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MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Tema: **"TEACHER – STUDENT RAPPORT AND THE ATTITUDES TOWARDS THE ENGLISH LANGUAGE IN UNIVERSITY STUDENTS"**

Trabajo de Investigación, previo a la obtención del Grado Académico de Magister en la Enseñanza del Idioma Inglés como Lengua Extranjera

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TEMA:

TEACHER – STUDENT RAPPORT AND THE ATTITUDES TOWARDS THE ENGLISH LANGUAGE IN UNIVERSITY STUDENTS

AUTOR: Licenciada Carmen Cecilia Mejía Calle

DIRECTOR: Licenciada Sarah Jacqueline Iza Pazmiño, Magister

FECHA: 21 de junio de 2019

RESUMEN EJECUTIVO

El trabajo de investigación "TEACHER-STUDENT RAPPORT AND THE ATTITUDES TOWARDS THE ENGLISH LANGUAGE IN UNIVERSITY STUDENTS" tuvo como objetivo principal evaluar de qué manera la relación entre el profesor y el estudiante influye en las actitudes de los estudiantes universitarios hacia el idioma inglés. Esta investigación básicamente siguió un enfoque cualitativo debido a que se describieron las razones subyacentes de las actitudes de los estudiantes hacia el idioma inglés. Dado que el investigador no manipuló ninguna de las variables, se trató de una investigación no experimental. Esta fue una investigación de tipo correlacional, pues se determinó el grado de relación entre las dos variables de estudio. Este estudio contó con fuentes de información primaria y secundaria. El instrumento para la recolección de datos de fuente primaria fue una encuesta que se aplicó a la muestra que estuvo conformada por 203 estudiantes de Nivel IV de inglés, pertenecientes a la Universidad Técnica de Ambato y la Escuela Superior Politécnica de Chimborazo, en el período académico octubre 2018 – febrero 2019. Para la encuesta el investigador elaboró un cuestionario de 10 preguntas, combinando preguntas abiertas y cerradas. En cuanto a la fuente secundaria se analizaron y consideraron estudios anteriores relacionados con el tema de la presente investigación. La prueba estadística Chi-cuadrado se utilizó para analizar la relación entre las variables y luego aceptar o rechazar la hipótesis nula. Los resultados obtenidos demostraron que

las actitudes de los estudiantes hacia el idioma inglés están directamente asociadas a su relación con el profesor y que la correlación entre estas variables es muy cercana. Desafortunadamente, los profesores están más enfocados en completar los contenidos del curso que en las emociones o bienestar de los estudiantes; por lo que, no aplican técnicas dirigidas a fomentar en los estudiantes actitudes positivas hacia el idioma inglés, por lo que se recomienda hacer uso del manual propuesto en el presente trabajo de investigación.

Descriptores: Relación Armónica Profesor-Estudiante, Actitudes hacia el Idioma Inglés, Investigación No Experimental, Estudio Correlacional, Manual, Inteligencia emocional, Investigación descriptiva, Aprendizaje de un idioma, Aprendizaje del inglés, Emociones y aprendizaje, Actitudes positivas, Estrategias para las buenas relaciones.

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DATE: June 21, 2019

EXECUTIVE SUMMARY

The research work entitled "TEACHER-STUDENT RAPPORT AND THE ATTITUDES TOWARDS THE ENGLISH LANGUAGE IN UNIVERSITY STUDENTS" had as a main objective to assess to what extent teacher – student rapport influences the students' attitudes towards the English language. This research basically followed a qualitative approach since the reasons underlying the students' attitudes towards the English language were described. Since the researcher did not manipulate any of the variables, it was a non-experimental type of research. This was a correlational type of research since the correlation between the two variables was determined. This study had primary and secondary information sources. The instrument used to collect the data of primary source was a survey that was applied to the sample of 203 fourth level students. They belong to Universidad Técnica de Ambato and Escuela Superior Politécnica de Chimborazo during the academic term of October 2018 – February 2019. For the survey the researcher made up ten questions which were open and closed combined. Concerning the secondary source, previous related studies were analyzed and considered. The statistics Chi-square test was used to analyze the relation between variables and then accept or reject the null hypothesis. The results obtained demonstrated

that the students' attitudes towards the English language are directly associated to teacher – student rapport, and that the correlation between variables is very close. Unfortunately, teachers are more focused on completing the program contents of the course than on students' emotions or well-being; for this reason, teachers do not use techniques that promote positive attitudes towards the English language; therefore, it is recommended for teachers to use the handbook proposed in this research work.

Key words: Teacher-student rapport, Attitudes towards English, Non-experimental type of research, Correlational study, Handbook, Emotional intelligence, Descriptive research, Language learning, English learning, Emotions and learning, Positive attitudes, Rapport strategies

INTRODUCTION

A university is an institution of higher education and research which grants academic degrees in various academic disciplines. Most university students either choose or are required to study English in numerous universities in most countries around the world. It is widely known that English is spoken as a native language by more than 380 million people in the United Kingdom, the United States, and the former British Empire. Moreover, English is also used for international communication, and for this reason, it is considered one of the most important languages of the world (Crystal, 2003).

Being English a very important language, it can be thought that students should be highly motivated and willing to learn it, but studies demonstrate that there is a negative attitude towards learning the language. For instance, Tsuda (2003), in the research entitled Attitudes toward English Language Learning in Higher Education in Japan: Raising Awareness of the Notion of Global English, states that despite the awareness of the importance of the language, a number of students dislike having English as a school subject. Other studies, such as Students' Attitudes towards Learning English: The Bangladesh Context, reflect negative attitudes towards learning English; however, Quasem suggests that with better teaching strategies, improved classroom equipment, and mainly improving classroom social environment, negative attitudes might turn positive (Quasem, 2014).

Studies like the ones mentioned above referenced in this research work, demonstrate that the process of teaching and learning English go hand in hand with students' attitudes toward the language. In our country, it is known that many higher institution students usually limit their studies of English merely to fulfill the requirement for graduation. The reasons may be varied, but this particular research has stated as a main goal to find out to what extent teacher – student rapport influences the students' attitudes towards the English language. In other words, it studied how the establishment of social relationships can seriously impact effective learning in a classroom by analyzing the importance of students' attitudes towards English language learning, identifying students' attitudes towards the English language, by detecting the prevalence of positive or negative teacher-student rapport in universities, and finally, determining the correlation between teacher–student rapport and the students' attitudes towards the English language.

This research is structured in six chapter which are detailed as follows:

Chapter I. The topic of the research is presented in this chapter. Then, the problem statement of the study is introduced, contextualized, and analyzed. In addition, the justification of the research project is provided, and its objectives established.

Chapter II. This chapter features the Theoretical Framework of the study, which comprises its research background, philosophical and pedagogical foundations, legal basis, and key categories. These elements endow the study with scientific and bibliographical support.

Chapter III. The methodology is explained in this chapter. This description comprises an explanation of the study's approach, method, level, and type. Likewise, the population of the research is identified and described, and the operationalization of the variables is carried out. Lastly, the data collection and analysis procedures are detailed.

Chapter IV. In this chapter, the analysis and interpretation of the results have been developed. They have been obtained through the administration of the survey applied to students belonging to two different universities in two different cities.

Chapter V. The conclusions and recommendations drawn from the findings of the study are provided in this chapter.

Chapter VI. A proposal for the generation and improvement of teacher – student rapport is suggested in this chapter with the consequent development of a short Handbook that enhances the importance of memorizing students' names, getting acquainted with their background, and learning about their interests and personality.

CHAPTER I

PROBLEM STATEMENT

1.1.   Theme of the problem

Teacher – student rapport and the attitudes towards the English language in university students.

1.2.   Problem statement

1.2.1.   Contextualization of the problem

The importance of acquiring good competence in using English – considered a global language – is clearly acknowledged worldwide. Nevertheless, as stated by Shameem Ahmed (2015) in his article entitled "Attitudes towards English Language Learning among EFL Learners" at UMSKAL, Malaysia, numerous students have developed rejection to study the language. The same research declares that motivation is considered one of the main elements, which determine success in developing a second or a foreign language. English teachers play a crucial role in this regard. Shameem Ahmed cites Harmer (2002) and argues that one of the main tasks for teachers is to encourage students engage in the subject even when they are not initially interested in it. It is through their own behavior and enthusiasm that they may inspire students to want to learn. (Ahmed, 2015)

The fundamental problem, which directs this study, is the lack of importance, teachers and even the same educational system has given to relationships. Ur (2013) declares, "Methodology is perhaps the least important factor in successful teaching. Because of the methodological differences among teachers, came to understand effective teaching as a function of relationships rather than methods" (Walsh, 2014). Some researchers as Baker (2006) established meaningful relationships with each student and worked within those relationships to move students toward their goals. Though the term *rapport* is not used, the words they use are parallel (Gablinske, 2014) .

Regrettably, teachers seem not to understand that their personality influences teaching effectiveness and how relevant is teacher-student rapport in the classroom. Ur (2013) quotes an experienced teacher as saying, "some people, no matter how much

training they receive, just do not succeed in the classroom." This failure is, at least in part, due to an inability to establish rapport. (Ellsworth, 2015)

The main causes for failure in teacher-student rapport are first, little emphasis on students' emotional needs; apparently, teachers are more focused on following the curriculum than on developing students' emotional and interpersonal intelligences. Most of the time, students' need for rewards, recognition and motivation is ignored, since emotions have been taken into consideration only rarely in educational context. Nowadays, the existence of positive relationships inside the classroom is considered as one of the most influential factors in language learning, given that they may affect, in either a positive or negative way, students' achievement and willingness to work as well as improve their knowledge and social skills (Hagenauer, 2015).

Another determinant aspect is that the teacher and students' expectations are not clear. On one hand, teachers have not taken the time to know their students better, their needs, background, individuality, and expectations. The course starts and the rules, objectives, and bases are not set up clearly. On the other hand, students expect to establish a close relationship with the teacher, to be able to have a certain level of control over the learning process, and to become active part of their knowledge. They envision a comfortable stress-free environment where teacher could flow friendly. (García, 2013)

Finally, teachers do not demonstrate enough interest in students' development. In this point, there are some specific factors perceptibly teachers are not considering. The first ones are trust and respect. These are necessary for rapport to develop and consequently grow. Then, there is the ability of teachers to be polite and patient. The beginning of a semester, course or school year becomes a challenge for every teacher, everything is unknown; nevertheless, it is the teacher's job to give the same attention and importance to each one of the students who expect the teacher to be always available and desirous of helping, listening, and understanding them. Moreover, students appreciate a teacher who is devoted to their profession, who opens their minds to new ideas and transmits the desire to learn new things, which is crucial in the EFL learning process. (Weimer, 2010)

In addition to the above mentioned, it is necessary to specify that as part of the Educational Model the University (Universidad Técnica de Ambato, and Escuela Superior Politécnica de Chimborazo) students must develop the competence of knowing

how to coexist and teachers must emphasize affective factors. (Chimborazo, 2014) Thereupon, the question is, Are all these competences and factors being taken into consideration in the EFL learning process? The problem is evident; teachers do not enhance a harmonious relationship with students based on affinity through interaction inside and outside the university classroom.

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┌─────────────────────┐      ┌─────────────────────┐      ┌─────────────────────┐
│ Effect 1: Students  │      │ Effect 2:  Students'│      │ Effect 3: Students' │
│ feel uncomfortable  │      │   poor engagement   │      │ unwillingness to    │
│ and tense with the  │      │     and interest    │      │ build rapport.      │
│ atmosphere inside   │      │   towards English   │      │                     │
│ the classroom.      │      │     language.       │      │                     │
└─────────────────────┘      └─────────────────────┘      └─────────────────────┘
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University students disinterested attitude towards the English language.

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┌────────────────────┐   ┌────────────────────┐   ┌────────────────────┐
│ Cause 1:           │   │ Cause 2:           │   │ Cause 3:           │
│ Little emphasis on │   │ Unclear teacher    │   │ Teachers do not    │
│ students emotional │   │ and student's      │   │ demonstrate enough │
│ needs.             │   │ expectations       │   │ interest in        │
│                    │   │ regarding the      │   │ students'          │
│                    │   │ course objectives  │   │ development.       │
│                    │   │ and outcomes.      │   │                    │
└────────────────────┘   └────────────────────┘   └────────────────────┘
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┌───────────────┐ ┌───────────────┐ ┌───────────────┐
│ Cause 1.a:    │ │ Cause 1.b:    │ │ Cause 2.a:    │
│ Teachers do   │ │ Students'     │ │ Teacher does  │
│ not work on   │ │ need for      │ │ not           │
│ the           │ │ rewards,      │ │ communicate   │
│ development   │ │ recognition   │ │ the rules,    │
│ of emotional  │ │ and           │ │ bases and     │
│ and           │ │ motivation is │ │ objectives    │
│ interpersonal │ │ not fulfilled.│ │ clearly since │
│ intelligences.│ │               │ │ the beginning │
│               │ │               │ │ of the course.│
└───────────────┘ └───────────────┘ └───────────────┘
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┌──────────────────────────┐
│ Cause 3.a: Teachers do   │
│ not manage trust and     │
│ respect successfully.    │
└──────────────────────────┘

┌──────────────────────────┐
│ Cause 3.b: Teachers lack │
│ politeness and patience. │
└──────────────────────────┘
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1.2.2. Critical analysis

According to Hammer (2007) good communication between teacher and students facilitate the teaching and learning activity. It is necessary to build a relationship between teacher and students based on interaction and communication inside and outside the classroom. Teachers have to communicate with students to engage the learning activity and give guidance toward the activities; the communication must be positive,

enjoyable and respectful. Thus, the relationship created inside the classroom between teacher and students is defined as rapport (Nova, 2017).

In spite of the significance rapport has in learning a language, there are some aspects which influence negatively in the attitude students have towards English. For this study, three will be considered.

The first one is related to the lack of emphasis on students' emotional needs. At the university level, teachers tend to think that since students are already adults, they do not need rewards or recognition; even the same students make fun when one of their classmates ask for a happy face or a nice stamp; however, human beings always need motivation, regardless their age. (Gómez, 2015)

Teachers are too busy preparing classes, fulfilling all their duties and responsibilities that forget about working on students emotional and interpersonal intelligences. Even when they want to –the environment, number of students, and limited time– constitute strong limitations; sadly, as a result, students feel uncomfortable and tense in the classroom because there is no time, enough knowledge or training on how to build rapport.

Secondly, expectations, objectives and outcomes are not clearly set up from the beginning of the semester or course. As stated by Amory (2013) expectations are a powerful force, which can lead to improvement or destruction of a person (Amory, 2013). Those who believe in our ability do more than stimulate us. They create an atmosphere in which it becomes easier to succeed. When expectations are created, people's behavior changes (Wolfgang, 2015). Hence, teachers need to, effectively, communicate and transmit high and positive expectations and avoid saying things like "your level is poor or too low", "I doubt you could learn what you have not in so many years", or even ask them specific not so positive details about their background as for explaining some gaps students bring. At the same time, teachers do not deeply and clearly explain students the course rules, bases, and objectives. Although, the lesson plans or the first day of class activities include a specific time to analyze what the class rules and bases would be, it seems like the only purpose is to accomplish the previously elaborated curriculum which does not necessarily reflect the real situations and the learning needs of the students.

Third, teachers do not demonstrate enough interest in students' development. The priority are their grades; learning has become more a matter of completing a certain score to pass or be promoted to a higher level. However, Are grades always real? Can one assure that the score in an exam measures students' development? Mike Ridley, in his Blog entitled "Student Development (A Personal View)" mentions, students' development is the integration of academic learning programs with larger issues of personal improvement and individual growth. It is a student centered, holistic experience focused on understanding and demonstrating values, nurturing skills, and moving towards knowledge. (Ridley, 2018) Thus, the lack of teachers' interest causes students' unwillingness to establish a closer relationship with the teacher and of course: poor development.

In sum, the causes and effects for lack of knowledge about how to build teacher-student rapport and the influence they present on students' attitude towards learning English can vary according to the population and environment; however, among them, this research has considered the ones explained above.

1.2.3. Prognosis

If the influence of teacher-student rapport on the attitudes towards the English language in University students continues, students will continue feeling uncomfortable and tense during classes. Their desire of actively participate in class will be minimum, and they will not engage and show interest in the learning process. What is more, students' unwillingness to establish a closer relationship with the teacher based on trust, respect, politeness and patience will persist and these are very important factors and aspects in the foreign language teaching – learning process. If teachers do not take advantage of this contribution and do not consider the recommendations which will come as a result of this research, what is stipulated in the law (Universities Educational Model) will remain only in words. Students need to learn coexistence and develop affective factors, which unhappily seem to be left as the least important aspects to be considered when teaching.

If the concept of teaching is still unclear or unpractical, then, students will remain as empty vessels waiting to be filled. So, what does teaching really mean? As Aviva (2015) states, it means giving students a reason to want to come to school every day and having them leave just excited as when they arrived. If teachers do not raise awareness

on their role, if they are not kind, compassionate, empathetic, positive, builders and inspirational, students', negative attitudes toward English will not evolve (Alrubail, 2015).

1.2.4. Setting of the problem

Field: Higher education

Area: Emotional dimension

Aspect: Teacher-student rapport

Temporal scope

Semester: October 2018 – February 2019

Spatial scope

This research considers students of the fourth level at two different Universities in Ecuador: Universidad Técnica de Ambato and Escuela Superior Politécnica de Chimborazo.

1.2.5. Research Question

- How important are students' attitudes towards the English language learning?
- What are students' attitudes towards the English language learning?
- How positive or negative could teacher-student rapport be in universities?
- To what extent has teacher – student rapport affected the university students' attitudes towards the English language?

1.2.6. Research delimitation

The current study has been directed to students of higher education from two universities in different cities in Ecuador in order to get a more reliable result. It has been performed during the academic period October 2018 and February 2019. The universities, which have been considered, are the following:

- Escuela Superior Politécnica de Chimborazo – Riobamba
- Universidad Técnica de Ambato – Ambato

1.3.   Justification

As mentioned above, several researchers, psychologists, and other authors and educators such as Buskist (2002), Jarvis (2009), García (2013), Ellsworth (2015) –to mention some– argue that having a positive teacher – student rapport is crucial when teaching even more when teaching a language such as English. This might be the reason why many students show a negative attitude towards the English learning process and, consequently, fail to have an acceptable proficiency in English. University students usually limit their studies of the language to fulfill the requirement for graduation from their universities. Perhaps, only students pursuing a graduate degree abroad seek to learn and acquire English despite their learning conditions or their relationship with their teachers. Consequently, this study is important since it pursues to determine whether and to what extent teacher – student rapport has significant impact on the university students' attitudes towards the English language.

On the other hand, studies on teacher – student rapport or relationships have been carried out in many countries such as Turkey, Malaysia, Bangladesh, and Iran; however, Ecuador, has no publications on the topic. Subsequently, it is important to consider teacher – student rapport as one innovative theme for research in the field of English language teaching in this geographical area.

The direct beneficiaries are teachers and students who belong to the Escuela Superior Politécnica de Chimborazo and Universidad Técnica de Ambato, and the indirect beneficiaries are all the teachers who may have access to the handbook since the activities and suggestions to improve teacher-student rapport could be applied to any area or level.

In addition, this research is feasible since the researcher has the necessary authorization to develop the investigation, not only because the topic is original, but also the results will contribute positively to improve the students' attitude towards the English language and the innovative handbook material and ideas will motivate students to learn English while enjoying the teaching-learning process.

Finally, as a graduate student of the Teaching English as a Foreign Language program, working on teacher student rapport is relevant for contributing with information that is proper to this geographical area and that will enhance the practices of education in

the field of language teaching. Moreover, this research study aligns to the first line of Research: Methodology. Particularly, the study will address the pedagogy, didactics, philosophy and epistemology of the English language line of research.

1.4. Objectives

1.4.1. General objective

To assess to what extent teacher – student rapport influences the students' attitudes towards the English language.

1.4.2. Specific objectives

- To analyze the importance of students' attitudes towards English language learning.
- To identify students' attitudes towards the English language.
- To detect the prevalence of positive or negative teacher-student rapport in universities.
- To determine the correlation between teacher–student rapport and the students' attitudes towards the English language.
- To design a handbook of practical activities that promote teacher – student rapport.

CHAPTER II

THEORETICAL FRAMEWORK

2.1.   Research background

After checking Universidad Técnica de Ambato repository, it could be observed that there are no masters' studies related to the effects that teacher – student rapport has on the attitudes towards the English language in university students. However, there is one undergraduate research work done at Universidad Técnica de Ambato that can be considered and some other dissertations that might provide some useful information that will help in the development of this work.

The undergraduate research work carried out at Universidad Técnica de Ambato entitled "Las relaciones interpersonales y su influencia en el rendimiento académico de inglés de los estudiantes de segundo de bachillerato de la especialidad físico matemático del Colegio Nacional Experimental "Salcedo" en el periodo académico 2009-2010" (Crespo, 2010)" talks about students' interpersonal relationships and the main objective of this study was to determine the influence that the interpersonal relationships have on the students' academic performance in the English language of secondary school Colegio Nacional Experimental "Salcedo" during the academic period 2009-2010. Although this study does not address teacher – student rapport solely, it does contemplate this topic's importance and since it was developed in Ecuador, it is worth it to read and reflect as previous study. The conclusions basically determined that there are mostly negative relationships among students and among teachers and students in that school, and that those negative relationships influence harmfully on the students' academic performance of the English language. The main contribution that Crespo's work gives to the present research is the fact that human relationships play a crucial role for the academic performance in secondary students; therefore, it is necessary to expand and translate this kind of research to higher education.

Although very few related works were found in the Ecuadorian context, a great number of research papers have been published about the teacher – student relationships within the process of language teaching and learning in other countries. For instance, Bouras researched secondary school teachers and pupils' perceptions of the teacher characteristics and its impact on learners' motivation (Bouras, 2014). The objective of

this research was "to investigate and elicit the opinions of both teachers and learners about the influence of some teacher practices which are related to the teacher's external factors namely: rapport with pupils". This research was carried out in Algeria and studied eight teaching elements concerning teacher – student rapport. The findings of this study indicated that the perceptions of teachers and students are very similar regarding the most influential kinds of teacher practices on their motivation to learn English. Therefore, it was concluded that "it would be better and more effective for teachers to see the learning process form the learners' eye to have a full and precise picture of what they really need in terms of teaching practices which enhance their motivation and boost it." This research work particularly enhances teachers' practices as key elements for motivating students; hence, this paper contributes to the present research project because it emphasizes how teachers must have an empathic point of reference to motivate students in their learning process.

