HOW DOES THE TEACHERS' ATTITUDE INFLUENCE THE STUDENTS' ACADEMIC PERFORMANCE IN THE ENGLISH AND FRENCH AND ENGLISH AND SPANISH PROGRAMS AT THE UNIVERSITY OF NARIÑO?

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Research Project to get the B.A. in English and French

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Resumen

EL proceso de enseñanza y aprendizaje englobe la interacción de varios factores que afectan de manera directa o indirecta el desempeño académico estudiantil. La actitud del maestro es uno de estos factores. Dada su importancia, nuestro principal objetivo en este estudio fue "analizar como la actitud del profesor de inglés influye en el rendimiento académico en inglés como lengua extranjera, de acuerdo a la percepción de los estudiantes de Inglés- Español e Inglés – Francés de la Universidad de Nariño. Con el fin de alcanzar este objetivo, decidimos utilizar técnicas de recolección de datos tanto cuantitativas como cualitativas, como listas de chequeo y entrevistas aplicadas a profesores y estudiantes con el fin de encontrar información relevante acerca de la interacción estudiante-profesor. Los resultados indicaron que la actitud del profesor influye en la motivación y la disposición de los estudiantes hacia la clase, lo que implica que en la mayoría de los casos, una actitud adecuada del profesor facilita un rendimiento académico satisfactorio.

Abstract

The teaching and learning process encompasses the interaction of several factors that affects in a direct or indirect way the student's academic performance. Teachers' attitude is one of these factors, given its importance, our main objective in this study was "To analyze how the English teachers' attitude influences the students' academic performance of English as a foreign language according to English and French and English and Spanish students' perceptions from the University of Nariño". In order to reach this objective, we decided to use both qualitative and quantitative data gathering techniques; such as checklists and interviews applied to teachers and students to find out relevant information about the interaction student- teacher. The results indicate that teachers' attitude influences the motivation and the disposition of the students towards the class, what implies that in most of the cases, an adequate teachers' attitude easy a satisfactory academic performance.

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Chapter I: The research problem

A. The problem

This chapter begins with the research problem development, which consists on analyzing how the English teachers' attitude influences the academic performance of English as a foreign language according to the English and French and English and Spanish students' perceptions at the University of Nariño. To achieve that goal, we will describe the research problem, the problem delimitations such as population, geographic location, and the time available, as well as, the significance and limitations of case study research.

1. Problem Description

The research problem came up from personal experiences along the undergraduate degree program we studied since some of the students, including us, have experimented discouragement and apathy from the teacher when we are in classes. Besides, we have experimented the feeling of not learning anything in many classes. Then, through observation and dialogue, we think it came to know that English teachers' attitude had a direct influence on students' enthusiasm and interest to learn. As a result, we can infer that some students do not want to study, they do not feel interest, they do not fulfill their tasks, and so, they do not learn properly to reach the settle requirements. A possible solution to the problem may be that teachers change their attitude to facilitate the English learning process, being more dynamics and tolerant to students' mistakes.

2. Problem Delimitations

For this research problem, we will describe the conceptual, population, and geographical delimitations.

a. Conceptual

The key terms for the development of this research problem are the following:

- Attitude: "a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols" (Hogg & Vaughan, 2005, quoted in Saul McLeod, 2009).
- Learning English as a foreign language: It is the process in which a person learns or studies English in a different context from the mother tongue or first language is learned. Since the English language is not usually used for real communication, it lacks social function.

- Academic performance: Is "the set of transformations produced in the students, through the teaching-learning process, expressed by means of growth and enrichment of the personality in formation" (Carlos Figueroa, 2004, quoted in http://wwwisis.ufg.edu.sv/wwwisis/documentos/TE/371.262-B634f/371.262-B634f-CAPITULO%20II.pdf) (Translated by Jéssica Jurado and Estephanie Muñoz).

    b. Population

For this research problem, it is required the students from the English and French and English and Spanish Programs. The age range of these students is from 16 to 45 years, of which 60.3 % are women and 39.7% are men.

    c. Geographical

Students from the English and French and English and Spanish programs at the University of Nariño, VIPRI seat, located in Street 8 No. 33-127, Las Acacias neighborhood . The students attending to this university live in different places of the city.

    3. Problem Statement

This research paper attempts to answer this question:

How does the teachers' attitude influence the students' academic performance in the English and French and English and Spanish programs at the University of Nariño?

B. Objectives of the study

In this research problem, we want to achieve the following objectives:

    1. General Objective

To analyze how the English teachers' attitude influences the students' academic performance of English as a foreign language according to English and French and English and Spanish students' perceptions from the University of Nariño.

    2. Specific Objectives

- To analyze how English and French and English and Spanish students from the University of Nariño perceive their English teachers' attitude inside the classroom.
- To describe the personal relationship between English teachers from English and French and English and Spanish Programs and the students from those programs.
- To identify the relationship between the students' academic performance and their perception of their English teachers' attitude

C. Significance of the study

The realization of this research project is important for several reasons. First, there are not many related studies in our context. Most studies have been developed in North America and Europe. Therefore, it is necessary to study the influence of teachers' attitude in the English learning process as a foreign language, considering our own context. Moreover, it is innovative so, it can open new doors for future research to understand better the process of teaching and learning English and thus, finding solutions to problems discovered with this type of research.

Taking into account the type of research, the obtained conclusions can give practical understanding to teachers since they can make the students' willingness and interest in class improve if they modify their attitude. Finally, the research project is mainly directed to English teachers, at school or university, and its development invites them to reflect about their attitude and disposition in class to choose wisely what kind of influence they want to be for their students.

D. Limitations

It is important to consider that during the study, several important limitations could be found. First, we could find that the answers of the participants could be false or confused because the participants could answer the checklists and interviews honestly or not so, it could lead to biased results for the research. Additionally, the available time to apply these instruments could be affected by the participants' schedule, extra activities inside or outside the institution or because of some strikes that could affect attendance.

Because of these limitations, we thought about some strategies to overcome them. First, on the methodological limitations, it is important to explain and ensure the confidentiality of participants and that their answers will not cause them problems so, it could guarantee that the responses are true. Moreover, within logistical limitations, it is essential to check in advance the schedule of the participants in order to know the available time and anticipate potential problems that may cause absence to the institution.

In this chapter, the description of the research problem was performed to define and clarify the environment in which the study will be carried out. Similarly, with the establishment of the objectives, we can get a clear guide of what to do in every step of the study. Thus, the next chapter will be the Review of the Literature, related to concepts that are relevant to know in the research problem. Also, it integrates important aspects from the most general, learning English as a Foreign Language (FL) or Second Language (SL), to the most specific, and teachers' attitude.

Chapter II: Review of the literature

In the last chapter, we talked about the research problem, including its statement, description, objectives, delimitations, importance, and limitations as a research project. In this chapter, we present a bibliographic revision related to the core of the researching: the teachers' attitude and its influence on learning English as a FL. First, common general terms are exposed; such as a SL learning and academic performance. Second, more specific terms are described: the teaching quality, teachers' academic preparation, their expectations, instruction, and of course, their attitude towards students. Finally, we talk about some projects related to our research problem.

A. Teaching and learning process of English as a FL and SL

In 1971, the Council of Europe started to implement the communicative - functional approach in the teaching of foreign and second languages to promote the mobility of university students from those countries. Later, in 1995, The European Commission certified "*El libro blanco. Enseñanza y aprendizaje. Hacia una sociedad del aprendizaje*", a document to promote mastering of 3 languages of the European Union as the priority objective to reach plurilingüism.

After this brief glance into the history about the implementation of the communicative-functional approach, we can explain what involves the knowledge of a language different from the mother tongue or L1, a process which is called as learning of a FL or SL. It can be said that the first one does not have a social function since in this context (FL context) students communicate, express their ideas and thoughts through their mother tongue. So, the foreign language is taught in a formal education. (e.g.: in a classroom) and it has specific purposes according to the students' needs and the requirements of the FL. On the other hand, the second one acquires a social function when the student uses it in communication and not only in the classroom, but outside it (e.g.: A little child who is going to live in the United States and has to learn English in order to communicate and learn).

Besides, it has to be taken into account that learning a FL or SL can help students in several ways, such as the following:
a. Establishing a way of communication with native speakers of other languages, facilitating the exchange of information and knowledge
b. Creating new relationships and links with people from different countries around the world
c. Being able of understanding information only written in the FL and not in the mother tongue; which would be useful to acquire new knowledge
d. To know a little about new cultures, creating new perspectives and views about the world, among others.

Then, in the learning and teaching process, the most important task the teacher has is to teach the language properly, but this is only possible by creating the right conditions to let learning to take place. In such a manner, students can interact with their classmates and the teacher in the FL, learning more about the language itself. When students learn another language, they can discover and develop moral values, new perspectives, beliefs, traditions and ways of thinking related to their own culture and the foreign language culture, all this, thanks to the contact with that new language (Bastidas, 2003).

Moreover, when students are involved in a new culture, urgency for knowing more about their own culture can appear so as, when they are in contact with native foreigner speakers, there will be an exchange of information between the two cultures since each one is different in its nature (Bastidas, 2003). This distinction between cultures could interfere with the creation of new relationships with people from other countries and cultures and as a consequence, the exchange of information could be interrupted.

On the contrary, in every single pedagogical process, the following factors are involved:

> A researching object (or field of knowledge); certain actors (teachers and students), certain tasks that need to be developed (the action of teaching and learning itself) and series of circumstances which organize, frame and facilitate the whole process (the educational system and the curricular planning, the socio-cultural environment and the physical and material resources) (Oviedo, 1980). (Translated by Estephanie Muñoz and Jéssica Jurado)

So, if we decide to apply this knowledge to the context of FL and SL teaching and learning, taking into account that the core of the process is the language; such as English, Spanish, French, among others; the actors will be the language teachers and students who are going to be part of the classroom; the tasks will be related to all the activities done inside and outside the classroom in order to facilitate the learning and teaching process; and the circumstances are connected to the environment in which the institution is located; in this case, the Colombian educational system with its rules and norms for teaching a foreign language.

Moreover, the author suggests that the teaching and learning process depends on many different factors; for example "knowing a language"; which makes reference to the knowledge and the mastering of the language the teacher must have; his pedagogical instruction in order to teach well; his previous experiences in the educational field; as well as the responsibility of developing the role of an educator; and his motivation to enhance the students to learn, not only in his presence but also by their own by means of motivating them to improve their level and their performance in each activity. From all of this, it can be said that the success in learning depends on some specific teachers' and students' attitudes and aptitudes.

On the other hand, the learning and teaching language process takes time (Strevens, 1976). Many people think that the only thing required in order to learn a new language is to travel to its native country. However, the acquisition of a FL requires effort, work and time. Then, this author sees learning as a process in which knowledge is renovated since the previous knowledge is replaced by a new one in order to reach learning. So, teaching and learning are interconnected until the learning process has been completed. In all this process, the teacher must take into account the context, conditions, abilities, attitudes, needs and interests the student presents in order to choose the right methodology, learning activities, resources to teach, and the way in which students can be motivated to learn.

B. The student

This term describes to all the people attending an institution from primary school to a master program; as well as, the ones who are not formal students. In such a manner, there are the "good" students and the "regular" ones. In the first case, the learner wants to learn more and more, improving his level all the time. A "good" student is always setting questions to solve his doubts, researching, reading, and suggesting what he needs to know. But he cannot do it by himself; he needs a teacher supporting and guiding his process to keep his motivation and learning. On the contrary, a "regular" student does not have the motivation to learn and study; he does it as a duty so, he will have problems with his academic performance and he could not improve his level. If students really seek for a particular knowledge, they have to find the best way to get it by themselves since they are the only responsible of their learning (Oviedo, 1980).

C. Learning factors

In the learning and teaching process, there are some factors that influence the acquisition of a FL or SL. These factors can be divided into two categories, internal and the external factors.

