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**INTRODUCTION**

The foreign language teaching profession today faces increasing enrollments and a shortage of qualified teachers. Curtain and Pesola (1994:24) say that “a foreign language teacher requires a combination of competences and background that may be unprecedent in the preparation of language teachers”. A second language teacher needs a higher standard of competencies like a high level of proficiency in the four skill (speaking, listening, reading and writing), the capacity to use the language in any social context, manage the content areas, knowledge of technologies, understanding of social, political, historical and economic reality of regions.

A language teacher must have an extensive knowledge about different components of teaching in order to be prepared to make appropriate judgments and decisions about their teaching in the classroom. Professional growth (mentioned above) and aspects of their behavior such as: enthusiasm, attitude, personality and classroom management are involved on what is happening in their own classroom.

Classroom management and teacher behavior are analyzed to find out their influence in students learning of English as a second language. Since teaching involves teacher’s behavior and actions, s/he needs to get acquainted of those that influence learning in a negative way as well as those influence positively the learning process.

**THESIS STATEMENT**

Teaching is a helping profession whose success depends on the interaction created between the teacher and the learners. Teaching English as a second language requires an amount of teacher’s proficiency such as good pronunciation, knowledge of culture, stay up today with technology or in constant preparation. These teacher’s requirements are necessary for a better acquisition of the target language. However, individual acts of teaching and the teacher’s behavior: attitude, enthusiasm and personality in combination with instructional management are predominant features that determine students’ achievement.

**THEORETICAL FRAMEWORK**

**Teacher’s behavior**

Every human being develops different attitudes which are demonstrated in inter-personal relations. Attitudes play an important role in the field of teaching learning process. W. Allport (cited by MINED 2000, modulo 4) defines an attitude as “functional state of readiness”. This view means the disposition to act in any given situation. So it can say that a teacher attitude influences in a certain degree the students’ outcomes. Therefore, a teacher of English is responsible for developing and maintaining favorable attitudes to enhance the learning process.

The process of teaching is faced in very different ways since it is interpreted from different perspectives. Richards (2000-50) considers that teachers actions are guided by the way they understand, interpret, and define their environment. He also considers that “teachers hold personal views of themselves, their learners, their goals, and their role in the classroom” which are reflected in their practice.

How should a teacher behave in order to show a good practice in the classroom? Parker (cited in Richards 2000:11) observes “teaching learning contexts change, a teachers” behavior must change accordingly”; for that reason, teachers need to appropriate their behavior according to the context he/she is teaching in. In other words, teachers need to change their behavior in agreement with the given situation.

**Teacher’s characteristics**

There are number of universal features that determine the teacher’s action in classroom. Leo Barlett in Richards and Nunan (1996-203) adds: “A teacher’s action is influenced by intentions in the social settings and by the beliefs and chains of reasoning that are held before and after the occurrence of the action”. Also the action of teachers in classroom are due to their personality, enthusiasm, interest, attitude, etc. It has been considered to study the following features: enthusiasm, personality and attitude.

Enthusiasm is defined as the state of teacher which reflects a certain grade of desire to enroll his students into the process of learning. The teacher must be the most enthusiastic person in the classroom in order to motivate students to learn better the second language. The enthusiasm of some teachers from language department inspire the student’s learning because they transmit the enthusiasm toward the subject being studied. The Southern Polytechnic State University from Georgia made a survey about the teacher’s characteristics that help students to learn better. Those characteristics include: knowledge of content, clarity, enthusiasm, ability to stimulate through interest and presentation-organization. On a scale from 1 to 5, enthusiasm is considered one of the characteristics that most influenced their learning; The following are some comments about enthusiasm:

Michael Grifin says: “Teacher’s energy and enthusiasm are surely driving force behind all students’ learning”. Also Anthony Laborder mentions that a teacher’s enthusiasm and sense of humor made him feel highly motivated to learn the second language. Chriscolt says: “Teacher’s enthusiasm is important for classes, but you need to be motivated yourself”. The student’s comments from Georgia about teacher’s enthusiasm indicate that enthusiasm is one of the most important teacher’s features that prepared the classroom environment for student’s learning.