Case studies such as the one carried out in the University of Rhode Island, as a dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in education, "A Case Study of Student and Teacher Relationships and the Effect on Student Learning" by Patricia Brady Gablinske explored the affective domain of teacher – student relationships using a single case study design. It studied how teacher – student rapport influenced the success or failure of a classroom teacher with her students. As a result, the author concluded that "the essence of a strong teacher and student relationship revolves around how it affects the teaching and the learning going on in a classroom." (Gablinske, 2014) . This paper contributes greatly to the development of the present research work since it directly studies teacher – student rapport and how it influenced her student's learning. Although it does not talk about foreign language learning, it gives a broad overview of its influence in general learning.

A study carried out in Pakistan was entitled "An Investigation into the Causes of English Language Learning Anxiety in Students at AWKUM". It was written and published by Zafar Iqbal Khattak, Tanveer Jamshed, Ayaz Ahmad, and Mirza Naveed Baig in 2011, and their main purpose was to find out about some of the factors that may cause English language learning anxiety among students in AWKUM. They considered anxiety as one main cause for learning failure and their work concluded that perhaps one of the reasons for students to become anxious is the "lack of understanding and good

working relations between AWKUM students and their teachers." They also mentioned other factors such as the fear of making mistakes, the fear of getting bad grades in tests, among others (Zafar Khattak, 2011). This paper contributes to the present research work since it adds information of the importance of having good teacher – student rapport as to propose a handbook on how to avoid anxiety, fear, and other negative feelings and attitudes towards learning English, whether they are intentional or not.

Despite the number of studies that show a negative attitude towards learning English on the part of the students, there are some other studies such as EFL students' attitudes toward learning English language. The study entitled "Students' Attitudes towards English: The Case of Life Science School of Khulna University" carried out by Rahman (2012) in Bangladesh has as its specific objective "to discover the attitudes of the undergraduate students of Life Science School of Khulna University towards English", and it gives an interesting account of the different attitudes that students may have towards English and it shows a spectrum of possibilities. The results of the study demonstrated that the students have positive attitudes towards the English language. They are perfectly aware of the global status and importance of English language nowadays. Respondents also show that being able to speak English offers advantages in this globalized world when getting a good job, securing a better social position and personal establishment is very competitive. The fact that the respondents had a positive attitude towards the English language may be attributed to their instrumental motivation towards English (Rahman A., 2012). This paper will also help to the development of this research work in getting new insights about how a teacher should promote good attitudes towards learning the language.

2.2.   Philosophical foundation

This research work has been developed on the basis of constructivist paradigm since it is an all-encompassing theory of learning that emphasizes on the ways human beings generate their own personal constructs of reality. Jean Piaget (1966 cited in Abdulhay, H, 2015), its main exponent, focused on how humans make meaning in relation to the interaction between their experiences and their ideas. Constructivism recognizes the active role of the teacher as a guide to build knowledge as opposed to simply reproducing facts.

Another of the foundations of constructivism is Vygotsky's work which declares three major themes: social interaction, the more knowledgeable other, and the zone of proximal development. This research work will particularly focus on social interaction since it plays an important role in the process of the cognitive development that links teacher – student relationships. Vygotsky somehow contradicts Jean Piaget's concept of child development by saying that social learning precedes development (Vygotsky, 1978).

Additionally, besides having constructivism as the basic paradigm involving the present study, it will also look into the behaviorists' point of view since the sociocultural theory and social psychology also look into behaviorism as a psychological approach for learning. This approach is related to observable stimulus-response behaviors and affirms that behaviors are learned through interaction with the environment (McLeod, 2017).

2.3. Legal basis

2.3.1. Educación:

Constitución de la República del Ecuador (2008):

Art. 27.- La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar.

La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional.

Art. 343.- El sistema nacional de educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje, y la generación y utilización de conocimientos, técnicas, saberes, artes y cultura. El sistema tendrá como centro al sujeto que aprende, y funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente.

2.3.2. Enseñanza del Idioma Inglés

Plan Nacional del Buen Vivir (2013 – 2017):

Objetivo 4.- Fortalecer las capacidades y potencialidades de la ciudadanía.

Política 4.8. Impulsar el diálogo intercultural como eje articulador del modelo pedagógico y del uso del espacio educativo.

Lineamiento 4.8.i. Promover el aprendizaje de una lengua extranjera bajo parámetros de acreditación internacional, desde la educación temprana hasta el nivel superior.

Reglamento de Régimen Académico (2013):

Articulo 31.- Aprendizaje de una lengua extranjera. Las asignaturas destinadas al aprendizaje de la lengua extranjera podrán o no formar parte de la malla curricular de la carrera, en todo caso las IES deberán planificar este aprendizaje en una formación gradual y progresiva. Sin embargo, las IES garantizarán el nivel de suficiencia del idioma para cumplir con el requisito de graduación de las carreras de nivel técnico superior, tecnológico superior y sus equivalentes; y, tercer nivel, de grado, deberán organizar u homologar las asignaturas correspondientes desde el inicio de la carrera. La suficiencia de la lengua extranjera deberá ser evaluada antes de que el estudiante se matricule en el último periodo académico ordinario de la respectiva carrera; tal prueba será habilitante para la continuación de sus estudios, sin perjuicio de que este requisito pueda ser cumplido con anterioridad.

En las carreras de nivel técnico superior, tecnológico superior y equivalentes, se entenderá por suficiencia en el manejo de una lengua extranjera el nivel correspondiente a B1.1 y Bl.2, respectivamente, del Marco Común Europeo de referencia para las Lenguas.

En las carreras de tercer nivel, de grado, se entenderá por suficiencia en el manejo de una lengua extranjera al menos el nivel correspondiente a B2 del Marco Común Europeo de referencia para las Lenguas.

Para que los estudiantes regulares matriculados en una carrera cumplan el requisito de suficiencia de una lengua extranjera, las instituciones de educación superior,

en el caso de que así lo requieran, podrán realizar convenios con otras IES o instituciones que, si bien no forman parte del Sistema de Educación Superior, brindan programas o cursos de lenguas, siempre que éstas emitan certificados de suficiencia mediante la rendición de exámenes con reconocimiento internacional.

Las instituciones de educación superior, además de sus propios profesores, podrán contar con personal académico no titular ocasional 2 para la realización de cursos de idiomas regulares, que sirvan a los estudiantes en el propósito de aprender una lengua extranjera.

Las mismas condiciones se podrán aplicar para el aprendizaje de una segunda lengua.

La presente disposición no se aplicará para las carreras de idiomas.

En los programas de posgrado, las universidades y escuelas politécnicas definirán, en función del desarrollo del campo del conocimiento, el nivel de dominio de la lengua extranjera requerido como requisito de ingreso a cada programa.

The legal basis for this research project initiates in the Ecuadorian Constitution, the National Plan for Good Living, and the Ecuadorian Higher-Education Bylaw.

In its Art. 27, the Ecuadorian Constitution declares that education in the country is to be human centered and it will promote the holistic development of individuals along with human rights. The Constitution says that education in the country has to be participatory, mandatory, intercultural, democratic, inclusive, diverse, high quality, and warm. This sets a legal foundation for this research work due to the fact that a number of authors such as Leitao & Waugh (2007) who defined teacher – student relationships as they should be "characterized by mutual acceptance, understanding, warmth, closeness, trust, respect, care and cooperation". All in all, education should promote the development of competencies and capacities to create and work in order to contribute to the development of this country. Moreover, Art. 343 clearly states that the Ecuadorian National Education System will aim at the development of the individuals' abilities and potentialities to work as individuals or as group members. The system will be learner centered, and it will be flexible, dynamic, inclusive, effective, and efficient.

Additionally, the National Plan for Good Living, in its Objective 4.8i, supports the educational processes of foreign language learning, under international accreditation parameters from early instruction until the higher education level.

Finally, Art. 31 of the Ecuadorian Higher-Education Bylaw prescribes that Ecuadorian Higher Education Institutions (universities and technical institutes) must guarantee a specific foreign language proficiency level as a graduation requirement for their students. In the case of universities, the required proficiency is a B2 level according to the Common European Framework of Reference for Languages (CEFR).

2.4. Key categories

Independent Variable   **Dependent Variable**
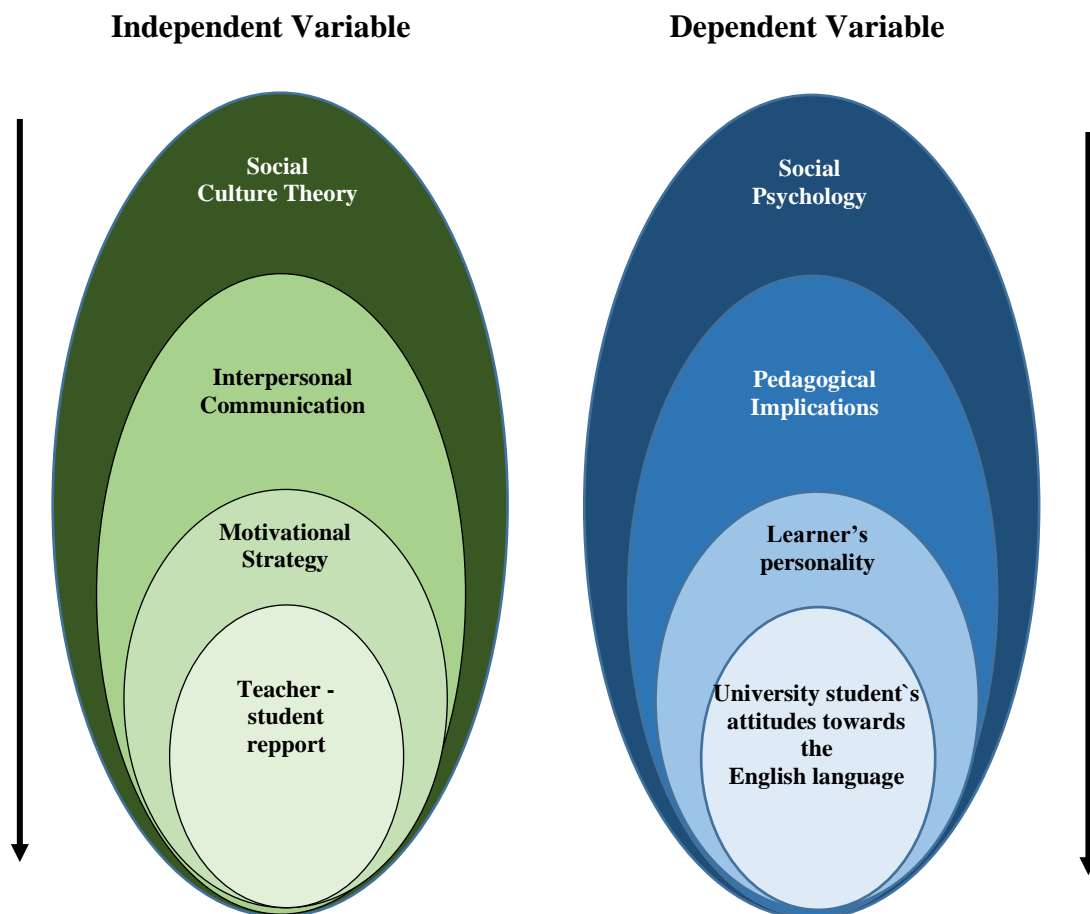
Graph 2.1. Key Categories
Author: Carmen Mejía

2.4.1. Independent Variable Interrelated Graphics.

Graph 2.2. Independent Variable

Author: Carmen Mejía

2.4.2. Dependent Variable Interrelated Graphics.

Graph 2.3. Dependent Variable
Author: Carmen Mejía

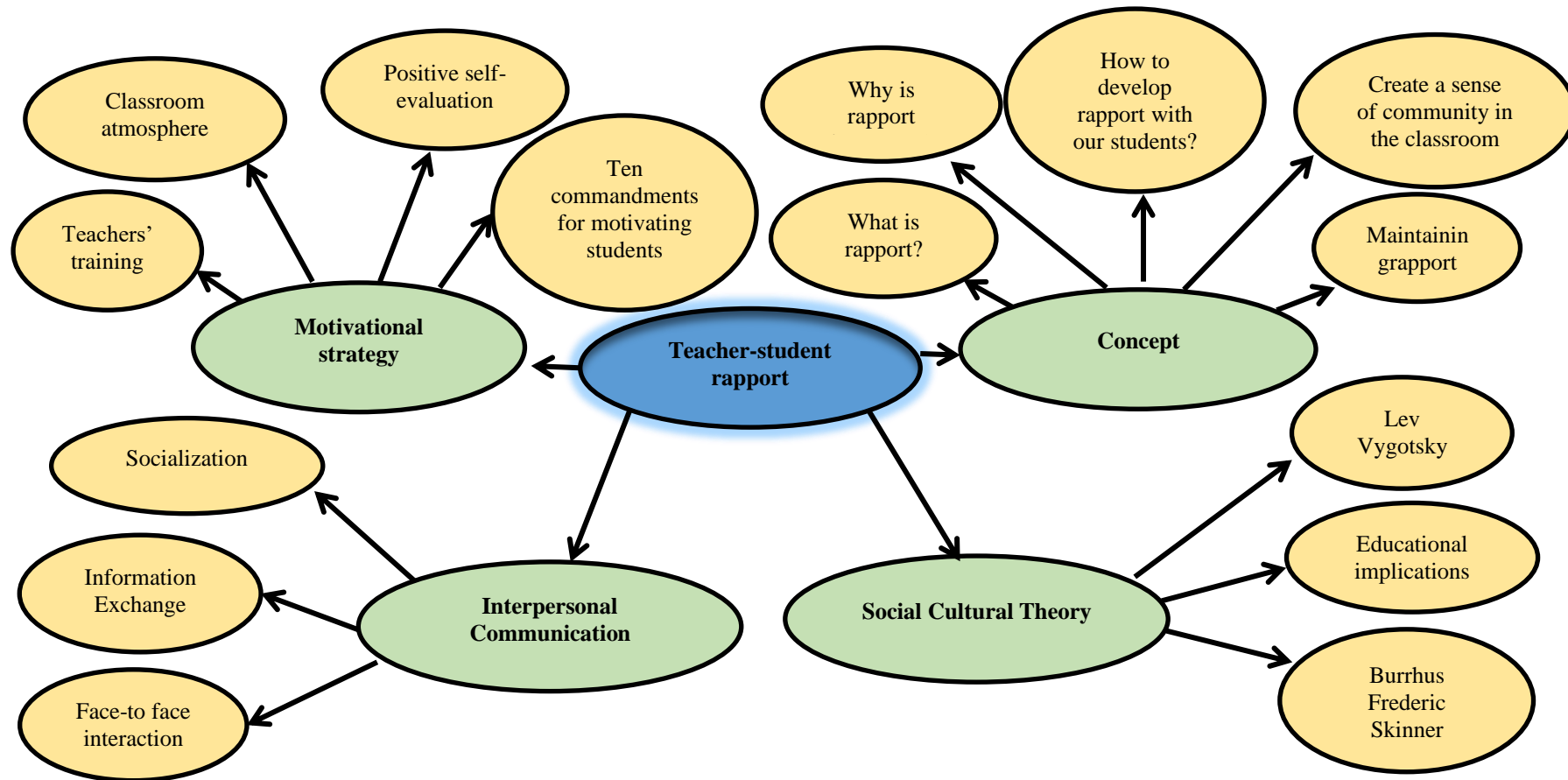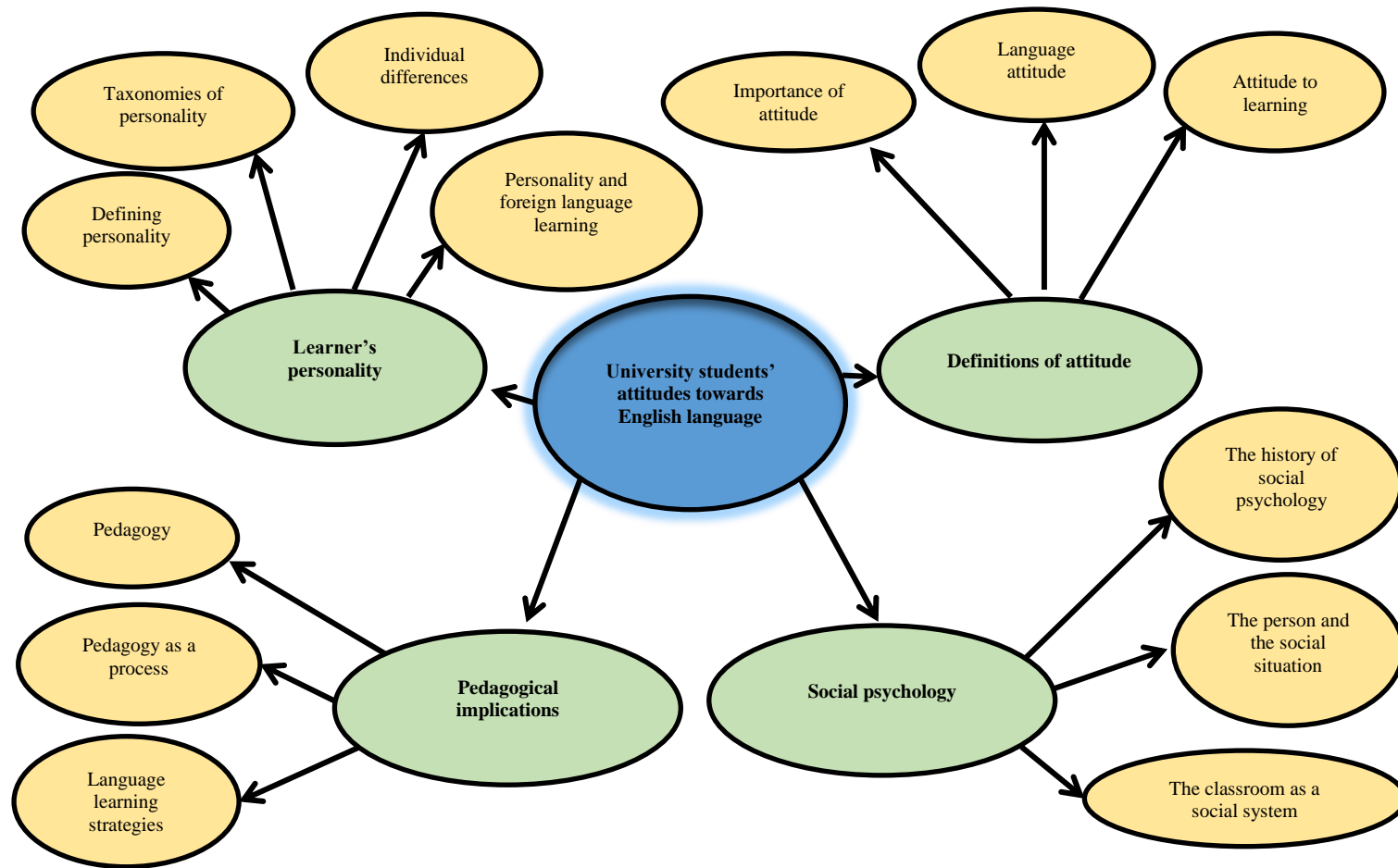### 2.4.3. Independent Variable Framework

2.4.3.1. Social Cultural Theory

Sociocultural theory or cultural-historical psychology is a theory of the development of higher mental practices, which regards social interaction as the core of communication and learning process. One of the outstanding features of sociocultural theory is considering learning as social in nature where meaning is derived through language use within the social context. According to Mitchell and Myles (2004) sociocultural theory views learners as active constructs of their own learning environment and teachers are active constructors of their own teaching environment, where learners are the main focus of the teaching activities (Behroozizad, 2014).

2.4.3.2. Lev Vygotsky

Vygotsky proposed that human beings possess two different levels of biological foundations: lower-level activities and higher-level abilities, which include consciousness. He stated that by employing higher-level cultural tools, such as language, humans are able to have voluntary control of their consciousness, to mediate with the person's social world.

Sociocultural theory has a holistic approach towards learning. This theory lays great stress on the dynamic nature of interconnections among teachers, learners and tasks. It also advocates concept of learning which stems from interactions among individuals. Ellis (2000) argues that sociocultural theory is based on the assumption that learning emerges not through interaction but in interaction. One of the key contributions of sociocultural theory to the issue of language learning is the combination of the social context with individual acquisition (Fahim, 2012).

2.4.3.3. Burrhus Frederic Skinner

According to Skinner, learning proceeds most effectively if what is being learned is broken into small and informative steps for students, if there is feedback to students about the accuracy of their own learning, if students are able to learn at their own pace. The classroom goals need to be outlined with an emphasis on the student's behavior during the time that they are being taught. To Skinner, the explanation of the learning

process must keep in mind that complex behavior consists of simpler forms of behavior. In order to build those complex behaviors, a teacher would have to use motivation and extrinsic reinforcers in the classrooms. Motivation determines what will act as the relevant reinforcers for students. Secondary reinforcers such as verbal praise, stickers, points, and grades would be used in the classroom to strengthen student's behavior (McCain, 2013).

Skinner's furthered theory of behaviorism focused on the action taken by the person that has a consequence that naturally occurs. Behaviorism was developed into constructivism where students and teachers constructed knowledge together to produce common understanding; the teachers shifted to facilitators and the students were co-contributors. The behaviorist theory can be beneficial to teacher and student, due to the repeated effort and work given by the student who will work for things, which bring them positive feelings and approval from people they admire. The student-teacher rapport level directly connects with the theory of behaviorism, as students tend to respond and comprehend at a level that links directly with their classroom relationship (Arlisha, 2014).

