UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

TITLE:

TEACHER-STUDENTS' RELATIONSHIP AND THE LEARNING OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF THE 8TH YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA SAN FRANCISCO DE ASÍS OF LOJA CITY, ACADEMIC YEAR 2013-2014

Thesis as a previous requirement to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization.
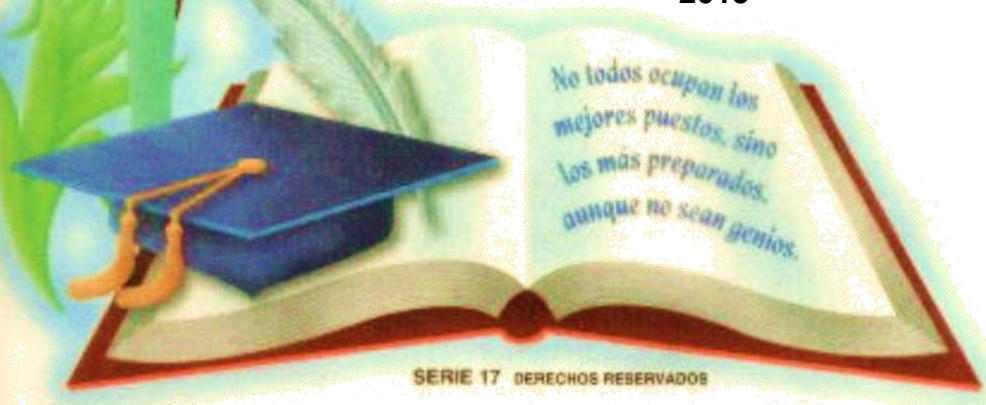
AUTHORESS:

RITA ISABEL GRANDA JIMÉNEZ

THESIS DIRECTOR:

Mgs. CARMEN ENITH DÁVILA VEGA

LOJA – ECUADOR

2015

CERTIFICATION

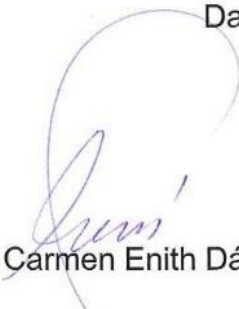Mgs. Carmen Enith Dávila Vega

PROFESSOR OF THE ENGLISH LANGUAGE DEPARTAMENT

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CERTIFIES:

That the research work entitled: **TEACHER-STUDENTS' RELATIONSHIP AND THE LEARNING OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF THE 8TH YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA SAN FRANCISCO DE ASÍS OF LOJA CITY, ACADEMIC YEAR 2013-2014,** under the responsibility of the undergraduate **Rita Isabel Granda Jiménez** has been advised and monitored with scientific pertinence and rigorousness; thus as, having opportunely checked the progress reports of the research, giving them back to the applicant with the necessary observations and recommendations to ensure the quality of itself; therefore, it is authorized its presentation, for its subsequent sustentation, grading, and both private and public defense.

Dated this day: May, 20th 2014

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AUTHORSHIP

Rita Isabel Granda Jiménez, declare to be the author of the present research work and exempts to express to the Universidad Nacional de Loja and its legal representatives about possible claims or legal actions because of the content of this thesis.

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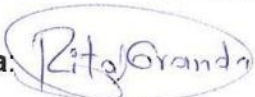
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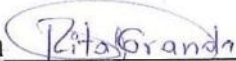
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DEDICATION

Firstly, I want to dedicate my thesis work to God for giving me the strength to face the problems that life has presented me. Then, to my dear family specially to my children Andrea and José for being my inspiration and motivation to achieve this goal. Also, to my husband and my mother for their daily support.

Finally, I want to dedicate my thesis work to all the people who believed in me and trusted in my capacities and decision to fight my way to a better future for my family and myself.

RITA GRANDA

MATRIZ DE AMBITO GEOGRAFICO

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MAPA GEOGRÁFICO Y CROQUIS

CROQUIS DE LA UNIDAD EDUCATIVA "SAN FRANCISCO DE ASIS"

SIMBOLOGIA

1. Iglesia de Belén
2. Terminal Terrestre
3. Pileta de la Paz
4. Puerta de la Ciudad
5. Parque Simón Bolívar
6. Iglesia La Catedral
7. Plaza Central
8. Plaza de Santo Domingo
9. Plaza de San Sebastián
10. Mercado C.C.
11. Estadio Federativo
12. Plaza de San Francisco
13. Torre de San Sebastián

Unidad Educativa "San Francisco de Asís"

THESIS SCHEME

CONTENTS

a.TITLE

TEACHER-STUDENTS' RELATIONSHIP AND THE LEARNING OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF THE 8TH YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA SAN FRANCISCO DE ASÍS OF LOJA CITY, ACADEMIC YEAR 2013-2014

b. RESUMEN

La tesis denominada **TEACHER-STUDENTS' RELATIONSHIP AND THE LEARNING OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF THE 8TH YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA SAN FRANCISCO DE ASÍS OF LOJA CITY, ACADEMIC YEAR 2013-2014** cuyo objetivo principal fue determinar como la relación profesor - estudiantes influye en el mejoramiento del aprendizaje del Idioma Inglés con los estudiantes de 8vo año de básica de la Unidad Educativa San Francisco de Asis.

Los métodos empleados fueron, científico, analítico-sintético, descriptivo y explicativo.

Se tomó como instrumento la encuesta, que fue aplicada a profesores y estudiantes para verificar a hipótesis por medio del análisis lógico y estadístico representado en gráficos y cuadros.

Los resultados demostraron que los docentes poseen un limitado conocimiento sobre el papel de mediadores en el proceso de enseñanza aprendizaje.La ausencia de estrategias para ganarse la confianza de sus alumnos.La relación profesor alumno no es excelente esto fue presenciado en el momento de aplicación de las encuestas,los estudiantes carecen de respeto hacía sus maestros . A pesar de la existencia del Código de Bienestar institucional, donde se expresan las regulaciones con respecto a los estudiantes, maestros, padres de familia y autoridades institucionales con un amplio grado de implicaciones relativas a la formación de la actitud de los estudiantes de la institución, no ha sido socializado. Esta circunstancia denota una debilidad que limita el fortalecimiento de la conducta de los actores educativos.

SUMMARY

The thesis entitled: TEACHER-STUDENTS´ RELATIONSHIP AND THE LEARNING OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF THE 8TH YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA SAN FRANCISCO DE ASÍS OF LOJA CITY, ACADEMIC YEAR 2013-2014, has as its main objective to determine how the Relationship teacher–students' influences the English language learning improvement with the students of 8th year of Basic Education at Unidad Educativa San Francisco de Asis

The methods applied in this research were: scientific, analytic-synthetic, descriptive, statistical and explicative.

Surveys were applied to teachers and students aiming to carry out the hypotheses verification through logical and statistical analysis represented in graphics and charts.

The obtained results showed that teachers have a limited knowledge about the role of mediators they should play within the teaching learning–process, deficient strategies to gain their students' confidence and respect. In spite of having the institutional Welfare Code, where regulations regarding students, teachers, parents and institutional authorities are expressed with a wide range of implications concerning the attitudinal formation of the students in the institution, it has not been socialized. This circumstance denotes a weakness that limits the strengthening of the educational actors' behavior

c. INTRODUCTION

English has an important role in the world as an international language. English is like a window to the world because through it one can learn about global aspects and one can get more information from it. Consequently, English is imperative to be learned at present. Having ability in English helps the students to get deeper knowledge in all the fields of science and technology because what they learn is not limited to their country but also worldwide.

In the English teaching-learning process, besides being aware of the importance of the language, teachers should build positive bonds with their learners in order to take advantage of this unique opportunity to contribute to their academic and social growth. The task is not easy because to reach this objective, teachers need to understand students who are from different backgrounds, have different interests, future goals, aims and most important, different personalities. Once teachers understand students better, they are able to apply specific teaching and communicative strategies designed for each student, creating a straightforward teacher-student relationship. This way, the classroom will become comfortable and enjoyable enough for students to learn confidently from the teacher without any indecision.

In addition, teachers are required to teach all the students about the value of having respect one another in the classroom so that, each of the students can actively participate in the lesson with no interruption.

For all the above, this research was carried out with the purpose of showing how the relationship of teachers and students influences the learning of English language; how the teachers-students' relationship improves the English Language learning; and, how the relationship of teachers and students determine the English Language learning.

Based on the problems presented before, the specific objectives that this research proposes are the following: to analyze how the relationship of teachers-students impacts on the English Language Learning Process and also to search how to strengthen the relationship of teachers- students in the learning of English language.

In accordance with the main problem, the general hypothesis claims that the proper teacher- students' relationship contributes to improve the learning process of the English Language with the students of 8th year at Unidad Educativa San Francisco de Asis.

Some methods were chosen to develop this work: the main one, the scientific method, which helped to obtain the knowledge about the relationship between the information gathered in the research and the scientific explanation of the variables of the hypotheses and to draw the conclusions and recommendations, the descriptive method was used to describe the most important facts in this research work, the analytic – synthetic method was used to analyze and contrast the empiric information, the descriptive method was used to provide an explanation of the logical implications of the variables of every question, the statistical method was used to represent and display the data in charts and graphs to be understandable for the analysis of it. Additionally, it was applied a survey to teachers and students in order to obtain information about this matter.

The research work includes the distribution of the following contents:

In the Summary it is offered a general view of the research work.

In the introduction it is presented the research report in its whole parts: general problem and sub problems, specific objectives and general hypothesis.

In the review of literature it is included the main contents of theoretical referents that the researcher used to support the research work from a scientific point of view.

In the methodology where there is a description of the methods, techniques, procedures instruments, and the population the researcher found the support to verify the hypotheses. Then, the materials and resources sections contain the economic human.

In the results appear the respective statistics tables and graphs which represent the obtained data of the students and teachers surveys and the analysis of each question with the purpose of verifying the obtained hypotheses.

In the discussion of the results it is shown the verification of two specific hypotheses. In the conclusions and recommendations are provided the possible solutions and the main suggestions based on critical analysis.

d. REVIEW OF THE LITERATURE

1.1 Teacher and Student Relationship

The third aspect of effective classroom management, after rules and procedures and disciplinary interventions, is teacher-student relationship. One might make the case that teacher-student relationships is the keystone for the other factors. If a teacher has a good relationship with students, then students more readily accept the rules and procedures and the disciplinary actions that follow their violations. Without the foundation of a good relationship, students commonly resist rules and procedures along with the consequent disciplinary actions. (J. Marzano, 2003)

1.1.1 Classroom Management and Discipline

Perhaps the single most important aspect of teaching is classroom management the teacher cannot successfully teach your students if the teacher has not the control. This is also a concern of the principal the school students' parents. Many teachers have lost their jobs due to poor classroom management.

There are many reasons why discipline can be a problem in the classroom. One of the reasons could be the teaching style. If the teacher is not reaching every one of his/her students, they can become bored, disinterested and restless. As mentioned in the section on instruction, every student has their own learning style and an area where they excel. If the teachers reaching these students by using a variety of methods, they are motivated and less likely to cause trouble.

Another reason for discipline issues is that teachers may be dealing with students with many personal problems. The personally dealt with students who witnessed their parents being gunned down, their mother throwing them out of a moving car on the expressway, their fathers beating them so much they were hospitalized, a family member (usually a step-father)

molesting them, being forced into the drug trade by their parents, and rape. How can a student learn when all they can think about is what they are going home to later that afternoon? Will their rage transfer to the classroom? (Rohrer, 1994)

1.2 What Do School Counselors Do?

School counselors have many roles. Their primary goal is to encourage, support, and foster positive academic, career, social, and personal development in child and youth in schools.

Below, they have specific responsibilities and roles of school counselors.Individual counseling and advisement.. Resolve conflicts, identity development, specific student concerns (cultural adjustment, learning a new language, social class, racism, substance use, grades, peer pressure, etc.)Consultation—working with administrators, teachers, and staff to meet student need

Teach staff about various student issues (suicide and loss)Student appraisal-coordinating information that goes into confidential student files and interpreting the info to help qualify students for special programs Parent help-meet individual and in groups with parents, provide resources and information on child development, specific topics, etc.

Referral-provide referrals to appropriate professionals in the schools and in the outside community Program planning-coordinating work of various school personnel, parents, and other interested parties in implementation of the school counseling program. Students in the USF School Counseling Program have developed programs in the following areas:

Ethnic identity

Health education

Bullying

Retention and first generation college students

Career development—developing and implementing career awareness as part of the school counseling curriculum

Change agent for the school atmosphere

Student advocate in meetings with teachers and staff

Classroom observations on behaviors, relationships and providing feedback to teacher, students, parents, staff

Public relations—explain importance of counseling with school staff, parents, teachers, students, community members, explain problems students may have. Relate to cultural stigmas

Local research—student population characteristics (drug use on campus, etc.)

Screen students—interview new students, etc.

Staff development—around particular issues (Benchmark, 1995)

1.2.1 The Role of the Instructor

According to the social constructivism approach, instructors have to adapt to the role of a mediator and not teachers. (Dana, 2012) Where as a teacher gives a didactic lecture that covers the subject matter, a mediator helps the learner to get to his or her own understanding of the content. In the former scenario the learner plays a passive role and in the latter scenario the learner plays an active role in the learning process. The emphasis thus turns away from the instructor and the content, and

towards the learner (Gamoran, 1995). This dramatic change of role implies that a mediator needs to show a totally different set of skills than a teacher.

A teacher tells, a mediator asks; a teacher lectures from the front, a mediator supports from the back; a teacher gives answers according to a set curriculum, a mediator provides guidelines and creates the environment for the learner to arrive at his or her own conclusions; a teacher mostly gives a monologue, a mediator is in continuous dialogue with the learners. A mediator should also be able to adapt the learning experience by taking the initiative to steer the learning experience to where the learner want to create value. (Thanasoulas, 2002)

1.2.2 What is Communication and why Is It Important?

Communication is the ability to share information with people and to understand what information and feelings are being conveyed by others. Communication can take on many forms including gestures, facial expressions, signs, vocalizations (including pitch and tone), in addition to speech and written communication. Teachers, students and educators frequently use nonverbal methods to communicate. Students often show disinterest in school by avoiding eye contact or sitting back in their chairs with their arms folded across their chests during instruction. Staff members may indicate that they have time to talk but they may show disinterest by grading papers or busying themselves while you are trying to talk. Conversely, a smiling, nodding face indicates that the listener is interested in what we are saying and encourages us to continue. Communication includes a broad range of actions which help the educator work more effectively with students and teachers. (SVasa, 2012)

1.2.3 The Positive Teacher Student Relationship

The teacher student relationship is very important for children. Children spend approximately 5 to 7 hours a day with a teacher for almost 10

months. We ask ourselves what is considered a good teacher. All of us have gone through schooling, and if fortunate had a favorite teacher.

A positive relationship between the student and the teacher is difficult to establish, but can be found for both individuals at either end. The qualities for a positive relationship can vary to set a learning experience approachable and inviting the students to learn.

A teacher and student who have the qualities of good communication respect in a classroom, and show interest in teaching from the point of view of the teacher and learning from a student will establish a positive relationship in the classroom.

The relationship between the student and teacher, involving a setting in the primary grades, which the teacher found second grade to be extremely important for the student to gain a positive attitude for their future education.

Children have different strategies for learning and achieving their goals. A few students in a classroom will grasp and learn quickly, but at the same time there will be those who have to be repeatedly taught using different techniques for the student to be able to understand the lesson.

On the other hand, there are those students who fool around and use school as entertainment. Teaching then becomes difficult, especially if there is no proper communication. Yet, teachers, creating a positive relationship with their students, will not necessarily control of all the disruptive students.