1. Internal factors of students

In the classroom, each student has a unique background since his experiences, knowledge, familiar situations, and context are valid only for him. Then, each student will experience the learning process in a different way. In this process, the student must develop a specific role for each activity performed in class. This performance depends on certain student's internal factors. These internal factors are gathered in three categories: a) biological and psychological factors: age and personality; b) cognitive factors: intelligence, linguistic aptitudes, learning styles and strategies and c) affective factors: attitudes and motivation (M. Bernaus, 2001, quoted in MANGA)
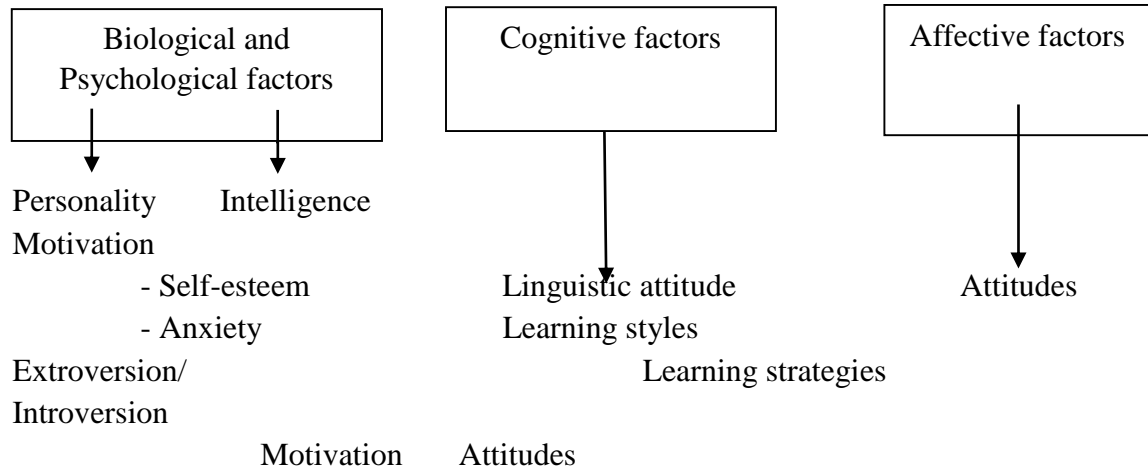
| Biological and Psychological factors | Cognitive factors | Affective factors |

Personality   Intelligence
Motivation
        - Self-esteem   Linguistic attitude   Attitudes
        - Anxiety   Learning styles
Extroversion/   Learning strategies
Introversion
                Motivation   Attitudes

Chart 1: The internal factors' categories, classified by: M. Bernaus (2001) (Translated by Estephanie Muñoz and Jéssica Jurado)

   2. External factors of students

   The external factors also influence the learning process. These external factors are associated with the environment that surrounds the student: his family, society and the institution since the student cannot control them.

       a. Time

   In order to master a FL, it is needed to practice it as much as possible, so as having a native-live speech and level calls for several years. Theoretically, it is the perfect situation in which the language is learned, but in our context things are different. For example, at high school, students only have one or two hours of English per week and as a result, students do not have enough instruction to reach a good English level. In this situation, teachers must motivate their students, making them practice outside the classroom, as well as, finding ways to develop the four skills by their own, in an autonomous learning. But, it is not always an easy task because in our context, students prefer the teacher to have the control in the classroom to command them to study and do the learning activities proposed by him.

       b. Classroom climate

   When talking about classroom climate, it is "the type of environment that is created for students by the school, teachers, and peers" (Falsario et al., 2014). These authors also make reference to two sides, the physical and the social environment that modify the learning process in a positive or negative way. On one side, the physical environment encompasses every single element inside an institution that helps students to learn.

However, in our context, a big amount of institutions are not adequate for learning a foreign language; their infrastructure presents many problems, such as small spaces to room too many students, desks in bad condition, lack of chairs, boards, spaces, lighting, fresh air, a noisy environment, among others (Oviedo, 1980). All these elements can affect negatively students' performance.

On the other side, about the social environment, it is the guidance from part of teachers (Falsario et al., 2014); how they manage the classroom, the discipline, the order; how they give students the opportunities to interact and collaborate with others, the social relationships and participation actively in class, doing the schoolwork, for example. We can say that when the teachers' daily mood is good or bad it can influence the classroom climate and therefore, have an effect in students' academic performance inside the classroom. These are important aspects to consider when entering a class and we as teacher need to create a positive classroom climate because a positive climate is "one in which there were generally positive attitudes, statements, or behaviors targeted at students" (Rubie-Davies, 2010) and in which students have many opportunities to improve their performance, feeling safety to participate and interact.

c. Resources

The material resources constitute an essential element at the university since they can help to have success in learning; for example, books, dictionaries, recordings, televisions, DVDs and Language labs foster students' motivation and learning. And even, if the teacher has a high English level and uses the appropriate methodology, he could not do many activities without enough resources. Unfortunately, in our context, the teacher does not have enough resources at his disposition, and he has to find out some creative ways to adjust the material he has to teach.

d. Interpersonal relationships at university

The different kinds of relationships children create along their lives are essential in the social and personal growth. Then, the university is one of the most important environments in which students learn how to interact in the community, how to act and behave with others, and how communicate in a society. Here, they find other students, workers, teachers and administrators with whom they can build a little society inside an institution with similar components of the big societies outside. So, they have to interact with all of them in order to exchange information, maintain a warm atmosphere at the university to learn, teach, and share experiences with every single actor in the institution. The positive and negative relations are connected to individual's performance and that friendship and advice relations can affect students' academic performance too (Zhao et al.,

2015). Therefore, teachers have to create an atmosphere in which students can build positive friendship and advice relations to freely communicate their emotions and feelings with others, always asking for clarifications, for others' points of view, as well as, for advices if they have some questions without answers.

e. Classmates' influence

Classmates can be a positive influence in the learning process since they can play the role of supporters, guiders, co-workers, and friends helping students to improve their knowledge, clarify their doubts and reach their objectives (Wilkinson & Fung, 2002, quoted in Hattie, 2003). But in some cases, classmates can also influence negatively this process; for example, through bullying, laughs, jokes, and rejection; interfering in the students' participation in class and motivation to learn, in this way, producing low academic performance and rejection to study.

f. Teacher

The teacher is the one who, although has not studied in a pedagogical institution, has a specific culture and preparation to dedicate himself to the teaching profession. He is the one who through his way of feeling, thinking, talking, living and being; is the ideal person to be imitated by his students… it means that he becomes a guide,…, a facilitator of the circumstances that accelerates the knowledge apprehension in their students (Ramírez, 2009). (Translated by Estephanie Muñoz and Jéssica Jurado)

Taking into account all the mentioned above, it can be inferred that the teacher is in charge of supervising all the learning activities and tasks students do in class, becoming the example and guide to be followed and fostering the motivation to learn and improve their knowledge day by day. Later, each student can construct his own knowledge through different accomplishments and situations, leaded by the teacher along the year.

"It is what teachers think, what teachers do and what teachers are at the level of the classroom that ultimately shapes the kind of learning that young people get" (Andy Hargreaves and Michael Fullon, quoted in Falsario et al., 2014), So, when entering a classroom, teachers have to consider every aspect of their teaching in order to give their best for each student. They have to think about how their students are going to behave and respond depending on what they are going to do along their classes; what learning activities and tasks are going to develop; what methodology is going to be used; how they are going to be motivated to learn, interact, practice and participate actively in class; the way how teachers are going to express their knowledge; the way in which they are going to behave, as well as, the way how they react to students' ideas and opinions about their teaching

process. Every aspect needs to be taken into account so that the learning process can take place and the knowledge can improve in each opportunity.

1) Teaching quality

To guarantee the success in the learning process, the teacher needs, first, to master and manage well the language and, second, to have the aptitudes needed to be a good teacher. The language teacher has to keep his interest in research and study. He has to keep learning new things related to his field of teaching, such as, Linguistics and its advances, which would help him to know more about the structures, forms, functions and uses of the language he is teaching (Bastidas, 2003). Besides, the teacher has to be familiar with recent trends of methodology and theories to teach in order to apply all the information in class.

> To distinguish successfully and safely the educative teacher about, it must take into account: 1) the general psychological laws; 2) the psychological particularities of each age group; 3) the mood students particularities; 4) the particularities of a specific group of students and 5) the psychological particularities of each student; in order to understand and reach the comprehension of each learner (Belyayev, 1964, quoted in Bastidas, 2003) (Translated by Estephanie Muñoz and Jéssica Jurado)

Based on this statement, we can say that the teacher must consider all the students' different characteristics (age, personality, needs, requirements, interests, level, etc.…), since each individual gets into the class from a unique context and a unique background. Moreover, the teacher has to create a warm atmosphere for the students to feel safe and comfortable; taking into account his students' opinions about what they need and want to learn. Most of the interviewed students think that, a real understanding and learning only can take place if they feel learning as a challenge (Hattie, 2003). On the contrary, if they do not feel that challenge, they would start to lose their enthusiasm to learn and participate in class.

2) Teachers' academic preparation

Once the teacher has achieved his academic objectives, for example, knowing the language, its theories, researching, studies, and methodologies to teach; he can start to apply what he learnt as a teacher. In order to teach a language, the teacher should combine personal aspects such as motivation, personality, intelligence and attitudes with series of technical abilities to teach, such as spreading his knowledge; catching, controlling; and keeping his students' attention and order; creating nice and useful learning materials; and adapting the ones he has in order to solve the students' requirements and objectives, facilitating learning (Strevens, 1976).

Nevertheless, not all language teachers manage properly the language they teach, and in some cases, if they do, they do not know how to teach it accurately. As a consequence, it is important for the novice teachers to increase the information they have about teaching in order to find the way of improving the language learning. This fact could be a tool to distinguish two types of teachers: the novice or inexpert and the expert ones.

> Expert teachers are more adept at anticipating problems and then improvising. They tend to spend a greater proportion of their solution time trying to understand the problem to be solved as opposed to trying out different solutions. Experts are more likely to monitor their ongoing solution attempts, checking for accuracy, and updating or elaborating problem representations as new constraints emerge (Larkin, 1983; Voss & Post, 1988, quoted in Hattie, 2003).

From the previous information, it can be said that experts teacher are able to seek in the future, anticipating what will occur in class, depending on the context they are, and in this way they will find potential troubles and their possible solutions. Additionally, expert teachers can interpret new information and integrate their fields of study with other subjects and areas, taking into consideration their previous students' background before entering to their classes, as well as integrating different kinds of knowledge for constructing a useful learning experience.

3) Teachers' expectations

Language teachers cannot stay silent and still, waiting for their students to master every single topic they teach and leaving all their expectations without an action (Oviedo, 1980). Teachers need to get involve in every aspect of their teaching process, looking for diagnostic information from part of students in order to inform themselves about them and their particular needs and wants and about the way how they develop tasks and how they behave in the classroom because it is an essential part when giving comments to students. "A teacher cannot generate appropriate feedback without sufficient knowledge about the task at hand and about the performance characteristics of the student" (Wood, Bruner, and Ross, 1976, quoted in Bergh et al., 2013) "The teachers should possess good knowledge about students' learning conditions and state of mind" (He & Wang, 2015). Therefore, the communication between teachers and students should be high not only to exchange knowledge but to exchange feelings, personal experiences, and ways of teaching and learning to encourage students' interest in the FL learning.

The teacher can affect directly their students; for example, if a teacher sees and tries them as capable people, students are going to do things in this way, accomplishing their goals and having confidence in their own capabilities (Oakes, 1985 and Coleman et al.,

1966). Contrary to this, if the teacher sees and tries their students as incapable people, they will be acting in such a manner, performing the activities in a regular form. Additionally, teachers' expectations have clear positive and/or negative influences in students' performance and achievement (Rubie-Davies et al., 2006). Depending on how teachers perceive students, they could be classified into high- or low-ability students (Rubie-Davies, 2007). Here, teachers make a division between them and without thinking in the whole group; they differentiate students and put them into groups considering their abilities and performance on tasks. This is something teachers cannot do since it shows lack of management techniques and knowledge about the importance of social relationships between students, and the importance of information exchange. So, teachers have to understand that students need to interact with each other to learn from the different view of each one.

The most appropriate way to treat students is giving them opportunities to learn; encouraging and giving them the confidence to develop tasks and activities without criticizing them; and providing them with incentives to ask for clarification to complete the tasks and activities of their learning process (He & Wang, 2015). In this manner, students could improve their self-esteem and self-confidence with the target language and if teachers raise their students' actions, showing them they are able to reach their objectives thanks to their attitudes, disposition and work, they can improve their learning. Therefore, if the teacher has the same expectation for every single class and tries all the students in the same way, he is going to facilitate the whole group growth and development. In fact, this theoretical circumstance was proven by Tomlinson, and Javius, E. (2012), who established certain important point to consider in order to create more realistic and accessible expectations. For instance, designing activities based on students' abilities and differences, facilitating their intellectual progress through the understanding of their aims, perspectives, desires, ambitions, culture and interests, in order to create a more flexible thematic.

4) Instruction

If teachers aim to catch students' attention generating longing of learning, it is essential that they encourage their students to improve their level. So as, when students have bad experiences with any English teacher, they can start to feel rejection for learning English and avoid the contact with the FL. On the other hand, English teachers have to establish a variety of activities to improve their students' motivation, enthusiasm, and disposition to learn. Likewise, the instruction can be enriched if the teacher uses their students' background to create a more complete knowledge. "Using examples from students' experiences…allow students to bring previous knowledge into working memory to accelerate making sense and attaching meaning to the new learning" (Souza, 2006, quoted in Oberg). In other words, if students understand their previous experiences as a

bridge between the new information and the data they already have in their brain, the learning process can be accelerated; so as the topics will be new for them; taking into account their level and needs, and being sure of teaching right topics at the right moment.

As a final point, it can be said that as the time goes by, teachers become more and more experts, knowing how to teach adequately, taking advantage of all the experiences and keeping their minds open to new changes in their methodology and way of teaching. Teachers need to understand that for learning to take place it is necessary to have an agreement between them and their students in which both can suggest some ideas and opinions considering their context and needs so that they can create a good teaching and learning atmosphere and not only, the teacher is the unique individual who has to control everything in the classroom using some instructions such as "you must" or "you have to" with the students (Bergh et al., 2013). It is better that all of them, teachers and students, can have the same opportunities to participate in the learning process, suggesting about learning activities and tasks in order to improve and make the learning process easier for every member of the group.

5) Attitude

The definition of attitude varies greatly along the authors and the epoch, but despite this, all the researchers conceive attitude as a psychological tendency to evaluate an object and/or situation in terms of favorable or unfavorable attribute dimensions such as good/bad or positive/negative (Ajzen, 2001). Then, this general definition emphasizes that attitude is not a current behavior, it is a previous disposition, and it is a preparation of the behavioral responses to social stimulus. So, it is necessary to say that attitude is different from an opinion. Attitude is relatively stable; it is hard to modify once the ideas have been established in the student's mind, and it depends directly on the context and the culture (Ramey-Gassert, L. et al., 1996). As a result, attitude is not a simple and unitary concept; it is a construct which encompasses several subcomponents. This implies that measuring a teacher's attitude toward his students and classes should consist of measuring every single subcomponent of attitude toward that specific attitude object (Ajzen, 2001 and Schwarz, 2008).