2.4.3.4. Educational implications

Sociocultural theory enables researchers to investigate individual's learning and how their learning is affected by the context in which interaction is relevant and central to the process of learning. Clearly, within social context of a classroom, EFL learners face some tasks or structures that are impossible to accomplish without receiving social assistance from other capable peers or the teacher. Vygotsky's use of the problem-solving activity is vital enough to justify the distinction between, individual learner's actual development level, and a potential level. In an attempt to collaborate with a more capable other, whether teacher or peer, in problem-solving activity, the learner indicates that the distance between their actual level of development and potential level is their zone of proximal development. Language learners need to expand and bridge their zone of proximal development through support received from the teacher. Then, interaction in the social setting of the classroom can lead to the enhancement of learning. In such a context to facilitate the learner's cognitive development and social construction of knowledge, the teacher can give students helpful suggestions on the process of doing tasks, asking leading questions, drawing tables and charts, and giving feedback. Through social activity, students develop a framework for their learning under the guidance of the

teacher; here, the teacher's role is central since they provide a supportive environment for students to learn as they become involved in the performance of different language tasks. (Behroozizad, Sociocultural Theory as an Approach to Aid EFL Learners, 2014)

2.4.3.5. Interpersonal communication

Brooks and Heath (1993) defined interpersonal communication as "the process by which information, meanings and feelings are shared by persons through the exchange of verbal and non-verbal messages." Wood (2010) stated that the best way to define interpersonal communication is "by focusing on what happens between people, not where they are or how many are present, interpersonal communication is a distinct type or interaction between people." Salomon and Theiss (2013) stated that interpersonal communication "refers more specifically to communication that occurs between people and creates a **personal bond** between them". McCormack (2010) defined interpersonal communication as "a dynamic form of communication between two or more people in which the messages exchanged significantly influence their thoughts, emotions, behaviors, and **relationships**." In the classroom context, interpersonal communication refers more specifically to communication that occurs among teachers-students and students-students, which allows them to communicate both verbally and non-verbally in an effort to generate shared meanings and accomplish academic and social goals, which creates a personal bond among them in terms of socially and psychologically perceived appropriate distance (Amin, 2015)

Socialization

It is a transmission process, where a person learns about role, status, and value that should have in a society. Socialization is a constant learning based in interactions with other people. Broadly defined, socialization is a lifelong process in which individuals learn the norms, customs and ideologies through interaction. Functionalist models of socialization recognize that individuals have the capacity to both covertly and overtly resist the influence of socializing agents. Dewar (1992) explains, "Becoming socialized involves an active process whereby individuals negotiate not only what they learn, but how they interpret what is necessary to be a successful teacher" (Richards, 2015).

According to Schaefer and Lamn (1992), there are five types of socialization. (1) Primary socialization. It is the process, which people learn attitudes, values and actions

appropriate to individuals as members of a particular culture. (2) Secondary Socialization. It refers to the process of learning on what is appropriate behavior as a member of a smaller group within the large society. (3) Developmental socialization. It is the process of learning behavior in a social institution or developing social skills. (4) Anticipatory Socialization. It refers to the mental rehearsals, concrete plans, and subtle changes in values and perceptions that a significant change in social roles about to occur. (5) Re-socialization. It refers to the process of discarding former behavior patterns and accepting new ones as part of a transition in one's life. This occurs throughout the human life (Selangor, 2016).

Thus, socialization is a relevant aspect in building rapport; human beings are social and in the educational context, students and teachers' interaction is expected to be harmonious in order to create a relaxing climate and have positive results.

Information exchange

The Collins dictionary defines information exchange as a discussion that involves exchanging ideas and knowledge. Information in dialogue requires that the "focus" of the discourse be shared and continued by subsequent utterances; speakers and listener often mutually feel they are speaking in vain when this does not happen, and sometimes they try to explain or resolve disagreements on "what is being talking about" (Orsolini, 2000)

In the English as a Foreign Language classroom, information exchange activities involve learners having different pieces of information that they have to convey orally to each other. These types of activities need accurate use of language by the giver of the information and careful listening by the recipient. By working on these activities, students have the opportunity to develop questioning and answering, and note taking. Information exchange activities take some organizing, but they awaken students' interest and motivation (Foundation, 2017).

Teachers must find and choose activities, which foster interaction and motivation for students' interest through an assertive relationship among peers and the teacher.

Face-to-face interaction

Classroom face-to-face interaction refers to the interaction between the teacher and the students, and among the students themselves in the traditional classroom setting. Marold and Haga (2003) stated the importance of face-to-face interaction and demonstrated that quality of education quality in education can be achieved by combining technology and face-to-face interaction. Chen (1997) emphasizes the importance of direct group interaction through facet-to-face contact. He found that dialogue not only allows students to assess their learning but also to develop a sense of community with other students. Kirkup and Jones (1996) agree and state that students need dialogue with their teachers and with other students in order to consolidate and check their own learning (Miliszewska, 2017).

Nowadays, technology has become a need, it can be very useful if using it correctly, and for educational purposes; however, face-to-face interaction is irreplaceable, especially when the goal is to build a close relationship among teachers and students. Besides, this kind of interaction helps teacher to become better listeners.

2.4.3.6. Motivational strategy

Teacher´s training

Rapport can be used as a motivational strategy for EFL students to focus on interpersonal communication. However, teachers are expected to have appropriate professional training to know that their teaching objectives may not be achieved if their students are not properly motivated. For this reason, teachers must have a motivational strategy plan. Dörnyei and Otto (1998) offer a model where motivation can be worked as a framework within the EFL classroom. First, the teacher needs to create the basic motivational conditions; then generate students' motivation; after that, the teacher must maintain and protect that motivation; finally, the teacher must encourage positive self-evaluation. Opportunely, EFL teachers have given more importance to establishing good rapport, in recent years, there have been studies that include rapport as part of motivational strategies in the foreign language classroom, this shows teachers desire to train and focus more on this very important aspect (Girón, 2017).

Classroom atmosphere

Classroom climate is the perception students have about their interaction with the instructor and class peers, and their involvement in the class. Fraser and Treagust (1986) suggests some aspects, which are necessary to offer students a comfortable classroom atmosphere: personalization, involvement, student cohesiveness, satisfaction, task orientation, innovation, class structure, individualization, and professional concern; these are characteristics of interpersonal relationship, which instructors can control. Frisby and Martin (2010) state that the ability to develop and interpersonal relationship based on harmony, connection, and mutual trust enhances the instructor – student relationship as well as student – student relationships, and therefore helps develop a positive classroom climate (Barr, 2016).

In order to create, prepare and have a proper environment in the classroom to develop rapport, it is necessary to have Classroom management. Tan, Parsons, and Hinson (2003) quoted "Classroom management means to highlight all of those positive behaviors and decisions make to facilitate the learning process." All the activities to create and maintain an orderly learning environment such as planning and preparation of materials, organization, decoration of the classroom, the establishment and enforcement of routines and rules; these means all the necessary tools and resources to achieve a meaningful learning process. James Scriveners (2005) points out the importance of group seating, activities, tools and techniques to achieve the goal. Moreover, students must show a favorably response in order to create a positive environment and as consequence, increase their participation and learning (Brown, 2016).

Positive self-evaluation

A self-evaluation is a thoughtful and considered written review of a person's performance; it involves rating established goals, competencies, and overall performance. It looks at progress, development, and learning to determine what has improved, and what areas still need improvement. Usually involves comparing a before situation with a current one (Uva, 2018).

In education, self-evaluation has been used to encourage personal growth and development. Students have the opportunity to watch themselves learn, monitor and control their learning process and become active agents in learning not just passive recipients of information or rote participation. As stated by Anderson and Krathwohl (2001), student self-evaluation has a tremendous impact on helping students become more aware of their own learning process and how they can improve (Anderson & Krathwohl, 2016).

Boud and Falchikov (1989) related findings of misconceived perceptions of ratings to the different abilities of the students by differentiating between good versus weak students, and further reported differences in the predictability of performance between students of higher level and lower level classes (Crowell, 2013).

Langendyk (2006) reported that low achieving students generously scored themselves and others overrating, while higher achieving students were harsher in their own self-evaluation (underrating). Besides, according to Ross (2006) student learning has been reported to increase when students are taught what and how to self-assess (Machado & Machado, 2008).

Pintrich and Schrauben (1992) mentioned that as students are given opportunities to focus on what they know and how they think about what they know, their motivation for learning improves. Positive self-evaluation provides an opportunity to identify weaknesses in the learning process and to set goals to strengthen them. One major point in self-evaluation is the sense of accountability it brings to the learning process. Students tend to gain a broader perspective on the significance on their own effort in learning (García & Pintrich, 1996). Hassel and Lourey (2005) pointed out that through student self-evaluation, a student's attention can be redirected to focus not only on what they have learned, but how they are learning it (Halm, 2015).

Ross (2006) stated, "Teachers who make a serious commitment to learning about self-evaluation and teaching these techniques to their students can plausibly anticipate enhanced student motivation, confidence and achievement" (Wilford, 2010)

Nevertheless, in order to build rapport in the EFL classroom, teachers also may provide themselves with self-evaluation. Bruce (2007) states that teachers mostly act without being aware of why they do what they have been doing in the classroom and self-

evaluation can help the teacher becomes aware of the needs in establishing teaching and learning activity and help them to improve their performance in teaching. By doing self-evaluation in teaching, teachers can do self-reflection to analyze the classroom situation and take more responsibility for their future actions in class. For this reason, the researchers Muhamad Nova and Didi Sukyadi in 20017 created an instrument for teachers' self-evaluation for building rapport in the EFL classroom (Nova, 2017).

Ten Commandments for motivating students

Motivation is one of those ideas like justice or world peace: everybody knows it is a good thing, but it is not quite so clear how to get there. Zolta Dornyeu and Czizer, surveyed over two hundred Hungarian teachers to find out their views. They were asked how important they found, and how often they used a selection of 51 strategies. Based in their answers the two researches came up with a list of 10 motivational macrostrategies, which they called "Ten commandments for motivating language learners."

(1) Set a personal example with your own behavior. All words become usefulness if you do not practice what you preach. Students are always more focused on what the teacher do than on what they say, for this reason it is crucial to teach with the example, a teacher cannot ask a student to come to class on time if they always arrive late or to be responsible if they do not have all their classes set up and planned.

(2) Develop a good relationship with the learners. It is necessary to keep the balance, to be students' friend without forgetting that the teacher is an authority in the classroom.

(3) Increase the learner's linguistic self-confidence. Teachers must always praise students' participation no matter if it was not perfect; students need to feel free to participate without fear to negative criticism from the teacher or their peers.

(4) Make the language classes interesting. Learners are filled with energy, they like to be active; therefore, teacher must plan activities which encourage students' participation and always consider their needs and interests.

(5) Promote learner autonomy. Teachers' must give students all the tools so they can become autonomous learners, students must feel the need to learn. Most of the time students just receive the information the teachers provide inside the classroom, but they

do not want to go further. It is not an easy task, but it is maybe one of the most important in the teaching-learning process. Students must start to understand that the teacher is only a guide and that they are able to build their own knowledge.

(6) Personalize the learning process. Each human being is a unique and different world. It is difficult in large classes, but teachers must consider students learning styles, background and needs in order to help them learn better.

(7) Increase the learners' goal-orientedness. Teachers must encourage students to find the answers to the whys, they have to understand that there is always a purpose and they have to walk towards achieving a goal.

(8) Familiarize learners with the target culture. Students need to keep interest in the language by getting closer to the culture. There are several interesting facts to learn about the target culture and teachers must present them in the classroom in order to keep students' motivation to learn English.

(9) Create a pleasant relaxed atmosphere in the classroom. The goal of every teacher should be to provide a stress-free scenario while teaching an L2. Teachers have to look for all the strategies needed to make their students to want to come to class with enthusiasm and desire to learn.

(10) Present the tasks properly. Tasks have to be easy to understand and instructions clear enough for the students to follow. If so, students will feel confident in working enthusiastically (Ward, 2011).

2.4.3.7. Teacher – student rapport

Concepts

What is rapport?

Rapport is a state of harmonious understanding with another individual or group enabling greater and easier communication. Generally, rapport is characterized by positive thoughts and feelings of closeness (Ryan, 2015). According to Underwood (1978), a good English teacher must have the ability to create a friendly, cooperative classroom atmosphere, which offers English as Foreign Language learners' confidence

and motivation to participate more in class. Brookfield (2006) expands Underwood's ideas describing a skillful teacher as one who can see students as human individuals with different needs and expectations. Definitely, rapport has a more active role as Brooks (1990) states "a friendly interaction and the introduction of a genuine interest on each other automatically triggers a cooperative relationship among the participants." Additionally, rapport is a key principle of the Neurolinguistics Program, as it is essential to maximize similarities and minimize differences between people at a non-conscious level. This positive relationship promotes a successful communication, which means that positive rapport can also be useful for a better communication between English as a Foreign Language teachers and students. In fact, building a positive rapport that fosters a positive climate for learning, equity, and excellence is now part of "Pedagogy and Professional Responsibilities Standards. Teachers are required to create a respectful, cooperative atmosphere so students feel confident enough to communicate their needs and learn effectively (Girón, 2017).

Why is rapport important?

Building rapport and creating a positive learning environment is one of the most crucial elements of a teacher success since it is associated with positive student perceptions such as enjoyment of the subject and the professor and behaviors as attending, studying, and paying attention (Ryan, 2015).

Teaching is a social endeavor and some measure of teaching and learning success rests on recognizing the importance of teacher – student relationship. Rapport is one term that is truly relationship-centered in capturing what is experienced in an interpersonal relationship. Jorgenson (1992) and Coupland (2003) argue that building rapport can have positive effects on the classroom environment. It can minimize anxiety, increase student participation, structure and encourage social interaction, foster positive learning environment, and increase learning. Moreover, rapport improves numerous classroom areas; specifically, it promotes motivation, feedback, student learning, communication, and of course the teacher's well-being. Wasley (2006) states that students who interact frequently with an instructor earn higher grades, are more satisfied, and are less likely to dropout. Then, teachers must put more emphasis in building positive rapport in the English as a Foreign Language classroom as it will surely be a turn around (Dyrenforth, 2014).

How to develop rapport with our students?

Teacher – student rapport is a necessary component of a positive classroom experience. Rapport development is clearly a valuable factor in improving student learning, but the behaviors, which lead to building rapport, remain unknown. Nadler (2007) found that rapport is built through nonverbal behaviors such as facing the other person, leaning forward, making eye contact, and mimicry of the other person through posture, facial expressions, tone of voice, and mannerisms. Gremler and Gwinner (2008) identify five ways to build rapport; these are common grounding behavior, connecting behavior, courteous behavior, information sharing behavior, and uncommonly attentive behavior (Webb, 2014).

The question that arises at this point is how EFL teachers can establish a positive and effective rapport for a better teaching learning experience. Harmer (2001) explains that rapport is based on the students' perception of the teacher as a good leader and a successful professional. EFL learners become more participative when they appreciate that their teachers know about their profession and especially, they love what they do. The second element Harmer points out is the interaction between teachers and students. According to the author, rapport mainly depends on how EFL teachers socially interact with their learners; this interaction is directly connected with four key characteristics of the relationship between teachers and students: recognizing students, listening to them, respecting them, and being even-handed with them (Girón, 2017).

Harmer (2007), Dörnyei (2001), and Edge (1993) agree that students want their teachers to know who they are. It is important that EFL teachers know not only their names, but also their learning styles, interests, and personalities. Harmer also mentions that respect is an essential element for building rapport; students need to feel they are appreciated by their teachers and respect is the key to this appreciation (Harmer, 2007). Therefore, teachers must be careful when correcting their students, not making them feel discouraged or offended when giving feedback. Furthermore, teachers must not criticize or make their students look ridiculous in front of the whole class to avoid mistrust and lack of effectiveness in the teaching learning process; treating all students equally provides a cooperative environment in which learners will work and help each other. Dörnyei proposes the following strategies, which could be implemented in the language classroom for building rapport (Dörnyei, 2001):

11

- Greet students

- Remember their names

- Notice interesting features of their appearance

- Learn something unique about each student

- Ask them about their lives outside school

- Show interest in their hobbies

- Recognize birthdays

- Move around in class

- Include personal topics and examples

- Send notes/homework to absent students

Buskist & Saville (2001) add these strategies to Dörnyei's suggestions:

- Show a sense of humor

- Be available before, after or outside of class

- Encourage class discussion

- Share personal insights and experiences with the class

- Relate course material in everyday terms and examples

- Understand that students occasionally have problems that arise and inadvertently hinder their progress.

- Appreciate your students; remember that every student has his or her own special talents. Take time to recognize those gifts.

- Chat with your students; show an interest in them as individuals.

- Trust your students; unless given cause to do otherwise, give them the benefit of the doubt.

- Show your enthusiasm; let the passion you feel about your subject matter inspire your students.

- Create and use personally relevant class examples.

- Interact more, lecture less - emphasize active learning.

- Lighten up - crack a joke now and then.

- Be humble and, when appropriate, self-deprecating.

- Make eye contact with each student - without staring, glaring, or flaring.

- Be respectful.

- Be polite; one instance of rude behavior or harassment can destroy rapport forever.
- Be gentle; if a student performs poorly, take care to communicate clearly that it is the quality of work you find unacceptable, not your student.
- When all else fails, smile a lot - students will think you like them and your job.

(Burkist, William; Saville, Bryan K, 2001)

All these actions can lead EFL learners to have a friendly relationship with their teachers and create a positive atmosphere, which is vital for language learning, since positive emotional involvement leads to effective learning (Girón, 2017).

Create a sense of community in the classroom

Students, just like teachers, come to school every day with something on their mind. Some come ready to learn, eager for that the day has in store. Others come with an open mind but need to be pushed just a little in order to become engaged. While still others come with a baggage from home, or something that is weighing heavily on their mind, making it almost impossible to care about school activities. Regardless of where students mind may be when they walk into the classroom, teachers need to be able to inspire learning and the best solution is creating a positive community in which they feel heard, important, and needed (Poole, 2016).

Community is vital in creating a successful classroom; therefore, teachers need to plan, prepare, and implement procedures and expectations to consistently make creating a community of learners a priority. Some alternatives teachers can take into consideration are the use of social icebreakers such as introductions, speed dating, scavenger hunt; subject-matter icebreakers as knowledge probes, expectations quiz, sample quiz, etc. Sharing information is a useful way to expand upon knowing students and get a fuller picture of who the students are and give a few ideas for how to tailor a class considering the students interests (Smith, 2015).

Teachers can create a sense of community through proactive team building and through consistent. In order to achieve this goal, teachers must establish a respectful tone, help students' bond with them and their classmates, promote an environment of respect and tolerance in which each individual feels valued, and help students to resolve conflicts effectively. As a result, students will have the opportunity to be part of an inclusive,

supportive environment where they will feel motivated to learn and work to reach their goals (Tomlinson, 2002).

Maintaining rapport

Even though, teachers follow plenty of recommendations about building rapport at the beginning of the semester, rapport requires maintenance. In class, this requires responsible teaching through some punctual procedures. First, utilization of office hours to meet students individually throughout the first few weeks during accessible hours. Second, being approachable or accessible during work hours and for tutoring if they have specific needs. Also, being mindful of students' lives by considering that they also have other classes, jobs, social lives, and aspirations aside from the English classes. In addition, asking students how they are doing, the point is simply recognizing them as people. Besides, giving timely, reasonable feedback; providing adequate reasoning can help students see the standard used to assess their work, give suggestion, and give them the opportunity to improve. Finally, ask students for feedback –giving students a voice can improve the relationship with them–, be honest with the students, and offer them a better learning experience (Smith, 2015).

2.4.4. Dependent Variable Framework

2.4.4.1. Social psychology

The history of social psychology

The field of social psychology is growing rapidly and is having an increasingly important influence on the thoughts about human behavior. The science of social psychology began when scientists first started to systematically and formally measure the thoughts, feelings, and behaviors of human beings. The earliest social psychology experiments on group behavior were conducted before 1900 and the first social psychology textbooks were published in 1908 (McLeod, Simply Psychology, 2007). During the 1940s and 1950s, the social psychologists Kurt Lewin and Leon Festinger refined the experimental approach to studying behavior, creating social psychology as a rigorous scientific discipline. Lewin is known as "the father of social psychology" because he initially developed many of the important ideas of the discipline, including a focus on the dynamic interactions among people. In 1954, Festinger edited an influential

book called *"Research Methods in the Behavioral Science,"* in which he and other social psychologists stressed the need to measure variables and to use laboratory experiments to systematically test research hypotheses about social behavior (Stangor, 2012).

Social psychology quickly expanded to study other topics. John Darley and Bibb Latané (1968) developed the model that helped explain when people do and do not help others in need. Meanwhile, other social psychologists, including Irving Janis (1972), focused on group behavior, studying why intelligent people sometimes made decisions that led to disastrous results when they worked together (Nevid & Rathus, 2010).

The latter part of the 20th century saw an expansion of social psychology into the field of attitudes, with a particular emphasis on cognitive processes. During this time, social psychologists developed the first formal models of persuasion, with the goal of understanding how advertisers and other people could present their messages to make them most effective. The approaches of Eagly and Chaiken (1993); Hovland, Janis and Kelley (1963) focused on the cognitive processes that people use when evaluating messages and on the relationship between attitudes and behavior (Ajzen, 2005).

In the 21st century, the field of social psychology has been expanding into still other areas. Social psychologists continue to seek new ways to measure and understand social behavior, and the field continues to evolve (Lee, 2016).

The person and the social situation

Social psychology is the study of the dynamic relationship between individuals and the people around them. Each of us is different, and our individual characteristics, including our personality, traits, desires, motivations, and emotions, have an important impact on our social behavior. The people with whom one is interact every day influence this behavior. These people include our friends and family, our fraternity brothers, religious groups, the people on TV or on the web.

Social psychology is largely the study of the social situation. The social situations create social influence, the process through which other people change our thoughts, feelings, and behaviors and through which theirs can be changed. Lewin's equation indicates that the behavior of a given person at any given time is a function of

(depends on) both the characteristics of the person and the influence of the social situation (Lee, 2016).

The classroom as a social system

Social environments, classrooms included, can be viewed as tension systems consisting of forces in a dynamic state of interaction that remains relatively stable over time. Lewin (1948) and Ross (1991) mentioned that the classroom as a social system consists of forces that are unique and more general in nature, where students have to practice cultural norms and moral codes. In the U.S., for example the classroom is seen as an environment designed to develop the appropriate and necessary social and intellectual competencies of individuals of a particular developmental stage. It is assumed that a number of forces and factors will be present to promote this goal, including trained instructors, appropriate teaching materials, an adequate physical space, and a program of learning consisting of goals and milestones. In addition to these general factions, there are others unique to individual classrooms, such as the teacher's personality, the demographic makeup of the students in the classroom, the curriculum priorities of the school, and administrative leadership (Dickens, 1999).