The book, Responsible Classroom Discipline written by Vernon F. Jones and Louise Jones discuss how to create a learning environment approachable for children in the elementary schools. According to Jones, " Student disruptions will occur frequently in classes that are poorly

organized and managed where students are not provided with appropriate and interesting instructional tasks" (Jones, 1995)

The key is, teachers need to continuously monitor the student in order for him or her to be aware of any difficulties the student is having. Understanding the child's problem, fear, or confusion will give the teacher a better understanding the child's learning difficulties. Once the teacher becomes aware of the problems, he or she will have more patience with the student, thus making the child feel secure or less confused when learning is taking place in the classroom.

The communication between the student and the teacher serves as a connection between the two, which provides a better atmosphere for a classroom environment. Of course a teacher is not going to understand every problem for every child in his or her classroom, but will acquire enough information for those students who are hostile with specific tasks. (Jones, 1995)

 A significant body of research indicates that "academic achievement and student behavior are influenced by the quality of the teacher and student relationship" (Jones, 1995). The more the teacher connects or communicates with his or her students, the more likely they will be able to help students learn at a high level and accomplish quickly.

Educators interact with many different people during the day, including administrators, teachers, parents, students and other educators. The ability of educators to contribute to the special education program will depend on his or her communication skills. For example, communication is essential for:

Understanding roles and assignments,

Planning and carrying out learning activities,

Coordinating approaches with students,

Providing information to teachers on student progress and behaviors, and building a positive relationship with students, teachers and other staff.

1.3 Ideal Student-Teacher Relationship

Relationship between teachers and students should involve a well-balanced combination of respect, trust, and discipline. While teachers do not need to develop deep friendship with students, they may interact on a friendly level. Such positive interactions will encourage students to learn and succeed.

Not only do students learn from their teachers, but an effective teacher should be able to learn from the feedback of the students.

In order to stimulate a healthy learning environment, the students should demonstrate respect for their teachers. Whenever the teacher is talking, students should listen. Listening displays to the teacher that the students are trying to learn and understand the material.

 A good way for students to demonstrate interest is by body language. For example, students should not sleep, or put their heads down on the desk, as this expresses a lack of interest, and shows disrespect. Students should also try to maintain eye contact with their teacher.

Students will commit themselves more to the learning process if they trust their teachers. If learning material is unclear or confusing, students should feel comfortable approaching their teachers for additional assistance.

Also a teacher should be able to recognize when a student requires extra attention. When extra help is necessary, teachers should not hesitate to help their students. The assistance can consist of just repeating a question, or meeting with the student and explaining the lesson in a less complex manner. No relationship is perfect; problems will arise in all relationship.

When difficulties occur, they should be addressed in a fair and just way. Each person should have the opportunity to voice his or her opinion. If a student talks at an inappropriate time, the teacher should approach the problem swiftly and directly so that distractions can be limited.

The consequences should relate appropriately to the behavior. Teachers who distribute harsh punishments do not necessarily earn the students' respect.

If the punishments are perceived as unfair by the students, respect for the teacher may be sacrificed. There needs to be a clear line to distinguish what is necessary for disciplinary reasons, and what is unfair.

These guidelines should be respected and followed by both the students and teachers. The goal of every student-teacher relationship is to provide a stimulating learning environment for the students. In order to generate positive results, the relationships should be based on mutual respect, trust and discipline. Without these aspects, an ideal relationship would be nearly impossible. (Dana, 2012)

1.4 Developing Positive Classroom Prides

If applied effectively, pride can be an extremely powerful force in developing positive teacher-student relationships. (Boynton, 2005) In many classrooms, students are proud of the fact that they are behaving and achieving at a high level. In other classrooms, a different type of pride develops when students see themselves as being the worst they can be.

The pride students develop helps shape identities that in turn drive their behaviors. When you recognize student successes, there is a decreased likelihood of fostering negative pride and an increased likelihood of developing positive pride. (Boynton, 2005)

As a classroom teacher, your goal should be to help students take pride in their accomplishments and positive behaviors rather than in their negative behaviors.

2.1 Correcting students in a constructive way

Correcting and disciplining students for inappropriate behaviors is a necessary and important part of every teacher's job. However, it doesn't have to be a negative part of he/she job. In fact, the teacher can actually build positive relationship when he/she corrects students. If the teacher don't believe this, think for just a minute about students you have had in the past that came back to school .

Often it is the students who were the most challenging and with whom you had to spend the most time who continue to visit you over the years. This is due to the positive relationships you developed with them. (Boynton, 2005)

The goal in correcting students should be to have them reflect on what they did, be sorry that they disappointed you, and make a better choice in the future. It should not be that they go away thinking, "I hate my teacher. I'm going to be sure I won´t get caught next time."

The difference in students' reactions to being disciplined is often related to the manner in which you correct them. If the teacher allow students to keep their dignity, teacher increase the chance that they will reflect on their behavior and choose their behaviors more wisely in the future.

The correction process will be counterproductive if students are corrected in a manner that communicates bitterness, sarcasm, low expectations, or disgust. The goal is to provide a quick, fair, and meaningful consequence while at the same time communicating that you care for and respect the student.

2.2 Demonstrating caring

Demonstrating caring is one of the most powerful ways to build positive relationships with your students. When your actions and words communicate that you sincerely care for your students, they are more likely to want to perform well for you and enjoy coming to school.

Caring also fosters a preventive approach to discipline, as students who feel cared for are more likely to want to please you by complying with your wishes and policies. It is a tragedy when a student mistakenly believes that his teacher does not care for or like him. (Boynton, 2005)

2.3 Preventing And Reducing Frustration and Stress

Frustration and stress, which are inevitable in the teaching profession, are the great enemies of the best intentions. list some external causes of stress for teachers as difficult students, annoyed parents, and collegial backbiting.

Frustration can have a devastating effect on teacher-student relationships, as it tends to cause educators to make irrational decisions. Usually you know when you are becoming frustrated and can quickly identify the signs and symptoms. As an educator, the question is not if you will become frustrated or stressed but when you will and how you will deal with it.

Signs of frustration or stress can include nervousness, anxiety, shortness of breath, and a tendency to make irrational decisions. First, you should be able to recognize your own personal signs that frustration or stress is building so that you can de-escalate them. (Boynton, 2005)

The teacher should then have a plan that will help you prevent or reduce frustration when it occurs. The teacher frustration prevention or reduction techniques will be unique and personal for them; what works for one teacher might not necessarily be effective for himself.

2.4 The learning of the English language

Some students learn a new language more quickly and easily than others. This simple fact is known by all who have themselves learned a second language or taught those who are using their second language in school. Clearly, some language learners are successful by virtue of their sheer determination, hard work and persistence. However there are other crucial factors influencing success that are largely beyond the control of the learner.

These factors can be broadly categorized as internal and external. It is their complex interplay that determines the speed and facility with which the new language is learned.

An English-language learner (often capitalized as English-Language Learner or abbreviated to ELL) is a person who is learning the English language in addition to their native language. (Shoebottom, 1996)

This can refer to any learners of English as a foreign or second language, often called as but more often the term is used to refer to learners of English as a second language in mainstream schools where English is the language of instruction.

The instruction and assessment of students, their cultural background, and the attitudes of classroom teachers towards ELLs have all been found to be factors in ELL student achievement. Some ways that have been suggested to assist ELLs include bringing their home cultures into the classroom, involving them in language-appropriate content-area instruction from the beginning, and by integrating literature into the learning program.

Some advocates, especially in the United States, prefer for a student learning any second language the term emergent bilingual.

2.5 Issues in the classroom

There are a considerable number of ESL students (English as a Second Language) in classrooms today, causing a strong need for additional programs and services. Unfortunately, there are many critical issues that relate to culturally and linguistically diverse students.

Four critical issues that are found in today's classrooms when teaching diverse learners are instruction, assessment, the role of culture, and the teacher's attitudes. It has become vital to integrate culture, literature, and other disciplines into content and language. (Akey, 2006)

2.6 Instruction

The first critical issue is focused on instruction of the ESL students within the classroom and how it is related to Standards-based content and ESL instruction. Some teachers may feel that ESL instruction many be a separate entity from standard-based instruction. On the contrary, we need to acknowledge the fact that they are intertwined with each other.

Or the English TESOL Standard 3a states that teachers should "know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction". (Akey, 2006)

In a five week study by Huang, researched showed that "classroom instruction appeared to play an important role in integrating language skills development and academic content learning."

This study showed that the "students acquire linguistic/literacy skills and scientific knowledge hand in hand as they assume various communicative and social roles within carefully planned language activities". By tying in written texts with the science content the students were able to improve

their language development between drafts and build on their science content knowledge.

2.7 Assessment

The second critical issue is focused on fair and balanced assessment within the ESL classroom. Some teachers may come across being biased without even recognizing it.

"All too often, though, these students are either asked to participate in tests that make unfair assumptions about their English-language proficiency in order to assess their content knowledge or conversely, are totally excluded from any testing until their English-language proficiency has reached a certain level ,"TESOL standard 4a states that's teachers need to "demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations".

When the teachers are capable of understanding the various assessment issues they will be able to execute reasonable, consistent, and balanced assessments. "When visual tactile, kinesthetic, intrapersonal, and interpersonal skills are equally recognized avenues of learning and intellect, CLD students have increased access to the curriculum and opportunities to demonstrate authentically internalized knowledge,". (Akey, 2006)

By having a variety of assessments students will be able to perform to the best of their knowledge. Therefore, it is vital to have alternative methods of assessing ESL students.

2.8 Culture

Culture is the third issue that may not always be recognized in a mainstream classroom. Many teachers overlook culture and try to jump

right into English and content knowledge without knowing their students backgrounds.

Teachers need to be open to learning new cultures and having their student embrace all cultures in the classroom. By taking great strives to learn about each other's values and beliefs the teacher and student would not only maximize the effectiveness of ESL but make it a successful learning experience for all involved.

 A student who is shy or reluctant to answer questions may be more outspoken when talking about their own values that tie in with their home life. An ESL teacher, in a study called Losing Strangeness to Mediate ESL Teaching, "connects culture to religious celebrations and holidays and the fusion invites students to share their knowledge". (Akey, 2006)

This will encourage students to open up and talk about their cultural backgrounds and traditions within their family. "Teachers who encourage CLD students to maintain their cultural or ethnic ties promote their personal and academic success".

Students should not lose their identity but gain knowledge from their culture and the world around them. Therefore it is beneficial to bring culture into the ESL classroom in order for the students to feel a sense of worth in school and in their lives.

2.9 Teacher attitude

The fourth critical issue is the attitude of the teachers which plays a major role in the ESL classroom. Some teachers may have a negative, unfriendly attitude.

Research shows that teachers negative attitudes may stem from "chronic lack of time to address ELLs' unique classroom needs", "intensification of teachers workloads when ELLs are enrolled in mainstream classes", and "feels of profession inadequacy to work with ELLS".

Also, the lack of training will have a huge impact on their teaching practices and professional development. The teachers will then be stressed and nervous to go about a lesson. (Akey, 2006)

Their anxiety will roll over into the classroom and have a negative impact on the ESL students' performances. "Teachers' language-acquisition misconceptions may color their attitudes towards ESL inclusion, leading educators to misdiagnose learning difficulties or misattribute student failure to lack of intelligence or effort".

By providing a good learning environment, it will have a positive effect on the students overall success in terms of linguistic, social, cognitive, and academic developments. Systematic Integration of culture, literature and other disciplines.

e. MATERIALS AND METHODS

The materials and methods used in the present research work allowed to gather the information, the analysis was done in order to obtain truthful results to support the research. The materials and methods are described below:

1. **Materials**
   - Bibliography
   - Office Implements
   - Copies
   - Books paper

2.1 Methods

2.1.1 Descriptive Method

The descriptive method applied in this research consists of the observation and the description of facts, cases which are studied in this research work. All of them helped in the data collection and the analysis that the researcher obtained about how the relationship of teachers and students influences the learning of English language with the students of 8thYear of Basic Education at Unidad Educativa "San Francisco de Asis" of Loja City, Academic year 2013-2014 with the use of the survey to teachers and students where the reseacher applied the corresponding analysis and interpretation.

2.1.2 Scientific Method

It is the main method because it permitted to analyze and to know how to strengthen the relationship of teachers- students in the learning of English Language and also provided a reasonable explanation of the relation that was established in the research project and consequently, it could

derivate alternatives of solution to the found problem and check the objectives of this research.

3. Techniques and instruments

To obtain the empiric information the following techniques and instruments were applied:

3.1 The Survey

This technique was applied to the students and teachers of the 8th year at unidad Educativa San Francisco de Asis during the academic year 2013-2014 through some questions to know how the relationship of teachers and students influences the learning of English language.

Therefore, the methods were the main tools to collect data, analyzed the results and accomplish the objectives in order to confirm the hypotheses proposed in this research work.

4. Procedures

In order to develop the presente search, the following procedures were applied:

4.1 Collecting data

For obtaining the information needed in the research, the first step was the survey to the students of the 8th year as well as the teachers of basic Education at Unidad Educativa San Francisco de Asís.

4.2 Tabulation

The information organized according to the answers of each student.

4.3 Organization

The information obtained was organized according to the general and specific hypotheses that guided the results of the research.

4.4 Description

The gathered information was displayed in statistic tables, with the frequency and percentage.

4.5 Graphic representation

The data collected represented with graphic bars, helped to visualize it and consequently, stands for the interpretation and the analysis of the results.

4.6 Interpretation of the analysis.

With the corresponding graphic representation, the data was analyzed and interpreted in order to obtain the results and verify the hypotheses.

4.7 Hypotheses Verification

The hypotheses were proved through a deductive hypothetical process supported with the logical analysis of the field investigation whose final findings are expressed in a descriptive mode.

4.8 Conclusions and Recommendations

The conclusions were developed based on the outcomes and those gave some recommendations to the authorities of the researched institution and also, to the techers and students in order to contribute with the solutions of the problem of the present research.

5. Population and Sample

Due to the research was focused with the students of the 8th year of Basic Education at Unidad Educativa san Francisco de Asís in a total of 120 students and 4 English Teachers.

COURSE	GROUPS			POPULATON
	A	B	C	
8TH year of basic education	40	40	40	**120**
Teacher's Population				**4**

f. RESULTS

HYPOTHESIS N° 1

The teacher's attitude towards the students of 8th year of Basic Education at Unidad Educativa San Francisco de Asis is vital for the achievement of the English learning.

1. What is your definition of a good teacher?

a) Chart 1

Definition a good teacher	TEACHERS		STUDENTS	
	f		f	
Mediator	0	0	23	19
Authority	0	0	28	23
Transmitter	4	100	69	58
Total	4	100	120	100

Source: Teachers and students' survey
Author: Rita Isabel Granda Jiménez

b) Graph 1

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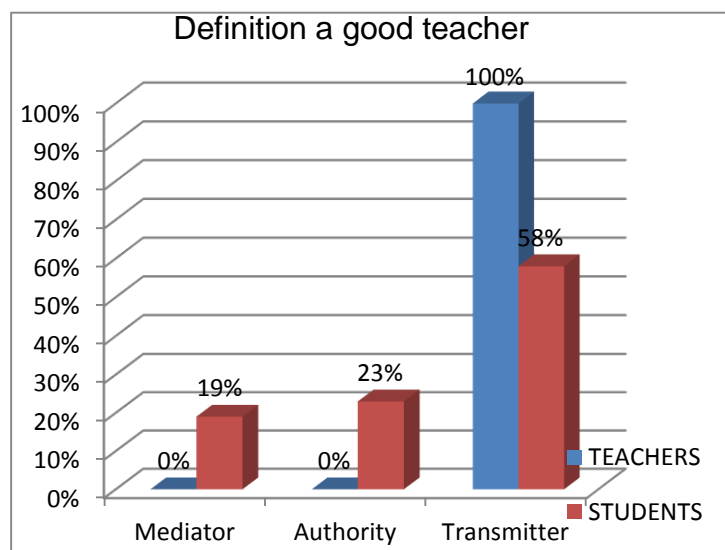
c. Logical Analysis

All the teachers indicate that the definition of a good teacher is the one who transmits their knowledge and life experiences to their students, and more than half of the surveyed students say the same. Many students define the teacher as the authority who prescribes what should be done in class and the students have to obey. Finally, only a few students believe that the teacher is the one who guides students to discover the truth on their own and make decisions. According to (Jones, 1995), the key is to continuously monitor the student in order to make him/her aware of the difficulties they might have guiding them to solve those problems. Understanding the child's problem, fear, or confusion will give the teacher a better understanding about the child's learning difficulties. Once the teacher becomes aware of the problems, he or she will be more patient with the student making the child feel secure or less confused when learning is taking place in the classroom.