For other authors like Young and Kimball (quoted in Cerecedo, 2013), attitude refers to:

> The learned tendency or disposition, more or less generalized and with an emotional tone, to respond in a persistent and characteristic manner, commonly positive or negative (in favor or against), with reference to a situation, idea, value, object or a type of material objects, or a person or group of people. (Translated by Estephanie Muñoz and Jéssica Jurado)

For this trend or predisposition that occurs in each person, it is necessary to know the context where they come from, since the different circumstances and situations cause that they act and respond favorably or unfavorably against an object (their own community, events, institutions, incentives, among others).

After have seen a brief definition of attitude, we can talk about a more specific field of the construct: the teacher of English as SL or FL; who will be the provider of knowledge to his students and whose attitude will be essential in the development of the teaching and learning process in this area. "Foreign language learning motivation of students mainly comes from their teachers and their attitudes" (He & Wang, 2015), and how they encourage and stimulate students to have a greater interest in the target language. So, the attitude that the teacher takes in front of his students may lead to direct or indirect interactions, to discuss issues openly about the society, the university and their teachers. For these reason, then, the teacher has to create a positive attitude toward language learning and the aspects behind this such as: the target language's culture, history, customs, beliefs, art, lifestyles, literature, traditions and practices.

In this sense, it is important to know that his attitude will make the teaching and learning process successfully performed or not. He needs to evaluate if his teaching methods are creative and flexible for everyone, if he creates a good classroom climate and if he shows: first, a positive attitude, with which "student learning is enhanced in classrooms where students feel their teachers have positive attitudes towards them" (Rubie-Davies, 2010). Then, a positive attitude from part of the teacher can change the way students perceive the classes, the contents, participation and disposition to learn. Second, a motivating attitude to encourage his students to participate actively in class; to develop the activities and learning tasks; and to feel eager to learn, since "enhance the students' memory, creative thinking, enable them to be active, develop full mental potential, and achieve the best mental state to exhibit the best intelligence potential" (He & Wang, 2015). Third, a permissive attitude, for students to have the opportunity to carry out freely the activities and not only following rules, what makes learning boring since they could not do what they really need when learning. And fourth, a balanced attitude to have a clear understanding in which the teacher can manage different opinions, ideas and emotions in the classroom, reinforcing his own abilities to make good decisions about students' learning process.

On the other hand, if the teacher shows authentic or arrogant, with an air of superiority about the dominance of the target language; intimidating and threaten his students in their performance; without listening to their needs and without allowing suggestions about what to learn; being seen as someone who is going to judge the students when giving wrong answers in their participation; thinking he knows all the possible

situations in which the students are (Bastidas, 2003). Then, the teacher will not take good decisions when teaching, and surely it will be reflected in the academic performance of his students. This teachers' negative attitude could affect the students' learning process making them dependent of this attitude and becoming "obstacles" to developing and to improve a good knowledge in this language (Chen, 2015).

On the contrary, Alejandro Vera Pedroza and Teresa de Jesús Mazadiego (2010), found in their studies that university students conceive a professor as worthy of respect and affection when he comes to class energetic and optimist with a smile and a warm greeting to students, leaving outside the classroom his problems and his personal life, giving himself up to his work as a teacher; showing he is a human being like students, with his own defects, feelings, emotions and mistakes. As well, no matter the number of diplomas he has, he shows humility and pleasure to share his knowledge, providing support, advice, and being aware of his students' improvement in the classroom. Also, when he treats everyone equally, leaving aside personal differences such as social status, ethnicity, academic abilities, genre, age, and communication skills; when he encourages his students to have a strong desire for acquiring knowledge, looking for new ways and styles to learn more; and when he wakes up emotion to be in the classroom using anecdotes; wealth past experiences about his work as a teacher; interesting pictures; articles or information from real life; and using words that invite to mutual understanding and tolerance towards the emergence of a personal problem or a difficult topic to address because of human individuality.

Meanwhile, teachers who do not behave in this way, are going against the psychological, biological, cognitive, and emotional differences of each student, which are part of the unique nature of the human being (Seoane et al., 2006). And, at this point is important to say that attitude is a learned behavior (Triandis, 1971). Thus, if the teacher does not show the right attitude when he comes to teach his classes, this may be due to the lack of desire to practice his profession, either by displeasure, dissatisfaction, or concepts gained through past experiences regarding his family or close social circles.

Then, we could say that all these aspects should impede that the teacher prevents to change his attitude towards his students, since the emotional and mental burden he has, regarding this issue, can become bigger. If the teacher has the desire to change the attitudes he has at class, he needs to change his behavior considering how his students perceive him inside the classroom (Cottaar, 2012). One way to know the perceptions the students have about the teacher is asking them directly. So, depending on what they say, the teacher can evaluate his way of teaching, the behavior and attitude and if it is necessary, try to change it in order to improve the learning.

Similarly, the attitude can be modified by different factors, such as the cognitive aspect, with the acquisition of new information about teaching and methodology; the

emotional factor, which is activated by the involvement in new experiences, and may be good for the teacher to change his way of thinking and behaving inside the classroom; and the behavior factor, which can be modified by the rules and laws of the society or institution the teacher belongs (Triandis, 1971). So, attitude has been divided into three different dimensions according to Eagly & Chaiken (1993) and De Souza and Marcos F. Then,

> Social psychologists distinguish and study three components of the responses: a) cognitive component which is the knowledge about an object, whether accurate or not; b) affective component: feelings towards the object and c) conative or behavioral component, which is the action taken towards the object (De Souza and Marcos F., 1998).

In other words, the attitude the teacher has with his students is the product of several factors such as, the context, preparation, past experiences with his previous students, among other. This interrelation models his form of behaving, expressing and teaching, which could affect positively or negatively his students.

Therefore, the first component (cognitive) refers to the thoughts and beliefs a person has about a specific object and how he uses them to describe that object as a positive or negative component. These conceptions are not necessarily based on objective information. In this particular case, it is related to the notions the teacher has against the classroom or group of students he will teach. These will depend on his previous experiences with other groups of students or with the same group; the comments he has heard from colleagues; his beliefs about extracurricular or personal experiences in his teaching process; and of course, everything stated above can be true or not. However, it is the "experience" with which he enters his classes.

The second component (emotional) consists on feelings, emotions and moods that a person can experience when he is in contact with the attitude object. They can be positive or negative affective reactions that modify the predisposition the person has confronted the object. In this context, the component encloses the feelings the teacher has towards the classroom. Here, different previous experiences, personal problems, resentments, anguishes, happiness, stress, frustrations, displeasures, and the anxiety he could develop over the years he has been practicing his profession, meetings with other students, his love towards his profession, and among others.

The third component is behavior, which encloses behavioral reactions or actions a person has when is affected by the attitude object. These reactions or responses can be either overt (if the person acts physically after the contact with the object) or covert (if the person has the intention to do something after the encounter, but the action does not take place yet) (Eagly & Chaiken, 1993). So, it is directly related to what the teacher faces with his students. Therefore, we could say that this is the most important factor, since it is

influenced by the two previous ones. Thus, if the teacher feels stressed and he has had bad experiences with other groups of students, the most likely is that he will not be motivated to teach his classes and to prepare them in advance. Also, he could reprimand his students and do not take their comments or suggestions for improving the classes or the classroom activities, or that he does not worry about his students' learning. Or on the contrary, if his previous experiences are good he could positively affect his students, being dynamic and responsible for them to long learning every day thanks to the teacher and their own. (http://pluslucis.univie.ac.at/Archiv/ICPE/D2.html).

On the other hand, there are some specific attitudes that the teacher has in front of his class. Firstly, we can talk about the lack of security on the content to be taught, which may influence the way the teacher gives his classes and what students are going to learn, since the teacher might not be able to answer questions, clarify questions of their students regarding the topics discussed in class, and in general, to teach well what is expected to teach. Secondly, the resistance to update his knowledge about methodological and curricular innovations. At this point, it is considered that this attitude affects directly in a negative way the students because if the teacher is not open to make changes in his way of teaching, it is likely that his methodology becomes stagnant over time and each generation of students that he takes, can get tired of the monotony of classes, and as a result, if his knowledge is outdated, his students will not learn new information and the classes will be a repetition of what is already known.

> The fact that most teachers most of the time behave as information providers. The basic model of teaching in this case is: a) spontaneous ; (b) belief that all students are identical and ready to follow the same type of instruction; acceptance of models the teachers were taught; and (d) lack of readiness about students' forms of learning and thought (De Souza and Marcos F.,1998, quoting Brown, 1982, and later, Hallbawchs, 1975).

And thirdly, we have the lack of coherence between the educational practices and the teacher's beliefs about education. This attitude refers to the teacher's beliefs about the way he teaches his class (De Souza and Marcos F., 1998). For instance, he may think that he is very active and dynamic when teaching his class, but in reality, he does not allow his students to interact with him or the other classmates and he always maintains one way of teaching.

However, it is important to consider that students could take in a bad way that the teacher shows a very flexible attitude when teaching his classes (Good, 1987). Likewise, less demanding teachers in developing academic activities are conceived as inadequate people to develop well their role as teachers (Good, 1987). In the same way, students could speculate that the teacher does not consider them as capable people to complete the required academic activities. If students have that belief, this could be reinforced by

unnecessary teacher's monitoring or by excessive compliments towards his students after the development of each activity.

Finally, speaking about a closer context, most language teachers have had successful teaching processes as well as others who have failed (Oviedo, 1980). On account of all the teacher's past experiences, he may change gradually his teaching; therefore, if the experiences are good, these could motivate him in his profession to practice his role with pleasure looking for new ways to improve his methodology for his students to learn better. But if on the contrary, the teacher's experiences are bad, he could develop an apathetic attitude towards teaching and as a result, his lack of motivation may affect his students' motivation, filling them with pessimism when entering their classroom and developing their academic activities.

The mentioned above, can generate a "vicious circle" (Oviedo, 1980) in which the sum of negative or positive attitudes of the teacher could influence students in some way, as well as their academic performance and their willingness to learn. This could cause that students put more resistance when learning the target language, leading them to extrinsic lack of motivation; it means, they could not be interested if they receive a bad grade on the subject, or if they do not learn anything. "This is where mentoring often fails and the graduate student remembers the attitude of the professor, which may carry throughout the student's career" (Speight, 2014). So, teachers' attitude is as important as the knowledge they present to their students. At the end of the learning process, both, students and teachers, will blame the other for the failure in the learning process. By contrast, if there are students who want to learn a foreign language, they will attend classes, specially designed to learn in a successful way, but this takes time; then, students could say they have spent much time on something in which they are not sure they have learned. This lack of motivation on the part of students could lead them to do not pay attention to English learning and do not give the language the required time to learn it.

g. Academic performance

"Performance is defined as the observable or measurable behavior of a person an animal in a particular situation usually experimental situation" (Simpson and Weiner, 1989; quoted by Yusuf). This means that performance measures the observable behavior of a person depending on a particular situation. In reference to the academic field, we can say that students' academic performance is the students' behavior that can be observed and measured at any moment in a inside the classroom when they are attending to the teacher's explanation; when they are performing some learning activities or tasks; when they are working cooperatively in groups; when they do and hand their homework to the teacher; when they participate actively in class giving their opinions or sharing their learned knowledge with the classmates; and when they ask for clarification about some questions or

doubts they have. The students' academic performance can be observed by the teacher when he is in class; and it can be measured by the teacher when he wants to evaluate the knowledge his students have learned during a period of time. It could be measure at any moment during the course using tests, tasks or only observing what students do in class, individually or in groups. Also, the students' academic performance could be measured when the teacher gives scores or grades to students from one of the activities mentioned above.

Besides, it is important that teachers talk with students about their performance when they finish the developing of different learning activities and tasks that are used to teach the contents and topics and about the grade they receive when performing those activities and tasks, what they did good and what needs to be improved, in this way, they can receive clear feedback to improve their performance in next activities and tasks. Teachers need to take some time giving comments because it is a good source for students to evaluate themselves and their performance. It is something that current teachers do with their students when finishing activities and as a result, "students have become ever more aware of the importance of obtaining clear feedback as a mechanism for improving their performance and ultimately the standard of their degree" (Blair et al., 2013). It means that when students evaluate themselves and what they do for their learning to be easier, they develop a critical thinking and can understand they can better their performance in activities and tasks and consequently, improve their knowledge and the grades they receive.

h. Academic achievement

Academic achievement is directly related to academic performance. However, Yusuf suggests that academic performance is the final result of a medium or long process. In other words, it reflects what was attained at the end of a course, since it is the accomplishment of an objective in learning. So, the difference between academic performance and academic achievement is that the first term refers to the whole process that takes places along learning and the second one, refers to the product itself. On his side, Lawrence (1998), (quoted in Yusuf), creates a difference between the two concepts saying that the academic performance can be measured by several paths since its duration is established by the teacher, meanwhile the academic achievement refers to an end or the final point to which a long process gets. Thus, academic achievement reflects students' learning or improvement over a long period of time.

Talking about these two elements, researches have created several theoretical models. All these models agree with the idea that the academic performance depends directly on the factors the researcher decides to study or the perspective the teacher takes. For example, the teaching context; this includes the teacher's philosophy and the students' perceptions about the teacher and the academic tasks, which is related to the teacher's

psychology (beliefs, personality, and behavior). In this way, the type of performance and achievement students reach depends directly on the context, the culture, the teacher, the university, etc.; so as each institution has its own curriculum and approach to teach, as well as each teacher possesses his own methodology and philosophy and each student sees the world in a unique manner.