Schools are systems that, while designed to promote learning, can also contain forces that make their tasks difficult or in some cases impossible to accomplish. For example, a school can lack sufficient material resources to provide students and teachers the necessary tools to reach the desired level of performance, or the environment may be so threatening that students and teachers are unable to overcome it. In interaction, these factors shape the learning environment and determine the overall level of performance of its students (Garcia, 2016).

2.4.4.2. Pedagogical implications

Pedagogy

Education, pedagogy, and change are watchwords of twenty-first century educators and researchers. They are interrelated on theoretical, as well as practical levels. Globalization and its knowledge economy forces propel the attention given to pedagogical changes in education. As the need to engage with these forces arises, so does the need for communication in a global language; English, as indicated by the scholars

such as Raine (2012), Rosen and Crystal (2010) who have an interest in linguistics (Shotte, 2016).

Pedagogy as a process

Pedagogy is process, which develops systematic interaction between teachers and students aimed at achieving the set goals and leading to a pre-planned change of state, the transformation of their qualities, behavior, and personal development.

Understanding the nature of pedagogy is a necessary prerequisite to understand the selection of terms, which should be used to describe and classify the business of teaching.

For that reason, the five key principles of good pedagogy will be exposed. These principles are motivation, exposition, direction of activity, criticism, and inviting imitation.

Motivation is what J. Bruner says in his famous quote, "Teaching is the canny art of intellectual temptation." Motivation is likely to be dependent on the personality of the teacher and the ability to develop a good relationship with students, understanding the students' current worldview, interests, and experiences, and framing the learning to be achieved in a way that makes sense to the students.

Exposition is transmissive and casts the student in a passive role. It gives the teacher an opportunity to establish their presence and personality; it can summarize and articulate the key facts, principles, and learning objectives. If done at the right time and the right way, it can be an important ingredient in a wider mix in all instructional processes. Good exposition requires an ability at public performance combined with good subject knowledge and good preparation.

Direction of activity, as "we learn by doing", so good instruction must rely heavily on activity. Once a learning activity has been designed, the activity needs to be delivered. The delivery of learning activities can be summarized by the term "facilitation." In practice, a good instructional process will represent a blend. The selection of learning activities is a critical role of the teacher and needs to be directed by several further sub-principles. In addition, learning activities should be relevant to the learning objectives. The teaching process requires disaggregating the top-level objectives

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into smaller prerequisite steps, which will guide the student through the learning in a logical sequence. Therefore, at the beginning of the course, the teacher needs to select learning activities that are appropriate to the students and constantly monitor the extend of learning achieved by students at each stage of the course, selecting activities that respond to the learning.

Criticism should be constructive and replaced by progression management or an expectation that the student will work for themselves. It is a key part of the teacher's tool-set and students should learn to accept criticism in a constructive sense. Some components of criticism are evaluation, correction, contextual repetition of exposition, and target setting.

Humans are mimics. The criterion on which a teacher is likely to be selected, as a role model will in large part be dependent on personality and this is a tough call for teachers who may be expert at their subject and diligent in marking work. Teachers can support each other in this respect. In order to promote beneficial imitation, the following sub-principles are suggested: fostering a peer culture in which learning is valued; developing good relationships with students; teacher acting as collaborator, illustrating for the benefit of students' ways in which problems can be addressed, which students can then imitate; personalization of learning and effective use of praise. There is a relationship between effective motivational strategies and selection of role models: a highly motivational teacher is also likely to be adopted as a role model (Wiliam, 2013).

Language learning strategies

Language learning strategies are specific behavior or thought processes that students use to enhance their own language learning. The word strategy comes from the ancient Greek word strategia, which means steps or actions taken for the purpose of winning a war. A given strategy is neither good nor bad; it is essentially neutral until the context of its use is thoroughly considered. Allwright (1990) states that learning strategies can enable students to become more independent, autonomous, lifelong learners. As mentioned by Nyikos (1993) skilled teachers help their students develop awareness of learning strategies and enable them to use a wider range of appropriate strategies (Oxford, 2003).

According to Wenden (1987), language-learning strategies can be defined from the aspect of language learning behaviors, such as learning and regulating the meaning of foreign language, cognitive theory, such as learners' strategic knowledge of language learning, and the affective view, such as learners' motivation, attitude, etc. (Palacios, 1996).

Rubin (1987) defined language learning strategies as behaviors, steps, or techniques that language learners apply to facilitate language learning. Moreover, the definition by Oxford (1990) also included cognitive, emotional, and social aspects of language learning strategies that enhance learners' language learning proficiency and self-confidence. Language learners use language-learning strategies as a means to facilitate the acquisition of language and the use of information they receive, store, and recall (Bada, 2010).

According to Stern (1992), there are five main language-learning strategies. They are management and planning strategies, cognitive strategies, communicative-experiential strategies, interpersonal strategies, and affective strategies. Nevertheless, for this study the affective strategies and the social ones will be explained in detail since they are related to the independent variable (Daddi, 2014).

Affective strategies are techniques to help the students control their emotions, attitudes, motivations and values. These strategies have a powerful influence on language learning because they allow the students to manage their feelings. For example, students may use laughter to relax and praise to reward the students to manage for their achievements.

Social strategies are activities that students engage in to seek opportunities to be exposed to an environment where practice is possible. These strategies are important because language learning always involves other people; it is a form of social behavior. For example, questioning for understanding or facts and work together with peers or speakers of the target language including native and native like speakers in order to upgrade their language skills (Hardan, 2013).

2.4.4.3. Learner's personality

Defining personality

McCaulley (1974) and Myres (1980) noticed that personality has been a particular focus of interest in education because its traits make a difference in how people learn and what they learn. Among numerous personality measures, the most commonly used in the field of language learning and teaching are the Myers-Briggs Type Indicator (MBTI) and the Eysenck Personality Questionnaire (EPQ) (Zhang, 2013).

Personality theory assumes that everyone is different and that individuals are characterized by a unique and basically unchanging pattern of traits, dispositions or temperaments. Personality has been studied in a variety of different ways. Messick (1994), studied it as pertaining to different forms of information processing styles or learning styles. Marton and Saljo (1976) identified two learning styles: surface-level, characterized by students who memorize and role learn, as opposed to those who learn at a deeper level. Otherwise, Biggs (1987), noted three styles: utilizing, achieving, and internalizing. Biggs also viewed personality, as a multitude of specific traits and it is therefore impossible to offer and accurate profile. Examples of traits are anxiety, locus of control, achievement orientation, intrinsic motivation, self-esteem, and social competence (Sharp, 2008).

Taxonomies of personality

There are two taxonomies, which focus on personality traits: Eysenck's three-component construct and the Big Five Model. Eysenck's three-component model contrasts three main personality dimensions: (1) extraversion-introversion, (2) neuroticism-emotional stability, (3) psychoticism and tough-mindedness – tendermindedness. The Big Five model replaces psychoticism with three other dimensions: conscientiousness, agreeableness, and openness to experience. According to Matesic and Zarevski, "people can evaluate well within the system of five basic dimensions of personality which as core traits organize thousands of narrower personality characteristics." The five basic dimensions are usually in normal distribution, meaning that most people are positioned in the middle of a personality dimension, whereas a smaller percentage of people are at the poles (Varšić, 2014).

Personality and foreign language learning

Education represents one of the key elements predicting one's future, employment, standard of living. Among all the external factors influencing education, personality can affect the learning process. Caprara and Cervone confirm the connection between personality and educational achievement. Dörnyei writes about the connection between learning and personality and reports that the personality dimensions openness to experience and conscientiousness are most closely related to learning, whereas extraversion-introversion dimension was most researched in connection with language learning (Tommasi, 2017).

It is important to understand that not all learners are equally proficient in all subjects. The reason for this can be found in a person's personality or affective variables, such as motivation, anxiety, and attitude. When learning language is discussed, extraverted students are thought to be more engaged in communicative activities, speaking and asking questions, whereas introverted learners prefer grammatical exercises. Languages, in general, are referred to as systems of communication. In order to learn how to communicate, it is necessary to learn or, in other words, acquire a language. According to Caprara and Cervone (2014) *"languages are not just abstract symbol systems", but are rather "the most common medium for communication"* (Zagrebu, 2014).

There must be an emphasis on the importance of connecting language and personality. Vygotsky, who contended, *"A key to the development of personality was the development of language"*, supports this claim.

Since Foreign Language Learning is usually presented by a classroom, it can be seen as a microsphere where one learns a language in order to be able to use it in other social contexts. Dörnyei (2005) agrees on the importance of considering the connection between a language-learning context and situation-specific variables. Affective and personality variables interact with a certain situation variable and result in a specific language performance. Ely (1986) writes about the importance of exploring the ways in which affective variables influence L2 achievement. Ely specifies that affective variables are connected to learner's voluntary classroom participation, which then, indirectly, affects language proficiency.

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Although personality traits are defined as being stable, it is obvious that different situations have different effect on them, which consequently initiates changes in a person's behavior, thoughts or feelings. According to Capan and Simeck, a language classroom can sometimes be seen as a threat, which puts extra pressure on a learner (Arnold, 2011).

In order to have a clearer prospective, teachers have to consider the activities taking place in the classroom. In a foreign language classroom, different activities are developed for the learners to practice and improve their reading, listening, writing, and speaking skills, as well as vocabulary and grammar. Among other factors, the learner's proficiency depends on the type of activities and their attitude toward those activities. In her study, Nikolov (2001) listed several common language classroom activities: conversations, reading aloud, language games, translation, grammar activities, and grammar drills. Ely listed similar activities: asking questions, answering questions, speaking in pairs, reading aloud, presenting dialogues, skits or speeches and highly structured grammar practice (Varšić, 2014).

2.4.4.4. University students' attitudes towards English

Definitions of attitude

Al-Mamun, Rahman, and Hossaim (2012) defined the term attitude as a psychological construct, which defines a particular behavior. According to Brown (2001) attitude is characterized by a large proportion of emotional involvement such as feelings, self, and relationships in the community. Learning could not come about easily unless students have positive attitudes toward it and the attitudes originate from life experiences. Ajzen (2005) believes that attitude is a directly unobserved hypothetical construct and must be inferred from measurable responses, which reflect and evaluate positive and negative attitudes (Bohner & Schwarz, 2011).

Furthermore, Weinburgh (1998) believes that attitudes toward learning influences behaviors such as selecting and reading books, as well as speaking in a foreign language. This researcher points out that learner's attitudes dictate whether or not they will be able to absorb details of language. In other words, achievement in a target language relies not only on intellectual capacity, but also on the learner's attitudes toward language learning. Abidin (2012) remarks that language teachers, researchers, and

students should acknowledge that high motivation and positive attitude of students facilitate language learning. Thus, if a learner does not have the interest and tendency in acquiring the target language to communicate with others, this learner will possess a negative attitude and will not be motivated nor enthusiastic in language learning (Jafre, 2012).

Importance of attitude

Reid (2003) declared, "Attitudes are important to us because they cannot be neatly separated from study." Attitude is considered as an essential factor influencing language performance. Achievement in a target language relies not only on intellectual capacity, but also on the learner's attitudes towards language learning. For this reason, language learning should be approached primarily as a social and psychological phenomenon rather than as a purely academic one. Kiptui and Mbugua (2009) stated that negative attitude towards English is the most affective and psychological factor that results in the student's poor performance in English (Jafre, 2012).

Zainol (2012) and Finch (2008) mentioned that attitude towards language learning plays a crucial role in language learning as it influences learner's success or failure. This notion stands to reason in the sense that if students have positive attitude towards the process of learning a language, they will enjoy more the lesson and, as a result, their knowledge and skill of the language improve. On the other hand, when students' attitude towards language learning is negative, they will be reluctant and pay less attention during the teaching-learning activity (Riyanto, 2016).

Language attitude

Montana and Kaspersky (2008) defined attitude as the sum total of a man's instincts and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified topic. According to Gardner (1980) attitude is classified intro three components: cognitive is made up of beliefs and thoughts about the object of the attitude, affective involving the person's emotions towards an object, and behavioral, which refers to person's consisting actions or tendency to adopt special learning behaviors. Smith (1971) states that no student is born liking or disliking foreign languages. If the student enters to the class with neutral attitudes about it, or eve positive

ones, their attitudes about foreign language and foreign language learning will be strongly influenced by the situation itself (Oroujlou, 2011).

Moreover, Gardner (2005) linked positive attitude towards language learning to motivation by stating that the learners, who are motivated to learn a foreign language, will achieve enjoyment. Hohenthal (2003) and Kara (2009) indicate that attitudes of learners, other than their opinions and beliefs, will directly reflect upon their behavior and as a result their performance; then, there is a strong relationship between attitude and language performance (Karatas, 2016).

The nature of language learning has psychological and social aspects and depends primarily on the learners' motivation and attitude to learn the target language. Gardner and Lambert (1972) have concluded that the ability of the students to master a foreign language is not only influenced by the mental competence or, language skills, but also on the students' attitudes. They also advocated that attitude concept could enhance the process of language learning, influencing the nature of students' behavior and beliefs towards the other language, its culture and community, and this will identify their tendency to learn that language. In 1992, Baker proposed a comprehensive theoretical model, focusing on the importance of conducting attitudinal research in the field of language learning. Baker (1992) states that, *"In the life of language", attitudes to that language appear to be important in language restoration, preservation, decay or death"* (Gizem, 2015).

Kara (2009) reported that the learning process is regarded as a positive change in the individual's personality in terms of the emotional, psychomotor (behavioral) as well as cognitive domains, since when one has learned a specific subject, they are supposed to think and behave in a different manner and one's beliefs have been distinguished (Jafre, 2012).

Attitude to learning

Education is the powerful tool, which helps to modify the behavior of the person according to the needs and expectancy of the society. Student's attitude is an integral part of learning pedagogy. There is an interaction between language learning and the environmental components in which the students were grown up. Both negative and positive attitudes have a strong impact on the success of language learning. "Attitude is

determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude" (Gajalakshmi, 2013).

Biggs (1996) states that current debates regarding learning and its optimization are increasingly focused on non-intellectual aspects, which have an influence on performance, attitude, and motivational aspects involved in the learning process. Some with a holistic and inter-determined approach, in the sense of a constructive alignment. As Marton and Saljo (1997) affirm, favorable attitudes towards learning and towards oneself lead to an increased level of engagement in the learning process, associated with a deep approach to it. The depth approach is based on the endeavors to understand the learning material, on taking the necessary steps to achieve an understanding that will last; this entails but not "the filling of the empty vessels" with information on things, but rather making changes on an attitudinal and behavioral configurations level, in this sense of acquiring and developing efficient adaptation abilities (Vanthournout, 2010).

A predictive behavioral value may be associated with this attitude, which means that generally favorable attitude towards learning translates into a high probability of manifestation of sustained learning behavior, as a predominantly intrinsic-motivated of learning. Learning behaviors associated to a generally favorable teaching attitude are specific to the implementation of some strategies that are able to ensure learning productivity (Topală, 2014).

2.5.   Hypothesis

The teacher-student rapport influences on the attitudes towards the English language in University students.

2.6.   Signaling hypothesis variables

Independent Variable: Teacher-student rapport

Dependent Variable: University students' attitude towards the English language

CHAPTER III

METHODOLOGY

3.1.   Approach

This research work basically followed a qualitative approach to research because it was primarily exploratory and described the underlying reasons to students' attitudes towards the English language in a university setting. According to Bonilla and Rodríguez (2000), as cited by Bernal, the aim of qualitative research is not to measure, but to qualify and describe the social phenomenon from determinant features within the studies situation (Bernal, 2010).

3.2.   Basic method of research

Since the researcher could not manipulate either variable, but rather there was interpretation of results, this was a non-experimental research. After the analysis, high external validity was demonstrated, and this could be used to make generalizations to a larger population.

A set of questions (survey: see annex 2) was developed in order to find out the extent to which the influence teacher – student rapport had on the attitudes towards the English language in university students. The results produced numerical statistical values that promoted important conclusions. Then a correlational analysis was carried out as to observe the interaction between the variables. According to Para Salkind (1998, cited in Bernal 2010), one of the important aspects pertaining correlational study is to examine relationships between variables and their results, however, it does not attempt to explain that one may cause the other. (Bernal, 2010)

In order to conduct the study, two sources of data collection were incorporated. First, data was collected through a questionnaire (see annex 2). A survey was applied to 203 students in two different universities in Ecuador: Escuela Superior Politécnica de Chimborazo and Universidad Técnica de Ambato. The questionnaire followed the format of the 'Foreign Language Classroom Anxiety Scale' (FLCAS) developed by Horwitz et al (1986); however, it was modified by changing some of its statements and deleting others in order to fit the purpose of this particular research work. In addition, the Likert scale was applied to elaborate the questionnaire (Horwitz, Horwitz, & Cope, 1986)

The statements, besides the ones developed by Horwitz et al (1986), had some items that were based on the indicators that some claim to be important to understand teacher – student rapport.

3.3. Level or type of research

3.3.1. Primary and secondary

According to Cerda (1998, cited in Bernal, 2010), primary information refers to the data that are obtained from interviews or surveys performed to the people who are directly related to the study subject. Therefore, this study had primary source of information since a survey was applied to students who have directly been affected by teacher – student rapport. The focus of the present study was to better understand the opinions of students and teachers about the role of external factors such as the teacher's rapport with students and its impact on learners' attitudes towards the English language (Bernal, 2010).

Nevertheless, this study had a secondary level of research (Cerda, 1998, cited in Bernal 2010) as well, since it was based on previous studies carried out in other countries such as Malasya (Yunusa, Safuraa, Mohd, 2010), Japan (Tsuda, 2003), Banbgadesh (Rahman, A. R., Al-Mamun, A., Rahman, M., & Hossaim, A. A., 2012), Iran (Eshghinejad, Shahrzad, 2016), Turkey (Bouras, Haron. 2014), among other studies that have interesting findings about attitudes and/or teacher – student rapport.

3.3.2. Descriptive research

According to Borg and Gall (1989) most researches fall into two areas: studies that describe events and studies aimed at discovering inferences or causal relationships. Descriptive studies are aimed at finding out "what is" so observational and survey methods are frequently used to collect descriptive data. The objective of this research is to describe phenomena, which are in the first level of scientific knowledge (Urquizo, 2005).

3.3.3. Correlational research

The main goal of a correlational research is to determine the degree or relationship or association between two variables. The focus is on finding the possible

causes of a phenomena. The correlational studies analyze the behavior the concept of a variable or concept and the relationship with other variables. In this study, the objective is to determine if the harmonious relationship between teacher and students influences students' attitude towards English (Arias, 2006).

3.3.4. Survey Research

Survey research is one of the most important areas of measurement in applied social research. The broad area of survey research encompasses any measurement procedures that involve asking questions of respondents. For this study, the researcher elaborated a questionnaire with ten questions, combining open-ended and close-ended questions, the survey was paper-based and the purpose was to gather information of the sample elements with respect to the variables indicators of the hypothesis (Bath, 2019).

3.4. Population and sample

The population for this research were Fourth Level students from the Escuela Superior Politécnica de Chimborazo and Universidad Técnica de Ambato English Center. Through the Secretary's Office of each institution the researcher could collect the necessary information in order to choose the sample. The information is detailed below.

Chart 3.1. *Population and sample*

University	City	Population	Sample
Escuela Superior Politécnica de Chimborazo	Riobamba	939	136
Universidad Técnica de Ambato	Ambato	769	67
Total		1708	**203**

Source: University Secretary's Office
Author: Carmen Mejía

In order to calculate the sample size, the following formula was applied:

$$n = \frac{N\sigma^2 Z^2}{(N-1)\ e^2 + \sigma^2 Z^2}$$

Where:

n = sample size

N = population size

σ= population standard deviation, generally when there is not value, the constant value 0, 5 is used.

Z = obtained value through reliability levels. It is a constant value, if there is no value, the relation of reliability 95% is taken which is equivalent to 1,96 (as more common) in a relation to 99% of 2,58 of equivalent reliability, this value is chosen according to the research criterion.

e = acceptable limit of sample error, which generally if it does not have a value, the used value is from 1% (0, 01) and 9% (0, 09)

3.5. Operation of variables

3.5.1. Operationalization of the Independent Variable.

Chart 3.2. *Operationalization of the Independent Variable.*

OPERATIONALIZATION MATRIX				
Independent Variable	**Dimensions**	**Indicators**	**Item**	**Technique Instrument**
Students' attitudes towards the English language are the different components and aspects which influence the learning process and which are linked to student's emotional intelligence, personality, and behavior.	Emotional intelligence	• Productivity • Engagement • Self-awareness	✓ Are the course outcomes clear for the students? ✓ Is the student focused on success? ✓ Does the student feel fully engaged in the learning process? ✓ Does the student see the teacher as a guide? ✓ Is the student motivated to self-study? ✓ Do student know their own emotions, strengths, weaknesses, drives; and use them to make decisions? ✓ Do students use their self-confidence to achieve their learning objectives?	Survey Questionnaire

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| | Personality | • Extroversion/introversion
• Anxiety
• Empathy | ✓ Are students able to identify themselves as extroverted or introverted?
✓ Do students like to talk and take chances?
✓ Do students prefer to stay quiet and distant?
✓ Do students feel tension, apprehension, and nervousness in the English class?
✓ Do students identify themselves with others? | |
| | Behavioral component | • Organization (ambition, confidence, respect)
• Interaction (verbal practices, pedagogical practices, personal practices)
• Adaptability | ✓ Do students work to achieve the subject and their personal goals?
✓ Are students active part of the learning process?
✓ Do students show respect their teacher and classmates?
✓ Is the students' behavior respectful?
✓ Do students show interesting in participating in class conversations or speaking activities?
✓ Are students critical and contribute to the subject development?
✓ Do students look for opportunities to interact with their classmates and people outside the classroom in English?
✓ Do students adapt easily to changes?
✓ Do students acclimate to role, material, and schedule modifications? | |

Source: Bibliographic research
Author: Carmen Mejía

3.5.2. Operationalization of the Dependent Variable.

Chart 3.3. *Operationalization of the Dependent Variable.*

OPERATIONALIZATION MATRIX				
Dependent Variable	**Dimensions**	**Indicators**	**Item**	**Technique Instrument**
Teacher-student rapport is the harmony, which could be perceive in a classroom setting; it is possible when positive teacher's performance, good classroom management, and students' ownership of learning are combined.	Positive teacher's performance	• Communicative style • Willingness to incorporate new methods or strategies • Teachers' training	✓ Does teacher keep one-on-one meetings with students? ✓ Is the teacher a good listener? ✓ Do the equipment and materials used in the classroom fill the students' expectations? ✓ Is the teacher open to critics and non-traditional methods to establish a better classroom environment? ✓ Does the teacher have the desire to accept new challenges?	Survey Questionnaire
			✓ Does the teacher know about rapport and its importance in the classroom? ✓ Is the teacher willing to learn and evolve if necessary? ✓ Does the teacher receive permanent training maintaining a good relationship with students?	
	Classroom management	• Sense of community in the classroom • Trust and respect • Interaction	✓ Do students feel confident when participating in class? ✓ Is the English classroom developed in a respectful environment? ✓ Does the teacher build the necessary trust for students to establish a good relationship with them? ✓ Do the activities the teacher plans foster interaction? ✓ Do students like to participate in class?	