2. What is the role of a teacher?

a) Chart 2

The role of a teacher	TEACHERS		STUDENTS	
	f		f	
Trainer	0	0	5	4
Manager	0	0	2	2
Planner	0	0	6	5
Friend	1	25	102	85
Mediator	0	0	2	2
Facilitator	3	75	3	2
Total	4	100	120	100

Source: Teachers and students' survey
Author: Rita Isabel Granda Jiménez

b) Graph 2

The role of a teacher

Legend: TEACHERS, STUDENTS

Role	TEACHERS	STUDENTS
Trainer	0%	4%
Manager	0%	2%
Planner	0%	5%
Friend	25%	85%
Mediator	0%	2%
Facilitator	75%	2%
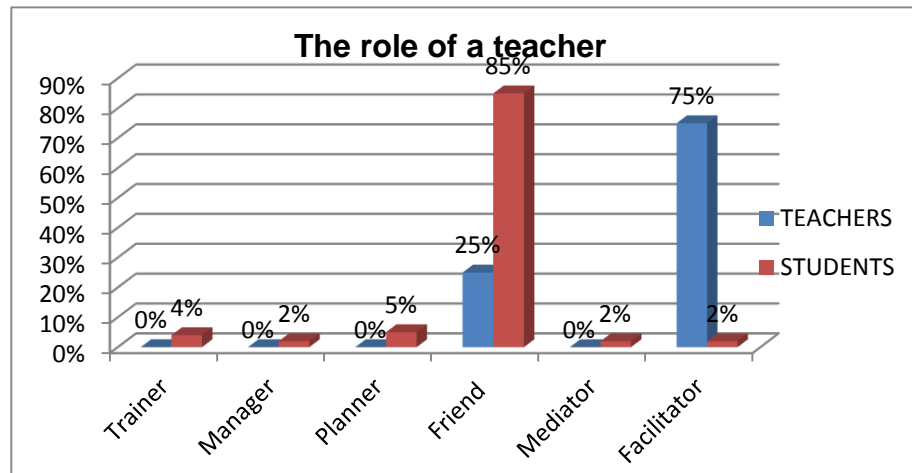
c. Logical Analysis

The majority of the teachers specify that the role of a teacher is to be a facilitator, and only one of them affirms that the role of a teacher is to be seen as a friend; while, the great majority of the students consider that the role of a teacher is becoming in a friend. However, two of the students indicate that the role of a teacher is that of a mediator. According to the social constructivism approach, instructors have to adapt the role of a mediator and not teachers (Thanasoulas, 2002) a teacher gives a didactic lecture that covers the subject matter, a mediator helps the learner to get his or her own understanding of the content. In the former scenario, the learner plays a passive role and in the latter, the learner plays an active role in the learning process. Vygotsky, claims that the teacher, or local topic expert, plays the important role of mediator, creating the environment where directed and guided interactions can occur. Many other educational theorists adopted Vygotsky's social process ideas and proposed strategies that foster deeper knowledge construction, ease students' discussions, and build active learning communities through small group based instruction (Vygotsky, 1978). In essence, Vygotsky recognizes that learning always occurs and cannot be separated from a social context. Consequently, instructional strategies that promote the distribution of

expert knowledge where students collaboratively work together to conduct research, share their results, and perform or produce a final project, help to create a collaborative community of learners. As a mediator, the teacher does not simply pass text meaning to the student. Instead, she/he mediates student's learning through social interaction. Teacher mediation is more than modeling or demonstrating how to do something. While the teacher is interacting with the student, the teacher continuously analyzes how the students think and what strategies they use to solve problems and construct meaning. From this analysis, the teacher decides how much and what type of support to provide. The mediation model of literacy instruction reflects Vygotsky's ideas about instruction within the zone of proximal development (Vygotsky, 1978)

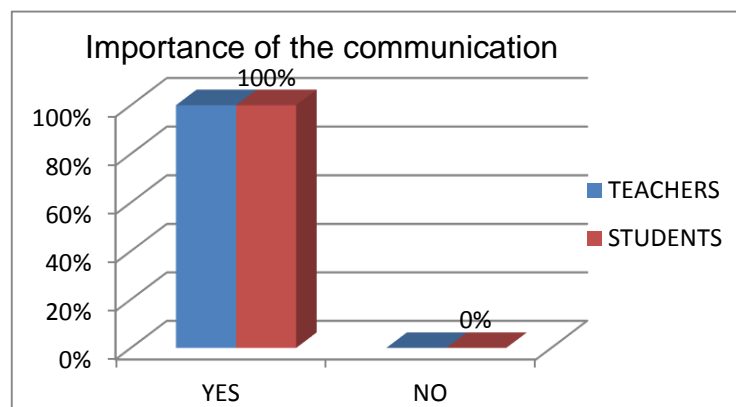## 3. Do you believe, as a student/teacher that, communication is important?

a) Chart 3

Importance of the communication	TEACHERS		STUDENTS	
	f		f	
Yes	4	100	120	100
No	0	0	0	0
Total	4	100	120	100

Source: Teachers and students' survey
Author: Rita Isabel Granda Jiménez

b) Graph 3

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c. Logical Analysis

Both, all teachers and students consider that communication in the learning process has a remarkable importance. (SVasa, 2012) says that communication is the ability to share information with people and to understand what information and feelings are being conveyed by others. Communication can take on many forms including gestures, facial expressions, signs, vocalizations (including pitch and tone), in addition to speech and written communication. Teachers, students and educators frequently use nonverbal methods to communicate; also it includes a general range of actions which help the educator work more effectively with students their colleagues.

4. How is your relationship with your teacher/students?

a) Chart 4

Relationship teacher-students	TEACHERS		STUDENTS	
	f		f	
Good	4	100	104	87
Regular	0	0	15	12
Bad	0	0	1	1
Total	4	100	120	100

Source: Teachers and students' survey
Author: Rita Isabel Granda Jiménez

b) Graph 4
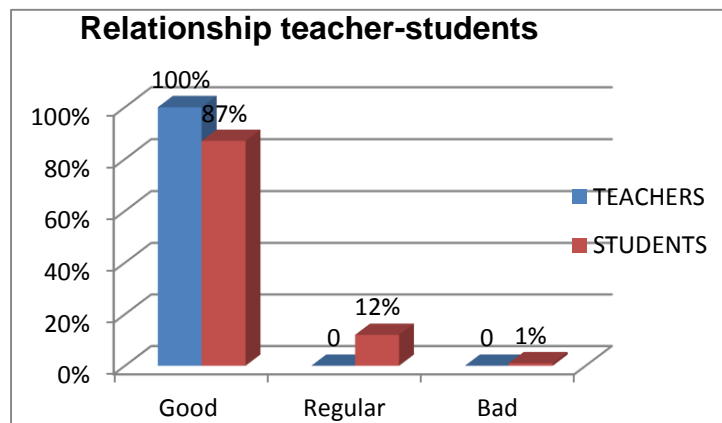
c. Logical Analysis

All the teachers affirm that their relationship with their students is good; most of the students answer that they maintain a good relationship with their teacher; a few students respond that their relationship is regular; and, only one of them specifies to have a bad relationship. (Dana, 2012) claims that a teacher should be able to recognize when a student requires extra attention. When extra help is necessary, teachers should not hesitate to help their students. The assistance can consist of just repeating a question, or meeting with the student and explaining the lesson in a less complex manner. No relationship is perfect; problems will arise in all relationships.

When difficulties occur, they should be addressed in a fair and just way. Each person should have the opportunity to voice his or her opinion. If a student talks at an inappropriate time, the teacher should approach the problem quickly and directly so that distractions can be limited.

5. Do you believe, as a student/a teacher that you should develop a mutual relationship with your teacher/student?

a) Chart 5

Mutual relationship teacher-students/student-teacher	TEACHERS		STUDENTS	
	f		f	
Yes	4	100	113	94
No	0	0	7	6
Total	4	100	120	100

Source: Teachers and students' survey
Author: Rita Isabel Granda Jiménez

b) Graph 5
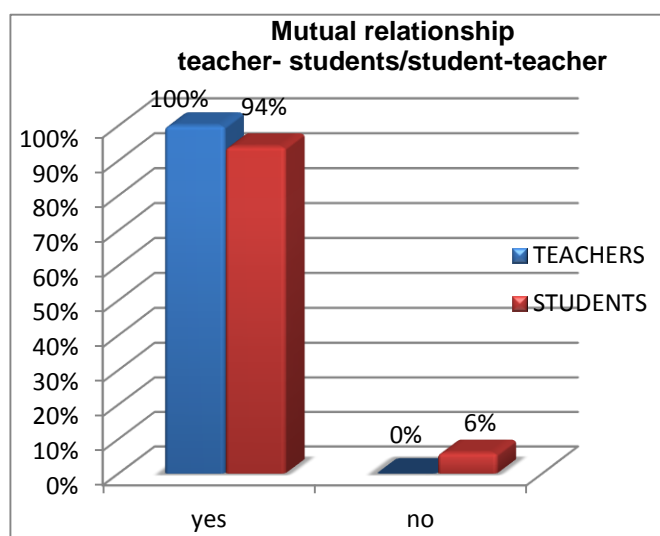
c. Logical Analysis

All the teachers indicate that it should be developed a mutual relationship with their students, while that great majority of the students specify that it should be developed a mutual relationship with their teacher in spite of very few who think it should not be developed a mutual relationship with their teacher. (Dana, 2012) regarding relationships between teachers and students it should involve a well-balanced combination of respect, trust, and discipline. While teachers do not need to develop a deep friendship with students, they may interact in a friendly level. Such positive interactions will encourage students to learn and succeed. Not only do students learn from their teachers, but an effective teacher should be able to learn from the feedback of the students.

6. Why is it indispensable to create a proper atmosphere in the classroom?

a) Chart 6

Proper classroom atmosphere	TEACHERS		STUDENTS	
	f		f	
Relationship and confidence	0	0	3	2
Create a peaceful environment	0	0	18	15
Getting outcomes	0	0	5	5
Dynamic lesson	4	100	94	78
Total	4	100	120	100

Source: Teachers and students' survey
Author: Rita Isabel Granda Jiménez

b) Graph 6
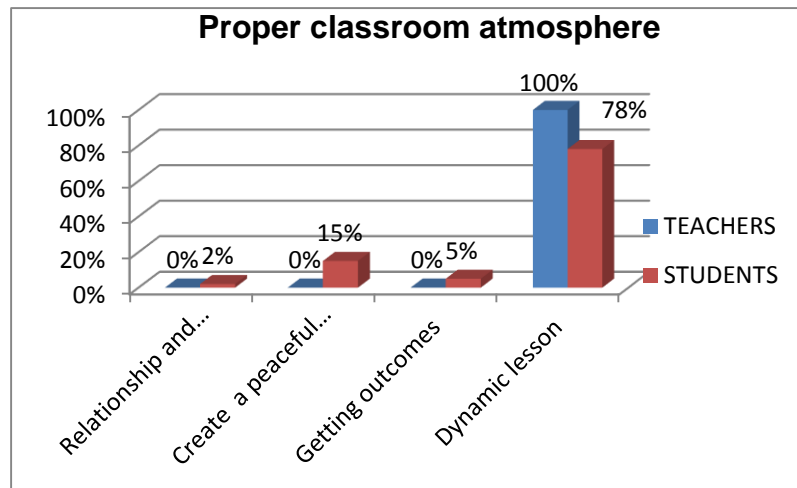
c. Logical Analysis

All the teachers affirm that they create a proper atmosphere in the classroom having a dynamic lesson and likewise, many students. On the other hand, some students' opinion is that it is necessary to create a peaceful environment; quite few students manifest that it is necessary getting outcomes; and, finally, only two of them say that it is necessary to create a good relationship and confidence.

Positive school environments are characterized by strong administrative leadership; high expectations for student achievement; challenging, appropriate curricula and instruction; a safe and orderly environment; ongoing, systematic evaluation of student progress; and shared decision-making among teachers, general education teachers, administrators, and parents. (Ortiz, 2001)

7. How often is it created a free space to talk about students' learning?

a) Chart 7

Time to talk about students' learning	TEACHERS		STUDENTS	
	f		f	
Always	0	0	36	30
Sometimes	4	100	73	61
Never	0	0	11	9
Total	4	100	120	100

Source: Teachers and students' survey
Author: Rita Isabel Granda Jiménez

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b) Graph 7

Time to talk about students' learning
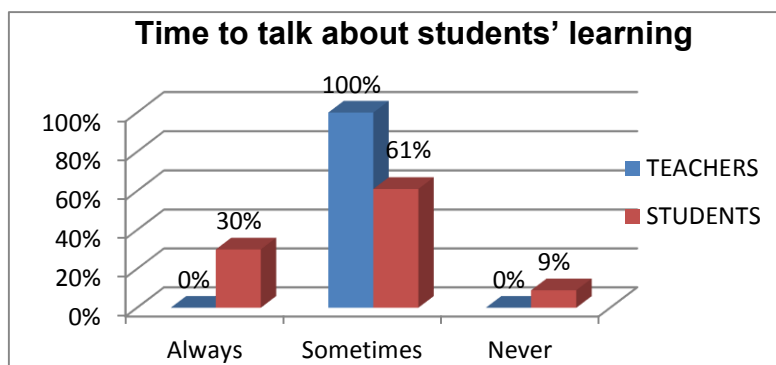
c. Logical Analysis.

All the teachers indicate that they sometimes create a free space to talk with their students about their learning and more than half of students confirm that their English teacher sometimes creates a free space to talk about their learning with them; many students say that their teacher always creates a free space to talk about their learning; and, only quite a few students affirm that their teacher never creates a free space to talk about their learning. According to (Good, 1981) and dealing with the time that teachers devote to talk with their students about their progress, expectations influence perception and provide the teachers with the lens through which they "see" what they are expecting to see and not to see. The way teachers believe in or perceive their students' characteristics determine their expectations of them, and lead them to treat students differently in terms of quality and quantity of interaction. In the following section, interaction and willingness to communicate are explained from a sociocultural perspective

Monitoring the students' learning and giving feedback. Specific, descriptive feedback is necessary for improvement and success. The teachers provide suggestions for improvement is critical in 'closing the gap' for students. Teachers who combine strong subject knowledge with effective

feedback can offer students rich, focused information about their learning and how to improve it. Students who are clear about their learning can monitor their progress and seek feedback to improve their learning. (O'Neill, 2010)

HYPOTHESIS N°2

Academic achievement and student's behavior are influenced by the quality of the Teacher/Students' relationship with the students of 8th year of Basic Education at Unidad Educativa San Francisco de Asis.