D. Related studies

In the search of records that are closely related to the subject of study of this research project, we should emphasize that there is insufficient research on the subject of study; however, we have chosen 3 works, which are in some way related to our research project, in order to know in advance the possible results of our research. Thus, the studies are:

1. <u>National</u>

   a. Influence of interpersonal relationships between teachers and students in the teaching and learning process of the English subject.

This research project was found in the Resource Center at the University of Nariño, HQ. Vipri. It was carried out by Villarreal M, Adalgisa, to the BA English-French program (2003). To develop the project, it was required the cooperation of teachers and students from grades tenth and eleventh of the institution. They were chosen at random, it means, that the sample of the study was random and representative to ensure accurate results and less probability of bias. The chosen research tools on the methodology were: the observation of some English classes to identify their development and the implementation of surveys to students considering a set time of 45 minutes. The main objective of this work is to identify how the influence of interpersonal relationships between teachers and students can cause interference in the English teaching and learning process in INEM high school of Pasto.

Moreover, within the results, it was found that some students, who did not have a good relationship with the teacher, had poor grades in English while other students, who were afraid of the teacher, did not participate in any class and did not feel comfortable in evaluations. The observation could also reveal that students, who were well treated by the teacher, participated actively in class and had better grades. Thus, it was concluded that poor interpersonal relationship between teachers and students made that the English teaching and learning process was difficult for students in this school. Additionally, these interpersonal relationships directly affect the good and bad academic performance of students, so, we can understand that there is a bad instruction by the teacher in the classroom which leads to bad behavior on the part of the student. Although, of course, it is

not the main or unique factor affecting the teaching and learning process of English as a foreign language.

2. <u>Internationals</u>

a. Case study of teachers of English as a foreign language who motivate students at the university level

This is a monograph presented by Salgado Cave Veronica, a student at the University of San Francisco de Quito, Postgraduate Degrees (2007), found in: http://repositorio.usfq.edu.ec/bitstream/23000/256/1/84736.pdf.

This case study research was carried out to analyze different ways to motivate students who have four teachers of English as a FL of a University of Quito, Ecuador, and the perception of the influence in students' and teachers' motivation. On the other hand, the objective was to find out what motivational techniques apply four of the teachers best evaluated by their students in 2006 and what their influence on the teaching and learning process of English as a FL is. For this purpose, the used methodology was the observation to four teachers of English as FL, divided into gender, it means, two men and two women (made by coincidence) and the implementation of questionnaires and interviews on teachers' academic, professional and personal performance to students chosen not randomly; likewise, to the four teachers to try to demonstrate and interpret the practices that favor or affect motivation. Also, it should be noted that all the time a field journal was taken to record the observations in classes and when applying other research tools.

On the results of observation, it was shown what Gardner (1985) states (suggested by Salgado), study a FL is more complex and involves more elements that studying another subject, where culture, sounds, structures, among others, became one when studying the language. Moreover, on the results of the implementation of questionnaires and interviews, it was revealed that teachers had a different way of teaching, depending on the personality and attitudes of each one in the class, but that facilitated the development of the classes and consequently, the English teaching and learning process. However, the results also showed that the director thinks students' negative attitude toward the target language is the main obstacle for the results to be better.

b. Influence of teacher characteristics on students' academic achievement among secondary schools

This work is published in the online magazine of education and practice, Volume 4, No.3; taken from the Web site: www.iiste.org.

The objective of the research was to establish the relationship between the characteristics of the teacher personality and students' academic performance. To develop

this, a questionnaire to 20 different schools in the United States was applied, and in each school, a random sample of 26 students was chosen. The results were analyzed using descriptive and inferential statistical techniques and with them, it can be clearly seen that teachers' academic preparation and disposition inside the classroom are directly related to students' academic performance.

This research project differs from the mentioned above since it is more specific, we only want to study teachers as a factor that influences the English teaching and learning process. In this process, we only want to study students' academic performance. Also, it differs because two instruments for the gathering of data will be used, which will give to the research project greater validity and veracity. As a last point, it is different because it also considers the teachers' perspective towards the research problem, giving new points of view and possible solutions.

After studying the factors and issues that were considered relevant for the development of this research project, this chapter was based on a brief description of the concepts, terms and definitions of: teaching and learning process of English as FL and SL; internal and external factors of students, the teacher and attitude, which was assumed to be relevant and important to clarify before moving to the next chapter. Therefore, in the next chapter, "Research Design", we will talk about how the process of gathering the information required for this research project will be carried out and what the collection methods will be chosen for this purpose.

Chapter III: The research method

In this chapter, we start the development of our research problem. It consists in determining how the English teachers' attitude influences the academic performance of English as a FL according to the perception of students in the English and French and English and Spanish Programs. In this part of the research project, we describe the research design, the research techniques, the research procedure, the validation criteria as well as, the ethical issues.

A. Research Design

In the last chapter, we described the key terms that help to understand this project; such as teaching education as SL and as FL, teachers' characteristics, teachers' attitude, and among others. In this chapter, it is going to be explained the procedure to do the research, the participants, the study context, techniques of data collection, validation criteria, and ethical issues that must be taken into account before the development of any similar research.

1. Research paradigm

a. Quantitative research "is which allows the investigator to examine numerical, measurable and verifiable data in order to generalize it, using data collection to prove hypotheses based on numerical measurements and statistical analysis to establish patterns of behavior and prove a theory" (Calix et.al., 2008, quoted by Nieto et al., 2011) (Translated by Estephanie Muñoz and Jéssica Jurado). It means that its main objective is to collect data numerically, objectively and reliably. It is objective, deductive, and generalizable. Then, a quantitative approach was chosen because in this project, we need to apply surveys and interviews, since through them, we can get actual and reliable data about the proposed research problem.

b. When talking about qualitative research, Denzin and Lincoln (2005) describe it as "… an interpretive naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them". Here, the main objective is to understand a problem in terms of the subjects' different points of view. As a result, this type or researching was chosen since through an interview, we understand a problem from the different perspectives of the people who were directly implied.

2. Type of research

For Le Compte, descriptive research is "a category of research designs which draws descriptions from observations that take the form of interviews, narrations, field notes, recordings, written records of all kinds, photographs or films, and devices" (Translated by Estephanie Muñoz and Jéssica Jurado). It focuses on the description of factual situations or people; without looking for a solution to the problem, but describing important processes and results, making all kinds of scenario and person worthy of study. This type of research was chosen because it seeks to describe in detail a problem that occurs in some people. Also, we want to raise awareness of its importance, without seeking to solve the present problem or the different interactions between the variables described.

3. Research techniques

The research techniques chosen for this project are the following:

a. Checklist

A checklist is a list of terms for consideration. These items could be presented as questions or statements and could have a scoring system such as the rating scales in order to collect information. They need to be carefully designed to make sure that they are reliable and true (Stanon, N, 1998). So, this instrument was chosen since it allows collecting data quickly through clear and complete statements.

b. Interview

"The interview is an agglomerate of repeated face-to-face meetings between the interviewer and interviewees, in order to understand their perspectives about their experiences or situations ... it requires planning, good coding and thorough analysis" (Taylor and Bogan, 1986) (Translated by Estephanie Muñoz and Jéssica Jurado). It seeks to analyze the factors related to the study population and to identify relationships between the studied variables. Then, the interview was chosen because it allows an intimate and direct approach between the researcher and the researched; making it easier for him to have confidence in the process. In this way, the
information is more detailed, complete and accurate.

B. Population, Sample, and Setting

1. Population and Sample

The institution to develop the research problem is the University of Nariño, focusing in the English and French and English and Spanish Programs. In these programs there are 199 students from 1st to 10th semester. The 60.3 % are women and the 39.7 % are men. The average age is from 16 to 45 years, from 1st semester to 10th semester. Most of the students belong to the middle class and the other ones belong to lower and higher class. In 2nd semester from English and French Program, there are 48 students, divided in two groups. In 10th semester from the same program, there are 42 students in a single group. In 1st semester from English and Spanish Program, there are 44 students, divided in two groups. And in 9th semester from the same program, there are 65 students in a single group. Additionally, in this university there are 13 teachers who teach English as a Foreign Language in both programs.

However, we work with the 56.78 % of the population or 113 students approximately, considering women and men. Each participant was chosen randomly since in this way, the reliability is guaranteed. In the case of English teachers, we will work with the ones who teach in the semesters we decided to work with. In such a manner, we will count with different points of view about the same items. Thus, in total we will have 120 people who participate answering the instruments for the data collection, considering the students' and the teachers' perceptions

2. Context

The University of Nariño is a public university that offers to the public several undergraduates and master programs in several academic fields. It has three seats in the city, one in Torobajo, another in Panamaricana Avenue, and the last one, in the downtown. However, the seat where we are going to work in is the Panamericana seat called "VIPRI".

Its infrastructure has six buildings: the exact sciences building, the language building, the education teaching building, the administrative building, the master program building; and the cafeteria. The classrooms in each building are adequate for the number of students per class; they have enough desks, good light and large windows. Moreover, in this seat there are two small libraries, three computer rooms and two language laboratories. Finally, there is soccer and basketball fields and a parking for teachers and administrators, surrounded by several green zones.

C. Research Procedure

1. Pilot study

To develop this research problem in a more successful way, we applied mock checklists and interviews with the possible questions to test. They were clearly detailed to come to the required responses. To do this, we selected a group of participants, a different group from the one we managed the real checklists and interviews. We explained them in detail the instructions of the data collection techniques and what the content is about. Also, we gave them the time to solve the items, considering the number of questions. Finally, we explained them about the interviews that were conducted after the checklist.

In reference to the results obtained by the participants, we could identify that most of the questions used in the techniques were appropriate, clear and understandable; although, some of them had to be explained more in detail because some students did not understand them. However, with those questions, we could notice that the information required for the research problem was given. Similarly, we observed that the given time was adequate for the solution of the questions, so, we did not have to increase a few extra minutes.

D. Validation criteria

1. Validation

An instrument is valid if it measures consistently the reality, or the property that has to be measured. In this way, the collected results will be true. The techniques that we chose are valid because they are all different and are applied with great precision. For doing that, firstly, a pilot study will be performed to correct the possible instruments mistakes. Thus, the information we will collect, will be true and real. Furthermore, after analyzing and interpreting the results of the interview, there will be a feedback with the respondents in order to verify their answers.

2. Generalization

The generalization of an investigation is the validity and feasibility of a ratio of variables if it is applied from the sample to the population. In this case, the degree of generalization of the current study is high since the sample is chosen randomly (the sample is representative), which claims to represent the community of the studied university. Also, if a population with similar characteristics is sought, we would expect that the results are similar or have small variations.

    3. Practicality

A measuring instrument is practical if it is understandable, easy to apply in different contexts and has a short duration. From this, the work to be done is highly practical, since the techniques which will be used are easy to run (with the appropriate information), due to they consist of carefully crafted questions that will be conducted on a representative sample of a population. Also, bringing a list of questions, the economic costs are low. Finally, the application of an interview and a checklist does not take long.

E. Ethical Issues

In the research problem, we should consider some important aspects for the proper and respectful treatment of the participants. The first aspect is the permission from the people responsible for the institution to enter it and collect the information. The second is the voluntary participation since, if participants did not want to make the checklists and interviews, we could not force them. The third is reciprocity, in which we look for the compensation to the institution and participants, giving them a copy of the whole project so; they can appreciate the results and have a clear idea about the research problem we want to perform. The fourth is thankfulness, in which we will give the participants a letter, at the end of the project, to thank for their collaboration. The fifth is confidentiality. We asked the participants if we could use their names in the results, and they answered "yes". However, if the obtained results are not appropriate, we will change the names of both, the institution and the participants. Finally, to avoid personal damage, we ensured that the questions were just to collect information to the research project, not to collect personal information.

As a conclusion, after giving a detailed description of the design and procedure of the research project we carried out to obtain the required data, and jointly, after having mentioned the reasons why it is feasible, objective, and valid, in the next chapter, we will study the procedure and the data collected by these techniques, as well as, its subsequent transformation into numerical data to be examined in detail to obtain relevant conclusions from the whole process.

Chapter IV: Results and Discussion

In this chapter, we will present the information we collected by data collection techniques. We considered the specific objectives we proposed at the beginning of this research project to explain in detail the quantitative and qualitative information. About the quantitative information, we will illustrate by means of pie charts and tables of percentages the results we found when applying the checklists to English students and teachers of the University of Nariño. Also, an open interview was applied in order to get more specific qualitative information. This interview was constituted by 8 different questions related to the English teachers' attitude. Six students and one teacher were chosen at random to answer the interview. The participants were identified as S1, S2, S3, S4, S5 and S6 for students and T1 for the teacher. Additionally, we will present the discussion of the results considering the bibliography we discussed above.

Measurement Scale

In the quantitative results, we present the pie charts which correspond to students' and teachers' answers. These charts include the measures of frequency we used in each of the items evaluated in the checklists which are: always, most of the time, sometimes, rarely, and never.

Table 1

Measures of frequency

Measures of frequency				
Always	Most of the time	Sometimes	Rarely	Never

Since there are six different groups we wanted to work with, we decided to get a general percentage of the results; therefore, we can have a better view of the answers we found. For that purpose, we decided to use one of the measures of central tendency called mean (or average).

