authority, but then teachers could become more flexible and friendly with students in order to get a close relationship and empathy with them. “It is important for teachers to make a good impression, especially when they are meeting pupils for the first time. For example, you can smile, memorize and use names and say something courteous and interesting” (Ming-tak &Wai-shing, 2008:25)
5. Teachers have to analyze all the aspects that surround teaching and learning processes. One determining factor is the fact that classes should be conducted in English. According to Brindley (2004), children need a learning environment which actively value, encourage and use the language in the classroom.
6. Teachers have to choose activities with significant content which shows attractive and interesting learning situations for students in order for them to be actively involved in the process of constructing meaning. (Brown & Rodgers, 2002), when students see their needs, interests and preferences well served or fulfilled; they are likely to be more motivated to study and more diligent to work. Besides, when there is a correlation between what teachers do and what students perceive to be useful, then one will obtain effective results.

7. The teacher should present tasks which can be applied in “real world”. Moreover, the language that teachers use in the classroom should be as natural as possible; items should be contextualized rather than isolated; topics should be meaningful, relevant, and interesting for the learner. (Brown, 2008)
8. The teacher should tell the students that they are able to do everything in order to replace feelings of incapacity or failure, for those of optimism and courage. Teachers can experimentally induce failure by making people feel inadequate. In a similar way they can induce success by making people feel worthy. Siann (1988).
9. Teachers have to take into account the Education and Policy laws in order to avoid legal problems with students because of their negative attitudes. To Bastidas (2002:148), “National educational policies in each country establish the need of particular foreign languages in each level of the educational system”.

Finally, a cyclical process like this, shows that findings of previous research only pave the way for further research and findings, and the main purpose of all these investigations is generate new perspectives and suggestions in the field of language teaching and learning processes.

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## Appendix A

### Interviews

#### The teachers' Attitudes

*Objective:* The main purpose of this interview is to analyze the attitudes of English teachers in their classrooms.

#### Questions for students

¿Qué actitudes positivas tiene tu profesor de inglés?

¿Crees que si sus actitudes son buenas aprenderás mejor? Por qué?

¿En alguna ocasión tu profesor de Inglés ha tenido actitudes negativas? Cuáles?

¿Crees que estas actitudes afectan tu aprendizaje de Inglés? Cómo?

Questions for teachers

¿Do you consider that the English teacher's attitudes affect his/her students' learning?

¿Which attitudes do you think are considered positive in an English teacher?

¿Which attitudes do you think are considered negative in an English teacher?

¿Do you think that negative attitudes can affect the students in a bad way?

Appendix B

Observations

Checklist

Observed behavior:

The teacher's positive attitudes towards his/her students in the classroom

Task:

Check whether or not the teacher reacts in the following way:

- |   | <b>YES</b>               | <b>NO</b>                |
|---|--------------------------|--------------------------|
| 1. Shows any kind of concern about students                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Makes efforts to make the class more interesting                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Makes sure that students understand what he or she is explaining | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. He or she is just and shows equal respect for students           | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Asks students if they need some help in order to do any task     | <input type="checkbox"/> | <input type="checkbox"/> |

Observation

Checklist

Observed behavior:

The teacher's negative attitudes towards his/her students in the classroom

Task:

Check whether or not the teacher reacts in the following way:

	<b>YES</b>	<b>NO</b>
1. Begins to shout	<input type="checkbox"/>	<input type="checkbox"/>
2. Grumbles to somebody	<input type="checkbox"/>	<input type="checkbox"/>
3. Ignores the problem	<input type="checkbox"/>	<input type="checkbox"/>
4. Leaves the classroom	<input type="checkbox"/>	<input type="checkbox"/>
5. Gets out somebody	<input type="checkbox"/>	<input type="checkbox"/>
6. Gives a bad grade to the guilty	<input type="checkbox"/>	<input type="checkbox"/>
7. He speaks in English	<input type="checkbox"/>	<input type="checkbox"/>
8. Punishes somebody with an exaggerated homework	<input type="checkbox"/>	<input type="checkbox"/>



THE TEACHER'S POSITIVE ATTITUDES ACCORDING TO STUDENTS (Table 2.1)

	TO BE CONCERNED ABOUT STUDENTS	TO TEACH IN A GOOD WAY	TO BE STRICT	TO PROFIT THE TIME	TO BE UPDATED	TO BE PATIENT	TO BE AFFECTIVE	TO GIVE OPPORTUNITIES TO IMPROVE	TO BE TOLERANT	TO CORRECT MISTAKES
STUDENT1	YES	***	***	***	***	***	***	***	***	***
STUDENT2	***	YES	YES	***	***	***	***	***	***	***
STUDENT3	YES	YES	***	***	***	***	***	***	***	***
STUDENT4	YES	***	***	***	***	***	***	***	***	***
STUDENT5	***	YES	***	YES	***	***	***	***	***	***
STUDENT6	***	***	***	***	YES	***	***	***	***	***
STUDENT7	***	***	***	***	***	YES	***	***	***	***
STUDENT8	***	YES	***	***	***	***	YES	***	***	***
STUDENT9	***	***	***	***	YES	***	***	***	***	***
STUDENT10	***	***	***	***	***	***	YES	YES	***	***
STUDENT11	***	***	***	***	YES	***	***	YES	YES	YES
STUDENT12	***	***	***	***	***	***	***	***	YES	***
STUDENT13	***	YES	***	***	***	***	***	***	***	***
STUDENT14	***	YES	YES	***	***	***	***	***	***	***
STUDENT15	***	YES	***	***		***	***	***	***	***
STUDENT16	***	YES	***	***	YES	***	YES	***	***	***

THE TEACHER'S NEGATIVE ATTITUDES ACORDING TO STUDENTS (Table 2.2)

	<b>DOES NOT HAVE</b>	<b>TO GET ANGRY</b>	<b>TO BE STRICT</b>	<b>TO COME LATE</b>	<b>TO EXPLAIN FAST</b>	<b>TO BRING PERSONAL PROBLEMS</b>	<b>TO SCREAM</b>	<b>TO GRUMLE SOMEBODY</b>	<b>TO GET OUT SOMEBODY</b>	<b>TO TALK WITH PARENTS</b>
STUDENT 1	YES	***	***	***	***	***	***	***	***	***
STUDENT 2	***	YES	***	***	***	***	***	***	***	***
STUDENT 3	***	YES	****	***	***	***	***	***	***	***
STUDENT 4	***	YES	YES	***	***	***	***	***	***	***
STUDENT 5	***	***	***	YES	***	***	***	***	***	***
STUDENT 6	***	***	***	***	YES	***	***	***	***	***
STUDENT 7	***	***	***	YES	***	***	***	***	***	***
STUDENT 8	***	***	***	***	***	YES	***	***	***	***
STUDENT 9	YES	***	***	***	***	***	***	***	***	***
STUDENT 10	YES	***	***	***	***	***	***	***	***	***
STUDENT 11	YES	***	***	***	***	***	***	***	***	***
STUDENT 12	YES	***	***	***	***	***	***	***	***	***
STUDENT 13	***	***	***	***	***	***	YES	YES	YES	***
STUDENT 14	***	YES	***	***	***	***	***	***	***	***
STUDENT 15	YES	***	***	***	***	***	***	***	***	***
STUDENT 16	***	***	***	***	***	***	YES	***	YES	YES