Once the teacher’s enthusiasm has infused into the pores of his student, he is ready to teach in a persuasive manner and students are able lo learn better influenced by the teacher’s enthusiasm. This is one of the important things about enthusiasm, it is contagious and this will break the barriers between tedium and interest and retain the student’s attention throughout the lesson. So when teachers show interest in a topic, his students are more likely to be interested too. This means that teachers must posses some of the skill of an actor in order to involve students in a better atmosphere of learning.

Patricia Colleen Murphy, a teacher of English through a web cite, was evaluated by her students, and they made comments such as: “I think Patricia is a great teacher. She has lots of enthusiasm in her teaching and it has rubbed off on me. I now like English”, “I think that you are a wonderful teacher and that you’ve had a great influence in my progress in writing”, “I really enjoyed your enthusiasm and the way you taught our class”. Other comments were: “She answers questions and gives directions clearly”, “I really enjoyed coming to your class everyday. You were a very helpful teacher. Your young, enthusiastic attitude made it easier to perform well in this class”. Another one wrote: “Your enthusiasm was greatly enjoyed. I learned something from every part of the course. Thank you for making it fun!”.

**Teacher’s personality**

Every teacher tries to do his/her work better every day. Many teachers whose interest drives in their student’s learning make a constant search for more motivating activities, efficient teaching method and better materials for their classes. Teacher spend a lot of time thinking how to help their students in workshops, meetings, seminars organized by a number of teachers who are members of professional organization like (SANTILLANA, FEPADE, CECAP, etc), who develop information and share ideas about literature dealing with teacher improvement, and techniques how to accomplish better outcomes.

Immerse in theories about teaching it has been found that the efficiency of teachers in classroom also deals whit his/her personality state. Penner cited by Ricardo San Martin Vadillo (1992:45) says: “One who teaches effectively, teaches not only his subjects, but himself. Personality is that part of him self which he projects into every classroom activity, thereby affecting and conditioning every learning situation”.

According to this view teacher’s personality takes an important role in teaching learning process since teachers develop different activities in classroom accordingly with his own personality and no mater how positive or negative the influence is in the student’s outcomes. A psychologist of personality considers that behavior is influenced by some factors like heritage, body condition, stimulus and the cultural physical environment, (Dicarpio: 1985). It is unquestionable that factors like body complexion, sex, physical abilities and humor have to do with heritage matters. For instance the bad humor of a person may be influenced by his hormones rather than by a bad intention or unpleasant experience.

Then hereditary factors are one of the principal causes of behavior. Also, behavior may be influenced by organic factors for instance the humor, the capacity to work, intelligence and emotional reactions, Dicarpio (1985:3). However it is important to mention the biological aspects of behavior. For example a person is suffering a high emotion, he could reflect notable body changes such as fatigue, depression, irritation and apathy.

The physical environment also influences the personality. All people are exposed to any given situation or problems which are supposed to be resolved, and it is the culture the one that offers the acceptable solutions. Another form to study the personality is through a situation that produces response (or stimulus – response). For instance, a person may get angry when others do not see a situation like the one he/she sees or something seems logic to him and it seems illogic for others. So, when studying this kind of stimulus-response the changes of the behavior are visible. However, sometimes behavior is not the result of an immediate situation, but is it influenced by a simultaneous mental state.

Taking into account the information above, the behavior of any person depends on the active factors that are influencing the given situation, considering that those factors are inside the individual (feelings, impulse and anxiety) or outside like environment stimulus and biological factors which are determinant in the development of personality.

**Teacher’s attitude**

Teacher’s attitudes play a very important role in student’s English learning. Mc Lughlin Barry (1985:164) says that “teachers come to the classroom with certain expectancies and attitudes that are socially conditioned. Their interaction with students are affected by social values and norms of conduct. Some teachers make no concessions to the cultural background of their students, whereas others strive to make the environment of the classroom bicultural”. Attitude is considered an emotional reaction. A predisposition to respond in a consistently or unfavorable manner with respect to a given situation.

What most teachers take into any teaching situation, such as personality, attitudes, expectations have a highly effect on the student’s achievement. It is considered that teacher’s attitude and overt behavior has a powerful effect on the learning process and that teachers should be aware of influence on learners’ outcome.

Owen, cited in teaching tips #30 (2002:1) gives a list of qualities which comprise the teacher’s attitude. They include: “respect, sense of fun, audience involvement, jokers and serious, enthusiastic, in love with the subject and completely herself”, among others.