			✓ Is the English classroom a stress free environment?	
	Students' ownership of learning	• Motivation • Clear goals and expectations • Level of engagement	✓ Do the teacher-student relationship motivate students to learn English? ✓ Are both intrinsic and extrinsic motivation developed in the learning process? ✓ At the beginning of the semester, does the teacher set clear goals and expectations about the course? ✓ Do students have clear goals about the learning process? ✓ Do the teacher know what the students' expectations about the course are? ✓ Are the students truly engaged in the learning process? ✓ Do the teacher focus on the students' commitment to English learning? ✓ Does the teacher activities contribute to students' self-motivation and self-study?	

Source: Bibliographic research
Author: Carmen Mejía

3.6. Method of data collection

3.6.1. Techniques and Data collection

A survey to 203 students from two different universities (Escuela Superior Politécnica de Chimborazo and Universidad Técnica de Ambato – See annex 1 for authorizations) was applied with a structured questionnaire with ten different questions related to the research objectives and the variables. The researcher chose Level Fourth students since they are in the higher levels of their careers and have experience in the English language teaching-learning process. (See annex 2 for survey questions)

3.7. Instrument's reliability and validity

Before using the data collection instrument with students, the questionnaire was validated by a Psychologist, who not only has studied in the field of education, but also wide experience in higher education. The same instrument was also validated by four experts in language teaching who work at Escuela Superior Politécnica de Chimborazo, hold master's degrees in the field of language teaching, and have vast experience in teaching English at Universities.

A chart that considers the different criteria necessary to validate the questionnaire was given to the professionals mentioned above. One of the parameters validated was the relevance that the questions have with variables and indicators, another was the technical quality and representativity of the questions, and finally the language used in terms of grammar and spelling. (See annex 3 for validation formats)

3.8. Process and Analysis Plan

The data collection plan considered methodological strategies, which were focused on the research objectives and hypothesis. As this is a predominantly a qualitative research, the following elements are stated:

- Definition of the study subjects: the subjects who are going to be part of this research are the students of the Escuela Superior Politécnica de Chimborazo, Universidad Técnica de Ambato.

- Selection of the techniques for the data collection process: for the independent and dependent variables, the researcher has applied a paper-based survey. The instrument was a structured questionnaire with questions regarding teacher-student rapport and students' attitudes, with the objective of collecting reliable information to be analyzed in the research findings.

- Procedure explanation. - For the survey application, the researcher had the collaboration of two colleagues in each university who were in charge of applying the survey with the direction of the researcher. In the Escuela Superior Politécnica de Chimborazo, the survey was applied in four different classrooms and in the Universidad Técnica de Ambato in two classrooms, which were chosen at random.

3.9. Procedure Information Recollection Procedure

Chart 3.4. *Procedure Information Recollection Procedure*

BASIC QUESTIONS	EXPLANATION
What for?	To achieve the objectives of the research work.
What people or objects?	University Authorities, Teachers and Students from Escuela Superior Politécnica de Chimborazo and Universidad Técnica de Ambato
About what aspects?	Teacher-student rapport and students' attitude towards English language.
Who?	Researcher
When?	Academic period October 2018 – February 2019
Where?	Escuela Superior Politécnica de Chimborazo and Universidad Técnica de Ambato.
How many times?	One
What Data Collection Techniques	Survey
How?	Structured questionnaire.
In what situation?	Favorable, with a collaboration of the students and teachers of the different universities.

Source: Bibliographic research.
Author: Carmen Mejía

3.10. Analysis and Interpretation Result Plan

This resource has used a primary source in order to analyze and study the problem since the information is collecting from direct sources, students of three different universities.

Fielding: the research takes place in two scenarios with 203 individuals in each who belong to the Fourth Level of English in the academic period October 2018 – February 2019, in Riobamba and Ambato cities.

Instrument for Data Collection: one instrument for data collection has been applied: a survey to gather all the necessary information, which is subsequently analyzed.

Processing and analysis: data was collected and analyzed by using descriptive statistics. For this purpose, the researcher used the Statistical Package for Social Science (SPSS) software. The variables correlation was analyzed by applying crosstabs and for the hypothesis study, the researcher used the statistic model Chi-square.

Establishment of conclusion and recommendation: in order to state the research conclusions and recommendations, the specific objectives in Chapter I were considered.

ANALYSIS AND INTERPRETATION

4.1. Analysis of results

General analysis according to the objectives grouping the survey questions according to them.

4.2. Data Interpretation

This study instrument was a ten-question survey. All the questions are focused on the research objectives and variables. The surveyed were 203 students from Level Fourth and the results were the following:

Question 1: How is your relationship with your English teacher? Why?

Chart 4.1. *Results of how teacher – student relationships are.*

Estadísticos

Question1

N	Válido	203
	Perdidos	0

Question1

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Very good	110	54,2	54,2	54,2
	Good	83	40,9	40,9	95,1
	Needs improvement	9	4,4	4,4	99,5
	Not Good	1	,5	,5	100,0
	Total	203	100,0	100,0	
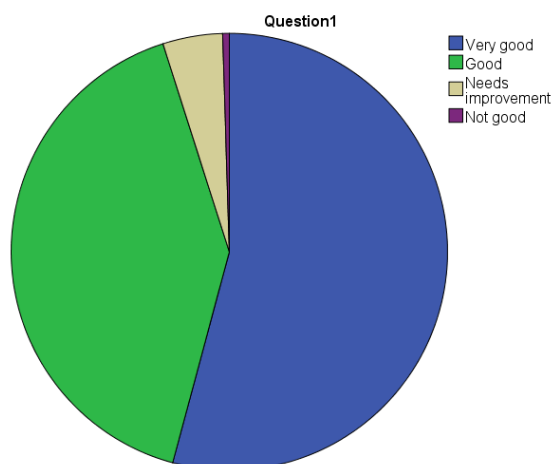
Graph 4.1. Question one

Analysis and interpretation

As shown in graph 4, 54,2% of students consider they relationship with their teacher is very good, 40,9% mention that their relationship is good. In the survey answers, students explain that they have a good relationship with the teachers because they are respectful, responsible, sociable, comprehensible, they have ethics and care about them.

Question 2: Do you think that your attitude towards English language is directly related to your relationship with your teacher? Explain.

Chart 4.2. *Results of whether students think there is direct relation between their attitudes towards English and their relationship with their teacher.*

Estadísticos

Question2

N	Válido	203
	Perdidos	0

Question2

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Strongly agree	76	37,4	37,4	37,4
	Agree	92	45,3	45,3	82,8
	Disagree	31	15,3	15,3	98,0
	Strongly disagree	4	2,0	2,0	100,0
	Total	203	100,0	100,0	
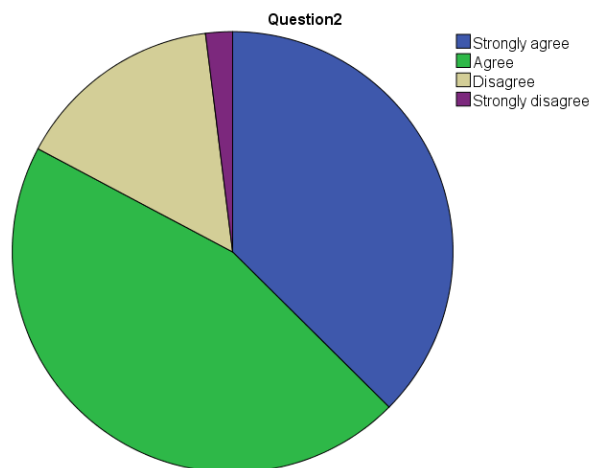
Graph 4.2. Question two

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Analysis and interpretation

In question number 2, the researcher goal was to find out if the students' relationship with the teacher influenced their attitude towards English. The results indicate that 37,4 students strongly agree with this statement and 45,3 agree. The majority of students mentioned that if there is empathy, they feel motivated to attend classes and learn, they also remarked that harmony, respect, and motivation from the teacher plays a fundamental role in the learning process; in fact, they declare that when their relationship with the teacher is good, they lose fear and that increases their intrinsic motivation.

Question 3: The English teacher easily recognizes me, remembers my name and interests.

Chart 4.3. *Results of whether teachers remember students' name and interests*

Estadísticos

Question3

N	Válido	203
	Perdidos	0

Question3

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Always	136	67,0	67,0	67,0
	Sometimes	52	25,6	25,6	92,6
	Rarely	10	4,9	4,9	97,5
	Never	5	2,5	2,5	100,0
	Total	203	100,0	100,0	
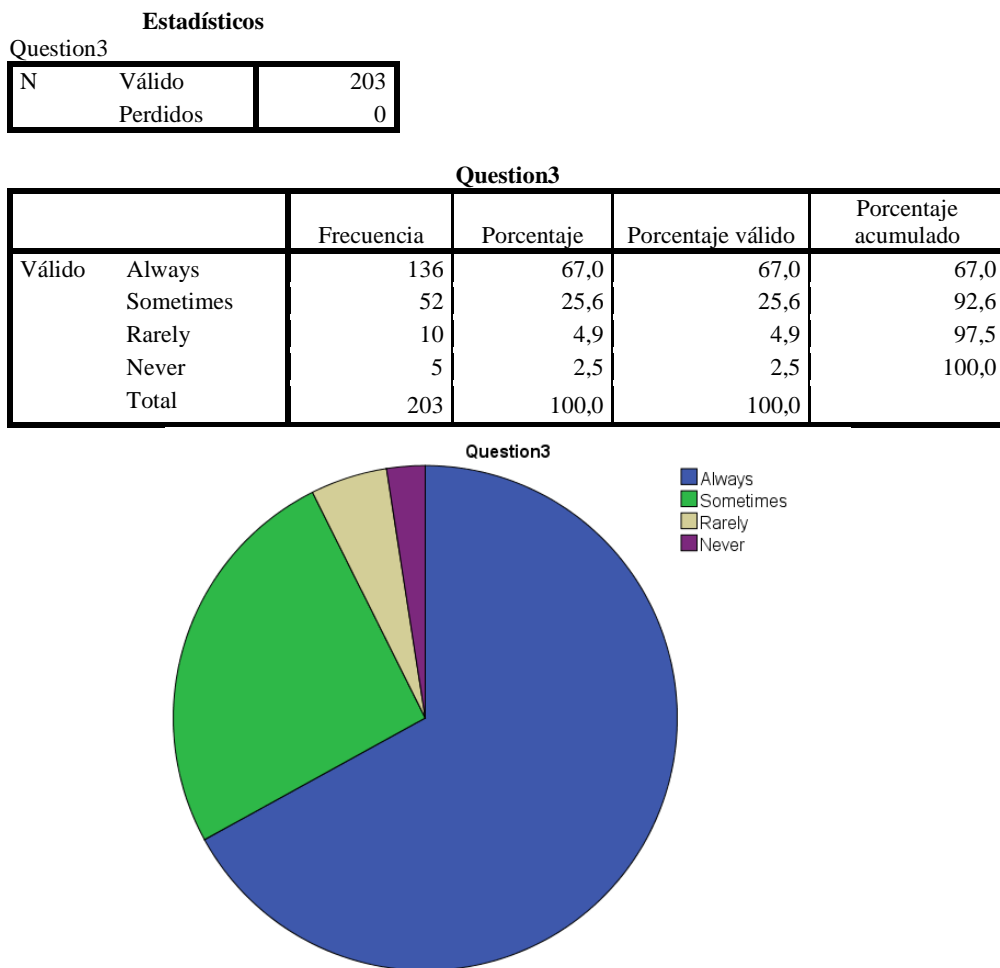
Graph 4.3. Question three
Source: Survey
Author: Carmen Mejía

Analysis and interpretation

With reference to question 3, the majority of students (67%) mentioned that their English teacher recognize them, remember their name and interest, and only 2,5 affirm that their teachers do not show a real interested in them.

Question 4: The English teacher is comprehensible and holds a supportive relationship with students in the classroom.

Chart 4.4. *Results of whether teacher is comprehensible and holding a supportive relationship with students in the classroom.*

Estadísticos

Question4

N	Válido	203
	Perdidos	0

Question4

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Always	160	78,8	78,8	78,8
	Sometimes	33	16,3	16,3	95,1
	Rarely	10	4,9	4,9	100,0
	Total	203	100,0	100,0	
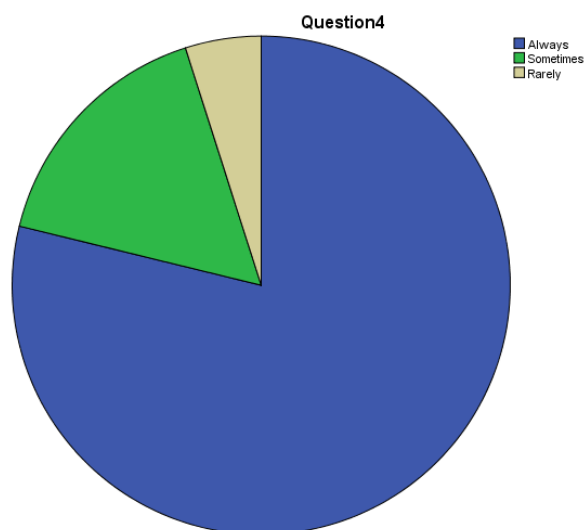
Graph 4.4. Question four
Source: Survey
Author: Carmen Mejía

Question 5: The English teacher cares about my emotional and social well-being.

Chart 4.5. *Results of whether teacher cares about emotional and social well-being.*

Estadísticos

Question5

N	Válido	203
	Perdidos	0

Question5

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Strongly agree	57	28,1	28,1	28,1
	Agree	110	54,2	54,2	82,3
	Disagree	30	14,8	14,8	97,0
	Strongly disagree	6	3,0	3,0	100,0
	Total	203	100,0	100,0	
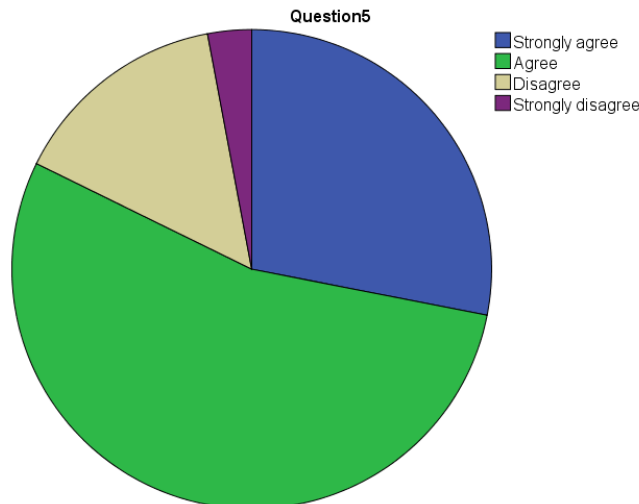
Graph 4.5. Question five
Source: Survey
Author: Carmen Mejía

Analysis and interpretation

According to the students' answers for question 5, it could be said that teachers still have to work on the importance of students' emotional and social well-being as 14,8% disagree and 3% strongly disagree.

Question 6: The English teacher acknowledges my effort through recognition and praise.

Chart 4.6. *Results of whether the English teacher acknowledges students' effort through recognition and praise.*

Estadísticos

Question6

N	Válido	203
	Perdidos	0

Question6

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Strongly agree	72	35,5	35,5	35,5
	Agree	100	49,3	49,3	84,7
	Disagree	28	13,8	13,8	98,5
	Strongly disagree	3	1,5	1,5	100,0
	Total	203	100,0	100,0	
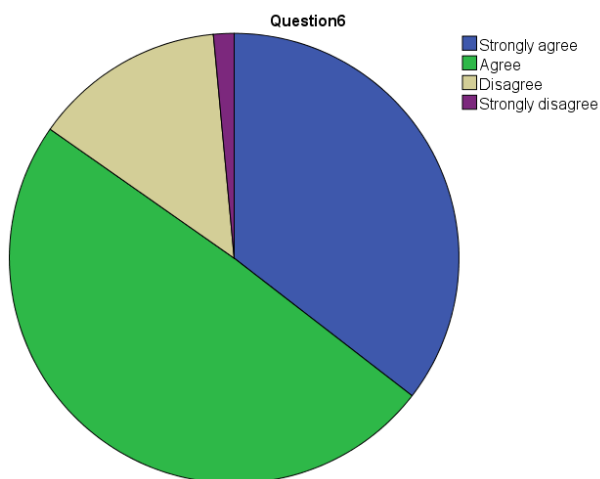
Graph 4.6. Question six
Source: Survey
Author: Carmen Mejía

Analysis and interpretation

In question 6, 13,8% of students disagree and 1,5% strongly disagree which means that not all the teachers consider recognition and praise as important aspects to build rapport in the classroom.

Question 7: The English teacher uses various strategies to promote unity, order, satisfaction, and less conflict in the classroom

Chart 4.7.   *Results of whether the English teacher uses various strategies to promote unity, order, satisfaction, and less conflict in the classroom.*

Estadísticos

Question7

N	Válido	203
	Perdidos	0

Question7

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Strongly agree	111	54,7	54,7	54,7
	Agree	83	40,9	40,9	95,6
	Disagree	9	4,4	4,4	100,0
	Total	203	100,0	100,0	
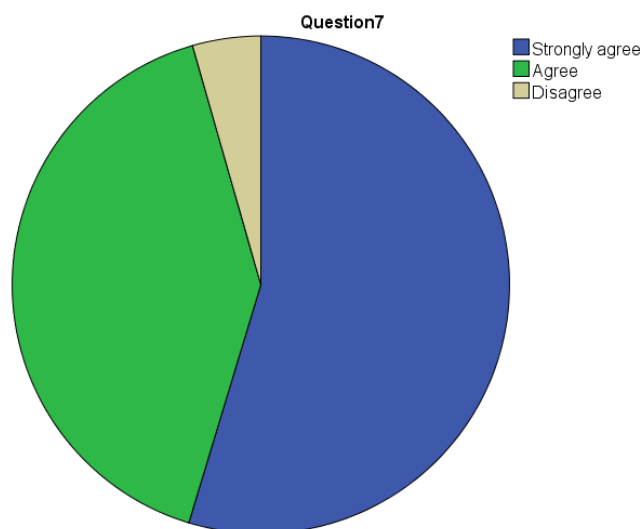
Graph 4.7. Question seven
Source: Survey
Author: Carmen Mejía

Analysis and interpretation

Regarding teachers' use of strategies to promote unity, order, satisfaction, and less conflict in the classroom, 95,6% of students answered affirmatively, which means they can evidence the interest teachers demonstrate to create a harmonic environment in the EFL classroom.

Question 8: My relationship with the teacher definitely directs my attitudes towards English learning.

Chart 4.8. *Results of whether the students' relationship with the teacher directs their attitudes towards English learning.*

Estadísticos

Question8

N	Válido	203
	Perdidos	0

Question8

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Strongly agree	102	50,2	50,2	50,2
	Agree	76	37,4	37,4	87,7
	Disagree	23	11,3	11,3	99,0
	Strongly disagree	2	1,0	1,0	100,0
	Total	203	100,0	100,0	
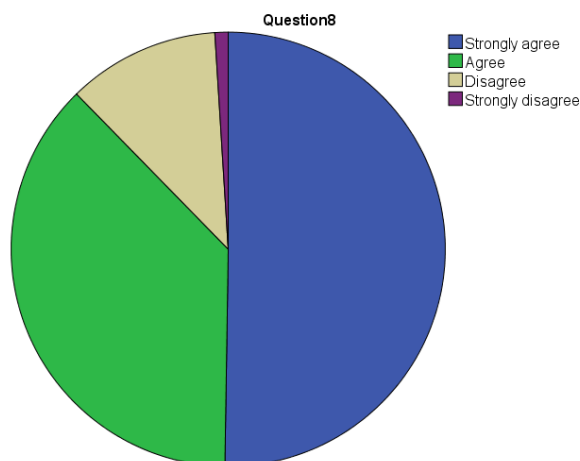
Graph 4.8. Question eight
Source: Survey
Author: Carmen Mejía

Analysis and interpretation

About question 8, which is crucial for this study, 50,2% strongly agree and 37,4 agree that their relationship with the teacher definitely directs their attitudes towards English learning. This not only support this study, but also proves the importance rapport and relationships play in the teaching-learning process.

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Question 9: Having rapport (a close and harmonious relationship) in the classroom makes me feel more motivated to learn English.

Chart 4.9. *Results of whether rapport in the classroom makes students feel more motivated to learn*

Estadísticos

Question9

N	Válido	203
	Perdidos	0

Question9

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Strongly agree	129	63,5	63,5	63,5
	Agree	67	33,0	33,0	96,6
	Disagree	4	2,0	2,0	98,5
	Strongly disagree	3	1,5	1,5	100,0
	Total	203	100,0	100,0	
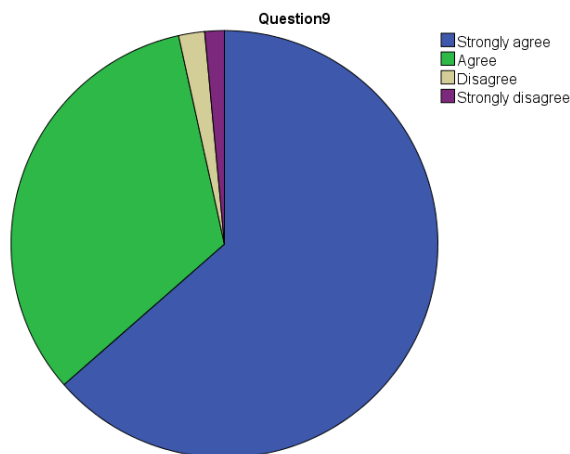
Graph 4.9. Question nine
Source: Survey
Author: Carmen Mejía

Analysis and interpretation

In regard to question 9 concerning the relationship between rapport and motivation to learn English, 63,5% of students strongly agree and 33% agree, which means they are aware of the beneficial a harmonious and close relationship between teacher and students could be.