8. **The school fosters and strengthens the behavior in the students by means of:**

a) Chart 8

Ways to foster and strengthen students' good behavior	TEACHERS		STUDENTS	
	f		f	
Guiding parents	2	50	20	2
Applying the institutional code	2	50	65	64
Giving rewards and imposing sanctions	0	0	35	34
Total	4	100	120	100

Source: Teachers and students' survey
Author: Rita Isabel Granda Jiménez

b) Graph 8

Foster and Strengthen students' good behavior
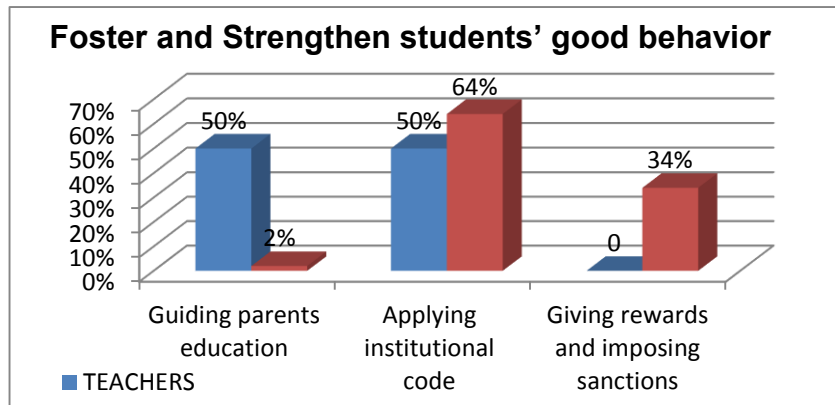
c. **Logical Analysis**

One half of the teachers indicate that it is possible to foster and strengthen the students' good behavior by means of applying the institutional code and the other half of teachers affirm that it is by guiding parents. More than half of the students coincidence that by means of applying the institutional code; besides, many students manifest that it is by giving rewards or imposing sanctions; and, only two students declare that by guiding parents. Learning behavior emphasizes the crucial link between the way in which children and young people learn and their social knowledge and behavior. In doing this, the focus is upon establishing positive relationships across three elements of self, others and curriculum. The principles of learning behavior have wide ranging implications for students, teachers, parents and other professionals. The principles can be applied to all children at any age and not just those perceived as being "difficult to manage". They apply as much to teachers and their relationship with children as much as they apply to the children themselves. (Northampton, 2011)

9. What is the role of the students' attitude in the academic achievement?

a) Chart 9

Students' attitude and their academic achievement.	TEACHERS		STUDENTS	
	f		f	
Good attitude	4	100	118	98
Very good attitude	0	0	2	2
Total	4	100	120	100

Source: Teachers and students' survey
Author: Rita Isabel Granda Jiménez

b) Graph 9
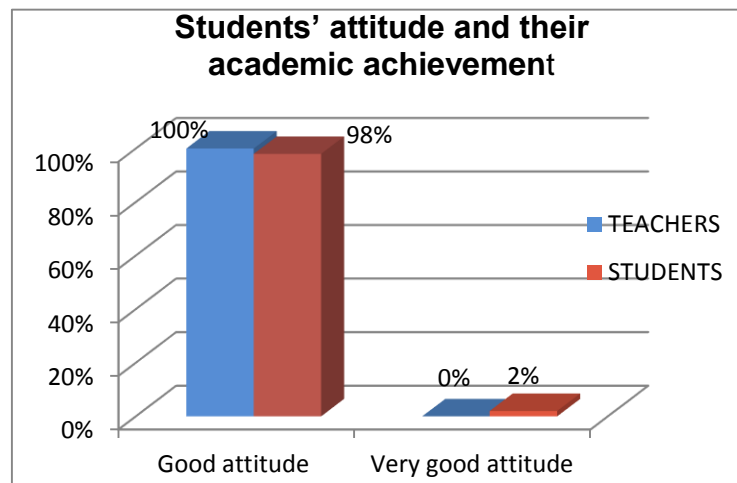
c. Logical Analysis

Concerning this open question answers regarding the students' attitude and its role in their academic achievement, all the teachers answered that they have a good attitude and almost all the students coincide with it; while only two students say that they have a very good attitude, The findings also make clear that supportive teacher and clear and high expectations about behavior are key to the development of both student engagement

and perceived competence. This study suggests that the earlier schools and teachers begin to build students' confidence in their ability to do well, the better off students will be. Because students' perceptions of their capacity for success are key to their engagement in school and learning, schools should be designed to increase students' feelings of accomplishment. Teachers whom students see as supportive and who set clear expectations about behavior help create an atmosphere in which students feel in control and confident about their ability to succeed in future educational endeavors (Akey, 2006)

10. How important is motivation in the learning process?

a) Chart 10

Motivation in the learning process	TEACHERS		STUDENTS	
	f		f	
Very important	3	75	89	74
Important	1	25	27	23
Not important	0	0	4	3
Total	4	100	120	100

Source: Teachers and students' survey
Author: Rita Isabel Granda Jiménez

b) Graph 10

Motivation in the learning process
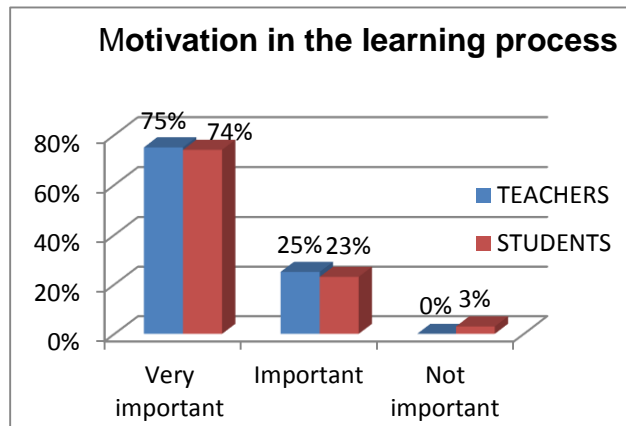
c. Logical Analysis

The majority of the teachers answer that motivation is very important; more than half of students indicate the same; several students respond that it is important, and, finally, only three of the students affirm that it is not important.

According to (Grombczewska, 2011), the way a teacher provides motivation to learners has the influence on their interest towards learning. To be more precise, acquiring a second language may be dependent on what teachers say. If they give positive comments to students, it is more likely that their attitude will be positive and their goal will be to get some new knowledge. On the other hand, when teachers' comments are negative or when they correct a lot, this can discourage learners and create a negative attitude towards learning. The only aim for them may be the desire to get a good mark and to be promoted to the next grade.

11. Is it necessary to make students realize about the significance of a positive attitude?

a) Chart 11

Reflecting on students' positive attitude significance.	TEACHERS		STUDENTS	
	f		f	
Yes	4	100	118	98
No	0	0	2	2
Total	4	100	120	100

Source: Teachers and students' survey
Author: Rita Isabel Granda Jiménez

b) Graph 11

Reflecting on students' positive attitude significance
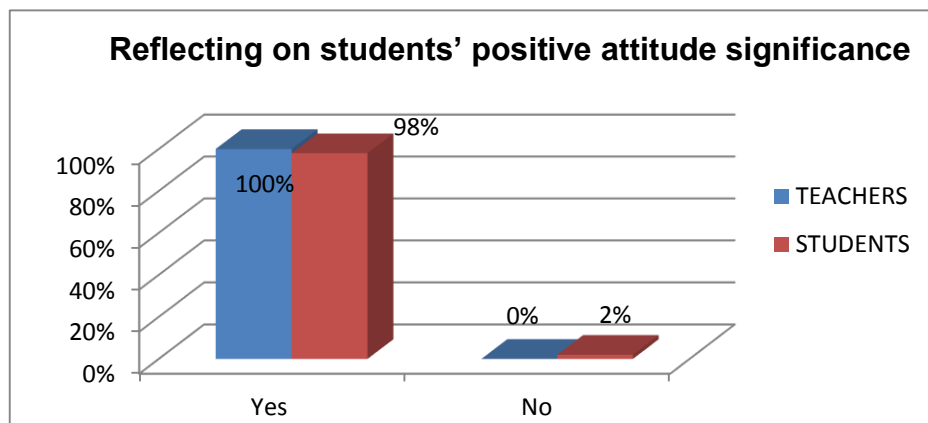
c. Logical Analysis

All the teachers answer that it is necessary to make students realize about the significance of a positive attitude; the same answer is given by the great majority of students, though, only two students reply that it is not necessary to make students realize about the significance of a positive attitude. Research shows that teachers negative attitudes may stem from "chronic lack of time to address classroom needs", "intensification of

teachers capacities when are registered in mainstream classes", and "feels of profession inadequacy.

Also, the lack of training will have a massive impact on their teaching practices and professional development. The teachers will then be stressed and nervous to go about a lesson. (Thanasoulas, 2002)

By providing a good learning environment, it will have a positive effect on the students overall success in terms of linguistic, social, cognitive, and academic developments. Systematic Integration of Culture, Literature and other Discipline

12. Which positive attitude do you mostly emphasize and maintain in the classroom?

a) Chart 12

Positive Attitude mostly emphasized in class.	TEACHERS		STUDENTS	
	f		f	
Respect yourself and others actions	3	75	66	55
To be happy and not harmful	0	0	16	13
A smile in your face	1	25	3	2
Giving a chance to defend their ideas.	0	0	20	17
Make friends in class	0	0	15	13
Total	4	100	120	100

Source: Teachers and students' survey
Author: Rita Isabel Granda Jiménez

b) Graph 12

Positive Attitude mostly emphasized in class

A bar chart comparing TEACHERS (blue) and STUDENTS (red) responses across five categories. Y-axis ranges from 0% to 80% in 10% increments.

- Respect yourself and others actions: TEACHERS 75%, STUDENTS 55%
- To be happy and not harmful: TEACHERS 0%, STUDENTS 13%
- A smile in your face: TEACHERS 25%, STUDENTS 2%
- Giving a chance to defend their ideas.: TEACHERS 0%, STUDENTS 17%
- Make friends in class: TEACHERS 0%, STUDENTS 13%
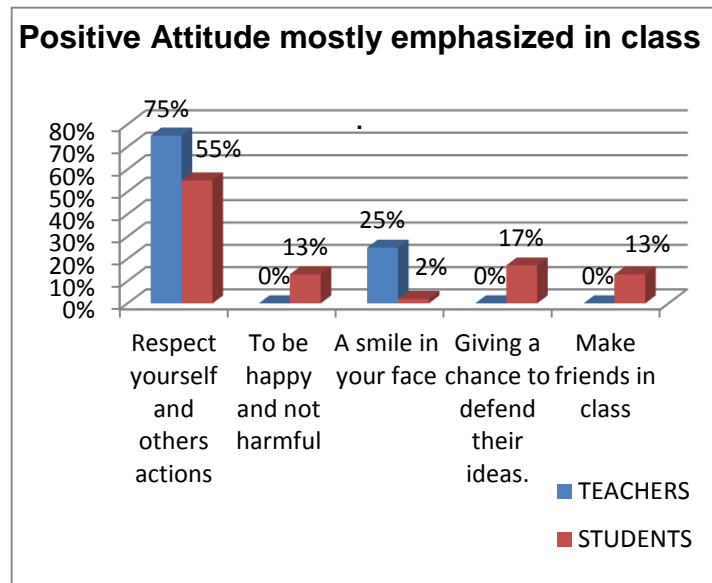
c. Logical Analysis

The majority of the teachers indicate that a positive attitude mostly emphasized and maintained in the classroom is "respect yourself and others actions and words", while only one teacher affirms "a smile in your face"; more than half of the students answer the same way, while several students specify it is "giving a chance to defend own ideas"; a few students respond "make friends in class". Finally, two students answer "a smile in your face".

According to (Jones, 1995) Effective communication and collaboration are essential to becoming a successful learner. It is primarily through dialogue and examining different perspectives that students become experienced, strategic, self-determined, and assumed. Moreover, involving students in real-world tasks and linking new information to earlier knowledge requires effective communication and collaboration among teachers, students, and others. Definitely, it is through dialogue and interaction. Many teachers do not feel comfortable allowing students to initiate dialogue, determine topics, or explore perspectives other than the teacher's. This lack of

enthusiasm conflicts with the way effective. In part this is because many teachers believe that their role is to transmit knowledge

ESL teachers can help general education teachers by demonstrating strategies to integrate English learners in conventional classrooms. In schools with positive climates, faculty function as a community and share the goal of helping students and each other, regardless of the labels students have been given or the programs or classrooms to which teachers and students are assigned. (Ortiz, 2001)

Recognizing and respecting the students' opinions and measuring their progress is a great way for teachers to further improve mutual connections.

g. DISCUSSION

Once presented, analyzed and interpreted the results obtained from the data collected through the survey applied to teachers and students of the 8th year of Basic Education at Unidad Educativa San Francisco de Asis of Loja City, Academic Year 2013-2014, below are mentioned the questions that helped to determine the validity of the hypotheses.

HYPOTHESIS ONE

a) Statement

The teacher's attitude towards the students of the 8th year of Basic Education at Unidad Educativa San Francisco de Asis is vital for the achievement of the English learning.

The independent variable refers to the teachers and students relationship while the dependent variable states the learning of the English Language.

b) Demonstration

Question **one** attempt to clarify the definition of a good teacher; 100% of the teachers considered it is the one who transmits their knowledge and life experiences to their students and 58% of the students think the same. This indicates that teachers as much as their students **are not aware of the transcendental task of the teacher** in the teaching-learning process which is to teach them to discover the truth by themselves to be able to make the best decisions. Students before all should be taught to be talented, ethical, conscious autonomous human beings.

Question **two** was formulated with the objective of determining the role of a teacher in the teaching-learning process. Regarding this request, 75% of the teachers considered their role is that of "a facilitator", while 85% of the students said that it is that of "a friend". **Unfortunately, none of the teachers but only one student is conscious of the role of mediator**

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that the teacher should play within the teaching-learning process. The teacher, as "mediator", progressively emphasizes negotiated learning. Successful mediation helps students connect new information to their experiences and to learning in other areas, helps students comprehend what to do when they are confused, and helps them learn how to learn. Above all, the teacher as mediator adjusts the level of information and support so as to maximize the ability to take responsibility for learning.

Question **three** was applied to know if they believe that the communication between teacher-students is important. On this respect, 100% of the teachers and students coincided that communication is the ability to share information with people and to understand what information and feelings are being transmitted by others. Therefore, all the surveyed population has it clear the role of education. Since communication can take on many forms including gestures, facial expressions, signs, and vocalizations including a general range of actions which help the educator work more effectively with students and the other teachers.

Question **four** was focused on the relationship that teacher-students actually maintain. Regarding this matter, 100% of the teachers and the 87% of the students agreed that they have **a good relationship not an excellent one**. When the survey was applied, the researcher's perception was that the students lack respect towards their teacher and at the same time, the teachers have not gained their admiration. The teacher-student relationship is very important in the personality formation of children. Children spend approximately 5 to 7 hours a day with a teacher for almost 10 months. A group that has the qualities of good communication, respect, and show interest in teaching from the teacher's point of view and in learning from the students' will establish a positive relationship in the classroom. The student- teacher's relationship, involving a condition in the primary grades is important for the student to achieve a positive attitude for their future education.

Question **five** was structured to determine if teacher- students should develop a mutual relationship. On this respect, 100% of the teachers and the 94%of the student's coincided in their opinion. They are conscious that the relationship teacher-students should involve a well-balanced combination of respect and discipline. Such positive interactions will encourage students to learn and succeed; students should demonstrate respect for their teachers. Whenever the teacher is talking, students should listen. Listening shows to the teacher that the students are trying to learn and understand the material. A good way for students to demonstrate interest is by body language.

Question **six** was directed to know if it is necessary to create a proper atmosphere in the classroom. Concerning this matter, 100% of the teachers and the 78% of the students agreed that by means of dynamic lessons. Nevertheless, some students are aware of good relationship and confidence is necessary to create a peaceful environment and **it is not taking into account in the classroom.** Teacher supports the learner by means of suggestions that ascend out of ordinary activities, by challenges that inspire creativity, with projects that allow for independent thinking and new ways of learning information. Students work in groups to approach problems and challenges in real world situations, this in turn instructions to the creation of practical solutions.