**The role of the teacher**

There is a variety of roles that teachers have to play in the classroom which are determined by many factors. Brown and Douglas (1994:419) point out roles such as “Authority figure, leader, knower, manager, guide, friends and parents among others. Some teachers have some freedom to choose the roles that better fit their necessities while some others are asked to follow certain lines where are already established.

The roles that teachers play in the classroom are important since they influence the way the class is developed. Richards (1999:106) explains that “the way in which teachers interpret their roles leads to differences in the way they approach their teaching”, diversifying classroom behavior and classroom interaction.

The teaching approaches and methods that teachers use in the classroom also determine their teaching. Richards and Lockhart (1999:101) state that “some teaching methods define very specific roles for teachers and prescribe the kinds of behaviour that teachers should or should nor allow in the classroom”. Roles are diversified since teachers use a combination of approaches and methods that enrich their teaching.

Teacher acquire different roles in classroom. A teacher takes a role in classroom guided by a specific method or according to the demands of specifics situation. Richard and Lockhart (1999:104) say that: “teacher creates their own roles within the classroom based on their theories of teaching and learning and the kind of classroom interaction they believe best supports these theories”. This statement indicates that teachers may not use a method established by the institution; the way they teach is often about what they think works best in that situation.

Teachers may select such roles as following:

* Facilitator: The teacher’s role is to help students discover their own ways of learning and to work independently. Teachers provide knowledge and guide his student’s achievements.
* Motivator: The teachers seek to improve students’ confidence and interest in learning and to build a classroom environment that will motivate students.
* Manager: The teacher’s role is to organize and manage the classroom environment and students’ behavior in a way that will maximize learning.
* Planner: The teacher planning and structuring of learning activities as fundamental to success in teaching and learning.
* Empowered: Teacher tries to take little control or direction over the lesson and lets students make decisions about what and how they want to learn.
* Social worker: Teacher provides guidance, information, support in order to help students to achieve the success they are looking for.
* Model: Teachers act as a pattern for his/her students. Teachers become a mirror where students see themselves on, and they will do only what they see from the people they admire.
* Quality controller: Teacher task is to maintain the quality of language use in the classroom. Correct language use should be reinforced and incorrect use discouraged. The more teacher knows his students, the better results he will obtain, in other words when a teacher is involved in students’-day-to-day work, he/she is able to adopt the appropriate and necessary role(s) required for any given situation.

Indian’s National Newspaper (2000:2) declares that “The teacher in the class should realize that she/he is a multifaceted personality doing various roles such as controller, assessor, organizer, tutor and facilitator. They also say that “any language activity can be useless if the teacher does not recognize the roles she/he has to play and does not have the ability to facilitate learning in an interesting and stimulating manner”.

**Classroom management**

It is well known that there is not universal teaching method to achieve students learning, but there exist several methods and activities that integrate a curriculum available to be use in an appropriate way by teacher. When planning a class, teachers consider the social setting, students need, interest and abilities of their students, followed by subject matter, goals and teaching method in order to accomplish the course goals.

It is important that teachers remain flexible while planning the content of their courses and the structure of the lessons. Wong-Fillmore cited in A. Patricia & Amato, Richard (1998:186) says that “teacher lessons that are consistent, are well-organized, and have similar formats with clear beginnings and endings appear to be most effective”. Some key elements in the effective management concern the use of time, lesson pacing, monitoring, and decision making.

According to the theory of teaching, effective instruction depend on factors such as time-on-task, question, feedback, grouping and task decision as well as in classroom management. Jack C. Richards (1996:10) says that “classroom management refers to the way in which students’ behavior, movement and interaction during lesson are organized and controlled…” In a well-managed class, time is well used, and fewer distractions result from poor discipline or a poorly structured lesson.

There are some categories that enable a good classroom management: the category of time on task related to the teacher’s managerial skill, in which learners are actively engaged in learning task and activities that teachers assign to obtain particular learning objectives. Teacher decision-making is another category where he uses the appropriate kind of task, the order of task, pacing, product, the learning strategies to be used and the material available. All these activities engage students in academic tasks which obviously are related to students progress and achievements.