> The mean is the most used measure of central tendency and can be defined as the arithmetical average of a distribution. It is symbolized with an "X" and it is the sum of all the values divided by the number of cases (Samper, Fernandez-Collado, & Baptista, 2006, p. 427) (Translated by Jessica Jurado and Estephanie Muñoz).

The formula of the mean is:
$$\overline{X} = \frac{X_1 + X_2 + X_3 + \ldots + X_n}{N}$$

$$\bar{x} = \frac{\sum x}{N}$$

Or we can simplify it as:

Consequently, we added up to the obtained results in each item and in each group and got a total or a general percentage to be analyzed. It means that we can have a short summary of the answers to be explained clearer.

Results

For getting the results needed to answer our research project question, we decided to apply checklists and interviews to English students and teachers at the University of Nariño. From these two data collection techniques, we got quantitative and qualitative information that we analyzed along this chapter.

Students' perceptions about their English teachers' attitude

Following this, we are going to present in detail the obtained information in reference to the objectives we proposed for this research project. Thus, the first specific objective we are going to develop is "To analyze how English and French and English and Spanish students from the University of Nariño perceive their English teachers' attitude inside the classroom". In terms of students' perceptions, we designed the first part of the checklist "behavior" and the question 8 of the interviews.

Looking at the results from the checklist and interview, we can say that the behavior the teacher shows in the classroom is generally adequate since the answers students and teachers gave were about the teachers' characteristics, including his personality; the way in which he establishes and maintains relationships with his students; the way of teaching and explaining his classes; and how he helps students and encourages them to participate and learn in class. As a result of this, we can conclude that this specific objective was mostly fulfilled because the percentages gave positive results and the answers clearly revealed the students' perception about the teachers' behavior when observing, for example, the teachers' politeness, their willingness to help, their encouragement, on one side, and the their gestures and body movements, on the other side, which are some of the observable features we chose when talking about behavior.
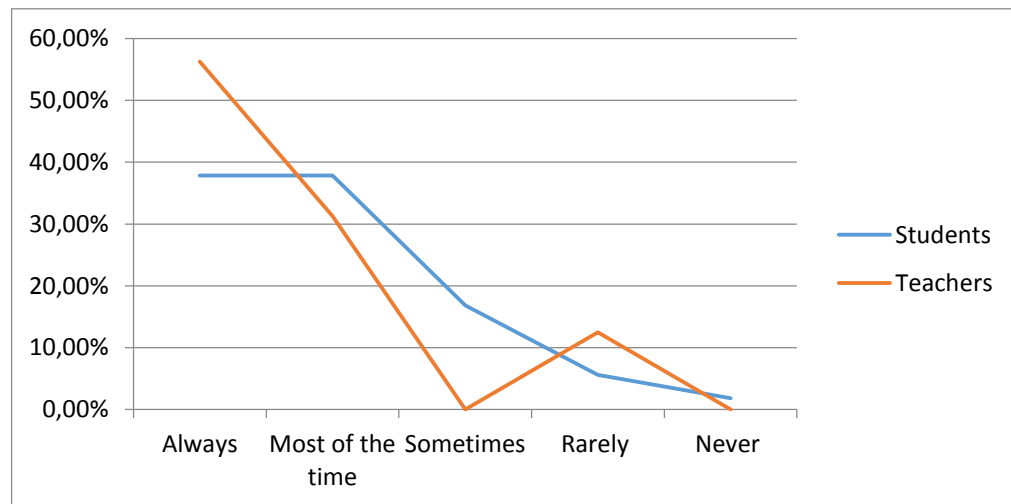
Quantitative results

After added up the results we found for the teachers' behavior, we have the following.

Table 2

Teachers' behavior results

Respondent	Always	Most of the time	Sometimes	Rarely	Never	Total
Students	37.86%	37.86%	16.84%	5.61%	1.83%	100%
Teachers	56.25%	31.25%	0%	12.5%	0%	100%

Regarding the degree of the teachers' behavior, we found that the 37.86 % of the students and the 56.25% of the teachers agree saying that this first item is always accomplished. The 37.86 % of the students and 31.25% of the teachers show that this item is most of the time accomplished. The 16.84 % of the students and 0% of the teachers express that this item is sometimes accomplished. While the 5.61 % of the students and12.5% of the teachers mention that this item is rarely accomplished and the 1.83% of the students and 0% of the teachers say that this item is never accomplished.

Chart 2: Teachers' behavior results

Qualitative results

After having an idea about the percentages the checklists showed in reference to the teachers' behavior, we complement that information with the answers obtained from the interviews (question 8) which are related to this teachers' characteristic. They are the following:

Item 8) Do you think your teacher is aware of his verbal and non-verbal (ex: gestures, hand movements, voice tone…) used in class? Yes / No. How do you identify it? / Do

you consider you are aware of your verbal and non-verbal (ex: gestures, hand movements, voice tone…) used in class? Yes / No. How do you identify it?

Through this question we wanted to know if the teacher could influence unconsciously their students through his body language expression. It means that the teacher can use his verbal language with one purpose but he could do or say other things with his body movements, gestures and so on. Of course, it could affect negatively students' participation and disposition to learn. At this point, some students said that their teacher is aware of his nonverbal language and some others answered that he is spontaneous or that he is not aware of it. The teacher, on his side, said that he is continually checking his verbal and non-verbal language. The answers were:

"I do not think so. I think his body language, gestures, and some grimaces are spontaneous, his movements, gestures, the tone of voice, everything. For example, if I have a mistake in a writing task, when he reads my text he does some specific gestures that reveal the mistake or say some things that sometimes are not the best words I can hear" **S1**

"Yes he is. And he knows how to use them properly. I can identify them in how he manages the class. When a teacher is insecure I can notice it through his body language. He knows how to manage the class" **S2**

"*Yes. I can identify it when he wants to emphasize or judge something or just flow with his role of teacher. For example, if he changes his tone of voice or look straight to my eyes, etc…"* **S3**

"I do not know. I think in some extent she is aware of what she says and how she says the things" **S4**

"Not all the time. My teacher tries to correct our mistakes as better as possible because if he does some negative gestures or grimaces, the students lose their motivation. They are not going to learn, because the teacher saw me in this or that way; he did not talk me she quarreled me all the time. So, the students don't like the class" **S5**

*"Yes. He notices that kind of language so as in this way, it is easy to acquire the language. They use gestures, rhythms, signals… but in our case, there is an excellent teacher, so kind and sweet but another one is really bad. She does not let us to ask or to suggest anything. That is not good "*S**6**

"Yes. I continuously check or monitor what I do and I express with my body. I and us as teachers tend to choose very well the words we say and how we behave" ***T1***

With all the information collected, we can continue with the explanation of that information. First of all, we can mention that "Behavior is something that a person does that can be observed, measured, and repeated. When we clearly define behavior, we

specifically describe actions. … We do not refer to personal motivation, internal processes, or feelings…" (Bicard, & Bicard, 2012, p. 2) In other words, we could say that the teacher's behavior is any observable action the teacher takes towards his class and that students could notice and perceive clearly through observation or listening. So, all the actions he does could influence in some manner students' academic performance and consequently, their learning process.

On one side, considering the checklists, we propose eight items related to behavior. We will focus on the highest percentages of each one to show them as following: 1) in general, the teacher is polite with the whole class got 76.49% for always; 2) the teacher creates a cordial relationship with students got 56.54% for always; 3) the teacher establishes a positive relationship with students in which most of the time got 59.37%; 4) the teacher establishes rules at the beginning of the course got 68.18% for always; 5) the teacher reacts badly when students do not behave as they are expected to, got for always 52.05%; 6) the teacher encourages students to ask questions during teaching got 66.2% for always; 7) the teacher is willing to help students with their problems got 54.01% for most of the time; and 8) the teacher underlines positive performance in class got 45.82% for most of the time too.

Summarizing this information, with the percentages taken from the checklist, we can say that on the students' perceptions, the options always and most of the time showed the highest percentages obtained (37.86 % for both). On the other side, the teachers' view about their behavior, the highest perceptions belong to the options always with a percentage of 56.25% and most of the time with 31.25%. From the results, we can notice that most of the answers are positive in this first characteristic having a total percentage of 81.6% for always and most of the time. Therefore, we could affirm that the behavior the teacher shows in the classroom is generally adequate since the answers students and teachers gave were about the teachers' characteristics, including his personality; the way in which he establishes and maintains relationships with his students; the way of teaching and explaining his classes and how he helps students and encourages them to participate and learn in class.

However, when looking at the interviews, we can identify that some students express their negative thoughts about their teachers' behavior as we can see on the answers of the S1 and the S3. These students feel that some problems are happening in the classroom and that are influencing their learning. For example, the S1 mentions that "…*if I have a mistake in a writing task, when he reads my text he does some specific gestures that reveal that mistake or say some things that sometimes are not the best words I can hear"*. With this answer, we can identify that gestures and body language in general are important when correcting students' mistakes. Here, the S1 talks about a writing task and we can say

that in these activities the teacher can write a comment on the paper and the student has the decision to share the comments or not. But what happens when teachers correct students' oral mistakes in front of the class where every classmate could hear the correction and look at the gestures or boy language of the teacher? In this situation, if the student notices that his classmates mock or make fun of those corrections it could affect his participation, attention, and friendship in class. This is only an example of how gestures could affect in some manner students' participation, motivation, and learning.

Similarly, we have the answer of the S2 "…*When a teacher is insecure I can notice it through his body language"*. In this answer, the S2 is showing something important, the teachers' assurance when teaching. When students notice that the teacher is insecure, they could think that the reason because s/he feels in that way is because; for example, s/he does not know what s/he is teaching, s/he is afraid about how to manage the class, or nervous because s/he does not know how students could respond to the activities, among others. As a result, we can say that when students notice this behavior and when the teacher does not show authority, they will not pay attention in class or develop the established activities, do the homework, or participate in class. Therefore, it is important to consider how teachers express what they feel with their students in the classroom and as the T1 says, to check or monitor what they do or express with their body.

Personal relationship between students and their English teacher

In order to achieve the specific objective "To describe the personal relationship between teachers and students from English and French and English and Spanish programs", we designed the second part of the checklist "empathy" and the questions 5, 6 and 7 of the interview. In the current section, we will analyze quantitative and qualitative results and the evaluated characteristics.

Based on the results from the checklist and interview, it can be deduced that the teachers' empathy and the quality of the relationship between students and teachers is in general adequate since the answers students and teachers gave reflect how some characteristics are exposed, such as the way the teacher treats the students, the   moral value he teaches, and the way in which he tries to create a good atmosphere to learn. Consequently, we can say that this specific objective was almost fulfilled since the information collected are a mirror of the students and teachers' relationship but we consider it was needed more information and more questions in order to see clearer the problem we were analyzing.

Quantitative results

Considering the teachers' empathy, we can show the next information.

Table 3

Teachers' empathy results

Respondent	Always	Most of the time	Sometimes	Rarely	Never	Total
Students	27%	42.1%	23.63%	5.78%	1.49%	100%
Teachers	20%	65%	15%	0%	0%	100%

The second characteristic was empathy. In the items related to empathy, the majority of the students and teachers agreed saying that the teachers' empathy is adequate (42.1% of the students answered most of the time and 65% of the teachers think the same). While almost the rest of the participants' answers were in the options always (27% of the students and 20% of the teachers), and sometimes (23.63% of the students and 15% of the teachers).
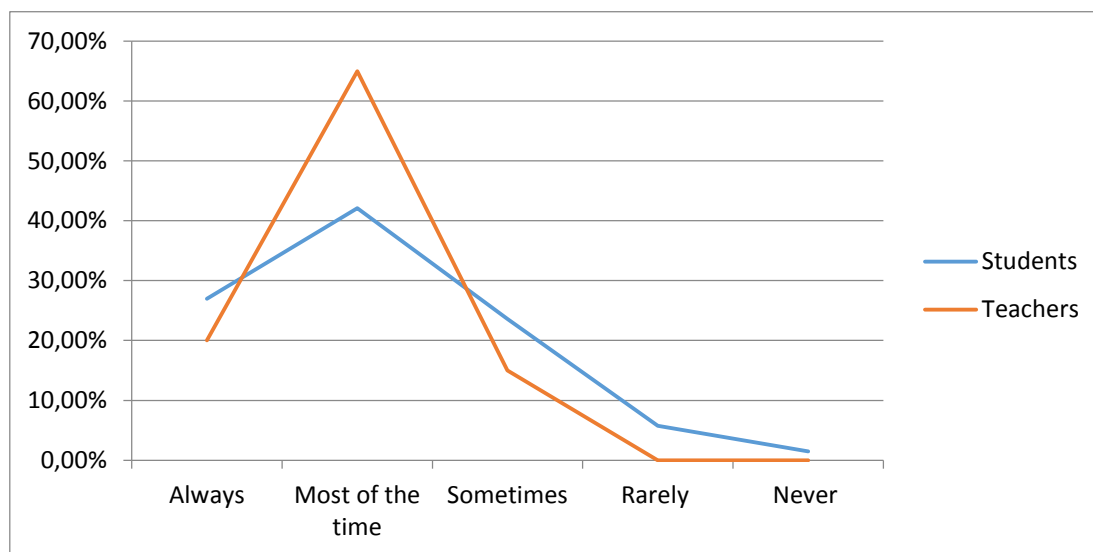
Chart 3: Teachers' empathy results

Qualitative results

To complement the information gathered in the second part of the checklist, the questions 5, 6, and 7 of the interview were directly connected with the second specific objective. The questions and its respective answers were:

Item 5) What is your opinion about your English teachers' attitude? / What is your opinion about your attitude as an English teacher?