Question **seven** was applied in order to measure the time to talk about students' learning. With reference to this theme, **100% of the teachers mentioned that they sometimes talk with their students about their learning and 61% of the students agreed**. As it can be seen through the answers, teachers not always talk to students about their academic achievements. In fact, teachers can actually build positive relationships when they always support students, often these are the students who were the most challenging and with whom the teachers had to spend the most time with them. The goal is to provide a quick, fair, and meaningful

consequence while at the same time, communicating that teachers care for and respect the student.

c) Decision

Based on the interpretation and analysis performed through the results, regarding the previous questions, **the first hypothesis was accepted.** The researcher could verify that since the teachers' attitude with the 8th year students are not the appropriate one, the students lack respect towards their teacher -teachers have not gained their admiration which does not contribute to the attainment of the proposed objectives. Therefore, it was demonstrated that the teacher's attitude towards the students is vital for the achievement of the English language learning.

HYPOTHESIS TWO

a) Statement

Academic achievement and students' behavior are influenced by the quality of the Teacher - Students' relationship with the students of 8th year of Basic Education at Unidad Educativa San Francisco de Asis.

b) Demonstration

Question **eight** was formulated in order to know how it is being fostered and strengthened the students' behavior. Concerning this item, 64% of the students answered that by means of applying the institutional welfare code and so answered 50% of the teachers. As it can be seen**, in spite of not knowing the content of the institutional welfare code as was expressed by the enquired, there is a high percentage both of students and teachers who coincide in considering it fundamental for the development of the students' good behavior.**

Whereas, 20% of students and 50% of the teachers answered that a way to foster and strengthen the students' behavior is by means of guiding

parents in the teaching-learning process. However, this aspect is also contained in the already mentioned welfare code, where students, teachers, parents and institutional authorities have wide ranging implications concerning the attitudinal formation of the students.

Finally, 34% of the students still keep the traditional idea that their behavior depends on either rewards or punishment. Some of these ways of developing the students' good behavior are also known as traditional, management. Rewards and punishments may be a support to the teaching-learning process, but they are not the only tools. In teachers, the central question is designing a background of motivational strategies.

Question **nine** was applied to know the role of the students' attitude in the academic achievement. On this respect, 100% of the teachers and 98% of the students coincided in that it is significant. Unfortunately, 2% of the students considered it only fairly significant. In many classrooms, students are proud of the fact that they are working and achieving academic outcomes at a high level. In other classrooms, a different type of pride progresses when students see themselves as they can improve their academic condition. The pride students develop helps shape personalities that in turn drive their behaviors.

Question **ten** was applied with the purpose of knowing how important motivation is in the learning process. On this respect, 74% of the students answered that motivation is very important and the 75% of teachers agreed, **however, some students affirmed that motivation it is not important in the learning process**. Whereas, the way a teacher provides it to learners has a prominent influence on their motivation towards learning. To be more precise, acquiring a second language may depend on what teachers say. If they give positive comments to students, it is more probable that their attitude will be positive and their goal will be to get some new knowledge.

Question **eleven** was directed to know if it necessary to make students realize about the significance of a positive attitude in class. Regarding it, 98% of the students mentioned that it necessary to make students realize about the significance of a positive attitude and so did 100% of the teachers. Most learning problems can be prevented if students adopt a positive attitude towards the school and classroom contexts that accommodate individual differences.

Question t**welve** was applied to know which positive attitude is emphasized and maintained in the classroom. Accordingly, 55% of the students answered the respect of oneself and others in words and actions and 75% of teachers coincided with it. **Unfortunately, only several are conscious it is giving a chance to defend personal ideas.** Recognizing and respecting the students' opinions and evaluating their progress is a great way for teachers to additionally improve mutual connections. In order to stimulate a healthy learning environment, the students should demonstrate respect for their teachers. Whenever the teacher is talking, students should listen and vice versa.

c) Decision

Talking into account the results and analysis carried out about the previous questions, **the second hypothesis has been verified** because the institutional actors demonstrated certain misunderstanding of the transcendence of the different roles they should play within the teaching-learning process, especially with regards to the quality of the Teacher-Students' relationship with the students of 8th year of Basic Education at Unidad Educativa San Francisco de Asis. Similarly, teachers are not completely conscious that they should stop being only facilitators and become real mediators who build meaningful knowledge in their students.

h. CONCLUSIONS

Based on the results obtained through the instruments applied to teachers and students, the following conclusions were drawn:

- The researched institution teachers show a limited knowledge about the role of mediators they should play within the teaching learning–process. Their lack of strategies to gain their students' confidence in order to find out their previous English language knowledge and learning experiences that connect them to new teachings, do not permit these professionals to make an important progress in the learning of the foreign language teaching with their students.

- The relationship teacher-students is not an excellent one. For what was witnessed by the researcher, at the moment of the survey application, the students lack respect towards their teachers and at the same time, teachers do not give importance to this situation. Unfortunately, it seems that teachers have not gained their admiration.

- In spite of the existence of the institutional Welfare Code, where are expressed the regulations regarding students, teachers, parents and institutional authorities with a wide range of implications concerning the attitudinal formation of the students in the institution, it has not been socialized. This circumstance denotes a weakness that limits the strengthening of the educational actors' behavior.

i. RECOMMENDATIONS

- Teachers must be aware of their true role as teaching professionals in the teaching-learning process in order to help students comprehend what to do when they have difficulties. Improvements in learning connect the students' new teachings to comprehend what to do when they are confused or do not know how to learn autonomously. Above all, teachers as mediators adjust the level of information and support it so as to maximize the ability to take responsibility for learning.

- Teachers should work on strategies to develop a proper relationship with their students. The starting point should be to establish as a condition in the primary grades, to achieve the students' positive attitude for their future education. Both, teachers and students who have developed their emotional intelligence possess abilities such as empathy, respect, confidence, solidarity, assertively with their students, teachers, peers in the classroom, and have interest in the teaching-learning process. Then, it will be established a positive environment in the classroom that will directly influence on the learning outcomes.

- The studied institution should comply with the governmental regulation dictated by the Ministry of Education, regarding the institutional Welfare Code that should be handled as a public document and put into practice. Therefore, being an institutional commitment its socialization at the beginning of each academic period, it ensures a democratic space with civic participation of authorities, teachers, administrative staff, parents, and students. All the above contributes for the institutional actors to enjoy the desired *good living* with assertively, empathy, respect, confidence and honorability.

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k. ANNEXES

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

THEME:

TEACHER-STUDENTS' RELATIONSHIP AND THE LEARNING OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF THE 8TH YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA SAN FRANCISCO DE ASÍS OF LOJA CITY, ACADEMIC YEAR 2013-2014

Project of Thesis as a previous requirement to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization.

AUTHORESS:

RITA ISABEL GRANDA JIMÉNEZ

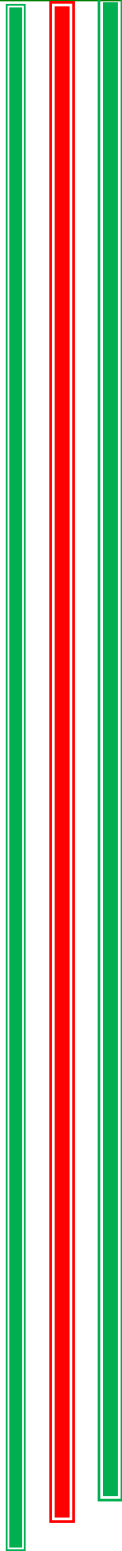**LOJA – ECUADOR**

2013

a. THEME

TEACHER–STUDENTS'RELATIONSHIP AND THE LEARNING OF THE ENGLISH
LANGUAGE WITH THE STUDENTS OF THE 8TH YEAR OF BASIC EDUCATION AT
UNIDAD EDUCATIVA SAN FRANCISCO DE ASÍS OF LOJA, CITY ACADEMIC YEAR
2013-2014.

b. PROBLEM STATEMENT

- **BACKGROUND**

 Franciscans congregations mission is help other people following Saint Francis of Assisi's life principles. This congregation runs the San Francisco de Asis Unit Educative. The students are formed in an integral way fraternal humanist spirit.

This institution has its own spacious building where the students work. It is equipped with both a computers and an English Laboratory.

This institution prepares the youth to face the transformation of the world with a pedagogical model based on its motto "Love and Peace"

San Francisco de Asis Unit Educative offers a high quality education with professional teachers who share with their students not only the teaching in the scientific, field but also in the moral and spiritual aspects preparing the childhood and youth to assume whatever cultural ,social or political challenge.

The Educational Unidad Educativa San Francisco de Asís (UESFA) consists two sections: primary and bachillerato .The first section is constituted of -1st through 10th years, of basic education (ages 6 to 14 years olds) and secondary divided into two, three cycles with a morning schedule. They work according with the Ministry   of Education regulation.

The second section with three years of bachillerato (ages 15 to 18 years olds)

In the first year of secondary education students are given a general formation in three areas of formation such as Scientific, Instrumental and Personal Development.

INSTITUTIONAL GOALS

1 To guide to academic and personal excellence by means of an adequate methodology, integral evaluation and participative work through the advance of science and technology.

2 To project the image of the institution in the scientific, cultural, social sportive aspects, local national, and international levels.

3 To promote communication respecting the singular differences toward a fair and human society

4 To improve the teachers by means of specialized training to manage the classroom process.

MISSION

Education for living in, democracy, justice, peace and with an ecological consciousness based on Christian, ethical and moral principles.

VISION

The San "Francisco de Asis Unidad Educativa as an educational pioneer institution,will produce graduates with scientific and humanist knowledge that will influence on the reality transformation of the international, national and local, context, being able to construct projects for the common well-being .

MAIN AUTHORITIES

Headmaster: Fray. Mgs. Juan Luna Rengel.
Main inspector: Lic. Edison Ordoñez
Teacher of English Area: Lic. Cumanda Calva

- **CURRENT SITUATION OF THE PROJECT OBJECT**

In our contemporary world, the relationship between teachers and students should reflect the interest in the teaching learning process. It is somewhat that teachers look for understanding psychological tendencies getting interested in teaching ,carrying out teaching activities and demonstrating concern about improving ,their students learning .

For this reason, it is necessary for teachers establish a good relationship with their students in the teaching- learning process .This especially includes a good; confidence, empathy admiration ,respect where, teachers are not the owners of the truth surround with all the time in the classroom. It is essential to remember that teachers and students are a team in the teaching learning process. When it is talked about the relationship between teachers and students, it is referred to listen to students their doubts in the teaching, learning process and the interacting with them.

Nowadays, the learning of the English language is important in the formal educational however for some students this language learning turns into a nightmare, but not specifically for the language, but for the way it is taught.

If some teachers change their attitude in teaching learning process; this idea can change in students .So teachers need to find ways to motivate students to learn through a proper interaction with them in class .

- **RESEARCH PROBLEM.**

Based on a thorough study of the interaction between Teachers and young students, the researcher proposes the following research problem.

How the relationship of teachers and students influences on the learning of English language with the students of 8thYear of Basic Education at Unidad Educativa "San Francisco de Asis" of Loja City Academic year 2013-2014?

- **DELIMITATION OF THE RESEARCH**

The researcher chose at Unidad Educativa San Francisco de Asis to diagnose the situational reality of the relationship of teachers and students of 8th years and establish the learning of the English Language.

> **TEMPORAL:** This research work will be carried out during the academic year 2013-2014.

> **SPATIAL:** It will be developed at Unidad Educativa   San Francisco de Asis which is located on Imbabura and Simón Bolivar streets on Sagrario Parish, Loja City.

> **OBSERVATION UNITS:** This research will be developed at Unidad Educativa San Francisco de Asis because the authorities facilitated the researcher to obtain the main information about the relationship between teachers and students.

Also, the researcher will apply a survey to the English Teachers and students through a questionnaire at Unidad Educativa   "San Francisco de Asis.

- **SUBPROBLEMS.**
  - ➤ **GENERAL**

    How the relationship of teachers and students influences on the learning of English language with the students of 8thYear of Basic Education at Unidad Educativa "San Francisco de Asis" of Loja City Academic year 2013-2014?

  - ➤ **SPECIFICS**

How does the relationship of teachers and students improve the English Language learning?

Does the relationship of teachers and students determine the English Language learning?

C. JUSTIFICATION

The researcher as an undergraduate of the English Language Career of the Area de Educación, Arte y Comunicación de la Universidad Nacional de Loja would like to contribute to the improvement of reality at Unidad Educativa San Francisco de Asis so that , with the present research work "The relationship of teachers and students and the learning of the English language of the students of 8th year of Basic Education at Unidad Educativa "San Francisco de Asis" of Loja City academic year 2013-2014.

In the Scientific field the research will show the most important aspects in the relationship of teachers and students and how it determines the effectiveness of the English language learning. The researcher will consider if the relationship of teachers and students permits changes in the English Teaching- Learning Process.

Education in Ecuador is considered as one of the most important issues. The percentage of knowledge is very high is the country of Ecuador. The educational infrastructure is very strong there. There are numerous schools and colleges in Ecuador.

The educational systems in Ecuador are very strong. Students who fall under the group of five to fourteen, are supposed to attend the school every day at any cost to some extent the public education in Ecuador is free. However, according to the ministry of education in Ecuador, only 10 % of the rural population attends the school level education. On the other hand, about 76 % of the total number of children in Ecuador completes their study till the class six.

As a Future Teacher and as a part of the Society the researcher will have assumed a social role, which consists in contributing to the educational and humanistic students growth using the English Language, for this details, the researcher will consider that it is important to refer about the several problems related to the relationship of teachers and students that nowadays the English Teaching Learning Process in the Ecuadorian Education faces.

Taking into account that the researcher will be trained to become English Teachers, so that is vitally important to acquire updated and practical knowledge about to the relationship of teachers and students to determine the effectiveness of the English Language learning.

d. OBJECTIVES

> **GENERAL**

To determine how the Relationship teacher–students' influences the English language learning improvement with the students of 8th year of Basic Education at Unidad Educativa   San Francisco de Asis

> **SPECIFIC**

* To analyze how the relationship of teachers - students impacts on the English Language Learning Process.

* To search how to strengthen the relationship of teachers- students' in the learning of English Language

e. THEORETICAL FRAME

❖ **Teacher and Student Relationship**

The third aspect of effective classroom management, after rules and procedures and disciplinary interventions, is teacher-student relationships. One might make the case that teacher-student relationships are the keystone for the other factors. If a teacher has a good relationship with students, then students more readily accept the rules and procedures and the disciplinary actions that follow their violations. Without the foundation of a good relationship, students commonly resist rules and procedures along with the consequent disciplinary actions. (J. Marzano, 2003)

❖ **Classroom Management and Discipline**

Perhaps the single most important aspect of teaching is classroom management. You cannot successfully teach your students if you are not in control. This is also a concern of your principal and your students' parents. Many teachers have lost their jobs due to poor classroom management.

There are many reasons why discipline can be a problem in your classroom. One of the reasons could be your teaching style. If you are not reaching every one of your students, they can become bored, disinterested and impatient. As mentioned in the section on instruction, every student has their own learning style and an area where they excel. If you are reaching these students by using a variety of methods, they are motivated and less likely to cause trouble.

Another reason for discipline issues is that you may be dealing with students with many personal problems. I have personally dealt with students who witnessed their fathers being gunned down, their mother throwing them out of a moving car on the expressway, their fathers beating them so much they were hospitalized, a family member (usually a step-father) molesting them, being forced into the drug trade by their parents, and rape. How can a student learn when all they can think about is what they are going home to later that afternoon? Will their rage transfer to the classroom? (Rohrer, 1994)

❖ **What Do School Counselors Do?**

School counselors have many roles. Their primary goal is to encourage, support, and foster positive academic, career, social, and personal development in child and youth in schools.

Below, we have listed specific responsibilities and roles of school counselors.