As it is mentioned before, classroom management has to deal with teacher decision-making. Richards and Lockhart (1999) says. “Any teaching act is the result of a decision, either conscious or unconscious.” From this view, teaching is essentially a thinking process where teachers are involved in different options and are required to select from these options the best to achieve a particular goal.

Monitoring: in this area of classroom management, monitoring and decision making go together during the instructional process. Teacher needs to make appropriate decision in classroom about subject matter, instructional process, and objectives. Also teachers must be capable to take decision for unplanned activities (activities that were not part of the original lesson), modifying the lesson, modifying behavior, modifying instructions to individual students differences. Making appropriate decision is a skill developed over time as a result of monitoring and reflection.

Pacing: When teacher decides what task students are encouraged to do, he or she needs to determine the time that activity should last. Of course, teacher must be flexible about how much time learner should spend in task in or outside the classroom. During the development of a class, teacher uses experience, intuition, feeling to decide when to finish or continue the task required.

Instruction: instruction is an essential skill for all teachers in classroom management. A second-language teacher must provide clear instructions since they are given in the target language. Effective instruction deals with success of classroom task, exercises and of course required the achievements. On the contrary, unclear instructions will reduce the effectiveness of the task and the performance will be definitely counterproductive.

Effective instruction is characterized by clear instruction. The following are some examples cited by Nunan and Lamb (1996) about instructional management.

* Describes objectives clearly
* Uses a variety of materials
* Has materials ready
* Gives clear directions for assignments
* Gives clear explanations
* Monitors students understanding.

**Reflective Teaching**

A form to help teachers improve their development in classroom is through reflective teaching. Cruickshank cited in Richards and Nunan (1996:202) defines reflective teaching as “the teacher’s thinking about what happens in classroom lessons and thinking about alternative means of achieving goal or aim”. Reflective teaching is a means to provide teachers an opportunity to analyze the teaching-learning process and the goal to be reached. Reflection as a psychological process of thinking is one of the most important means for helping teacher to improve their classes.

Teaching is considered as a kind of mystical experience that is not easy to explain. Stevick cited in Richards and Nunan (1996:133) speaks of “simple daily miracle”. From this point of view, teaching act can not be analyzed and described at all. Understanding this view, individual teachers acts are the strongest predictor of classroom outcomes; however, teacher preparation can be worthy for helping to refine natural abilities and reinforce elements of teaching into an individual teaching style.

**Reflection**

Reflection focuses on day-to-day classroom teaching. Kemmis cited by Richards and Nunan (1996:204) says: “Reflection is not just an individual psychological process. It is an action oriented, historically-embedded, social and political frame, to locate oneself in the history of a situation…” Reflection involves individual-thinking teachers, based on the purposes of education in the society they live. Reflection and inquiry are key components of teacher development. The skill of self-inquiry and critical thinking are seen as central for continued professional growth, and can help teacher move beyond a level where they are guided by impulse, personality, institution or routine, Richards (2000).

**Reflective Teacher**

A reflective teacher is one who controls his/her actions behavior and student’s outcomes in the whole teaching-learning process. To become a reflective teacher means transcend the technicalities of teaching and think beyond the need to improve the instructional techniques. Appledgate cited in Richards and Nunan (1996:205) says that: “Becoming a reflective teacher requires a painful process of radical examining current position and asking pointed questions about the relationship that exist between these positions and social structure from which they arise…”

A reflective teacher examines the origin and consequences of every day teaching so that he or she can make questions such as:

* What caused me to want to become a second languages teacher?
* How do power relationships in my classroom influence my interaction with students?
* How does what I do affect the opportunities in life of students?
* How does my behavior affect in student’s outcomes?
* Are my personality, attitude and enthusiasm factors that influence learning outcomes?

These questions can engage a teacher to become a critically reflective teacher. This process forces a teacher to adopt a critical attitude as a second language teacher. Also, it is important to test the teaching process in order to see directly or indirectly the influence on the formation of society in their role as teachers.

Reflective teacher deals with teacher-student interaction in classroom. A reflective teacher knows the art and the craft of teaching during and after their interaction. The craft of teaching is related with knowledge of subject matter and teaching in general. The art involves the combination of knowledge experience and decision making as teacher interacts with learners.

The reflective process gives teachers the opportunity to examine their relationship with students, their abilities, their success and failures in a realistic context.