In this second question, we start to get closer to the students' perceptions about their teachers' attitude or in the case of the teacher, his own attitude. In this way, the ideas and

beliefs about this event start to be revealed. In the case of the students, the answers collected were divided since the majority considers their teacher attitude is acceptable but not enough and a few of them think it is ok. In the case of the teachers, the participant said that he always does his best to create a good learning environment and to establish a good relationship with everyone.

"I define my teacher as apathetic and selfish since he doesn't take into account his students emotions and feelings" **S1**

"In general my teacher attitude is nice. He is compressible and his attitude to teach is excellent" **S2**

"My teacher's attitude is acceptable but not enough. As teacher, he should have the right attitudes in order to help his students to learn. Sometimes he is a little lazy. Sometimes, his gestures make us feel a little bad." **S3**

"*I consider that my teacher can change his attitude in some situations and in this way, we could feel better in his class. For example, when we don't understand something, he sometimes goes to other topic without re-explaining the first one. Or if we want to get near her, she puts a kind of barrier between she and us"* **S4

"To my, my teacher has a good attitude since he is patient and respectful. Besides, he tries to teach not only academic knowledge but also values. Nevertheless, the student decides what he/she wants to learn". **S5**

"*Sincerely, I really like his attitude. He is so kind and nice with the class. Also, his academic level and way of teaching are great"* **S6

"I try to have a positive attitude towards students. I do my best to create a good learning environment and establish a cordial relationship with them, within the limits, of course" **T1**

Item 6) In which way the teachers' attitude towards his students is reflected or shown? / In which way your attitude towards your students is reflected or shown?

Through the answers, we knew what are the different signals related to the teachers' attitude; like words, gestures, movements, intonation, etc. everything that could affect the learning environment and of course the predisposition of the student to learn and acquire the second language. To this question, students say that the teachers' attitude is caught or perceived through his gestures, body language, and tone of voice, words and the way of treating the students. For the teacher, his attitude is reflected in the way the students react to his class, in his participation, disposition, and progress. The answers were:

"There are some teachers who give their classes without paying attention to their students' problems and difficulties; they only explain briefly the topic and never cares about creating a good atmosphere to learn nor establishing good links with students" **S1**

"The teacher's attitude is reflected in the way of teaching, his methodology and pedagogy" **S2**

"It is shown in the way of giving the class, the expressions he uses, gestures, words, way of treating the students, everything that supports these characteristics. For example, if he speaks us in a bad manner, if he is not respectful, or the contrary, if he is attentive, receptive, etc…" **S3**

"In the way of showing and transmitting his point of view, his tone of voice, his body language, gestures, and the way of treating the students" **S4**

"*It is shown in the way of behaving in the class. If the English teachers are dynamic, their classes are not boring; they always present the topics in the adequate manner, practicing the language as much as possible"* **S5**

"It is shown through the rhythm to dictate classes taking into account the students' participation and the way of present the topics; or the way the teacher teaches and shares his knowledge" **S6**

"I can see their progress. They are eager to participate; they don't feel threatened by me when I questioned them. Their anxiety is within the regular levels" **T1**

Item 7) In general, do you consider your teachers' attitude is positive, neutral or negative? Why? / In general, do you consider your attitude is positive, neutral or negative? Why?

The purpose of this question is to know what the perception about the teachers' attitude is since the previous questions gave us some ideas about its possible influence in the class. Besides, the information they gave shows which characteristics and features are perceived as positive, neutral, or negative. Here, students said their teachers' attitude is neutral or positive considering behavior and disposition in class. None of them thinks it is negative. For the teacher participant, he considers his attitude is positive since he tries to do his best all the time. The answers were:

"My teacher's attitude tends to be bad. Sometimes, he has a neutral attitude and rarely, he shows dynamism and interest on his students' feelings and problems." **S1**

"In general it is positive. He shows he is interested in the class; he is monitoring our learning. He really wants that we learn" **S2**

"It is neutral. Not always has the same mood. Sometimes is good and sometimes not.

Sometimes he does his best for us to learn but usually he only dictates the class and that is all. There is not a real connection with us" **S3**

"My teacher's attitude is neutral most of the time, he treats everyone in the same way but sometimes he is a Little boring. He does not explain the topics clearly". **S4**

"My teacher's attitude has been great. I think everything is fine. We have never had problems and the teacher always tries to do his best" **S5**

"It is positive despite some difficulties we had at the beginning of the semester. Every time we try to make an agreement since the core of everything is our learning" **S6**

"It's positive, as I said before, I try to create a friendly environment, and I try to make them feel comfortable during the learning process" **T1**

Taking into account the information and the answers shown above, we can notice in both techniques, qualitative and quantitative, that in general the relationship students-teachers tends to be positive or acceptable even though there are some few cases in which it tends to be bad.

First of all, from the quantitative information we can say that teachers' empathy is revealed mainly in his way of treating and establishing healthy relationships with his students and some values he decides to teach in class. In this section, the highest percentage was rated in the option most of the time (53.55%) followed by always (23.5%) and sometimes (19.32%). Taking into account the answers, the percentages were located mainly in the option always, most of the time, and a few in sometimes. First, we have only one item with the option always which is the teacher cares about students' learning process (52.87%). The following items were in the option most of the time: the teacher cares about students' emotions" (38.81%); the teacher talks to students with motivating words and a kind language (62.02%); the teacher helps students in what they are doing (51.29%); the teacher understands when students have problems (58.29%); the teacher helps students to realize the importance of learning and doing things better (70.15%), the teacher cares about the students' personal relationships in class (54.09%); the teacher encourages students responsibility (57.9%); and the teacher helps to the ones who need help in the subject matter (45.35%).

Second, the answers related to the attitude the teacher adopts towards his students' emotions, were located mainly in the option most of the time for students, (38.81%) and for the teacher in sometimes (75%). From this item, we can deduce that despite the teacher cares about what he teaches and how he does that, sometimes he forgets the implications of his words and actions inside the class.

From the previous information we can see some flaws in the way the teacher creates and maintains his personal relationship with the students since a considerable amount of answers were located in the option sometimes. Besides, the way of getting in contact with the students is acceptable but not enough so as the percentages in this option are significant.

Now, if we contrast the previous information with the one obtained in the interview, we can see that those answers support the qualitative information since in most of the cases, students consider that the relationship they have with their teacher is acceptable or positive. But in the case of the qualitative information there are two students who think the contrary, the S1 and S3. While the rest of the students think everything is ok or at least acceptable, these two participants show that there have been some difficulties with the teacher at class. For example, when the S1 in one of his answers say "*There are some teachers who give their classes without paying attention to their students' problems and difficulties; they only explain briefly the topic and never cares about creating a good atmosphere to learn nor establishing good links with students*" Despite he doesn't talk about an specific teacher and he refers to "some teachers", we can deduce that he is living that situation, in which his teacher does not care about his feelings and situations. Probably he has had some discussions with him.

Therefore, from his answers and words, we can see that effectively the teacher could improve the way of getting near his students. Of course, such behavior and attitude is going to modify the quality of relationship between students and teachers; and this, obviously is going to affect students' academic performance since they are not going to be encouraged by his teachers' attitude and disposition in the class. By the way, students' learning is enhanced if they feel their teacher have a positive attitude towards them (Rubie-Davies, 2010). So, in this case and in every single opportunity, the teacher can change his students' predisposition toward the class if he tries to modify his attitude in order to let learning happens. Besides, through his attitude, he can motivate his students to participate actively in class, to enjoy the contents of the course, and to develop the activities proposed in class. In this way, the desire of learning and improving their knowledge will increase automatically and the environment at class will be warm and balanced.

At first sight, that is what happens in the English and French and English and Spanish programs at the University of Nariño; but again, the information we collected showed that not everyone is satisfied with the quality of links the teacher establishes with students. Probably, the rest of the participants did not manifest the same ideas because most of the students belong to the first and second semester; as a consequence, they have not taken classes with all the English teachers before the interview. Then, they only meet one or two of them. If in our particular case, the teachers who have taught these first semesters are passionate and professional at what they do and, the students interviewed will not have

any difficulty to report. But, in the case of the S1, we see that he has been studying during four years, he has coursed many subjects and has had the opportunity of taking class with different teachers; he can give more detailed information about the way he has felt along the career, the general disposition of the teachers, their methodology, attitude, etc… since his experiences are richer and varied than most of the participants.

Related to the same point, the teacher considers that their attitude can either ease or hinder the student's participation and performance in the class. They could perceive it, according to their students' reactions; the way in which they talk to their teachers, the quality of their works, their gestures, disposition and of course the progress they have along the course. So, we can see clearly that the quality of the links between teachers and students in any context influences the learning process and in consequence the students' academic performance and achievement. In fact, Alejandro Vera Pedroza and Teresa de Jesús Mazadiego (2010) found that university students perceive a teacher as worthy of respect and affection if he comes to class being energetic, sympathetic and optimist; who tries to keep this problems and issues outside the class but showing that he is like his students, a person with defects, feelings and mistakes.

If it is not the case, in order to teach appropriately, the best way is to create opportunities to learn, encouraging the students to develop different tasks and activities without criticizing them; proving them with the necessary clarifications and explanations in order to reach their own academic goals (He & Wang, 2015). Then, probably the teacher who teaches to the students 1 and 3 of our interview could consider this to let his students could improve their self-confidence in the target language and then, they could do the necessary steps in order to reach their goals and improve their learning. In such a manner, he is going to become a positive and energetic teacher, who is able not only to teach but to establish a more integrate connection with their students, taking into consideration their needs and background is going to treat them in the best was as possible and is going to obtain the best results from his students.

Relationship between students' academic performance and their perception of their English teachers' attitude

Third, talking about the last specific objective "To identify the relationship between the students' academic performance and their perception of their English teachers' attitude", we have the following information including the part of the checklist "Academic performance" and the answers 1, 2, 3, and 4 of the interviews.

In reference to the results of the nine different items of the checklist and the four questions of the interview, we can say that the results gave information about how the teacher helps students improve their academic performance when talking about the use of

different resources and activities, the teachers' organization and connection of the contents, and the creation of good learning atmospheres. However, we concluded that this objective was partially fulfilled because although, most of the students' and teachers' answers state that teachers' attitude does influence the students' academic performance, there were some opinions that expressed that the students' academic performance mainly depends on students; for example, we can realize that in this answer: *"... I really think my learning process depends on my own effort and work, not on my teacher's attitude".* In reference to this answer, we could not conclude that the teachers' attitude influences the academic performance of each student.

Quantitative results

Considering the students' academic performance, the results showed the following table.

Table 4

Students' academic performance results

Respondent	Always	Most of the time	Sometimes	Rarely	Never	Total
Students	31.8%	43.9%	20.3%	3.1%	0.9%	100%
Teachers	41.67%	58.33%	0%	0%	0%	100%

In terms of the students' academic performance**,** the results register that this item is always accomplished for the 31.8% of the students and the 41.67 % of the teachers. This item is accomplished most of the time for the 43.9% of the students and 58.33% of the teachers. This item is accomplished sometimes for the 20.3% of the students and 0% of the teachers. While this item is accomplished rarely for the 3.1% of the students and 0 % of the teachers and never for the 0.9% of the students and 0 % of the teachers.
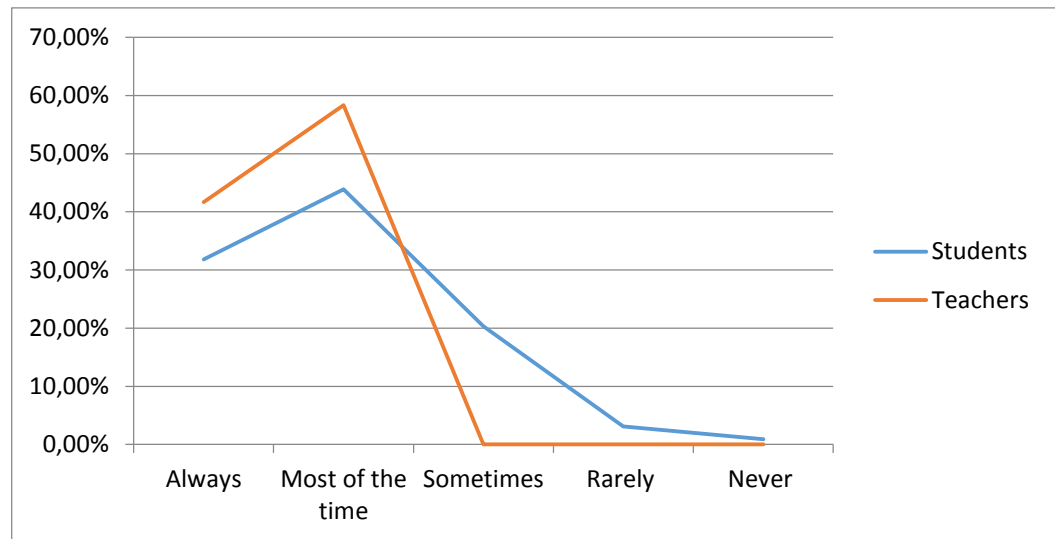
Chart 4: Students' academic performance results

Qualitative results

Having some percentages of the students' academic performance helped us understand better how the students' and teachers' perceptions are about this characteristic. Also, for complementing the results obtained through the checklists, we included four questions (1, 2, 3 and 4) on the interview and they are the following:

Item 1) In your opinion, what does attitude mean?