Individual counseling and advisement.. Resolve conflicts, identity development, specific student concerns (cultural adjustment, learning a new language, social class, racism, substance use, grades, peer pressure, etc.)Consultation—working with administrators, teachers, and staff to meet student need

Teach staff about various student issues (suicide and loss)Student appraisal-coordinating information that goes into confidential student files and interpreting the info to help qualify students for special programs Parent help-meet individual and in groups with parents, provide resources and information on child development, specific topics, etc.

Referral-provide referrals to appropriate professionals in the schools and in the outside community Program planning-coordinating work of various school personnel, parents, and other interested parties in implementation of the school counseling program. Students in the School Counseling Program have developed programs in the following areas:

Ethnic identity

Health education

Bullying

Retention and first generation college students

Career development—developing and implementing career awareness as part of the school counseling curriculum

Change agent for the school atmosphere

Student advocate in meetings with teachers and staff

Classroom observations on behaviors, relationships and providing feedback to teacher, students, parents, staff

Public relations—explain importance of counseling with school staff, parents, teachers, students, community members, explain problems students may have. Relate to cultural stigmas

Local research—student population characteristics (drug use on campus, etc.)

Screen students—interview new students, etc.

Staff development—around particular issues (Benchmark, 1995)

❖ **The Role of the Instructor**

According to the social constructivism approach, instructors have to adapt to the role of a mediator and not teachers (Bauersfeld, 1995)

. Whereas a teacher gives a didactic lecture that covers the subject matter, a mediator helps the learner to get to his or her own understanding of the content. In the former scenario the learner plays a passive role and in the latter scenario the learner plays an active role in the learning process. The emphasis thus turns away from the instructor and the content, and towards the learner (Gamoran, 1995). This dramatic change of role implies that a mediator needs to show a totally different set of skills than a teacher.

A teacher tells, a mediator asks; a teacher lectures from the front, a mediator supports from the back; a teacher gives answers according to a set curriculum, a mediator provides guidelines and creates the environment for the learner to arrive at his or her own conclusions; a teacher mostly gives a monologue, a mediator is in continuous dialogue with the learners (Thanasoulas, 2002)A mediator, should also be able to adapt the learning experience , by taking the initiative to steer the learning experience to where the learner want to create value. (Bauersfeld G. S., 2001)

❖ **What is Communication and Why Is It Important?**

Communication is the ability to share information with people and to understand what information and feelings are being conveyed by others. Communication can take on many forms including gestures, facial expressions, signs, vocalizations (including pitch and tone), in addition to speech and written communication. Teachers, students and educators frequently use nonverbal methods to communicate. Students often show disinterest in school by avoiding eye contact or sitting back in their chairs with their arms folded across their chests during instruction. Staff members may indicate that they have time to talk but they may show disinterest by grading papers or busying themselves while you are trying to talk. Conversely, a smiling, nodding face indicates that the listener is interested in what we are saying and encourages us to continue. Communication includes a broad range of actions which help the educator work more effectively with students and teachers. (SVasa, 2012)

Educators interact with many different people during the day, including administrators, teachers, parents, students and other educators. The ability of educators to contribute to the special education program will depend on his or her communication skills. For example, communication is essential for:

Understanding roles and assignments,

Planning and carrying out learning activities,

Coordinating approaches with students,

Providing information to teachers on student progress and behaviors, and building a positive relationship with students, teachers and other staff.

The Positive Teacher Student Relationship

The teacher student relationship is very important for children. Children spend approximately 5 to 7 hours a day with a teacher for almost 10 months. We ask ourselves what is considered a good teacher. All of us have gone through schooling, and if fortunate had a favorite teacher.

A positive relationship between the student and the teacher is difficult to establish, but can be found for both individuals at either end. The qualities for a positive relationship can vary to set a learning experience approachable and inviting the students to learn.

A teacher and student who have the qualities of good communications, respect in a classroom, and show interest in teaching from the point of view of the teacher and learning from a student will establish a positive relationship in the classroom.

The relationship between the student and teacher, involving a setting in the primary grades, which I have found second grade to be extremely important for the student to gain a positive attitude for their future education.

Children have different strategies for learning and achieving their goals. A few students in a classroom will grasp and learn quickly, but at the same time there will be those who have to be repeatedly taught using different techniques for the student to be able to understand the lesson.

On the other hand, there are those students who fool around and use school as entertainment. Teaching then becomes difficult, especially if there is no proper communication. Yet, teachers, creating a positive relationship with their students, will not necessarily control of all the disruptive students.

The book, Responsible Classroom Discipline written by Vernon F. Jones and Louise Jones discuss how to create a learning environment approachable for children in the elementary schools. According to the Jones, " Student disruptions will occur frequently in classes that are poorly organized and managed where students are not provided with appropriate and interesting instructional tasks" (Jones, 1995).

The key is, teachers need to continuously monitor the student in order for him or her to be aware of any difficulties the student is having. Understanding the child's problem, fear, or confusion will give the teacher a better understanding the child's learning difficulties. Once the teacher becomes aware of the problems, he or she will have more patience with the student, thus making the child feel secure or less confused when learning is taking place in the classroom.

The communication between the student and the teacher serves as a connection between the two, which provides a better atmosphere for a classroom environment. Of course a teacher is not going to understand every problem for every child in his or her classroom, but will acquire enough information for those students who are hostile with specific tasks. (Jones, 1995)

A significant body of research indicates that "academic achievement and student behavior are influenced by the quality of the teacher and student relationship" (Jones 95). The more the teacher connects or communicates with his or her students, the more likely they will be able to help students learn at a high level and accomplish quickly.

Ideal Student-Teacher Relationship

Relationships between teachers and students should involve a well-balanced combination of respect, trust, and discipline. While teachers do not need to develop deep friendships with students, they may interact on a

friendly level. Such positive interactions will encourage students to learn and succeed.

Not only do students learn from their teachers, but an effective teacher should be able to learn from the feedback of the students. In order to stimulate a healthy learning environment, the students should demonstrate respect for their teachers. Whenever the teacher is talking, students should listen. Listening displays to the teacher that the students are trying to learn and understand the material.

 A good way for students to demonstrate interest is by body language. For example, students should not sleep, or put their heads down on the desk, as this expresses a lack of interest, and shows disrespect. Students should also try to maintain eye contact with their teacher.

Students will commit themselves more to the learning process if they trust their teachers. If learning material is unclear or confusing, students should feel comfortable approaching their teachers for additional assistance.

Also a teacher should be able to recognize when a student requires extra attention. When extra help is necessary, teachers should not hesitate to help their students. The assistance can consist of just repeating a question, or meeting with the student and explaining the lesson in a less complex manner. No relationship is perfect; problems will arise in all relationships.

When difficulties occur, they should be addressed in a fair and just way. Each person should have the opportunity to voice his or her opinion. If a student talks at an inappropriate time, the teacher should approach the problem swiftly and directly so that distractions can be limited.

The consequences should relate appropriately to the behavior. Teachers who distribute harsh punishments do not necessarily earn the students' respect.

If the punishments are perceived as unfair by the students, respect for the teacher may be sacrificed. There needs to be a clear line to distinguish what is necessary for disciplinary reasons, and what is unfair.

These guidelines should be respected and followed by both the students and teachers. The goal of every student-teacher relationship is to provide a stimulating learning environment for the students. In order to generate positive results, the relationships should be based on mutual respect, trust and discipline. Without these aspects, an ideal relationship would be nearly impossible. (Dana, Teen Ink, 2012)

❖ Developing Positive Classroom Prides

If applied effectively, pride can be an extremely powerful force in developing positive teacher-student relationships. (Boynton, 2005) In many classrooms, students are proud of the fact that they are behaving and achieving at a high level. In other classrooms, a different type of pride develops when students see themselves as being the worst they can be.

The pride students develop helps shape identities that in turn drive their behaviors. When you recognize student successes, there is a decreased likelihood of fostering negative pride and an increased likelihood of developing positive pride. (Boynton M. B., 2005)

As a classroom teacher, your goal should be to help students take pride in their accomplishments and positive behaviors rather than in their negative behaviors.

❖ Correcting Students in a Constructive Way

Correcting and disciplining students for inappropriate behaviors is a necessary and important part of every teacher's job. However, it doesn't have to be a negative part of your job. In fact, you can actually build positive relationships when you correct students. If you don't believe this, think for just a minute about students you have had in the past that came back to school to visit you.

Often it is the students who were the most challenging and with whom you had to spend the most time who continue to visit you over the years. This is due to the positive relationships you developed with them. (Boynton, 2005)

The goal in correcting students should be to have them reflect on what they did, be sorry that they disappointed you, and make a better choice in the future. It should not be that they go away thinking, "I hate my teacher. I'm going to be sure I don't get caught next time."

The difference in students' reactions to being disciplined is often related to the manner in which you correct them. If you allow students to keep their dignity, you increase the chance that they will reflect on their behavior and choose their behaviors more wisely in the future.

The correction process will be counterproductive if students are corrected in a manner that communicates bitterness, sarcasm, low expectations, or disgust. The goal is to provide a quick, fair, and meaningful consequence while at the same time communicating that you care for and respect the student

❖ Demonstrating Caring

Demonstrating caring is one of the most powerful ways to build positive relationships with your students (Boynton, 2005). When your actions and words communicate that you sincerely care for your students, they are more likely to want to perform well for you and enjoy coming to school.

Caring also fosters a preventive approach to discipline, as students who feel cared for are more likely to want to please you by complying with your wishes and policies. It is a tragedy when a student mistakenly believes that his teacher does not care for or like him. (Boynton, 2005)

❖ Preventing And Reducing Frustration and Stress

Frustration and stress, which are inevitable in the teaching profession, are the great enemies of our best intentions list some external causes of stress for teachers as difficult students, annoyed parents, and collegial backbiting.

Frustration can have a devastating effect on teacher-student relationships, as it tends to cause educators to make irrational decisions. Usually you know when you are becoming frustrated and can quickly identify the signs and symptoms. As an educator, the question is not if you will become frustrated or stressed but when you will and how you will deal with it.

Signs of frustration or stress can include nervousness, anxiety, shortness of breath, and a tendency to make irrational decisions. First, you should be able to recognize your own personal signs that frustration or stress is building so that you can de-escalate them. (Boynton, 2005)

You should then have a plan that will help you prevent or reduce frustration when it occurs. Your frustration prevention or reduction

techniques will be unique and personal to you; what works for one teacher might not necessarily be effective for you.

- **The learning of the English Language**

Some students learn a new language more quickly and easily than others. This simple fact is known by all who have themselves learned a second language or taught those who are using their second language in school. Clearly, some language learners are successful by virtue of their sheer determination, hard work and persistence. However there are other crucial factors influencing success that are largely beyond the control of the learner.

These factors can be broadly categorized as internal and external. It is their complex interplay that determines the speed and facility with which the new language is learned.

An English-language learner (often capitalized as English-Language Learner or abbreviated to ELL) is a person who is learning the English language in addition to their native language. (Shoebottom, 1996)

This can refer to any learners of English as a foreign or second language, often called as but more often the term is used to refer to learners of English as a second language in mainstream schools where English is the language of instruction.

The instruction and assessment of students, their cultural background, and the attitudes of classroom teachers towards ELLs have all been found to be factors in ELL student achievement. Some ways that have been suggested to assist ELLs include bringing their home cultures into the classroom, involving them in language-appropriate content-area instruction from the beginning, and by integrating literature into the learning program.

Some advocates, especially in the United States, prefer for a student learning any second language the term emergent bilingual.

- **Issues in the classroom**

There are a considerable number of ESL students (English as a Second Language) in classrooms today, causing a strong need for additional programs and services. Unfortunately, there are many critical issues that relate to culturally and linguistically diverse students.

Four critical issues that are found in today's classrooms when teaching diverse learners are instruction, assessment, the role of culture, and the teacher's attitudes. It has become vital to integrate culture, literature, and other disciplines into content and language. (Akey, 2006)

- **Instruction**

The first critical issue is focused on instruction of the ESL students within the classroom and how it is related to Standards-based content and ESL instruction. Some teachers may feel that ESL instruction many be a separate entity from standard-based instruction. On the contrary, we need to acknowledge the fact that they are intertwined with each other.

Or the English TESOL Standard 3a states that teachers should "know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction". (Akey, 2006)

In a five week study by Huang, researched showed that "classroom instruction appeared to play an important role in integrating language skills development and academic content learning."

This study showed that the "students acquire linguistic/literacy skills and scientific knowledge hand in hand as they assume various communicative and social roles within carefully planned language activities". By tying in written texts with the science content the students were able to improve their language development between drafts and build on their science content knowledge.

- **Assessment**

The second critical issue is focused on fair and balanced assessment within the ESL classroom. Some teachers may come across being biased without even recognizing it.

"All too often, though, these students are either asked to participate in tests that make unfair assumptions about their English-language proficiency in order to assess their content knowledge or conversely, are totally excluded from any testing until their English-language proficiency has reached a certain level ,"TESOL standard 4a states that's teachers need to "demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations".

When the teachers are capable of understanding the various assessment issues they will be able to execute reasonable, consistent, and balanced assessments. "When visual tactile, kinesthetic, intrapersonal, and interpersonal skills are equally recognized avenues of learning and intellect, CLD students have increased access to the curriculum and opportunities to demonstrate authentically internalized knowledge,". (Akey, 2006)

By having a variety of assessments students will be able to perform to the best of their knowledge. Therefore, it is vital to have alternative methods of assessing ESL students.

- **Culture**

Culture is the third issue that may not always be recognized in a mainstream classroom. Many teachers overlook culture and try to jump right into English and content knowledge without knowing their students backgrounds.

Teachers need to be open to learning new cultures and having their student embrace all cultures in the classroom. By taking great strives to learn about each other's values and beliefs the teacher and student would not only maximize the effectiveness of ESL but make it a successful learning experience for all involved.

A student who is shy or reluctant to answer questions may be more outspoken when talking about their own values that tie in with their home life. An ESL teacher, in a study called Losing Strangeness to Mediate ESL Teaching, "connects culture to religious celebrations and holidays and the fusion invites students to share their knowledge".

This will encourage students to open up and talk about their cultural backgrounds and traditions within their family. "Teachers who encourage students to maintain their cultural or ethnic ties promote their personal and academic success".

Students should not lose their identity but gain knowledge from their culture and the world around them. Therefore it is beneficial to bring culture into the ESL classroom in order for the students to feel a sense of worth in school and in their lives.

- **Teacher attitude**

The fourth critical issue is the attitudes of the teachers which plays a major role in the ESL classroom. Some teachers may have a negative, unfriendly attitude.

Research shows that teachers negative attitudes may stem from "chronic lack of time to address ELLs' unique classroom needs", "intensification of teachers workloads when ELLs are enrolled in mainstream classes", and "feels of profession inadequacy to work with ELLS".

Also, the lack of training will have a huge impact on their teaching practices and professional development. The teachers will then be stressed and nervous to go about a lesson. (Thanasoulas, 2002)

Their anxiety will roll over into the classroom and have a negative impact on the ESL students' performances. "Teachers' language-acquisition misconceptions may color their attitudes towards ELLs and ELL inclusion, leading educators to misdiagnose learning difficulties or misattribute student failure to lack of intelligence or effort".

By providing a good learning environment, it will have a positive effect on the students overall success in terms of linguistic, social, cognitive, and academic developments. Systematic Integration of Culture, Literature and other Disciplines

- **Enriching the Classroom Environment**

In order to have an environment that is beneficial for the teacher and the student culture, literature, and other disciplines should be integrated systematically into the instruction. "Postponing content-area instruction until students gain academic language skills widens the achievement gap between the learners and their native-English speaking peers

Relating to culture, teachers need to integrate it into the lesson, in order for the students to feel a sense of appreciation and a feeling of self-worth.

One teacher noticed that her student, Enrique does not like to embrace the fact that he is Spanish or even speak it. She took the initiative to call the parents to address the issue that he believes English is the only way.