**Body of the essay**

It is accepted that teacher’s attitude may influence positively or negatively in the development of the educational process, then it is probably advisable to look more closely into this premise. Teachers’ attitude projects messages which are decoded by the students, whose learning is influenced in a certain degree.

Individual acts of teaching in the classroom are those special things that call students-attention to the class and open the way to the learning process. Teacher’s proper behavior in classroom (attitude, enthusiasm and personality) also results in students better outcomes. Those features in combination with instructional management are predominant to determine good results in students’ learning process.

To prove this, this team had to observe teachers’ work and it was noted that they showed similarities and differences about the features mentioned above. About their enthusiasm it was observed that both teachers almost never told jokes in their classes nor engaged student’s emotions in their activities. However, they showed two differences related to their enthusiasm. One teacher praised good performance and students’ correct answers. On the contrary, the other asked students participation without praising those students who had done it well.

Robinet (1977) cited by Ricardo San Martín Vodillo says: “Teachers must not only have a sound knowledge of target language but a set of personal qualities: inspiration, enthusiasm, patience, etc.”

The following is a brief description of personal experiences about some students’ former teacher’s enthusiasm.

A: “Perhaps the most interesting thing is to remember and compare two teachers that I had almost 12 years ago. First of all, I took the Basic and Intermediate English II with a male teacher, I think he was a passive teacher. He never praised good performance, he was neither aware of students learning, nor engaged student’s emotion in activities, so the classroom atmosphere was too boring. There were not enough activities and tasks to practice the lesson properly. The oral participation was not required and the oral and written evaluations were not too difficult.”

“He was not enthusiastic with his students in teaching the target language and this attitude influenced my English learning. On the other hand, I had a female teacher in Intermediate English I, and advanced level. When arriving to the classroom she used to greet the class, and smile to everybody. She always made a feedback before starting the next lesson. During classes she used to encourage students to participate in oral and written activities. Her classes were always motivated by students – teacher interaction and also she used to praise student’ performance. I feel she influenced my English learning more than other teacher. If I could study again I would like her to be my teacher, she was like an actress”.

B: “I was lucky to start my second language classes with a very enthusiastic teacher who was always trying to find ways for teaching interesting classes. She used to take a big variety of activities that helped me grow in my learning every single class. When the new course began I was expecting the new teacher of English to be the same as my first teacher. Of course it wasn’t so, the new teacher was more serious than the first one but he kept certain amount of that enthusiasm that helped me get in touch with the second language at the beginning. He had that special characteristic of making gestures of surprise when his students showed good performance using the target language. Those teachers definitely made my task easier, funnier and interesting.”

In the observation of teacher’s attitude, the observers could see that the two teacher’s permitted students’ responses. Also, both were aware of student’s learning during the class because they used to go around the classroom checking their work. On the other hand, they had different attitudes toward certain situations in the classroom. One teacher let students arrive late to class, periods of noise, some students worked on other subjects and even some of them used to eat during the class. It is considered that his attitude created a negative atmosphere to learn a second language efficiently. On the contrary, the other teacher did not permit students to be late in class, take any kind of food to the classroom, he went straight to minimize student’s noise and he did not let learners work on other subject through permanent monitoring. Finally, one of the things that this classroom observation highlights is that in a manner this attitude inspires student’s interest towards learning the second language, also this group showed better performance than the other one.

In the English teacher’s professional attitudes book is expressed that “English teachers are professionally responsible for developing and maintaining favorable attitude to enhance the learning process”.

According to the teacher’s personality, aspects such as: kindness, authoritarism, aggressiveness, conformism were observed in teachers of English. The observation lasted one month and it was found that both teachers were neither aggressive, nor authoritarian with their students, they also showed kindness and smiled frequently with the learners.

There was a feature that they did not share each other. One teacher demonstrated to be more conformist than the other. The first one just listened to students’ participation, but did not ask for more, it was not important for him if some students did not have their textbook or any other material needed for the class. Also his students did not look motivated to participate during the class. The second teacher listened to students’ participation patiently with certain interest. The entire group had the necessary materials (textbook, handout), to use in class. Also students were motivated to participate in teacher’s activities.

Next tables show students’ opinions about class objectives, teachers’ motivation, use of target language, gestures, movements and teacher’s kindness.