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Question 10: How much do I like English?

Chart 4.10. *Results of how much students like English.*

Estadísticos

Question10

N	Válido	203
	Perdidos	0

Question10

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	A lot	78	38,4	38,4	38,4
	Not too much	92	45,3	45,3	83,7
	A Little	29	14,3	14,3	98,0
	Nothing at all	4	2,0	2,0	100,0
	Total	203	100,0	100,0	
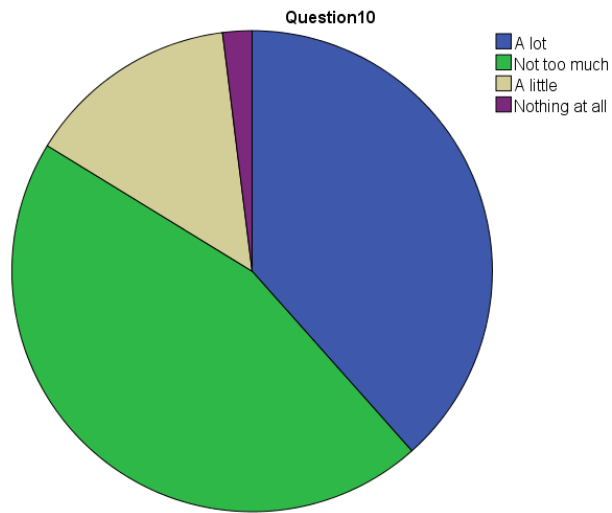
Graph 4.10. Question ten
Source: Survey
Author: Carmen Mejía

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Analysis and interpretation

The researcher considered relevant to ask students how much they like English, and only 78 from 203 students mentioned they like it a lot, but the majority 45,3% affirm they do not like English much, 29 students stated they just like English a little and 4 students answered they do not like English at all.

Finally, the case processing summary is presented to show the number of students who answer each one of questions of the survey and the percentage of questions which were completed by the survey respondents.

Chart 4.11. *Case processing summary*

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
Question1 * Question2	203	100,0%	0	0,0%	203	100,0%
Question1 * Question8	203	100,0%	0	0,0%	203	100,0%
Question1 * Question9	203	100,0%	0	0,0%	203	100,0%
Question1 * Question10	203	100,0%	0	0,0%	203	100,0%
Question3 * Question2	203	100,0%	0	0,0%	203	100,0%
Question3 * Question8	203	100,0%	0	0,0%	203	100,0%
Question3 * Question9	203	100,0%	0	0,0%	203	100,0%
Question3 * Question10	203	100,0%	0	0,0%	203	100,0%
Question4 * Question2	203	100,0%	0	0,0%	203	100,0%
Question4 * Question8	203	100,0%	0	0,0%	203	100,0%
Question4 * Question9	203	100,0%	0	0,0%	203	100,0%
Question4 * Question10	203	100,0%	0	0,0%	203	100,0%
Question5 * Question2	203	100,0%	0	0,0%	203	100,0%
Question5 * Question8	203	100,0%	0	0,0%	203	100,0%
Question5 * Question9	203	100,0%	0	0,0%	203	100,0%
Question5 * Question10	203	100,0%	0	0,0%	203	100,0%
Question6 * Question2	203	100,0%	0	0,0%	203	100,0%
Question6 * Question8	203	100,0%	0	0,0%	203	100,0%
Question6 * Question9	203	100,0%	0	0,0%	203	100,0%
Question6 * Question10	203	100,0%	0	0,0%	203	100,0%
Question7 * Question2	203	100,0%	0	0,0%	203	100,0%
Question7 * Question8	203	100,0%	0	0,0%	203	100,0%
Question7 * Question9	203	100,0%	0	0,0%	203	100,0%
Question7 * Question10	203	100,0%	0	0,0%	203	100,0%

Source: Survey answers – SPSS Statistics Software
Author: Carmen Mejía

4.3. Hypothesis verification

Correlation analysis

The statistic Chi-square was used in order to analyze the relationship among variables and then accept or reject the null hypothesis.

The main goal is to establish the relationship between teacher-student rapport and students' attitudes towards English; for that reason, 6 questions have been chosen to establish if there is a relationship between the mentioned variables.

Chart 4.12. *Question 1 and 2 Chi-square test*

	Valor	gl	Sig. asintótica (2 caras)
Chi-cuadrado de Pearson	37,171[a]	9	,000
Razón de verosimilitud	26,412	9	,002
Asociación lineal por lineal	13,345	1	,000
N de casos válidos	203		

a. 10 casillas (62,5%) han esperado un recuento menor que 5. El recuento mínimo esperado es ,02.

Source: SPSS Statistics Software
Author: Carmen Mejía

Analysis and interpretation

In question one the variable is the relationship the student has with his/her teacher and in question two, the variable considers the connection between the students' relationship with their teacher and their attitude towards English. Then, as demonstrated in Table 2, the level of significance is lower than 0,05, which means that the independence hypothesis is rejected and the association one is accepted. In other words, the attitude students have towards English is directed related to their relationship with their teachers.

Chart 4.13. *Question 7 and 9 Chi-square test*

	Valor	gl	Sig. asintótica (2 caras)
Chi-cuadrado de Pearson	32,879[a]	6	,000
Razón de verosimilitud	31,635	6	,000
Asociación lineal por lineal	21,031	1	,000
N de casos válidos	203		

a. 7 casillas (58,3%) han esperado un recuento menor que 5. El recuento mínimo esperado es ,13.

Source: SPSS Statistics Software

Author: Carmen Mejía

Analysis and interpretation

Regarding the interdependence between the strategies the teacher uses to promote unity, order, satisfaction and less conflict in the classroom with the variable motivation, it can be seen that these two variables are associated, as in Table 9 it can evidenced that the level of significance is lower than 0,05; this result rejects the independence hypothesis and proves that there is relationship among the strategies teachers apply in the classroom to create a harmonious environment and the motivation students have to learn English.

In sum, the Chi-square Test rejects the null hypothesis and accepts the alternative hypothesis, The teacher-student rapport influences on the attitudes towards the English language in University students. It is important to emphasize that the reason why the level of significance is 0,05 (alpha value) is because the level of confidence is 95%, which added to the level of significance gives a total of 100%.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1.   CONCLUSIONS

Now that the results have been analyzed, the main findings are presented.

- The present research emerged from the need to understand how relevant students' attitudes towards English language learning are. Apparently, this has been an aspect not many teachers consider when teaching a course; teachers are more focused on completing a program and on the course contents more than students' feelings or wellbeing. Due to the limited time teachers have during the semester, they are unavailable to apply techniques to direct students' attitudes positively towards English learning.

- According to question 10 in the survey, the majority of students, 43,5% indicates they do not like English much, and some of the reasons are lack of motivation from the teacher who makes the classes boring; the high level of difficulty they present when learning the language, especially vocabulary.

- Even though, neither students nor teachers have a clear idea about what rapport is, the results of question 1 demonstrate that the relationship between teachers and students is positive since 54,2% of the survey respondents stated that their relationship with their English teacher is very good.

- Students' attitudes towards English language are directly associated to rapport, as presented in the Chi-square Test, which draws to the conclusion that the correlation between these variables is close and direct.

- A handbook entitled "15 GREAT POSITIVE RAPPORT BUILDERS" has been elaborated as a result of this research.

5.2.   RECOMMENDATIONS

The following recommendations have been made for improving teacher-student rapport and students' attitudes towards learning the English language.

- Encourage teachers to focus more on students' feelings and well-being which have been proven to be important in the English language learning process.

- Emphasize the importance of planning lessons which include activities where students could strengthen their relationships in the English classroom. Teachers should consider motivation and low stress as fundamentals components of planning so that students' attitudes towards the English language turn positive and therefore, their learning of the language improves.

- Consolidate a positive environment in the English classroom. Since 54,2% of the survey respondents stated that their relationship with their English teacher is very good, it is necessary to maintain that with unity, order, satisfaction, and no conflict.

- Evaluate teacher-student rapport and students' attitude towards English language learning from the beginning of the course, by using the activities proposed by the researcher in her handbook, which surely will contribute to better classroom management and outcomes.

- Promote the use of the "15 GREAT POSITIVE RAPPORT BUILDERS" handbook so that teachers are able to acquire new ideas that promote teacher – student rapport to be used in their classes.

CHAPTER VI

THE PROPOSAL

TOPIC: Handbook for building rapport in the EFL classroom.

6.1.   Informative data

Name of the institution: Escuela Superior Politécnica de Chimborazo

Beneficiaries: Students of the university

Estimated time for the execution: This handbook has been created by the author as a set of suggestions for future activities of teachers at any higher-level institution. It has not been developed after any intervention time. These recommendations should be applied mostly at the beginning of the term (semester) since they promote getting to know the students. However, there will also be some other activities that may be developed throughout the semester in order to maintain teacher – student rapport.

Person in charge: Carmen Cecilia Mejía Calle

Cost: $ 100

6.2.   Background of the proposal

The present proposal is part of the descriptive research study on teacher - student rapport carried out at two universities of Ecuador. It is important to mention that this handbook is a set of suggestions that teachers may consider in order to improve their relationships with students, and therefore, to improve students' attitudes towards learning the English language. These ideas have been used and proven in class by the author at her work place: Escuela Superior Politécnica de Chimborazo. All of them have been developed with the aim to capture students' attention and to increase motivation, besides the consequent language learning; however, they are not part of any intervention as to conclude the present descriptive research work.

The research work entitled "Teacher – student rapport on the attitudes towards the English language in university students" demonstrated that one important factor for negative attitudes towards the English language is the little emphasis that teachers give

to the emotional intelligences. As a result, a number of students at university level find themselves unmotivated to learn the language; moreover, with negative attitudes towards learning it; therefore, this handbook attempts to help teachers, who have little or no awareness of the influence of rapport in learning, increase their possibilities to become better motivators, and consequently, take full advantage of the learning activities and settings that they create.

6.3. Justification

Developing good interpersonal relationships is a crucial factor when learning a new language. It is well-known that communicating, both verbally and in writing, demands interpersonal relations and they contribute to effective learning (Girón, 2017). Emotions play an important role when teaching English because a good English teacher must have the ability to create a friendly, cooperative classroom atmosphere, which offers "English as Foreign Language learners' confidence and motivation to participate more in class" as has been stated by Underwood (1978). Having positive emotional involvement leads to good learning (Sylwester, 1992).

Therefore, the proposal of writing a handbook with ideas to promote good teacher-student rapport is a good tool that may help teachers and students not only have a more enjoyable experience when learning English, but also to increment the possibilities of acquiring the language more accurately.

6.4. Objectives

6.4.1. General

To design a handbook of practical activities that promote teacher – student rapport.

6.4.2. Specific objectives

- To choose the most relevant and effective strategies that have been used by some authors and researchers concerning teacher – student rapport.

- To create rapport building activities for English classes in university settings.

- To compile effective teacher-student rapport strategies and present them in a handbook for teachers

6.5. Feasibility analysis

This proposal is feasible because its theoretical background, as well as its empirical evidence, demonstrate that good interpersonal relationships among teachers and students are a daily basic practice; for this reason, it is possible and valuable for EFL learning. Moreover, being the researcher a full-time professor at the Language Center of Escuela Superior Politécnica de Chimborazo has made it easier to apply the proposal. It is also important to mention that the current authorities of the university, including the Language Center director, are totally open to support research and any ideas that promote improvement for professional development and student success.

6.6. Foundation

6.6.1. Rapport

According to the online Collins Dictionary there is rapport when two people or groups "have a good relationship in which they are able to understand each other's ideas or feelings very well." (Collins, 2018). There are numerous authors such as Ryan who claim rapport is a state of harmonious understanding with another individual or group permitting greater and easier communication with positive thoughts and feelings of closeness (Ryan, 2015).

Using this concept in education, and knowing that teaching is a social matter, it is imperative to recognize the importance of teachers – students' relationship. Jorgenson (1992) and Coupland (2003) believe that having good rapport may give origin to positive effects on the classroom environment. It is known that it lowers anxiety, increases student participation, and most of all it fosters social interaction creating a positive learning environment, and consequently, increasing learning. Rapport has great positive effects in different classroom areas; for example, it endorses motivation, raises feedback, improves student learning, helps communication, and of course the teacher's and students' well-being. For all which has been said, teachers should be aware and emphasize positive rapport in the English as a Foreign Language classroom (Dyrenforth, 2014).

6.6.2. Handbook

According to the online Cambridge Dictionary, a handbook is "a book that contains instructions or advice about how to do something or the most important and useful information about a subject."

A certified educator defines a handbook as "a series of instructions pertaining to a specific subject or topic, intended to be used as a source of reference by the user of the product." He claims that handbooks or manuals are usually written by technical writers who are familiar with the product. The language used in a handbook may include special technical "jargon" since it is intended for a specific audience.

Handbooks often include diagrams or illustrations to facilitate understanding of the instructions given there. Handbooks are mainly considered a type of reference work, and they are often considered to supply particular bits of information. They are not intended to be read from beginning to end (Library, 2012).

6.6.3. Strategy

Alfred Chandler wrote in 1962 that "Strategy is the determination of the basic long-term goals of an enterprise, and the adoption of courses of action and the allocation of resources necessary for carrying out these goals" (Chandler, 1962).

The goal of this proposal is to design a handbook of practical activities that promote teacher – student rapport; therefore, the strategies proposed here should try to lead teachers towards their goal which is to build rapport with their students through adopting certain in-class learning activities and using the necessary resources to carry them out. This process will consider the use of language learning strategies so that they have a double purpose: achieving teacher-student rapport and the use of the target language, in this case English.

6.6.4. Classroom activity

First of all, classroom activities are actions or resources teachers and students use to consolidate the English learning process. These activities are the starting point and a body of information which are transformed into knowledge. Thus, classroom activities direct learning and language acquisition as they are a reasoning tool (Penzo, 2010).

In other words, a classroom activity is the procedure which is developed in the learning environment to facilitate knowledge. These activities are chosen with the purpose of motivating students' participation in the teaching-learning process. Therefore, student learning is the key to choose and use different strategies which engage students to work on the affective and cognitive spheres. Some activities are more affective in order to motivate cognitive learning and others are directed to reach the highest affective level successfully. When teachers select the most appropriate activities, students desire to learn is stimulated and they become engaged with the English language learning process.

One of the most important categories of the classroom activities is the affective one. According to McDonough (1981) the affective aspect deals with emotions, values, attitudes, conviction, and motivation. The activities which help the teacher to work on this learning area are stories to discuss about the values system in society and require students to think about the new lessons they are learning. Cooper (1999) states that learning comes through example, teachers have to teach through demonstration, in this way students can learn abstract concepts such as humility. The goal is not to teach presenting more information about what it means to be a humble person, but to demonstrate the nature of the concept and bring it to reality. A teacher can impact his/her students through affective learning, by implementing classroom activities which go beyond filling students head with information (Villalobos, 2013).

6.6.5. Methodology

This proposal consists of a handbook for EFL teachers. This handbook has a number of activities which promote building teacher – student rapport. They, at the same time, will serve as teaching strategies that help students with their language learning.

This handbook contemplates three of the many aspects that a teacher should consider in order to build teacher– student rapport: memorizing students' names, getting acquainted with their background, and learning about their interests and personalities.

Each of these three aspects has a set of different classroom activities that promote rapport along with the natural use of the English language in class.

HANDBOOK

15 GREAT POSITIVE RAPPORT BUILDERS

ÍNDICE DE CONTENIDOS

INTRODUCTION

When teaching grownups, teachers may think it is not necessary to make students feel comfortable since they are already adults and "they can manage to take care of themselves"; however, university students in this country (Ecuador) see their professor as the authority in the class and can ultimately feel intimidated to participate unless we, teachers, help them build a good teacher-student rapport. Having a good classroom environment makes it a nice place to be, and as research also specifies, building good teacher-student relationships improves student achievement (Marzano, Pickering, Heflebower, 2011).

This handbook compiles a list of strategies mentioned as tips to build teacher – student rapport that have been proposed by different authors. Moreover, it has a number of activities which can be used throughout the academic period (semester). They are a set of ideas which can be easily modified according to your needs as a professor or your students' needs and capabilities.

This handbook focuses on three main aspects: memorizing students' names, getting acquainted with their background, and learning about their interests and personalities. Each one of these aspects has five different activities for teachers and students to do in or out of the class period. These complete the handbook with 15 different activities.

1. THEORETICAL BACKGROUND

Rapport

Rapport is the term used to express the relationship between teachers and students (Harmer, 2007); it is one of the most important components to building a positive atmosphere in the English as a Foreign Language (EFL) classroom.

Strategy

Alfred Chandler wrote in 1962 that "Strategy is the determination of the basic long-term goals of an enterprise, and the adoption of courses of action and the allocation of resources necessary for carrying out these goals." (Chandler, 1962)

The strategies proposed here are a set of tips that could help the English as a foreign language teacher to build rapport with their students through using them throughout the whole teaching learning process. They have to do with the attitudes a teacher should have towards their students and their students' learning process.

Classroom activity

First of all, classroom activities are actions or resources teachers and students use to consolidate the English learning process. These activities are the starting point and a body of information which are transformed into knowledge. Thus, classroom activities direct learning and language acquisition as they are a reasoning tool (Penzo, 2010).

In other words, a classroom activity is the procedure which is developed in the learning environment to facilitate knowledge. These activities are chosen with the purpose of motivating students' participation in the teaching-learning process. Therefore, student learning is the key to choose and use different activities which engage students to work on the affective and cognitive spheres. Some activities are more affective in order to motivate cognitive learning and others are directed to reach the highest affective level successfully. When teachers select the most appropriate activities, students desire to learn is stimulated and they become engaged with the English language learning process.

One of the most important categories of the classroom activities is the affective one. According to McDonough (1981) the affective aspect deals with emotions, values, attitudes, conviction, and motivation. The activities which help the teacher to work on this learning area are stories to discuss about the values system in society and require students to think about the new lessons they are learning. Cooper (1999) states that learning comes through example, teachers have to teach through demonstration, in this way students can learn abstract concepts such as humility. The goal is not to teach presenting more information about what it means to be a humble person, but to demonstrate the nature of the concept and bring it to reality. A teacher can impact his/her students through affective learning, by implementing classroom activities which go beyond filling students head with information (Villalobos, 2013).

This handbook will consider the use of language learning strategies in the activities so that they have a double purpose: achieving teacher student rapport and the use of the target language, in this case English.

2. TIPS TO BUILD RAPPORT

Teachers –not only English teachers but any kind of teacher– have developed their own strategies to improve their relationships with students. For teachers of EFL, rapport is even more important. Teacher trainer John Kay suggests three basic concepts to establish rapport with students: empathy, authenticity, and respect (Kay, 2019).

Empathy is the capability that a teacher must have in order to picture his or her students' thoughts, beliefs, and feelings. It is the ability to understand how a learner is feeling, especially, when they are trying to express themselves about their own feelings and experiences.

Authenticity refers to the setting as well as the circumstances in which we talk to our students. It is important to create conversations as authentic as possible. In other words, teachers should relate to students, especially in speaking classes, as people do in society outside of the classroom, not treating them as just students.

Respect, according to Kay, means letting students express their point of view and allowing them to get involved in the conversation as individuals who have their own and authentic personality. Teachers should respect the students' individual ability to speak.

The idea is to get our students to trust us. How is it achieved? Fortunately for EFL teachers, several strategies are suggested which could be implemented in the language classroom for building rapport. Dörnyei (Dörnyei, 2001) proposes the following actions:

- Greet students
- Remember their names
- Notice interesting features of their appearance
- Learn something unique about each student
- Ask them about their lives outside of school
- Show interest in their hobbies
- Recognize birthdays
- Move around in class
- Include personal topics and examples
- Send notes/homework to absent students (nowadays we can use technology)

Buskist & Saville (2001) add these strategies to Dörnyei suggestions:

- Show a sense of humor
- Be available before, after or outside of class
- Encourage class discussion
- Share personal insights and experiences with the class
- Relate course material in everyday terms and examples
- Understand that students occasionally have problems that arise and inadvertently hinder their progress.
- Appreciate your students; remember that every student has his or her own special talents. Take time to recognize those gifts.
- Chat with your students; show an interest in them as individuals.
- Trust your students; unless given cause to do otherwise, give them the benefit of the doubt.
- Show your enthusiasm; let the passion you feel about your subject matter inspire your students.
- Create and use personally relevant class examples.
- Interact more, lecture less - emphasize active learning.
- Lighten up - crack a joke now and then.
- Be humble and, when appropriate, self-deprecating.
- Make eye contact with each student - without staring, glaring, or flaring.
- Be respectful.
- Be polite; one instance of rude behavior or harassment can destroy rapport forever.
- Be gentle; if a student performs poorly, take care to communicate clearly that it is the quality of work you find unacceptable, not your student.
- When all else fails, smile a lot - students will think you like them and your job.

Other authors recommend the following:

- Require students to pick up their exams in person to discuss the outcome briefly.
- When outside tutoring, ask students about hobbies and other interests.

3. ACTIVITIES THAT PROMOTE TEACHER – STUDENT RAPPORT

Most of these actions really depend on the personality of the teacher; however, memorizing students' names, getting acquainted with their background, and learning

about their interests and personalities, may require some useful activities which are presented as follows.

3.1. MEMORIZING STUDENTS' NAMES

Browsing the web, it is easily found that one of the most useful strategies to build rapport with students is remembering and using their names. It mainly shows an interest in students as individuals and helps establish the first connections with each one of them, and this can reduce the feelings of anonymity and isolation that many students experience.

Here are some ideas that help memorize students' names during the first days of class.

3.1.1. ANNOTATE YOUR CLASS LIST.

Aim: To remember students' names

Strategy description and procedure:

This is not really an activity for students, but rather it is a strategy a teacher can use in order to remember students as individuals. When meeting the class for the first time, and ask students to introduce themselves; then, write down in your checklist some of their information such as for example what they study, where they are from, how they pronounce their names and last names, even their hobbies and interests, or any feature that can be remembered more easily; do not forget to ask which name they prefer to be called (first or middle). The teacher can underline it or highlight it so he or she can call this person always the same name. For this, write on the board the information wanted, and then they take turns to introduce themselves.

Example: Here is a form you can create either on your computer screen or on a piece of paper.