She decided to incorporate the Spanish word, facile into her lesson which means easy but can be used for both languages. She ended up making a Double Value word wall which will not only be beneficial for Enrique but also for all the learners in the classroom. (Herrera, 2007)

The teacher was able to integrate the Spanish culture into her lesson which enriched all the learners and helped address the issue that it is okay to speak in the students' native language.

By integrating literature into the instruction students will benefit substantially. "Reading texts that match learner interests and English proficiency provide learners with comprehensible language input--a chance to learn new vocabulary in context and to see the syntax of the language" Students will be motivated and will make learning more enjoyable.

Lastly, by integrating other disciplines into the lesson it will make the content more significant to the learners and will create higher order thinking skills across the areas.

By integrating language into other contents, it focuses not only on learning a second language, but using that language as a medium to learn mathematics, science, social studies, or other academic subjects".

When language and content areas are integrated ESL students become aware "that English is not just an object of academic interest or merely a

key to passing an analysis; instead, English becomes a real means of interaction and sharing among people

- **English Language Learners with Special Needs: Effective Instructional Strategies**

Students fail in school for a variety of reasons. In some cases, their academic difficulties can be directly attributed to deficiencies in the teaching and learning environment.

For example, students with limited English may fail because they do not have access to effective bilingual or English as a second language (ESL) instruction.

Students from lower socioeconomic backgrounds may have difficulty if instruction presumes middle-class experiences. Other students may have learning difficulties stemming from linguistic or cultural differences. (Ortiz, 2001)

These difficulties may become more serious over time if instruction is not modified to address the students' specific needs. Unless these students receive appropriate intervention, they will continue to struggle, and the gap between their achievement and that of their peers will widen over time.

Still other students need specialized instruction because of specific learning disabilities. The overrepresentation of English language learners in special education classes suggests that educators (Ortiz, 2001)have difficulty distinguishing students who truly have learning disabilities from students who are failing for other reasons, such as limited English.

Students learning English are disadvantaged by a scarcity of appropriate assessment instruments and a lack of personnel trained to conduct linguistically and culturally relevant educational assessments. English

language learners who need special education services are further disadvantaged by the shortage of special educators who are trained to address their language- and disability-related needs simultaneously improving the academic performance of students who from non-English backgrounds requires a focus on the prevention of failure and on early intervention for struggling learners.

This digest presents a framework for meeting the needs of these students in general education and suggests ways to operationalize prevention and early intervention to ensure that students meet their academic potential.

- **Prevention of School Failure**

Prevention of adversity among English language learners involves two critical elements: the creation of educational environments that are conducive to their academic success and the use of instructional strategies known to be effective with these students (Ortiz, 2001).

Preventing school failure begins with the creation of school climates that foster academic success and empower students. Such environments reflect a philosophy that all students can learn and that educators are responsible for helping them learn.

Positive school environments are characterized by strong administrative leadership; high expectations for student achievement; challenging, appropriate curricula and instruction; a safe and orderly environment; ongoing, systematic evaluation of student progress; and shared decision-making among ESL teachers, general education teachers, administrators, and parents. (Ortiz, 2001)

Several other factors are critical to the success of English language learners, including the following: (1) a shared knowledge base among educators about effective ways to work with students learning English, (2)

recognition of the importance of the students' native language, (3) collaborative school and community relationships, (4) academically rich programs that integrate basic skill instruction with the teaching of higher order skills in both the native language and in English, and (5) effective instruction.

- **A Shared Knowledge Base**

Teachers must share a common philosophy and knowledge base relative to the education of students learning English.

They should be knowledgeable about all of the following areas: second language acquisition; the relationship of native language proficiency to the development of English; assessment of proficiency in the native language and English; sociocultural influences on learning; effective first and second language instruction; informal assessment strategies that can be used to monitor progress, particularly in language and literacy development; and effective strategies for working with culturally and linguistically diverse families and communities. (Ortiz, 2001)

- **Recognition of the Students' Native Language**

Language programs must have the support of principals, teachers, parents, and the community. School staff should understand that native language instruction provides the foundation for achieving high levels of English proficiency.

Language development should be the shared responsibility of all teachers, not only those in bilingual and ESL classes. (Ortiz, 2001)

- **Academically Rich Programs**

Students learning English must have opportunities to learn advanced skills in comprehension, reasoning, and composition and have access to

curricula and instruction that integrate basic skill development with higher order thinking and problem solving.

- **Effective Instruction**

Students must have access to high-quality instruction designed to help them meet high expectations. Teachers should employ strategies known to be effective with English learners, such as drawing on their prior knowledge; providing opportunities to review previously learned concepts and teaching them to employ those concepts; organizing themes or strands that connect the curriculum across subject areas; and providing individual guidance, assistance, and support to fill gaps in background knowledge. (Ortiz, 2001)

- **Early Intervention for Struggling Learners**

Most learning problems can be prevented if students are in positive school and classroom contexts that accommodate individual differences. However, even in the most positive environments, some students still experience difficulties. For these students, early intervention strategies must be implemented as soon as learning problems are noted. Early intervention means that "supplementary instructional services are provided early in students' schooling, and that they are intense enough to bring at-risk students quickly to a level at which they can profit from high-quality classroom instruction" (Ortiz, 2001)

The intent of early intervention is to create general education support systems for struggling learners as a way to improve academic performance and to reduce inappropriate special education referrals. Examples of early intervention include clinical teaching, peer and expert consultation, teacher assistance teams, and alternative programs such as those that offer tutorial or remedial instruction in the context of general education.

- **Clinical Teaching**

Clinical teaching is carefully sequenced. First, teachers teach skills, subjects, or concepts; then they reteach using different strategies or approaches for the benefit of students who fail to meet expected performance levels after initial instruction; finally, they use informal assessment strategies to identify the possible causes of failure. Teachers conduct curriculum-based assessment to monitor student progress and use the data from these assessments to plan and modify instruction.

- **Peer or Expert Consultation**

Peers or experts work collaboratively with general education teachers to address students' learning problems and to implement recommendations for intervention (Ortiz, 2001). For example, teachers can share instructional resources, observe each other's classrooms, and offer suggestions for improving instruction or managing behavior.

ESL teachers can help general education teachers by demonstrating strategies to integrate English learners in mainstream classrooms. In schools with positive climates, faculty function as a community and share the goal of helping students and each other, regardless of the labels students have been given or the programs or classrooms to which teachers and students are assigned.

- **Teacher Assistance Teams (TAT)**

TATs can help teachers resolve problems they routinely encounter in their classrooms. These teams, comprised of four to six general education teachers and the teacher who requests assistance, design interventions to help struggling learners.

Team members work to reach a consensus about the nature of a student's problem; determine priorities for intervention; help the classroom teacher to select strategies or approaches to solve the problem; assign responsibility for carrying out the recommendations; and establish a follow-up plan to monitor progress. (Ortiz, 2001)

The classroom teacher then implements the plan, and follow-up meetings are held to review progress toward resolution of the problem.

- **Alternative Programs and Services**

General education, not special education, should be primarily responsible for the education of students with special learning needs that cannot be attributed to disabilities, such as migrant students who may miss critical instruction over the course of the year or immigrant children why may arrive in U. S. schools with limited prior education. General education alternatives may include one-on-one tutoring, family and support groups, family counseling, and the range of services supported by federal Title I funds. (Ortiz, 2001)

Such support should be supplemental to and not a replacement for general education instruction.

- **Transfer to Special Education**

When prevention and early intervention strategies fail to resolve learning difficulties, referral to special education is warranted. The responsibilities of special education referral committees are similar to those of TATs.

The primary difference is that referral committees include a variety of specialists, such as principals, special education teachers, and assessment personnel. These specialists bring their expertise to bear on

the problem, especially in areas related to assessment, diagnosis, and specialized instruction.

Decisions of the referral committee are formed by data gathered through the prevention, early intervention, and referral processes.

The recommendation that a student receive a comprehensive individual assessment to determine whether special education services are needed indicates the following:

(1) The child is in a positive school climate; (2) the teacher has used instructional strategies known to be effective for English learners; (3) neither clinical teaching nor interventions recommended by the TAT resolved the problem; and (4) other general education alternatives also proved unsuccessful.

If students continue to struggle in spite of these efforts to individualize instruction and to accommodate their learning characteristics, they most likely have a learning disability (Ortiz, 2001).

- **The relation between the feedback and motivation**

Looking once again at Gardner's components of motivation, we can see that one of them is attitude, which can be influenced by many factors. One of the indicators that influence our attitude is feedback. Consequently, we can assume that feedback is closely connected with motivation. Here we can look at students' motivation and teacher's feedback. (Grombczewska, 2011)

The way a teacher provides it to learners has the influence on their motivation towards learning. To be more precise, acquiring a second language may be dependent on what teachers say. If they give positive comments to students, it is more likely that their attitude will be positive

and their goal will be to get some new knowledge. As we already know, this is the drive for intrinsic motivation.

On the other hand, when teachers' comments are negative or when they correct a lot, this can discourage learners and create a negative attitude towards learning languages. The only aim for them may be the desire to get a good mark and to be promoted to the next grade.

- **Research on students' motivation and the teacher's feedback**

The research is going to be conducted to prove that there is a relation between the teacher's feedback and students' motivation.

The results are likely to show to what extent the manner in which the teacher provides students with feedback is correlated with their motivation.

The result that is expected is that students' intrinsic motivation is higher when the teacher provides more positive comments and fewer corrections.

It is assumed that students are encouraged to learn languages when it gives them pleasure and satisfaction. To get such an effect, they should be encouraged by teachers, with the help of their positive attitude.

We are planning to conduct the research in the lower secondary school. The participants will be the learners of two classes and their second language teachers. (Grombczewska, 2011)

The time and the type of the feedback given by the teachers must be checked, together with the type of learners' motivation. The research in this subject involves non-participant observation and is both qualitative and quantitative.

The qualitative study involves the analysis of recorded lessons, on the basis of which the amount of feedback will be measured. Thanks to that it could be presented in the numbers.

The quantitative study involves two components. One is the measure of feedback, in the sense of how much time a teacher devotes to positive comments, negative comments and correction.

The second one is the analysis of the questionnaire concerning student's motivation. By means of this questionnaire it will be possible to specify towards which type of motivation the motivation of the students (extrinsic or intrinsic) is directed.

- **The Reciprocal Influence of Teacher Learning, Teaching Practice, School Restructuring and Student Learning Outcomes**

Teaching practice, school restructuring, and student outcomes in three high performing- public secondary schools for at-risk students. Student outcomes include improvement in student graduation rates, course pass rates, college admission rates, and academic course-taking rates. (Angess, 2000)

The article describes each school's context and the inquiry process that stimulated teacher learning; triggered changes in teaching practice, school organization, and student outcomes; expanded teacher learning; and extended improved outcomes to a wider population of students.

It describes how the Interaction of these variables produced practitioner knowledge that teachers used to the benefit of student outcomes. It discusses how in each of the three schools teachers. Learning was initially driven by their aspirations for specific student effects, which

Led them to develop and implement practices that drew on their school's culture, and their knowledge of their students, successful practice, and their content area. In each case teachers made changes in their teaching practice and in school and curricular organization.

The article also identifies a set of contextual conditions that support this change process. Lastly, the article presents implications for researchers, reformers, and practitioners who aim to improve student outcomes by changing teacher practice and school organization.

The article is based on findings from a five-year multiple- case study of how three high schools connect disenfranchised students to their future.

- **Your Ideal Classroom**

Designing your "perfect" classroom with your students can be a creative and community-building opportunity (Cookson, 2012)

By now, you have been teaching for nearly half a year. You have learned how to manage your classroom, you have confronted the realities of the school, you have come to understand firsthand that learners have different learning styles and, of course, there is the reality of testing. You have become a professional educator through trial by fire.

You have probably observed that truly successful teachers are well grounded in their subject matter, dedicated to their students' learning and willing to experiment with different teaching strategies. They are respectful in their relationships with parents and are supportive of colleagues. One of the elements that tie these qualities together is the concept of classroom design

- **The guide on the side**

In this ideal learning community, work flows throughout the classroom, materials are ready and abundant, students feel safe and there is logic to the classroom organization that enhances learning. In previous eras the logic of classroom design was built around "chalk and talk." Students sat in rows; often their chairs and desks were bolted to the floor. (Cookson, 2012)

Students were required to focus on the teacher whose major pedagogic aide at the front of the classroom was the chalkboard. The implication of such a classroom design was that knowledge sprang solely from the teacher.

In recent decades this rather rigid view of learning has been altered dramatically. If we think that the teacher is more that the "guide on the side" and as a coach, then classroom design changes dramatically.

In the well-designed classroom there is an unspoken curriculum. Not the hidden curriculum that separates and divides students but the shared curriculum that draws students into community, celebrates learning and recognizes excellence.

- **Much more than posters**

When you design, there is a lot more to it than rearranging the chairs or purchasing some colorful posters. Your classroom is a cognitive, emotional and ethical template. What is the first thing students and their families encounter when they enter your classroom? How about an exhibit of the students' recent work? Are there sufficient books so that a student in a spare moment can engage in casual reading? When I was teaching I always kept books on my desk so that the students would understand the

value of language. I would make sure that they saw me reading for my own pleasure from time to time.

Is there a place in your ideal classroom where students can meet and feel secure? Because students do learn from each other, they need a consistent environment where they can have face-to-face interactions. (Cookson, 2012)

In the ideal classroom computers are much like finger-paint. They're easy to access, there is no right or wrong answer and they're a lot of fun. Computers are extensions of the mind and children understand this intuitively.

Computers ought to be integrated into the learning community in an organic manner so that children can log on and log off using the computer individually or in groups. Computers can also help students to individualize to their learning.

- **Don't forget the desk**

Another element of the ideal classroom design is the teacher's desk. Traditional teachers often like to place their desks front and center. The not-so hidden message here is "I'm in charge."

 I am not the least bit naïve for the need for leadership and discipline in the classroom. In the ideal classroom, however, I believe that there is shared leadership and an emphasis on community. When we speak of a community of learners, we need to think carefully about how to create community and what we mean by learning.

If we engineer our classroom design backwards, from the point of view of maximizing student learning, we can begin to think in terms of

communication, reflection and reinforcement rather than miscommunication, rote learning and punishment. (Cookson, 2012)

I would say that many of the discipline problems we encounter in our classrooms stem, in part, from poorly designed classrooms where students can sometimes feel like an alienated audience rather than an engaged community.

- **What is learning behavior?**

Learning behavior emphasizes the crucial link between the way in which children and young people learn and their social knowledge and behavior. In doing this the focus is upon establishing positive relationships across three elements of self, others and curriculum. The principles of learning behavior have wide ranging implications for pupils, teachers, parents and other professionals. The principles can be applied to all children at any age and not just those perceived as being "difficult to manage". They apply as much to teachers and their relationship with children as much as they apply to the children themselves.

All programmers and our partners are based on this relationship framework, a concept that has emerged from a review of theories of effective behavior management. Tutors and trainees should recognize that a learning behavior approach is fundamentally linked to a view that 'behavior' in classrooms and whole schools/settings does not occur in isolation – it is the product of a variety of influences and not simply the product of a pupil's unwillingness to behave or learn as required by the teacher (an approach which has frequently been referred to as an "ecosystem approach"

In summary, the three sets of relationships which contribute to a culture/ethos of 'learning behavior' are:

• Relationship with Self: a pupil who does not feel confident as a learner and who has 'internalized' a view that s/he is unable to succeed as a` learner will be more likely to engage in the challenge of learning and (in consequence) may be more inclined to present 'unwanted behavior's

• Relationship with Others: all 'behavior' needs to be understood as 'behavior in context'. Behavior by pupils is triggered as much by their interactions with others (pupils, teachers or other adults in schools/settings) as it is by factors internal to the child.