Table No. 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The teacher describes the class objectives clearly | The teacher motivates class | | | Total |
| Yes | No | Sometimes |
| Yes | 20 |  | 9 | 29 |
| No | 1 | 1 | 1 | 3 |
| Sometimes | 4 | 2 | 12 | 18 |
| Total | 25 | 3 | 22 | 50 |

The table above shows that, from the fifty students who took the instrument, 50% said that their teachers motivated the class and 44% said that their teacher sometimes motivated the class. When students were asked if the teacher stated the class objectives clearly, 58% of them answered positively, but 36% said that their teacher did not do it clearly, while only 6% said that the teacher did not state the class objective at all. Students were asked to point out the number of the questions that influences their learning. From these two questions, 12 students said that the fact of knowing about the class objectives influences their learning. Moreover, 15 students noted that teacher’s motivation in class also influence their learning. It is important to note that, according to those student’s opinion, teacher’s motivation in class and knowing the class objectives were the two elements that most influence English learning.

Table No. 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Teacher uses the target language | Teacher makes gestures and movements make meaning clear | | | Total |
| Yes | No | Sometimes |
| Yes | 13 | 1 | 12 | 26 |
| No | 9 | 1 | 2 | 12 |
| Sometimes | 5 | 1 | 6 | 12 |
| Total | 27 | 3 | 20 | 50 |

Table No. 2 shows that 54% of the students affirmed that their teachers make gestures and movements in order to make meaning clear. The rest of the students, or the 40% said that their teachers sometimes made gestures and movements. In the second question the 52% expressed that their teachers use the second language to teach.

Now eleven students said that the second language used in classroom by the teacher is necessary for English acquisition, also 15 students affirmed that teachers’ gestures and movements are important for a better understanding and use of the second language. One of the interviewed teachers (explained in detail on next pages) declares: “target language use should be maximized because that is the place where students are exposed to the language”.

Table No. 3

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The teacher incentives your participation | The teacher is kind | | | Total |
| Yes | No | Sometimes |
| Yes | 29 |  | 3 | 32 |
| No |  |  | 4 | 4 |
| Sometimes | 9 | 1 | 4 | 14 |
| Total | 38 | 1 | 11 | 50 |

Table No. 3 shows a 64% of students assuring that their teacher incentives their good performance, while 28% answered that their teacher sometimes behaves that way, and 8% said that their teachers do not praise their participation in classes. Students were also asked about the teacher kindness and 76% of them considered that their teacher is kind, while 22% of students said that sometimes their teacher is kind. Only 2% said that their teacher is not kind.

When students were asked to point out those elements that most influence their learning, 17 students answered that teacher’s motivation to participate in class was important for them. Another 19 students’ opinion was that the teacher’s kindness really influences their English learning.

These results show the importance that students of English as a second language give to teacher’s kindness; they consider that it is more important than other elements, even above of incentivation for participation in classes.

Searching for more information about teacher’s characteristics, it was necessary to interview some students from intermediate English level from the Language Department. The instrument’s objective was to know student’s opinion about their teacher’s enthusiasm, attitude, personality and classroom management.

The interviewed students said the most important characteristics are language knowledge and good pronunciation. They also said that punctuality and enthusiasm were important characteristics of a teacher, but they considered “good humor” the least important.

Richard and Nunan in their book “Second Language Teacher Education” comment about examining teacher’s characteristics, such as teacher’s attitude, enthusiasm personality and others to see how these factors influence learning outcomes in students of a second language. (1996:4)

Students also gave an opinion about their present teacher of English. One student said that his teacher is an enthusiastic person and that the teacher’s enthusiasm motivates him to study more, inspires confidence and encourage to continue. Moreover, an enthusiastic teacher motivates to participate more in class and students feel more confident at the moment of taking oral exams. On the contrary, other student considered that his teacher is not and enthusiastic person, he thinks that the teacher is conformist “if he were an enthusiastic teacher I would learn more in class” he said. Both students considered that enthusiasm is an important feature of teacher of English, because that enthusiasm turns into motivation, interest and desire to learn effectively the target language.

Another part of the interview was oriented to getting information about teacher’s attitudes. Here students were asked to mention attitudes of their present teacher of English. One student said that his teachers is always punctual, that he is interested in his students’ learning and that he controls discipline problems in the class. “The positive thing about this”, he said, “is that those attitudes help to form our character of student”. This teacher is also aware of students’ failures and gave advice to his students in a persuasive manner generating changes in the learners’ performance.