Through this question, we wanted to know if all the participants had a clear idea about the attitude's meaning since this concept is the core of the entire interview. On one side, we can notice that students did not have a clear idea about the meaning of attitude because they gave vague or incomplete ideas about it. On the contrary, the teacher, as it was expected, gave a complete and clear definition about attitude. The answers were:

"The attitude is when a person behaves depending on the situation and with the people he or she is" **S1**

"Attitude is the willingness to learn, to teach and to socialize in the community" **S2**

"I think attitude refers to the behavior people show to others" **S3**

"Attitude is the way of reacting in a particular situation" **S4**

"I don't know the meaning of attitude" **S5**

*"Attitude is the personal point of view. It refers to my own way of perceive life "***S6**

"It encompasses all the teacher's actions and practices, usually in a classroom setting. They can range from the way s/he conducts a class to the way in which s/he interacts with students" **T1**

Item 2) Do you think your teachers' attitude is important in your learning? / Do you think your attitude is important in your students' learning?

Through this question we wanted to know how students and teachers perceive the teachers' attitude in the classroom. In this item both, teachers and students, perceive attitude as a crucial factor inside the class since it could have some influences on learning. The answers are:

"Yes, of course! The teachers' attitude is important because it can affect how students learn. If the attitude is bad, students do not learn and if the attitude is good students feel well and they can learn better" **S1**

"I Think it affects a lot since the classes given mechanically are bored " **S2**

"*Yes****.** When teachers feel anger they show it to their students and they could feel uncomfortable with that behavior and they are not going to learn as they want"* **S3**

"I consider a negative attitude could affect the relationship teacher-student and my predisposition to the class, but I really think my learning process depend on my own effort and work, not on my teacher's attitude" **S4**

"Yes. To me is very important. For example, if the teacher is arrogant producing fear in the students, they could not learn. But if there is a good relationship between students and teachers, everyone is going to advance since students can influence the teacher" **S5**

"Yes. It is very important since the teacher must establish a good relationship with the students in order to teach properly the second language. In this way, there is a better intention to learn in the students and a better intention to teach in the teacher" **S6**

"Yes. Mine as any teacher's, it can totally influence the learning process. It can either ease it or hinder it by giving students opportunities to learn or by intimidating them" **T1**

Item 3) Do you think your English teachers' attitude affects your learning? How much? / Do you think your attitude affects your students learning? How much?

The purpose of this question is to know to which extent teachers and the students realize the teachers' influence in the learning process, and of course, to have an idea if in our context, teachers could make a difference in the students' academic performance. To

this question, all the students and teachers say that teachers' attitude influences in some extent the learning process but this is not the only factor that plays an important role in the students' academic performance.

"Yes, I think that the teacher has a big responsibility on the students' learning. If s/he has a bad attitude when entering the classroom we as students are going to respond in a bad manner too" **S1**

"*Yes. If my teacher shows a nice attitude with everyone, the class will be nice. If not, the class will be boring."* **S2**

"I think that if the teacher does not teach with a good attitude I do not learn anything" **S3**

"Yes, I think it could influence; but the teacher's attitude could be a reaction to the student's attitude and their motivation. Besides I think the students' attitude in the class affects their own learning" **S4**

"Yes. I think it influences my learning. For example, if my teacher is boring, I am not going to study what he teaches. Or if he does not work properly, I am not going to work. If the teacher is like that, I am not going to be an active part in his class; I am not going to study" **S5**

"It can influence a lot since the quality of the teacher is link to the students' learning. So as the university is like our second home and the teachers must establish a good relationship with their students " **S6**

"It affects it to a certain extent, when learning a language, students need a lot of practice if I don't create a friendly environment, they could probably feel inhibited" **T1**

Item 4) In your opinion, how does your teachers' attitude affect your own academic performance as a student? In your opinion, how does your attitude affect your students' academic performance?

With this question we wanted to get more information about the role of teachers in the learning process and how s/he could affect it. It means, having a wider view of the problem. In this question all the students agreed saying that the good disposition of the teacher is crucial for them to learn and to be active in the class. The teacher said that it is important to provide the students with opportunities to learn and to practice the language. The answers were:

"The teacher is the responsible of my learning. S/he needs to be careful with the way s/he teaches because if I feel bad on the classroom I will not have good grades" **S1**

"If my teacher gives me a class in a pessimist way it is worthless to take the course. If my teacher enjoys his profession, it is worth to learn because I feel accompanied" **S2**

"When the teacher reacts badly to my answers inside the classroom, I do not feel comfortable and I do not participate again. That affects me a lot!" **S3**

"If a teacher has a positive attitude, he could be a good influence to me but if he has a negative attitude, he could affect my disposition to learn and my motivation to study for his subject matter. In fact, I think that if he causes fear to his students, they could reject everything about the subject matter." **S4**

"It affects the whole learning process since also the students have good and bad moments at class. For example, one day, the teacher saw us bored and she decided to make us play STOP and in this way, we learned in a better and enjoyable way. The teacher must get in his students' shoes in order to let the class learn" **S5**

"It affects a lot because we learn more from a kind teacher than a closed-minded, impolite, boring and angry teacher. We don't like those teachers; they do not know how to establish a real relationship with the students" **S6**

"This is similar to the question 5. If they don't learn as I don't give them good chances for practicing, it's obvious that their performance will deteriorate too" **T1**

We associate this last characteristic with the cognitive component that can modify teachers' attitude. This component refers to the knowledge a person has about an object, it does not mean that this knowledge has to be accurate; it is the knowledge itself (De Souza et al., 1998). In terms of students' academic performance, the teacher, through previous experiences, has an idea about how students develop activities and improve learning; therefore, we have included nine different items in the checklists, which could give information about how the teacher helps to improve the students' academic performance.

For this, we will be focused on the highest percentages for these items. 1) the teachers' use of different resources got 59.42% for always (students) and 75% for most of the time (teachers); 2) the teachers' development of different teaching activities to improve their students' learning got 50,45% for most of the time on both, teachers' and students' answers; 3) the teachers' content connection with his students' context got 61,17% for most of the time; 4) the teachers' organization of the content from the easiest to the most complex got 47.93% for most of the time; 5) the students' feelings about their teachers' way of teaching got 48.13% for most of the time; 6) teachers' enthusiasm when teaching got 40,92% for most of the time (students) and 75% for always (teachers); 7) teachers' professionalism got 59.54% for most of the time; 8) the way how teachers promote self-evaluation got 66.74% for most of the time (however, rarely got 6.83% of the students'

answers only, making a high percentage for this option); and 9) how teachers create an adequate atmosphere to learn got 53.39% for always.

With these percentages, we can notice that in some answers students and teachers have different perceptions about students' academic performance. About if the teacher uses different resources when teaching, we can notice students agree that their teachers make the best for accomplished this item; however, teachers do not think the same. They feel they can use more varied resources to help students develop curiosity, communication abilities, imagination, critical thinking, and all their skills in general. On the contrary, about the teachers' enthusiasm when teaching, teachers agree with 75% that they always show enthusiasm while students answered 40, 92% for most of the time. This shows that while teachers think they enter the classroom with energy, interest, and passion, some students do not feel that from the teacher so, it is difficult for teachers if they try to share their enthusiasm and students do not feel the same.

Moreover, when talking about self-evaluation, some students feel that it is not accomplished since the highest negative answer of the checklist was obtained in this item with a percentage of 6.38. Self-evaluation is essential when evaluating students' performance since "when we teach students how to assess their own progress, and they do so against known and challenging quality standards, a great deal of learning can take place" (Doyle, 2008, p. 150). We can say that with self-evaluation, students can review their performance as well as identify and evaluate what they are doing in class, what activities they develop well and what others are difficult for them. In this manner, students can give their own view about how the teacher evaluates them since how students see themselves is different from how the teacher sees them. It could be a different way of evaluation and could be added up to the grades teacher get from tests, participation, quizzes, exams, activities in the class, homework, researching, and among others.

In reference to the questions of the interview, we can notice that most of the answers mention that teachers' attitude does influence the students' learning and academic performance. We can notice this when students say "*I think it affects a lot since the classes given mechanically are bored*" or "*... if my teacher is boring, I am not going to study what he teaches. Or if he does not work properly, I am not going to work. If the teacher is like that, I am not going to be an active part in his class; I am not going to study*". Therefore, when students are bored in class teachers have to look for different activities for students to catch the attention. Because students have different learning styles, when using different teaching resources and performing diverse activities inside the classroom, they could have a more varied learning. The S5 gives us an example of this "*...one day, the teacher saw us bored and she decided to make us play STOP and in this way, we learned in a better and*

enjoyable way". This is an activity that is easy to develop in the classroom and that students enjoy a lot.

Similarly, when students say that *"...if the teacher is arrogant producing fear in the students, they could not learn"* or *"It affects a lot because we learn more from a kind teacher than a closed-minded, impolite, boring and angry teacher…",* we can identify that there is a problem with the way the teacher presents himself to the students. Bastidas (2003) states that when the teacher shows himself as arrogant or superior to their students, without listening to their needs, judging his students, etc.; he could intimidate the class and consequently, the students could lose their motivation in learning. This is a problem that teachers with that attitude are going to face in each class if they do not notice how they behave or react to their students and how it affects their students and their learning.

Additionally, we want to add this answer from the S1 because it is an example of what we mention in another chapter when talking about "vicious circle" (Oviedo, 1980). *"...If s/he has a bad attitude when entering the classroom we as students are going to respond in a bad manner too".* We can say that a teachers' bad attitude carries out students' bad attitude and when it is happening the learning atmosphere teachers are supposed to create when teaching is lost and no one, students or teachers, can have good results from the relation between teachers and students.

On the contrary, we have only one case that suggests the teacher does not affect their learning, the S4 says "*I consider a negative attitude could affect the relationship teacher-student and my predisposition to the class, but I really think my learning process depends on my own effort and work, not on my teacher's attitude".* This answer shows that some students are not affected by the teachers' attitude, they feel comfortable saying that their own learning depends on their effort and work, motivation, passion to learn looking for the improving of that learning. But as we can notice too, it could happen only in few cases since as the results show, most of the students feel their teachers' attitude does affect in some manner how their learning is developed.

Students' perceptions about the influence of their English teachers' attitude on students' academic performance

To finish this project, it is important to say that its main or general objective is to answer the question about how English teachers' attitude influences English students' academic performance at the University of Nariño. For that purpose, we tried to analyze how English students perceive their English teachers' attitude, to describe the personal relationship between English teachers and students, and to identify the relationship between the students' academic performance and their perception of their English teachers' attitude.

Considering all the results obtained in both the interview and the checklist and the analysis we did in each specific objective , it is important to mention that the general objective was almost completely reached because even though the answers and the process was adequate we did not have the results we expected. All the participants gave valuable information about the problem we were studying and the techniques were designed considered the nature of the problem we studied but some of the answers were incomplete and we should have collected more information.

First of all, we needed to clarify the definition of attitude and some terms we think were important to know for understanding the research project. Therefore, based on the definitions we mentioned along this research project, we can say that attitude is a psychological disposition towards a situation, person, object, or idea that could be positive or negative. It means that the previous conceptions we have in our mind could affect negatively or positively the contact we have with a new stimulus. In our particular case, the information we got from the checklist and interview reveals that teachers' attitude does affect English students' academic performance at the University of Nariño, basically in their enthusiasm and disposition to learn and participate in class.

Through the questions and items we used on the interviews and checklists and from the results obtained for this research project, it can be said that the English teachers' attitude plays an important role when teaching and learning a FL. Each aspect of the learning process needs to be considered at the moment teachers enter the classroom. Here, in the research project, we mention many teachers' aspects or characteristics that could influence in a positive or negative way the students' academic performance. Some of these aspects are teachers' behavior, including his politeness, his relationship with students, and management of the class; teachers' empathy, including his emotions, encouragement, and understanding; and students' academic performance, including teachers' organization, connection, and use of varied resources and activities.

The information we obtained from the checklist and the interview came from students and teachers chosen at random to guarantee more reliable information. But despite that, the information we got was not completely what we expected; well, not at all since as we experienced along the semesters and with the different teachers we had, there are more information about the teachers' attitude that was not mentioned by the participants but that we know it does exist. We think that some factors did not let students to mention what we really needed, for example, this information was not relevant for some students because they have not had problems with teachers; or they could think that telling their experiences could be used against them; or if in past experiences, they have said something and no one have paid attention; or even, some others could be afraid about the implication of telling on teachers about something that could affect them and the revenge they could take to him

because the teacher could teach on other semesters; or only because some students could consider this research project as not important. All these or more factors could help to hide the wider information about this research project question. Why do we mention that? Because we have lived and experienced a lot of situations along these five years at the University and the question we wanted to answer was taken from our personal experiences. We know more things are happening in the classroom implicating teachers' attitude.

Despite we did not find negative experiences from students, the results do show that the teachers' attitude affects in some manner students' academic performance but in a lower level that the one we expected. In general, the results are positive; they show that teachers accomplished some important characteristics when entering the classroom and teaching.

After giving answer to the specific objectives, now, we wanted to mention that the general objective was accomplished. As we mentioned above, the general objective is "To analyze how the English teachers' attitude influences students' academic performance of English as a foreign language according to English and French and English and Spanish students' perceptions from the University of Nariño". For reaching the general objective as much as possible, we decided to do a methodological triangulation. Triangulation is a term used by the first time in 1975 by Danzen. The term is caught from navigation and topography and its meaning refers to the same phenomenon; using different points of reference about a specific occurrence so as it is possible to reach more precision than the reached by only one point of view (Danzen, 1970). So, a methodological triangulation, what is the type of triangulation we use in this research project, is related to the use of different instruments of data gathering to get near to the studied reality.