• Relationship with the Curriculum: pupil behavior and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful curriculum progress in learning for each pupil will be more likely to create a positive behavioral environment.

In order to maxim the potential for learning schools should proactively facilitate Access, Participation and Engagement in learning through enabling teaching and supporting pupils to develop relationships with the curriculum, others and themselves supported by their School, Education Services, Family and Community.   (Northampton, 2011)

▪ **Behavior and Classroom Management**

Behavior is one of the greatest challenges a special education teacher faces, especially when students getting special education services are in inclusive classrooms. These resources help the special education teacher support their students in inclusive settings as well as help general education teachers and special and teachers in self-contained classrooms guarantee classroom success.

These resources are organized around first providing structure in the classroom, to addressing behavior generally, and finally assessing problems behaviors and providing structured interventions as prescribed by federal law. (Webster, 2013)

- **Classroom Rules**

Classroom rules are the foundation of classroom management. Successful rules are few in number, written in a positive way, and cover a number of different situations. Choosing rules is not an activity for the children--rules are one place where a little autocracy comes into play. There should be only 3 to 6 rules, and one of them needs to be a general compliance rule, such as "Respect yourself and others." (Webster J. , 2013)

- **Behavior Management Documents**

When behavior affects a student's academic performance, it is noted in a Functional Behavior Analysis should be conducted and written by a special education professional, a psychologist or behavior specialist. Then a Behavior Intervention (Webster J. , 2013)

- **The Function of Behavior**

Behavior is what we humans do. Behavior is observable and measurable. Whether it is walk from one place to another or to crack our knuckles, behavior serves some "function" or the other. (Webster J. , 2013)

Applied Behavior Analysis, the research based approach to modifying behavior, seeks to find the "function" of an inappropriate behavior in order to find a replacement behavior to replace it. Every behavior serves some function, and provides a consequence (reinforcement) for the behavior

HYPOTHESIS

> **GENERAL**

The proper Teacher- Students Relationship contributes to improve the learning process of the English Language with the students of 8th year at Unidad Educativa San Francisco de Asis

- **SPECIFIC**

    > The teacher's attitude towards the students of 8th year of Basic Education at Unidad Educativa "San Francisco de Asis" is vital for the achievement of the English learning.

    > Academic achievement and students' behavior are influenced by the quality of the Teacher and Students' relationship with the students of 8th year of Basic Education at Unidad Educativa San Francisco de Asis

f. METHODOLOGY

➢ Design of the Research

This research work is characterized as non-experimental, because it is a social educational work and it will be develop in a descriptive way. The researcher will not have the chance to manipulate the variables of the work.

The researcher will apply surveys in order to get information about the researched object. It will help the researcher to develop a critical analysis of the results to draw conclusions and recommendations.

➢ Methods Techniques and Instruments

➢ METHODS

The main method that researcher will use in the research work is the **scientific** method because ,this facilitates the development of a set of procedures to demonstrate and verify the knowledge that the science points, in a logical way and consequently, the researcher could derive conclusions and recommendations to the **found problem . The** scientific method the researcher will be used also to deduce the conclusions based on the theoretical frame.

Another method that researcher will be used is the **descriptive** method, to collect information, describe the obtained results with the applied instruments and to organize the information according to the hypotheses and the indicators that will be found out for each of the variables**.**

The **descriptive** method will provide the rules to demonstrate the importance of the research, describe the problematic found this educative institution the description of the variables, the independent as well as the dependent and

It helps to describe coherence in all the research work presenting the results and supporting the conclusions .This method will help me to observe how the teachers and students have a relationship to improve the learning of the English Language.

Moreover the researcher will use the **analytic, synthetic** method, which will serve to analyze the empirical information from the applied instruments and consequently derive the respective conclusions according to the tendencies of the results in the field of the information .It will also serve to analyze the students learning of the English language through of the relationship of teachers and students.

The **explicative method** will also be used in the explanation of the logical implications of the variables of every hypothesis and in this way it will be possible to prove or disapprove them through a descriptive according to the obtained results contrasted with the theoretical referents.

Finally the researcher will use the **descriptive statistical method** which will serve to represent data in tables, squares and graphics the results to achieve a better comprehension of the information.

➢ **Techniques and Instruments**

To obtain the empirical information the researcher will apply a survey to teachers and students face in the relationship of teachers and students and the learning of the English language.

It will be applied to teachers and students through a questionnaire, which will contain different types of closed questions about the topics that will be researched.

➢ Procedures

It will be included the following procedures in the research work.

➢ Tabulation

To achieve the tabulation of the information obtained in the field, the researcher will use the descriptive statistics for the closed questions, and unifying criteria from the reason, or explanation of every question .It will contrast the information of the teachers and students which will let to the researcher obtain the appropriate information.

➢ Organization

After organizing the empirical information, classifying the questions that will serve to prove every hypothesis and remember the variables as a guide that will help to prove them, the next step will be performed with the interpretation and analysis.

➢ Graphic Representation

Once the data were described, they will be represented graphically to facilitate their interpretation and consequently the critical analysis of every question. There will be used diagrams to show the respective information.

➢ Interpretation and analysis

After the researcher has presented the information in tables and graphs, it will be interpreted according to the obtained percentages, and it will be analyzed taking into account the categories of the theoretical frame, the major tendencies in the results and the variables of the specific hypothesis.

➢ **Hypothesis and Verifications**

The hypothesis will be demonstrated through a deductive hypothetical process supported in the logical analysis of the field research whose final results are expressed in a descriptive

➢ **Conclusions and Recommendations**

The conclusions will be drawn based on a specific analysis of the results and they will serve to give recommendations to the authorities of the researched institutions and also to the teachers and students in order to contribute with the solution of the problem that motivated this project.

➢ **Population**

COURSE	PARALLEL			POPULATON
	A	B	C	
8TH year of basic education	40	40	40	**120**
Teacher's Population				**4**

The researcher will apply the surveys to all students of 8th year of basic education at Unidad Educativa San Francisco de Asis considering that they are in the fundamental level and they could answer the survey questions correctly.

The researcher also work with all teachers of that establishment because they are 4 English teachers

g. TIMETABLE

Consistence Matrix Logical	November 2013				July 2014				Sep 2014				October 2014				November 2014				Jan/Feb 2015				April/May 2015				June 2015			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Phase I: Thesis Development																																
Appointment of the Project professor	X																															
Project approval		X																														
Appointment of the thesis director								X																								
Application of the instruments									X																							
Thesis Development										X																						
Tabulation										X																						
Elaboration of the tables and graphs										X																						
a. Theme											X																					
b. Introduction											X																					
c. Summary												X																				
d. Review of the Literature												X																				
e. Materials and methods												X																				
f. Results													X																			
g. Discussion													X																			
h. Conclusions														X																		
j. Bibliography														X																		
K. Annexes																																
Phase II Revision and Approval																																
Thesis Revisions															X																	
Thesis Presentation																X																
Thesis Approval																	X															
Phase III: Phase of Incorporation																																
Submission of the folders																					X											
Private qualification																										X						
Corrections																									X	X	X	X				
Public Sustentation and Incorporation																																X

h. BUDGET AND FINANCE

- ➢ **Resources**
- ➢ **Human**
  - ❖ Researcher: Rita Isabel Granda Jiménez
  - ❖ English teachers
  - ❖ Students of 8th year of Basic Education
- ➢ **Material**
  - ❖ Office material
  - ❖ Books
  - ❖ Copies
  - ❖ Papers
  - ❖ Folders
- ➢ **Technical**
  - ❖ Printer
  - ❖ Computer
  - ❖ Internet
- ➢ **BUDGET**

Item	Cost
➢ Internet	$200,00
➢ Office material	$150,00
➢ Printing of the first draft	$50,00
➢ Printing of the second draft	$50,00
➢ Printing of my final research work	$200,00
➢ Transportation	$80,00
TOTAL	$730,00

- ➢ **FINANCING**

The expenses derived from this work will be assumed by the researcher.

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ANNEX 2

UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER
SURVEY FOR TEACHERS

Dear Teacher

As a future teacher of English Language, the researcher, has to carry out this Thesis Project, previous to obtain her third level degree. For this reason, it will be appreciated that you answer the following questionnaire that will provide the necessary data to develop the above mentioned research.

HYPOTHESIS 1

The Teacher´s attitude towards the students of 8th year of Basic Education at Unidad Educativa "San Francisco de Asis" is vital for the achievement of the English Language Learning.

1. What is your definition of a good teacher?

……………………………………………………………………………………

……………………………………………………………………………………

2. What is the role of a teacher?

a) Trainer	(	)	Friend	(	)
b) Manager	(	)	Mediator	(	)
c) Planner	(	)	Facilitator	(	)

3. Do you believe, as a student/ teacher, that communication is important?

Yes ( )   No ( )

Why

…………………………………………………………………………………

…………………………………………………………………………………

4. How is your relationship with your students?

- **Good   ( )**
- **Regular ( )**
- **Bad   ( )**

5. Do you believe as a student / teacher, that you should develop a mutual relationship with your teacher/student?

Yes ( )   No ( )

Why……………………………………………………………

6. Why is it indispensable to create a proper atmosphere in the classroom?

a) To develop both a good relationship and confidence.

b) To control the class discipline and create a peaceful environment.

c) To get both confidence and the learning outcomes.

d) To achieve both a dynamic lesson and understanding.

Relationship and confidence

Create a peaceful environment

Getting outcomes

Dynamic lesson

7. How often is it   created a free space to talk about students´ learning ?

Always   (   )

Sometimes (   )

Never   (

HYPOTHESIS 2

Academic achievement and students' behavior are influenced by the quality of the Teacher and Students' relationship with the students of 8th year of Basic Education at Unidad Educativa San Francisco de Asis

8. The school fosters and strengthens the behavior in the students? By means of

a) Guiding parents on their children' education

b) Applying the institutional code of welfare

9. What is the role of the students' attitude in the academic achievement?

…………………………………………………………………………………

…………………………………………………………………………………

Good attitude

Very good attitude

10. How important is motivation in the learning process?

Very important   (   )

Important   (   )

Not important   (

11. Is it necessary to make students realize about the significance of a positive attitude?

Yes (   )   No   (   )

Why

…………………………………………………………………………………………

…………………………………………………………….........................

Yes

No

12. Which positive attitude do you mostly emphasize and maintain in the classroom?

Respect yourself and others actions

To be happy and not harmful

A smile in your face

Giving a chance to defend their ideas.

Make friends in class

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

SURVEY FOR STUDENTS

Dear Students

As a future teacher of English Language, the researcher has to carry out this Thesis Project, previous to obtain her third level degree. For this reason, it will be appreciated that you answer the following questionnaire that will provide the necessary data to develop the above mentioned research.

HYPOTHESIS 1

The Teacher´s attitude towards the students of 8th year of Basic Education at Unidad Educativa "San Francisco de Asis" is vital for the achievement of the English Language Learning.

1. What is your definition of a good teacher?

a) It is the one who guides students to discover the truth by them and make

 decisions. (   )

b) It is the authority who prescribes what should be done in class and students

Have to obey (   )

c) It is the one who transmits their knowledge and life experiences to students. (   )

2. What is the role of a teacher?

I see my English Teacher as a

a) Trainer   (   )   Friend   (   )

b) Manager   (   )   Mediator   (   )

c) Planner   (   )   Facilitator   (   )

3. Do you believe, as a student/ that, communication is important?

Yes (   )   No (   )

4. How is your relationship with your teacher/ students?

•Good   (   )

•Regular   (   )

•Bad   (   )

5. Do you believe, as a student /a teacher that you should develop a mutual relationship with your teacher/ students?

Yes   (   )   No (   )

6. Why is it indispensable to create a proper atmosphere in the classroom?

a) To develop both a good relationship and confidence.

b) To control the class discipline and create peaceful environment

c) To get both confidence and learning outcomes.

d) To achieve both a dynamic lesson and understanding

7. How often your English Teacher creates a free space to talk about your learning?

Always   (   )

Sometimes (   )

Never   (   )

HYPOTHESIS 2

Academic achievement and student's behavior are influenced by the quality of the Teacher and Students' relationship with the students of 8th year of Basic Education at Unidad Educativa "San Francisco de Asis

8. The schools fosters and strengthen the behavior in the students. By means of

a) Guiding Parents on their children's education

b) Applying the institutional code of welfare

c) Giving rewards and imposing sanctions

9. What is the role of the students' attitude in the academic achievement?

Good attitude

Very good attitude

10. How important is motivation in the learning process?

Very important (   )

Important   (   )

Not important   (   )

11. Is it necessary to make students realize about the significance of a positive attitude?

Yes (   )   No   (   )

12. Which positive attitude do you mostly emphasize and maintain in the classroom?

Respect yourself and others actions

To be happy and not harmful

A smile in your face

Give a chance to defend their ideas

Make friends in class.

THEME: TEACHER –STUDENTS' RELATIONSHIP AND THE LEARNING OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF THE 8TH YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA SAN FRANCISCO DE ASÍS OF LOJA CITY, ACADEMIC YEAR 2013-2014				
PROBLEM **GENERAL** How the relationship of teachers and students influences on the learning of English language with the students of 8thYear of Basic Education at Unidad Educativa San Francisco de Asis of Loja City Academic year 2013-2014?	**OBJECTIVES** **GENERAL** To determine how the Relationship teacher–students' influences the English language learning improvement with the students of 8th year of Basicg	**HYPOTHESIS** **GENERAL** The proper Teacher- Students Relationship contributes to improve the learning process of the English Language with the students of 8th year at Unidad	**VARIABLES** **V1. INDEPENDENT** **TEACHERS AND STUDENTS** **RELATIONSHIP.**	**INDICATORS** • Teacher and Student Relationship. • Classroom Management and Discipline • What Do School Counselors Do? • The Role of the Instructor

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	Education at Unidad Educativa San Francisco de Asis	Educativa San Francisco de Asis		• What is Communication and Why Is It Important?
SPECIFICS	**SPECIFIC**	**SPECIFIC**		• The Positive Teacher Student Relationship
How does the relationship of teachers and students improve the English Language learning?	To analyze how the relationship of teachers - students impacts on the English Language Learning Process	The teacher's attitude towards the students of 8th year of Basic Education at Unidad Educativa San Francisco de Asis" is vital for the achievement of the English learning.		• Ideal Student-Teacher Relationship
				• Developing Positive Classroom Prides
Does the relationship of teachers and students determine the English Language learning?	To search how to strengthen the relationship of	Academic achievement and students' behavior are influenced by the		• Correcting Students in a Constructive Way
				• Demonstrating

	teachers- students in the learning of English Language	quality of the Teacher and Students' relationship with the students of 8th year of Basic Education at Unidad Educativa San Francisco de Asis	**V2. DEPENDENT** **THE LEARNING OF THE** **ENGLISH LANGUAGE**	Caring • Preventing And Reducing Frustration and Stress • The learning of the English Language • Issues in the classroom • Instruction • Assessment • Culture • Teacher attitude • Enriching the Classroom Environment • English Language

				Learners with Special Needs: Effective Instructional Strategies
				• Prevention of School Failure
				• A Shared Knowledge Base
				• Academically Rich Programs
				• Effective Instruction
				• Early Intervention for Struggling Learners
				• Clinical Teaching

				• Peer or Expert Consultation
				• Teacher Assistance Teams (TAT)
				• Alternative Programs and Services
				• Transfer to Special Education
				• The relation between the feedback and motivation
				• Research on students' motivation and the teacher's

				feedback
				- The Reciprocal Influence of Teacher Learning, Teaching Practice, School Restructuring and Student Learning Outcomes - Your Ideal Classroom - The guide on the side - Much more than posters - Don't forget the desk

				- What is Learning behavior? - Behavior and Classroom Management - Classroom Rules - Behavior Management **Documents** **The Function of Behavior**

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