Other student assures that his teacher is a conformist person and it has a negative effect in his English learning. He said: “He does not investigate if we understood the topic, He does not matter of the students learning”. Other student comments that his teacher waste his time in unnecessary activities in the classroom and also activities take too much time to be over.

These comments realize that the teacher’s attitude in the classroom affects student’s learning. This finding agrees with Freeman’s opinions. He said that the teacher’s attitude influence teaching effectiveness and as consequences student’s learning (1996).

Teacher’s attitude toward learning and teaching surely condition student’s learning. The teacher holds an ideal classroom environment and that is the base from where he builds up is own classroom environment.

Jane Arnold (1999:138) confirms this position when he says that a teacher teaches what he is, and that he creates the classroom atmosphere by the way he is. He also says that students are immersed all the time in the manifestation of teachers’ attitude toward time, mistake, enthusiasm, interest, speed and slowness ad his/her attitude toward his/herself. Teachers need to realize that the way they are has as much effect on the class as the method they use.

Students were also asked to mention the kind of English teacher they would like to have next semester, they said: “that teachers of English should have enthusiasm, different ways of teaching, kindness, English knowledge, ability to be clear in the classroom and good teacher – student interaction in order to consider him/her our new teachers again”. Zhou Jie (1999:3) said: “The teacher should be patient, confident, should have imagination, enthusiasm, humor and creativity. He/she should be friendly, sympathetic and be in good relation with the students”.

The situation mentioned before show an agreement between Zhou Jie and students from the Language Department. Then, it is understood that when teachers have those characteristic, students feel more confidence to enroll in the class activities, they feel more interested to study in and outside the classroom, they feel more secure and of course their achievements will be better.

In the last part of the interview, students were required to identify aspects about classroom management such as: class objectives, using the target language as much as possible, pacing, instructions and activities alike with the topic that influence negative or positive their learning outcomes. The interview students said that their teacher rarely declared the class objectives and they also considered that if they were effective teachers, these would be reached. But, Nunan and Lamb present the opinion of a group of teachers, who considered that an ideal lesson is that where aims and objectives are clear to the students. (2000:235). In other word, all teachers should have clear the class objectives and share them with the learners in order that students know what they are required to produce in the class.

Moreover, three teachers of intermediate English from Language Department were interviewed in order to know their opinion about classroom management, personality, attitude and enthusiasm of teachers of English. One teacher considered that the class objective should be clear to the learners in order to be oriented. The other ones said that objectives are important but, they should be presented indirectly or take them from their textbook. Nunan (1996:73) said “students need to be aware of lesson objectives”. Also they think that the mother tongue could be used when necessary to be better understood. Another said that the target language use should be maximized, because that is the place where student are exposed to the language. Richards and Luckhart (1999:193) said that for languages learners, classroom is the primary situation in which they have an opportunity to use the target language, and that the amount of language students use during lessons has an important influence on their language development.

Among other opinions teachers said something about lack of interest in students learning. One teacher said: “a teacher who acts like that is spending his time in classroom, because the students results will not be favorable and their learning will be limited”. Another one said: “The teacher who behaves without interest should make an analysis about what he does”.

The teacher’s interest toward students’ learning is reflected through constant students-teacher interaction and monitoring student’ progress. Ellis, cited by Richards and Lockhart said that the teacher has to get the students’ attention, monitor their understanding by constant checking, clarify and explain when necessary (1999). Then teacher’s attitudes, either positive or negative, are fundamental to facilitate students students’ learning and use of the target language.

**CONCLUSION**

In spite of the proficiency that all teachers of English must have in different areas to accomplish their goals with their students, it is important to recognize one more time that teachers’ behavior is closely related with those teacher’s accomplishment. Then, this team concludes that individual acts of teaching are helpful to achieve a better learning of the second language, because every teacher has something that makes teaching interesting or boring, easy or difficult, meaningful or without meaning for the students.

For that reason teachers of English must recognize the role they have to play and they must have the ability to facilitate learning in an interesting and stimulating manner. Teacher’s also have to make the course interesting, explain clearly, speak well communicate with all students using the target language and be aware of their behavior because all these influence students learning.

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