In such a manner, in this current study we got information from two different sources. The first one was qualitative (interviews) and the other one was quantitative (checklists). Both instruments were applied to English students and teachers in order to have a more complete overview about what we are studying. It was important to have the two different views and as we presented on the results, they do not always agree. In some items, students and teachers agree with the answers, in some others, students thought teachers are doing the best while teachers agree that something could be improved, and in other answers, teachers say they are doing the best while students agree that something is missing. Additionally to these two data collection techniques, we decided to go further and look at the grades students got at the end of the semester to notice how the students' academic performance was in term of grades. We found this:

Table 5

Average of grades

Program	Semester	Group	Average of grades
English and Spanish	1	1	3.8
English and Spanish	1	2	3.9
English and Spanish	9		4.1
English and French	2	1	4.2
English and French	2	2	3.9
English and French	10		4.0
Total			3.9

With the average of the grades, we can say that the grades are not low in any semester; since on the Table 5 it can be seen that in general, the grades are 4 or higher than this score and the only groups with less than 4, have scores of 3.8 and 3.9. So, even though they are not superior, the grades are acceptable good.

But, this does not mean that every single student got good scores. In this point, as an example, we want to mention a case that shows the teachers' attitude affects the students' academic performance in a negatively way. This case is from the S3, who answer negatively in some questions of the interview. Her grades are very different in the two English subjects, for Reading and Writing (RW) her grade was 4.2, which is a good grade, while for Listening and Speaking (LS), her grade was 2.5, a bad grade. In these subjects, the S3 has two teachers and the attitude in one of them affected her because as S3 says *"When the teacher reacts badly to my answers inside the classroom, I do not feel comfortable and I do not participate again. That affects me a lot!"* With this answer, we can notice that something wrong is happening when students participate in class. In our opinion, in RW, teachers could have fewer opportunities to show through gestures or body language bad reactions to their students because they could write their comments on a paper. On the contrary, when students participate in a LS class, they have more direct contact with the teacher. For instance, if they participate in class with a comment or an opinion and the teacher unconsciously shows a bad gesture or s/he laughs at that participation, some students could feel this sign as offensive and as a result, they will not have the wish to participate again, as the S3 mentioned.

Consequently, it can be said that effectively the teachers' attitude does influence the students' academic performance from the English and Spanish and English and French programs at the University of Nariño. We could see that all the results show interdependence between students' English learning and progress and the external factors

surrounding them; including, of course, English teachers. Most of the result show that in general, teachers try to have a balance in their attitude inside the classroom, and attitude in which they can manage the different opinions, ideas, and emotions from themselves and the students, improving and reinforcing their own abilities to teach and make good decisions about the students' learning process. However, there are some few cases that do not show that and in which the students' academic performance has a big impact when teachers do not show an adequate attitude.

To conclude, we can say that as we mentioned above, the teachers' attitude can be modified by three different factors, the cognitive aspect, the emotional factor, and the behavior factor (Triandis, 1971). So, in order to enhance the teacher and students' experience it could be better to take into consideration these three aspects when learning and teaching because they complement each other in order to create an adequate atmosphere for learning to take place.

Chapter V: Conclusions and Further Recommendations

In this final chapter, we give some short conclusions that could serve as an overview of the complete research project and as a kind of guide to understand better the role of the teacher in the students' academic performance. After that, we give some recommendations to be taken into consideration when teaching English as a FL.

Conclusions

For the first conclusion we want to mention that in general, teachers have a great contact with students, helping in the creation of a good atmosphere through greetings, careful words, and politeness in which the relationship teacher-student is adequate. How teachers are connected with students has a big impact on what they experience inside the class. If teachers enter the class with enthusiasm, students could feel they will have a good class, they will participate actively without waiting for a bad reaction from the teacher. As a result, students will learn more and feel they will have a better learning.

As well, we can notice that the teachers' support is essential in the learning process since it influences the general well-being of students (Furrer and Skinner, 2003). Then, if students feel supported and safe having their teachers in class and feel they are accompanied and guided by them, they could feel they can learn easily since no matter the mistakes or the difficulties they have while learning. Moreover, if teachers are able to create an adequate atmosphere to learn, the students will take advantage of the opportunities to promote academic performance, facilitating their own learning (Curby, Rudasill, Edwards, & Perez-Edgar, 2011; Hamre & Pianta, 2005).

Similarly, after realizing the study, we found that the quality of the relationships between students and teachers influence students' learning process. All the people who participated in the current research project affirmed that the teacher, his attitude and the links he establishes are a determinant factor when talking about the successful in learning. However, the grade of influence from the teacher depends directly on the way students react since in reference to the results we obtained, he modifies only the interest and the predisposition the students have towards the classes which is reflected on their academic performance. On one hand, it means that some students could perceive their teachers' attitude as an opportunity to improve their learning and as a way to facilitate the learning process in the classroom. On the other hand, other students in the same case could react badly to their teachers' attitude and in consequence, lose their interest to learn, participate, and have success in learning. Probably, the extent of the teachers' influence is related to the semester and the experience students have had at the university so as, elder students reveal they are more influenced by teachers' attitude that the students from first semester.

Finally, despite we found that teachers' attitude is an influencing factor in the students' learning process, it is not the only factor influencing the students' academic performance due to the results obtained in both, qualitative and quantitative data of the current research project, show that in general the English teachers' attitude is adequate and acceptable; although, not everyone in the programs we studied has good academic results.

Further recommendations

The results of our study have researched some recommendations that English teachers could consider when entering the classroom.

Research recommendations

This type of studies needs to have a deeper and more detailed researching in order to understand better how the teacher may influence the students' learning process and academic performance; so as this is a descriptive study and it only shows the nature of a problem without offering solutions to it because we think that first the problem needs to be found, described, and analyzed to look for a solution if the information gives negative results. Moreover, the results of this study could guide researchers to find out other factors that interfere with some salient features in the teaching and learning process.

It could be better if first of all, we ask the students who are going to participate in the study to learn about certain specific terms about attitude since in this way, their answers may be clearer and connected to the questions and the results may be more reliable. Another improvement related to the students' participation would happen if the participants

are from the last semesters; in such a manner, the information is taken from people who know better the teachers, who have had more experiences and who know better the implications of the study.

Additionally, to posterior studies related to the teachers' attitude in a specific area, it could be better to clarify the subject matter to work on. In this way, the students will evaluate the same teacher and the results will focus in the same direction, avoiding doubts and false results.

Practical recommendations

After the study, the results indicated that even though the teachers' attitude is acceptable or adequate in most of the cases, there are still opportunities to improve it. Then, teachers have now the challenge to ask their students or colleagues to observe them and tell them about the classes, how they are developed, and if the objective of the class is achieved. With this step, teachers can evaluate themselves and notice if they are going well or not and improve what they are doing and showing in class. All this is for teachers to ease the students' learning a little bit more giving them a good learning atmosphere and the encouragement students need to participate actively in class so as they are the main leader in the classroom, who could help to raise or to decrease the interest in learning English.

Moreover, teachers can go further and ask students about their past learning experiences, the context in which they are or come from, what they know, how they feel in class, what things they like or activities they enjoy, what others not, all this is made to have a clear or better understanding about the context where they are teaching and what their students' needs are in order to make a balance between what students want to learn and what teachers need to teach for achieving the academic standards.

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Appendices

Appendix 1

Students' Perception

Objective: To analyze how the English teachers' attitude influences the students' academic performance of English as a foreign language according to English and French and English and Spanish students' perceptions from the University of Nariño.

All the answers will be analyzed confidentially. This instrument is applied only for researching purposes. Please feel free to answer honestly.

INSTRUCTIONS: Dear student, read carefully and answer the items as clearly and sincerely as possible.

ITEM	Always	Most of the time	Some times	Rarely	Never
BEHAVIOUR					
In general, the teacher is polite with the whole class					
The teacher creates a cordial relationship with students					
The teacher reacts badly when students don't behave as they expected to					
The teacher encourages students to ask questions during teaching					
The teacher is willing to help students with their problems					
The teacher establishes positive relationships with students					
The teacher establishes rules at the beginning of the course					
The teacher underlines (marks) the positive performance in class					
EMPATHY					
The teacher cares about students' emotions					
The teacher gives students moral (values) teaching					
The teacher talks to students with motivating words and a kind language					
The teacher helps students in what they are doing					
The teacher understands when students have problems					

The teacher helps students to realize the importance of learning and doing things better					
The teacher cares about his/her students' personal relationships in class					
The teacher motivates students' responsibility					
The teacher cares about his/her students' learning process					
The teacher helps the ones who need help in the subject matter					
ACADEMIC PERFORMANCE					
The teacher uses different resources (computer, videos, songs, movies…) to help students improving their learning					
The teacher connects or relates what s/he teaches with the context where the students are					
Students feel well with the way the teacher teaches					
The teacher shows enthusiasm when teaching					
In your opinion, the teacher is very professional					
The teacher organizes the topics s/he teaches from the easiest to the most complex					
The teacher promotes self- evaluation					
The teacher does different activities to help students improve their learning					
The teacher creates an adequate atmosphere to learn					

Thanks for your cooperation

Jéssica Jurado E

Estephanie Muñoz B.

Appendix 2

Teachers' Perception

Objective: *To analyze how the English teachers' attitude influences the students' academic performance of English as a foreign language according to English and French and English and Spanish students' perceptions from the University of Nariño.*

INSTRUCTIONS: Dear teacher, read carefully and answer the items as clearly and sincerely as possible.

ITEM	Always	Most of the time	Some times	Rarely	Never
BEHAVIOUR					
In general, I am polite with the whole class					
I create a cordial relationship with students					
I react badly when students don't behave as they are expected to					
I encourage students to ask questions during teaching					
I am willing to help students with their problems					
I establish positive relationships with students					
I establish rules at the beginning of the course					
I underline (mark) the positive performance in class					
EMPATHY					
I care about students' emotions					
I give students moral (values) teaching					
I talk to students with motivating words and a kind language					
I help students in what they are doing					
I understand when students have problems					
I help students to realize the importance of learning and doing things better					
I care about my students' personal relationships in class					
I motivate students' responsibility					
I care about my students' learning process					
I help the ones who need help in the subject matter					
ACADEMIC PERFORMANCE					
I use different resources (computer, videos, songs, movies…) to help students improving their learning					
I connect or relate what I teach with the context					

where my students are					
Students feel well with the way I teach					
I show enthusiasm when teaching					
In my opinion, I am very professional					
I organize the topics I teach from the easiest to the most complex					
I promote self- evaluation					
I do different activities to help students improve their learning					
I create an adequate atmosphere to learn					

Thanks for your cooperation

Jéssica Jurado E

Estephanie Muñoz B.

Appendix 3

Student's interview

Objective*: To analyze how the English teachers' attitude influences the students' academic performance of English as a foreign language according to English and French and English and Spanish students' perceptions from the University of Nariño.*

All the answers will be confidentially analyzed and only for the research problem purposes. Please feel free to give honest answers to the questions.

INSTRUCTIONS: Dear student, listen carefully and answer the items as clearly and sincerely as possible.

1) In your opinion, what does attitude mean?

_____
_____
_____
_____
_____

2) Do you think your teachers' attitude is important in your learning?

_____
_____
_____
_____
_____

3) Do you think your English teachers' attitude affects your learning? How much?

_____
_____
_____
_____
_____

4) In your opinion, how does your teachers' attitude affect your own academic performance as a student?

_____
_____
_____
_____
_____

5) What is your opinion about your English teachers' attitude?

_____
_____
_____
_____
_____

6) In which way the teachers' attitude towards their students is reflected or shown?

_____
_____
_____
_____
_____

7) In general, do you consider your teachers' attitude is positive, neutral or negative? Why?

_____
_____

_____

_____

_____

8) Do you think your teacher is aware of his verbal and non-verbal (ex: gestures, hand movements, voice tone…) used in class? Yes / No. How do you identify it?

_____

_____

_____

_____

_____

Thank you very much for your valuable cooperation

Interviewers: Jéssica Jurado E
            Estephanie Muñoz B.

Appendix 4

Teachers' interview

Objective*: To analyze how the English teachers' attitude influences the students' academic performance of English as a foreign language according to English and French and English and Spanish students' perceptions from the University of Nariño.*

All the answers will be confidentially analyzed and only for the research problem purposes. Please feel free to give honest answers to the questions.

INSTRUCTIONS: Dear professor, listen carefully and answer the items as clearly and sincerely as possible.

1) In your opinion, what does attitude mean?

_____

_____

_____

_____

_____

2) Do you think your attitude is important in your students' learning?

_____

_____

_____

_____

_____

3) Do you think your attitude affects your students learning? How much?

_____

_____

_____

_____

_____

4) In your opinion, how does your attitude affect your students' academic performance?

_____

_____

_____

_____

_____

5) What is your opinion about your attitude as an English teacher?

_____

_____

_____

_____

_____

6) In which way your attitude towards your students is reflected or shown?

_____

_____

_____

_____

_____

7) In general, do you consider your attitude is positive, neutral or negative? Why?

_____
_____
_____
_____

_____

8) Do you consider you are aware of your verbal and non-verbal (ex: gestures, hand movements, voice tone…) used in class? Yes / No. How do you identify it?

_____
_____
_____
_____

_____

Thank you very much for your valuable cooperation

Interviewers: Jéssica Jurado E
                Estephanie Muñoz B.