	ENGLISH IV "A"	1st term	April dates→	3	5	6	10	12	13	17
No.	Student names	Major	Hometown							
1	ARCOS MORA JOSE ALEJANDRO	MECHANICS	OTAVALO							
2	BARROSO ATI ANA JOSSELYN	MEDICINE	AMBATO							
3										

If teachers work this form out in a Microsoft Excel Sheet, as it is known, it is easier to manage columns, rows, and cells. Every time the teacher calls the roll can see and refer back to this information.

3.1.2.   WHAT'S IN A NAME?

Aim: To remember students' names by relating the name with other information.

Strategy description and procedure:

This get-to-know-you activity is fun for students to learn each other's names and a little bit about each other. Here is how it should be done:

1) Just give each student a "What's in a Name?" form.

The form is simple. It just has a few questions for them to answer:

- a.   What's your full name?
- b.   Who were you named after?
- c.   What is the meaning of your name?
- d.   What country is your name originally from? (ex. "Ivan" is from Russia)
- e.   What is your nickname? How did you get that nickname?
- f.   If you could change your name, what would it be?

2) The students fill out their forms, and you can even allow your students to look up on internet for questions c and d.

3) Everyone gets to share about their name in a circle. If the class is too large, arrange the class in smaller groups and walk around the groups to hear most of the presentations.

4) If a student is shy or nervous, as usually happens at the beginning, allow them to simply share their name without the pressure of sharing the additional information.

3.1.3.   USE PHOTOS.

Aim: To remember students' names by relating it to students' pictures.

Strategy description and procedure:

Where do people use their photos and names at the same time? It is on Identification Cards where everybody in our country uses photos and names. This can

be a class in which you introduce driver's license's cultural information from English speaking countries. Here is how we can do this.

1) Ask students to bring a 3 X 4 cm photo of their face. It should be printed in color in a regular printer and on a regular paper.
2) Bring 5 X 8.5 cm cards for students to create their own driver's license looking up examples of UK or US driver's licenses on the internet.
3) Use them in different activities in your language class.
4) Keep their driver's license with you to take a look at them any time you need to remember their names.

Example: Driver's license samples

Source: http://britsinla.blogspot.com/2014/04/how-to-replace-british-driving-licence.html

Source: https://cityroom.blogs.nytimes.com/2008/09/17/a-new-license-for-more-than-just-driving/

3.1.4.   LEARN A FEW NAMES AT A TIME.

Aim: To remember students' names in small groups.

Strategy description and procedure:

This is another strategy in which there is no specific activity for students; however, the teacher can take advantage of the extra time they have with their students. Use the time just before and after class to learn 5-10 names per class. The driver's licenses from the previous strategy can be used to do this or the class list. The teacher can also call them for tutoring classes in small groups to talk about certain weak points they feel need reinforcement. And the teacher should take advantage of that visit and ask students to talk about something to make them and their names more memorable; for example, what they like to read or do for fun, or their long-term goals.

These activities support and show your students that you are interested in the concerns of students individually.

3.1.5.   BUSINESS CARDS

Aim for teachers: To remember students' names and to have students' information handy.

Aim for students: To get to know each other's names and to practice speaking and listening.

Strategy description and procedure:

In order to memorize students' names, it is a good idea to keep a record with some handy material so that teachers can get it at any time they need to call out a student.

Business cards are important in the business world; however, teachers can take advantage of the information in these business cards in order to learn about students' interests and mainly their names. The main aim for students is to get to know each other and practice talking and listening about personal information, and for teachers, it is to learn about students' names, studies, interests, etc.

This is how to do it:

1. Bring in a color cardboard cut in 5 X 8.5 cm rectangles, a writing utensil, and color markers to decorate (optional) for each student.

2. Draw a large rectangle that resembles a business card on the board.

3. Ask students if they know what a business card is.

4. Elicit answers as to what a business card contains. Teachers may ask about the reason why each piece of information is on business cards.

5. Tell them to make their own personalized business card that contains at least the following: Name and last name, their major, their phone number, their email, and a logo they create.

Example: Sample of a business card
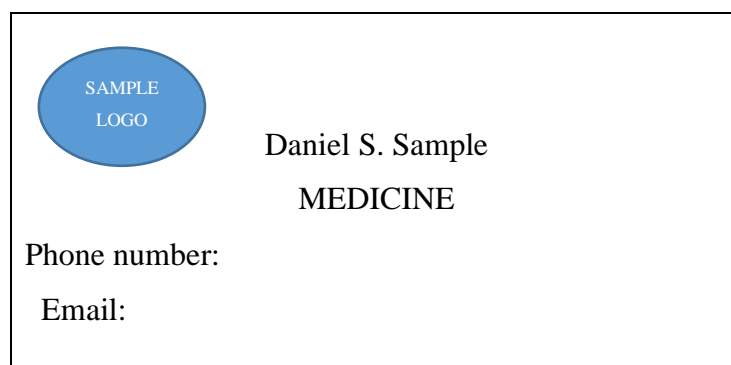
1. In groups of three, students share their own information, and after a few minutes, they are asked to introduce a new friend to the class.

2. For intermediate or advanced students, you can ask them to draw and explain a logo of their own.

3. **TIP:** Keep students' cards altogether with a rubber band so that they can be used for different purposes: call out names at random or divide the class into working groups shuffling the cards each time so that they always have different people in their groups.

3.2.   GETTING ACQUAINTED WITH STUDENTS' BACKGROUND

3.2.1.   WHERE DO I COME FROM?

Aim: To discover students' hometowns

Strategy description and procedure:

In this activity, students have to prepare some cues that identify their hometown.

a) Students write down three cues that describe their hometown without mentioning any proper names as rivers, parks, streets, etc.

b) They stand in front of the class and say the cues one at the time. For example, "my hometown has hot water springs as its main tourist attraction"; "my hometown is known for its high mountains that surround it"; "My hometown has beautiful beaches"; etc.

c) The other students try to guess what city he or she is talking about.

d) Have prizes for the students that guess what their friends' hometown is.

The idea is that the teacher really involves in their speeches so that any time in the future, he or she can refer back to what they consider important in their hometowns.

3.2.2. I LOVE MY HOMETOWN

Aim: To find out about students' hometowns

Strategy description and procedure:

1. For this activity, have students prepare this information about their hometown:

   a) Your hometown name
   b) Where is your hometown located?
   c) What is the best thing about your hometown?
   d) Can you name some other good things about your hometown?
   e) Explain about some surprising (curious) thing about your hometown food.

2. Each student receives the form I LOVE MY HOMETOWN.
3. All of them share the information they wrote down.
4. They fill out the information about their classmates' hometowns in the form.
5. The teacher asks questions such as "What is the best thing about Jose's hometown?" in order to elicit answers that are not their own.
6. A variation can be to use this information to write a short composition about "your hometown" or about "my friend's hometown"

Example: Sample form

<table>
<tr><th colspan="6">I LOVE MY HOMETOWN</th></tr>
<tr><th>Student's name</th><th>Their hometown</th><th>Location of their hometown</th><th>Best thing about their hometown</th><th>Another good thing</th><th>Surprising food</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

3.2.3.   MY FAMILY AND MY HOMETOWN PRESENTATION (SLIDES)

Aim: To remember students' names by relating them to their family and background.

Strategy description and procedure:

The idea of having students do a slide presentation is to get to know their background in order to understand them better, and to practice their language skills talking about what they know.

a) The students prepare a slide presentation of pictures about their family and best friends in their hometown. They can show pictures of places and/or people.

b) They explain who the people in the pictures are and what they did in that place.

c) They should of course tell what relationship they have with them and how they get along.

d) A variation could be to choose an event such as vacation with family or friends and narrate what they did.

One important idea is not to forget to involve feelings. Have your students talk about how they feel or how they felt about their family members or the places they are describing. You can do this by asking questions about the pictures, and once more, you will be creating a sense of trust between you and your students.

3.2.4.   MY FOOD

Aim: To get acquainted with original food from students' hometowns

Strategy description and procedure:

Most students in public universities in Ecuador come from different provinces. Sometimes, they come from small towns that many times are unknown for most people in the class. The English class in one of the opportunities to speak about their hometown and let their classmates get acquainted with food which, undoubtedly, is one outstanding cultural feature of every place. Role plays are a great way to get your

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students to think quickly and use language creatively, and a restaurant role play is easy to put together and practical in its application. There is no better way to practice ordering food in restaurants than by actually getting a plate of food.

1) Have students create original menus using the food that is popular in their own hometowns. You can ask students to make groups of at least 3 students who share similar backgrounds concerning eating traditions.
2) Two of them should play the cook and the helper. As if they were on a live show the demonstrate how the dishes are prepared. Depending on the conditions they can just explain or bring real food.
3) Then, the other student will act as a waiter/waitress and will serve food after explaining to his/her customers where the dishes come from and what each one contains, so they can make a decision on what to order. They pretend that they serve the dish at a restaurant table in the class.
4) The customers are other members of the group or you can ask for volunteers from other groups.
5) They perform the restaurant role play.

3.2.5. HERE I AM!

Aim: To realize about students' personal characteristics.

Strategy description and procedure:

This activity is fun because all the students will see each other and will also learn something about each other. The teacher should pay attention to each student so that little by little get acquainted with their background and personalities. At the same time, students will be practicing a bit of the listening skill with this activity.

1) Make a list of characteristics that students may identify easily with.
2) Ask students to stand up when they hear a characteristic that applies to them.

For example, the teacher might say,

Please stand up if…

- You are left-handed.
- You collect something.
- You hate beans.
- You sing in a choir.
- You play the guitar
- You play soccer
- You speak two or more languages.
- You have lived in more than one city.
- Your favorite subject in school was recess.
- You were a Boy Scout or Girl Scout.

3) Questions may follow each characteristic mentioned; for example, "What do you collect?" of "Which cities have you lived in?"

3.3. LEARNING ABOUT STUDENTS INTERESTS AND PERSONALITIES

The easiest way to learn about students at the beginning of a semester is asking them directly about their interests. It might sound too simple and even careless, but the point is not only asking, but really listening to their responses. Paying attention to what is interesting for them is a powerful way to establish student-teacher relationships by building trust. Here are a few ideas about how to get acquainted with students' interests.

3.3.1. CONDUCT A SURVEY

Aim: To find out about students.

Strategy description and procedure:

This is a sample survey that can be adapted to what the teacher wants to learn from students. Here is a list of possible questions that can be used in full or can be chosen in order to find out what is going to help in your classes. From the survey results, teachers may select what to teach and what to approach concerning teaching activities.

1) List three words that describe you
2) What is your favorite color for dressing?
3) What is your favorite subject?
4) What is your favorite book(s)?

5) What is your favorite movie and/or TV show?

6) What is your favorite song and/or musical artist?

7) What is something you dislike doing?

8) What is the best thing you remember learning about last semester? Why is it so memorable?

9) If you could choose one famous person (living or not) to be your teacher for a day, who would choose? What would you hope to learn from them?

10) What do you enjoy doing when you are not in school? (any hobbies, talents, sports you play, etc.)

11) What one word best describes how you usually feel about school?

12) Think about the best teacher you ever had. Was it in elementary, high school, or college?

13) List three words that describe great teachers.

14) As your teacher, how can I help you to be successful?

15) What is one goal you have for this semester?

16) What is something you hope to accomplish in life?

17) What are you most excited about in this semester?

3.3.2. MULTIPLE INTELLIGENCES

Aim: To find out about students' way of learning.

Strategy description and procedure:

The Theory of Multiple Intelligences was proposed by Howard Gardner (Gardner, 1983), and it basically sees human intelligence as a variety of modalities and not as a single general ability. This theory demonstrates that each student learns in a unique way due to their own set of capabilities. Getting to know students' intelligence helps teachers maintain a positive rapport with them since the activities done in class will tend to be more varied and interesting to them.

This is one possible way to use Gardner's Theory of Multiple Intelligences.

1) Let students know about Gardner's Theory of Multiple Intelligences. Use a reading, a video, a handout or you can even let them research on the topic. The idea is to let them be aware of the theory's existence. (See annex 4 for Gardner's Multiple Intelligences simplified version)

2) Make up a worksheet to make sure they understand what the multiple intelligences are, and it should also contain the description of each intelligence. The worksheet will depend on the language level of your students; therefore, it can be simple or complex. (See annex 5 for worksheet)

3) Once they get acquainted with the different intelligences make them identify their most outstanding characteristics and they should match them with a type of intelligence. You can make them answer a multiple intelligence test found on internet. (See annex 6 for an online MI test sample)

4) Students prepare a short presentation explaining with real life examples why they believe they have that intelligence, and which can be considered their "secondary" intelligences. You can have them work in pairs to speak of each other's intelligences.

5) For a final project, they make up a collage with their own pictures or magazine pictures (or internet pictures) to make up a presentation and explanation of it in front of the class.

3.3.3.   EVERYBODY'S GOT TALENT

Aim: To find out about students' talents.

Strategy description and procedure:

Everybody has a talent. Let students show what is something special that they can do and that distinguishes from others. They can think of anything like poetry, theater, music, dance, painting, collages, paper arts, public art, photography, multi-media arts, and various crafts using multiple mediums.

1) Pre teach useful vocabulary such as *judges, stage, auditory, audition, perform (v) performer (n), rehearse, rehearsal, entertain, backstory, etc.*

2) Show a short video in class in which you can exemplify the famous America's got Talent or Britain's got talent.

3) Then, talk to students about these topics to elicit opinions and promote understanding of what they have to do.
   - Tell me about the judges?
   - What happens on the show?
   - Would you go on a talent show?

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- What are the benefits and drawback from appearing on a show like this?
- Can you think of any more talent shows like Britain's got talent?
- Do you like watching these types of shows?
- Why do you think they are so popular?

4) Explain we are not doing the show as it is, but they are going to demonstrate their talents by performing any one of their abilities; however, they have to explain how they learned or discovered they could do that.

5) Have students prepare their presentation at home.

6) They come to present their talents in front of the class: first, they explain how they learned to do that. Second, they present the talent, and third, they answer questions asked by the audience and the teacher.

Performing talents can help a teacher to know his or her students and their interests better and it will make students feel teachers are interested in their likes.

3.3.4. MY MAJOR IS IMPORTANT (part 1: discussion)

Aim: To enhance students' interests by eliciting critical thinking.

Strategy description and procedure:

A bit of critical thinking is always good to realize how important students see their major in their lives.

1) Divide the class in groups according to their field of study. For example, make as many groups as faculties there are in your university: Business major, Public Health, Systems and Electronics, Mechanics, Animal Science, Natural Resources, and Hard Sciences (at ESPOCH).

2) Write different scenarios of real life on the board. For example, a high school, a hospital, an airport, a city municipal hall, an electric company, etc.

3) Allow some time for students to discuss what their role is in each one of the scenarios is, and how they would help to solve particular problems in those places, so that they get a set of activities that they would do as working professionals.

4) The group presents their ideas to the class. Encourage them to give practical examples.

5) They listen to each other's presentations and make questions to clarify their ideas.

The teacher should make sure to pay attention and maybe use this to get to know students' interests for the future.

3.3.5.   MY MAJOR IS IMPORTANT (part 2: role play)

Aim: To enhance students' interests by eliciting critical thinking.

Strategy description and procedure:

This can be used as continuation of the previous activity.

1) Divide the class in multidisciplinary groups. To do this, pick one student per faculty to be part of each group. In the case of ESPOCH there will be 7 people per group because there are 7 faculties; although, there may be groups with fewer people.
2) Give each group one of the scenarios discussed in 3.4. This can be done at random by blindly picking the scenario written on a piece of paper, or they can choose one on purpose.
3) Students prepare a role play in which they try to solve one of the problems that they thought could solve in that particular scenario, but they should act as real professionals. Depending on the students' capabilities in terms of language, the teacher can allow shorter or longer time for their presentations.
4) Students present their role plays to the class.

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ANNEX 1

Oficio 018 CI.19

Riobamba, 09 de enero de 2019

Licenciada
Carmen Cecilia Mejia Calle, Mgs.
DOCENTE DEL CENTRO DE IDIOMAS
Presente.-

De mi consideración,

En respuesta a su oficio sin número presentado en esta dirección el 7 de enero de 2019, en el cual requiere la autorización para la aplicación de 136 encuestas a los alumnos de Inglés del cuarto nivel, necesarias para la investigación: **"TEACHER – STUDENT RAPPORT AND THE ATTITUDES TOWARDS THE ENGLISH LANGUAGE IN UNIVERSITY STUDENTS"**, me permito informar que su petición ha sido autorizada por lo que solicito que personalmente se acerque a los respectivos docentes para que coordine y proceda.

Sin otro particular me despido, no sin antes desearle éxitos en su trabajo de investigación que de una manera u otra se revierte en bien de nuestros estudiantes.

Atentamente,

Lic. Washington Mancero Orozco, Mgs.
DIRECTOR CENTRO DE IDIOMAS

UTA

UNIVERSIDAD TÉCNICA DE AMBATO

CENTRO DE IDIOMAS

Asunto: Autorización aplicación encuestas

Licenciada
Carmen Cecilia Mejía Calle
Maestrante
UNIVERSIDAD TÉCNICA DE AMBATO
En su Despacho

De mi consideración:

En respuesta a su comunicación s/n, de fecha 29 de enero de 2019; mediante la cual solicita la autorización para la aplicación de 67 encuestas a estudiantes del Nivel B1+ Intermedio, con la finalidad de realizar un estudio sobre "TEACHER – STUDENT RAPPORT ON THE ATTITUDES TOWARDS THE ENGLISH LANGUAGE IN UNIVERSITY STUDENTS".

Me permito dar a conocer que su petición ha sido autorizada por esta Dirección, sugiriéndole considere lo estipulado en la Resolución 2187-CU-P-2017, de fecha octubre 30, 2017; mediante la cual H. Consejo Universitario aprobó la *Normativa de Ética en el Aprendizaje y la Investigación;* se solicita además de la manera más comedida se presente **un cronograma** para la aplicación en el cual se indique el día y hora y el paralelo en la cual se llevará a cabo las encuestas.

Con sentimientos de distinguida consideración.

Atentamente,

Dra. Elsa de los Ángeles Hernández Chérrez
DIRECTORA CENTRO DE IDIOMAS

Anexos:
- distributivo b1+ intermedio.xlsx

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ANNEX 2

RESEARCH SURVEY

Project title: Teacher-student rapport influence on students' attitudes towards English language.

Researcher: Carmen Mejía

The purpose of this study is to asses to what extend teacher-student rapport influences the students' attitudes towards the English language.

The current survey has the purpose to gauge students' opinions about how their relationship with their teacher can affect students' attitudes towards English learning.

Please read the statements carefully and circle the option, which corresponds to your best criteria.

Questionnaire

1. How is your relationship with your English teacher? Why?

   a) Very good
   b) Good
   c) Needs improvement
   d) Not good

   _____

   _____

2. Do you think your attitude (positive or negative) towards the English language has a direct influence from your teacher? Why?

   a) Strongly agree
   b) Agree
   c) Disagree
   d) Strongly disagree

   _____

   _____

3. Does your teacher easily recognize you, remember your name and your interests?

a) Always
b) Sometimes
c) Rarely
d) Never

4. Is your teacher comprehensive and supportive with all students in the classroom?

a) Always
b) Sometimes
c) Rarely
d) Never

5. The English teacher cares about my emotional and social well-being.

a) Strongly agree
b) Agree
c) Disagree
d) Strongly disagree

6. The English teacher acknowledges my effort through recognition and praise.

a) Strongly agree
b) Agree
c) Disagree
d) Strongly disagree

7. The English teacher uses various strategies to promote unity, order, satisfaction, and less conflict in the classroom.

a) Strongly agree
b) Agree
c) Disagree
d) Strongly disagree

8. My relationship with the teacher definitely influences my attitudes towards English learning.

a) Strongly agree
b) Agree
c) Disagree
d) Strongly disagree

9. Having rapport (a close and harmonious relationship) in the classroom makes me feel more motivated to learn English.

a) Strongly agree
b) Agree
c) Disagree
d) Strongly disagree

10. How much do you like English?

a) A whole lot
b) Not much
c) A little
d) I don't like it

Riobamba, 20 de diciembre de 2018

Doctora
Martha Lara Freire, Mgs.
Presente

De mi consideración:

Conocedora de su alta capacidad profesional, me permito solicitarle muy comedidamente su valiosa colaboración en la validación del instrumento a utilizarse en la recolección de datos para el proyecto **"LA INFLUENCIA DE LA RELACIÓN PROFESOR-ESTUDIANTE EN SUS ACTITUDES FRENTE AL INGLÉS"**.

Sírvase seguir las instrucciones que se detallan en la siguiente página, por lo cual se adjuntan los objetivos, la matriz de operacionalización de variables y los respectivos instrumentos.

Por la atención que brinde a la presente, anticipo mi más sincero agradecimiento.

Atentamente,

Recibido 20/12/2018
Martha Lara

Carmen Mejía Calle

VALIDACIÓN DE CONTENIDOS DEL INSTRUMENTO SOBRE "LA INFLUENCIA DE LA RELACIÓN PROFESOR-ESTUDIANTE EN SUS ACTITUDES FRENTE AL INGLÉS".

CORRESPONDENCIA DE LAS PREGUNTAS DEL INSTRUMENTO ENCUESTA

PREGUNTAS PARA LOS ESTUDIANTES

CATEGORÍAS / ÍTEMS	(A) CORRESPONDENCIA DE LOS ÍTEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES P= PERTINENTE NP= NO PERTINENTE		(B) CALIDAD TÉCNICA Y REPRESENTATIVIDAD O= ÓPTIMA B= BUENA R= REGULAR I= INSUFICIENTE				(C) LENGUAJE, GRAMÁTICA Y ORTOGRAFÍA A= ADECUADO I= INADECUADO		OBSERVACIONES
	P	NP	O	B	R	I	A	I	
1. ¿Cómo es su relación con su profesor de inglés? Explique a) Muy buena b) Buena c) Necesita mejorar d) No es buena	✓		✓				✓		
2. ¿Piensa usted que su actitud hacia el idioma inglés está directamente relacionada con su relación con el profesor/a de inglés? Explique a) Totalmente de acuerdo b) De acuerdo	✓		✓				✓		

Pregunta		
c) No estoy de acuerdo		
d) Totalmente en desacuerdo		
3. ¿Su profesor siempre lo reconoce, recuerda su nombre y sus intereses? a) Siempre b) A veces c) Rara vez d) Nunca	✓	✓
4. ¿Su profesor es comprensivo y apoya a todos los estudiantes en el aula? Explique a) Siempre b) A veces c) Rara vez d) Nunca	✓	✓
5. Mi profesor de inglés se preocupa por mi bienestar emocional y social. a) Totalmente de acuerdo b) De acuerdo c) No estoy de acuerdo d) Totalmente en desacuerdo	✓	✓
6. Mi profesor de inglés reconoce mi esfuerzo por medio de premios y elogios.	✓	✓

a) Totalmente de acuerdo
b) De acuerdo
c) No estoy de acuerdo
d) Totalmente en desacuerdo

7. Mi profesor de inglés usa varias estrategias que promueven la unidad, el orden, la satisfacción y que disminuyen los conflictos en el aula.

a) Totalmente de acuerdo ✓
b) De acuerdo
c) No estoy de acuerdo
d) Totalmente en desacuerdo

8. La relación que tengo con mi profesor definitivamente influye en mis actitudes hacia el aprendizaje del inglés.

a) Totalmente de acuerdo ✓
b) De acuerdo
c) No estoy de acuerdo
d) Totalmente en desacuerdo

9. El hecho de que exista una relación armónica y de confianza en el aula me hace sentir motivada/o para aprender inglés.

a) Totalmente de acuerdo ✓

b) De acuerdo									
c) No estoy de acuerdo									
d) Totalmente en desacuerdo									
10. ¿Cuánto me gusta el inglés?									
a) Mucho	✓					✓			
b) No mucho									
c) Poco					✓				
d) Nada									

Lic. Martha Lara Freire, Mgs.
Firma
C.I. 0603143405

Riobamba, 20 de diciembre de 2018

Licenciado
Edison Ruiz López, Mgs.
Presente

De mi consideración:

Conocedora de su alta capacidad profesional, me permito solicitarle muy comedidamente su valiosa colaboración en la validación del instrumento a utilizarse en la recolección de datos para el proyecto **"LA INFLUENCIA DE LA RELACIÓN PROFESOR-ESTUDIANTE EN SUS ACTITUDES FRENTE AL INGLÉS"**.

Sírvase seguir las instrucciones que se detallan en la siguiente página, por lo cual se adjuntan los objetivos, la matriz de operacionalización de variables y los respectivos instrumentos.

Por la atención que brinde a la presente, anticipo mi más sincero agradecimiento.

Atentamente,

Carmen Mejía Calle

Recibido
20-12-18

VALIDACIÓN DE CONTENIDOS DEL INSTRUMENTO SOBRE "LA INFLUENCIA DE LA RELACIÓN PROFESOR-ESTUDIANTE EN SUS ACTITUDES FRENTE AL INGLÉS".

CORRESPONDENCIA DE LAS PREGUNTAS DEL INSTRUMENTO ENCUESTA
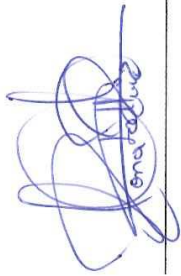
PREGUNTAS PARA LOS ESTUDIANTES

CATEGORÍAS / ÍTEMS	(A) CORRESPONDENCIA DE LOS ÍTEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES P= PERTINENTE NP= NO PERTINENTE		(B) CALIDAD TÉCNICA Y REPRESENTATIVIDAD O= ÓPTIMA B= BUENA R= REGULAR I= INSUFICIENTE				(C) LENGUAJE, GRAMÁTICA Y ORTOGRAFÍA A= ADECUADO I= INADECUADO		OBSERVACIONES
	P	NP	O	B	R	I	A	I	
1. ¿Cómo es su relación con su profesor de inglés? Explique a) Muy buena b) Buena c) Necesita mejorar d) No es buena	✓		✓				✓		
2. ¿Piensa usted que su actitud hacia el idioma inglés está directamente relacionada con su relación con el profesor/a de inglés? Explique a) Totalmente de acuerdo b) De acuerdo	✓		✓				✓		

c) No estoy de acuerdo d) Totalmente en desacuerdo					
3. ¿Su profesor siempre lo reconoce, recuerda su nombre y sus intereses? a) Siempre b) A veces c) Rara vez d) Nunca	✓	✓			
4. ¿Su profesor es comprensivo y apoya a todos los estudiantes en el aula? Explique a) Siempre b) A veces c) Rara vez d) Nunca	✓	✓			
5. Mi profesor de inglés se preocupa por mi bienestar emocional y social. a) Totalmente de acuerdo b) De acuerdo c) No estoy de acuerdo d) Totalmente en desacuerdo	✓	✓			
6. Mi profesor de inglés reconoce mi esfuerzo por medio de premios y elogios.	✓	✓			

a) Totalmente de acuerdo						
b) De acuerdo						
c) No estoy de acuerdo						
d) Totalmente en desacuerdo						
7. Mi profesor de inglés usa varias estrategias que promueven la unidad, el orden, la satisfacción y que disminuyen los conflictos en el aula.						
a) Totalmente de acuerdo	✓			✓		
b) De acuerdo						
c) No estoy de acuerdo						
d) Totalmente en desacuerdo						
8. La relación que tengo con mi profesor definitivamente influye en mis actitudes hacia el aprendizaje del inglés.						
a) Totalmente de acuerdo	✓			✓		
b) De acuerdo						
c) No estoy de acuerdo						
d) Totalmente en desacuerdo						
9. El hecho de que exista una relación armónica y de confianza en el aula me hace sentir motivada/o para aprender inglés.						
a) Totalmente de acuerdo	✓			✓		

b) De acuerdo								
c) No estoy de acuerdo								
d) Totalmente en desacuerdo								
10. ¿Cuánto me gusta el inglés?								
a) Mucho	✓							✓
b) No mucho							✓	
c) Poco								
d) Nada								

Lic. Edison Ruiz López, Mgs.
Firma
C.I. 0603957044.

Riobamba, 20 de diciembre de 2018

Licenciada
Mónica Logroño, Mgs.
Presente

De mi consideración:

Conocedora de su alta capacidad profesional, me permito solicitarle muy comedidamente su valiosa colaboración en la validación del instrumento a utilizarse en la recolección de datos para el proyecto **"LA INFLUENCIA DE LA RELACIÓN PROFESOR-ESTUDIANTE EN SUS ACTITUDES FRENTE AL INGLÉS".**

Sírvase seguir las instrucciones que se detallan en la siguiente página, por lo cual se adjuntan los objetivos, la matriz de operacionalización de variables y los respectivos instrumentos.

Por la atención que brinde a la presente, anticipo mi más sincero agradecimiento.

Atentamente,

Carmen Mejía Calle

Recibido
20 de Dic. 2018

VALIDACIÓN DE CONTENIDOS DEL INSTRUMENTO SOBRE "LA INFLUENCIA DE LA RELACIÓN PROFESOR-ESTUDIANTE EN SUS ACTITUDES FRENTE AL INGLÉS".

CORRESPONDENCIA DE LAS PREGUNTAS DEL INSTRUMENTO ENCUESTA

PREGUNTAS PARA LOS ESTUDIANTES

CATEGORÍAS / ÍTEMS	(A) CORRESPONDENCIA DE LOS ÍTEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES P= PERTINENTE NP= NO PERTINENTE		(B) CALIDAD TÉCNICA Y REPRESENTATIVIDAD O= ÓPTIMA B= BUENA R= REGULAR I= INSUFICIENTE				(C) LENGUAJE, GRAMÁTICA Y ORTOGRAFÍA A= ADECUADO I= INADECUADO		OBSERVACIONES
	P	NP	O	B	R	I	A	I	
1. ¿Cómo es su relación con su profesor de inglés? Explique a) Muy buena b) Buena c) Necesita mejorar d) No es buena	X		X				X		
2. ¿Piensa usted que su actitud hacia el idioma inglés está directamente relacionada con su relación con el profesor/a de inglés? Explique a) Totalmente de acuerdo b) De acuerdo	X		X				X		

c) No estoy de acuerdo									
d) Totalmente en desacuerdo									
3. ¿Su profesor siempre lo reconoce, recuerda su nombre y sus intereses?									
a) Siempre	X					X			X
b) A veces									
c) Rara vez									
d) Nunca									
4. ¿Su profesor es comprensivo y apoya a todos los estudiantes en el aula? Explique									
a) Siempre	X					X			X
b) A veces									
c) Rara vez									
d) Nunca									
5. Mi profesor de inglés se preocupa por mi bienestar emocional y social.									
a) Totalmente de acuerdo	X					X			X
b) De acuerdo									
c) No estoy de acuerdo									
d) Totalmente en desacuerdo									
6. Mi profesor de inglés reconoce mi esfuerzo por medio de premios y elogios.	X					X			X

		✗	✗	✗
	✗		✗	✗
✗			✗	✗

a) Totalmente de acuerdo
b) De acuerdo
c) No estoy de acuerdo
d) Totalmente en desacuerdo

7. Mi profesor de inglés usa varias estrategias que promueven la unidad, el orden, la satisfacción y que disminuyen los conflictos en el aula.
a) Totalmente de acuerdo
b) De acuerdo
c) No estoy de acuerdo
d) Totalmente en desacuerdo

8. La relación que tengo con mi profesor definitivamente influye en mis actitudes hacia el aprendizaje del inglés.
a) Totalmente de acuerdo
b) De acuerdo
c) No estoy de acuerdo
d) Totalmente en desacuerdo

9. El hecho de que exista una relación armónica y de confianza en el aula me hace sentir motivada/o para aprender inglés.
a) Totalmente de acuerdo

b) De acuerdo							
c) No estoy de acuerdo							
d) Totalmente en desacuerdo							
10. ¿Cuánto me gusta el inglés?	X						
a) Mucho							
b) No mucho			4			X	
c) Poco							
d) Nada							

Lic. Mónica Logroño, Mgs.
Firma
C.I. 0602749453-3.

Riobamba, 20 de diciembre de 2018

Abogada
Ana Gabriela Reinoso, Mgs.
Presente

De mi consideración:

Conocedora de su alta capacidad profesional, me permito solicitarle muy comedidamente su valiosa colaboración en la validación del instrumento a utilizarse en la recolección de datos para el proyecto **"LA INFLUENCIA DE LA RELACIÓN PROFESOR-ESTUDIANTE EN SUS ACTITUDES FRENTE AL INGLÉS"**.

Sírvase seguir las instrucciones que se detallan en la siguiente página, por lo cual se adjuntan los objetivos, la matriz de operacionalización de variables y los respectivos instrumentos.

Por la atención que brinde a la presente, anticipo mi más sincero agradecimiento.

Atentamente,

Carmen Mejía Calle

Recibido
20 - 12 - 2018

VALIDACIÓN DE CONTENIDOS DEL INSTRUMENTO SOBRE "LA INFLUENCIA DE LA RELACIÓN PROFESOR-ESTUDIANTE EN SUS ACTITUDES FRENTE AL INGLÉS".

CORRESPONDENCIA DE LAS PREGUNTAS DEL INSTRUMENTO ENCUESTA

PREGUNTAS PARA LOS ESTUDIANTES

CATEGORÍAS / ÍTEMS	(A) CORRESPONDENCIA DE LOS ÍTEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES P= PERTINENTE NP= NO PERTINENTE		(B) CALIDAD TÉCNICA Y REPRESENTATIVIDAD O= ÓPTIMA B= BUENA R= REGULAR I= INSUFICIENTE				(C) LENGUAJE, GRAMÁTICA Y ORTOGRAFÍA A= ADECUADO I= INADECUADO		OBSERVACIONES
	P	NP	O	B	R	I	A	I	
1. ¿Cómo es su relación con su profesor de inglés? Explique a) Muy buena b) Buena c) Necesita mejorar d) No es buena	✓		✓				✓		
2. ¿Piensa usted que su actitud hacia el idioma inglés está directamente relacionada con su relación con el profesor/a de inglés? Explique a) Totalmente de acuerdo b) De acuerdo	✓		✓				✓		

c) No estoy de acuerdo

d) Totalmente en desacuerdo

3. ¿Su profesor siempre lo reconoce, recuerda su nombre y sus intereses?

a) Siempre

b) A veces

c) Rara vez

d) Nunca

4. ¿Su profesor es comprensivo y apoya a todos los estudiantes en el aula? Explique

a) Siempre

b) A veces

c) Rara vez

d) Nunca

5. Mi profesor de inglés se preocupa por mi bienestar emocional y social.

a) Totalmente de acuerdo

b) De acuerdo

c) No estoy de acuerdo

d) Totalmente en desacuerdo

6. Mi profesor de inglés reconoce mi esfuerzo por medio de premios y elogios.

a) Totalmente de acuerdo
b) De acuerdo
c) No estoy de acuerdo
d) Totalmente en desacuerdo

7. Mi profesor de inglés usa varias estrategias que promueven la unidad, el orden, la satisfacción y que disminuyen los conflictos en el aula.
a) Totalmente de acuerdo ✓
b) De acuerdo
c) No estoy de acuerdo
d) Totalmente en desacuerdo

8. La relación que tengo con mi profesor definitivamente influye en mis actitudes hacia el aprendizaje del inglés.
a) Totalmente de acuerdo ✓
b) De acuerdo
c) No estoy de acuerdo
d) Totalmente en desacuerdo

9. El hecho de que exista una relación armónica y de confianza en el aula me hace sentir motivada/o para aprender inglés.
a) Totalmente de acuerdo ✓

b) De acuerdo							
c) No estoy de acuerdo							
d) Totalmente en desacuerdo							
10. ¿Cuánto me gusta el inglés?							
a) Mucho							
b) No mucho							
c) Poco							
d) Nada							

Abg. Ana Gabriela Reinoso, Mgs.
Firma
C.I. 110369613-2

Riobamba, 20 de diciembre de 2018

Magister
Marcelo Yedra Murillo
PSICÓLOGO CLÍNICO
Presente

De mi consideración:

Conocedora de su alta capacidad profesional, me permito solicitarle muy comedidamente su valiosa colaboración en la validación del instrumento a utilizarse en la recolección de datos para el proyecto **"LA INFLUENCIA DE LA RELACIÓN PROFESOR-ESTUDIANTE EN SUS ACTITUDES FRENTE AL INGLÉS"**.

Sírvase seguir las instrucciones que se detallan en la siguiente página, por lo cual se adjuntan los objetivos, la matriz de operacionalización de variables y los respectivos instrumentos.

Por la atención que brinde a la presente, anticipo mi más sincero agradecimiento.

Atentamente,

Carmen Mejía

INSTRUCCIONES SOBRE LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO SOBRE "LA INFLUENCIA DE LA RELACIÓN PROFESOR-ESTUDIANTE EN SUS ACTITUDES FRENTE AL INGLÉS".

Lea detenidamente los objetivos y el cuestionario de opinión.

1. Concluir acerca de la pertinencia entre objetivos e indicadores con los ítems del instrumento.

2. Determinar la calidad técnica de cada ítem, así como la educación de este nivel cultural, social y educativo de la población a la que está dirigido el instrumento.

3. Consignar las observaciones en el espacio correspondiente.

4. Realizar la misma actividad para cada uno de los ítems, utilizando las siguientes categorías:

(A) Correspondencia de las preguntas del instrumento con los objetivos-

P PERTINENCIA

NP NO PERTINENCIA

En caso de NP pase al espacio de observaciones y justifique su opinión.

(B) Calidad técnica y representatividad

Marque en la casilla correspondiente

O OPTIMA

B BUENA

R REGULAR

D DEFICIENTE

En caso de **R** o **D** pase al espacio de observaciones y justifique su opinión.

(C) Lenguaje

Marque la casilla correspondiente

A ADECUADO

I INADECUADO

En caso de **I** pase al espacio de observaciones y justifique su opinión.

Gracias por su colaboración.

VALIDACIÓN DE CONTENIDOS DEL INSTRUMENTO SOBRE "LA INFLUENCIA DE LA RELACIÓN PROFESOR-ESTUDIANTE EN SUS ACTITUDES FRENTE AL INGLÉS".

CORRESPONDENCIA DE LAS PREGUNTAS DEL INSTRUMENTO ENCUESTA

PREGUNTAS PARA LOS ESTUDIANTES

CATEGORÍAS / ÍTEMS	(A) CORRESPONDENCIA DE LOS ÍTEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES P= PERTINENTE NP= NO PERTINENTE		(B) CALIDAD TÉCNICA Y REPRESENTATIVIDAD O= ÓPTIMA B= BUENA R= REGULAR I= INSUFICIENTE				(C) LENGUAJE, GRAMÁTICA Y ORTOGRAFÍA A= ADECUADO I= INADECUADO		OBSERVACIONES
	P	NP	O	B	R	I	A	I	
1. ¿Cómo es su relación con su profesor de inglés? Explique a) Muy buena b) Buena c) Necesita mejorar d) No es buena	✓		✓				✓		
2. ¿Piensa usted que su actitud hacia el idioma inglés está directamente relacionada con su relación con el profesor/a de inglés? Explique a) Totalmente de acuerdo b) De acuerdo	✓		✓				✓		

c) No estoy de acuerdo				
d) Totalmente en desacuerdo				
3. ¿Su profesor siempre lo reconoce, recuerda su nombre y sus intereses?	✓	✓		✓
a) Siempre				
b) A veces				
c) Rara vez				
d) Nunca				
4. ¿Su profesor es comprensivo y apoya a todos los estudiantes en el aula? Explique	✓	✓		✓
a) Siempre				
b) A veces				
c) Rara vez				
d) Nunca				
5. Mi profesor de inglés se preocupa por mi bienestar emocional y social.	✓	✓		✓
a) Totalmente de acuerdo				
b) De acuerdo				
c) No estoy de acuerdo				
d) Totalmente en desacuerdo				
6. Mi profesor de inglés reconoce mi esfuerzo por medio de premios y elogios.	✓	✓		✓

a) Totalmente de acuerdo
b) De acuerdo
c) No estoy de acuerdo
d) Totalmente en desacuerdo

7. Mi profesor de inglés usa varias estrategias que promueven la unidad, el orden, la satisfacción y que disminuyen los conflictos en el aula.
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a) Totalmente de acuerdo ✓

b) De acuerdo							
c) No estoy de acuerdo							
d) Totalmente en desacuerdo							
10. ¿Cuánto me gusta el inglés?							
a) Mucho	✓						
b) No mucho				✓			
c) Poco						✓	
d) Nada							

Dr. Marcelo Yedra Murillo, Mgs
PSICÓLOGO EDUCATIVO
Firma
C.I. 0602444423-4

CENTRO DE AYUDA INTEGRAL DEL NIÑO
CAINAF
Riobamba - Ecuador

<center>**ENCUESTA**</center>

Nombre del Encuestado:

Nombre del Encuestador:

Preguntas:

1.   ¿Es importante que el estudiante tenga una buena actitud hacia el inglés para que aprenda, o piensa usted que es irrelevante?

2.   En su experiencia, ¿cuál es la actitud que los estudiantes tienen hacia el aprendizaje del inglés?

3.   Hablando de las universidades, ¿piensa usted que la relación profesor – estudiante es más bien positiva o negativa?

4.   ¿Cree usted que la buena relación entre profesor y estudiante es determinante para que el estudiante tenga una buena actitud hacia el inglés?

Dr. Marcelo Yedra Murillo, Mgs.
Firma del Encuestado

ANNEX 4

Gardner's Multiple Intelligences simplified version

1. Verbal-linguistic intelligence	well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words
2. Logical-mathematical intelligence	ability to think conceptually and abstractly, and capacity to discern logical and numerical patterns
3. Spatial-visual intelligence	capacity to think in images and pictures, to visualize accurately and abstractly
4. Bodily-kinesthetic intelligence	ability to control one's body movements and to handle objects skillfully
5. Musical intelligences	ability to produce and appreciate rhythm, pitch and timber
6. Interpersonal intelligence	capacity to detect and respond appropriately to the moods, motivations and desires of others
7. Intrapersonal	capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes
8. Naturalist intelligence	ability to recognize and categorize plants, animals and other objects in nature

(*Source:* businessballs.com (2009). *Howard Gardner's multiple intelligences.*

http://www.businessballs.com/howardgardnermultipleintelligences.htm)

ANNEX 5

MULTIPLE INTELLIGENCES WORKSHEET

Match the definition to Dr Gardner's intelligences. In addition, write the name of a person (famous or not) that you believe has that intelligence.

INTELLIGENCE	DEFINITION	EXAMPLE
1. Verbal-linguistic intelligence	This person is sensitive to the feelings of others and responds well to interactions	
2. Logical-mathematical intelligence	This person controls his or her body and is able to handle objects easily.	
3. Spatial-visual intelligence	They understand their own feelings and behavior and use this knowledge to perform well.	
4. Bodily-kinesthetic intelligence	This person is sensitive to words, sounds and the use of language.	
5. Musical intelligences	They recognize and classify flora and fauna easily.	
6. Interpersonal intelligence	They can hear and make sounds with rhythmic values.	
7. Intrapersonal intelligence	This person understands the visual world and responds well to it.	
8. Naturalist intelligence	This person is able to see number patterns and follow an argument.	

Source: Author Carmen Mejía

Multiple Intelligences Test - based on Howard Gardner's MI Model

(young people's version - see businessballs.com for adults and self-calculating versions)

Score the statements: 1 = Mostly Disagree, 2 = Slightly Disagree, 3 = Slightly Agree, 4 = Mostly Agree.

Alternatively for speed or ease - tick the box if the statement is more true for you than not. This is page 1 of 2.

Longer manual and self-calculating versions for people over 16 years of age are available free from businessballs.com.

Score or tick the statements in the white-out boxes only	Score	
I can play a musical instrument		1
I often have a song or piece of music in my head		2
I find it easy to make up stories		3
I have always been physically well co-ordinated (run, jump, balance, etc)		4
Music is very important to me		5
I am a good liar (if I want to be)		6
I play a sport or dance		7
I am a very social person and like being with other people		8
I find graphs, charts and diagrams easy to understand		9
I find it easy to remember quotes or phrases or poems or song lyrics		10
I can always recognise places that I have been before, even when I was very young		11
When I am concentrating I tend to doodle		12
I find mental arithmetic easy (sums in my head)		13
At school one of my favourite subjects is / was English		14
I like to think through a problem carefully, considering all the consequences		15
I love adrenaline sports and scary rides		16
I enjoy individual sports best		17
I find it easy to remember telephone numbers		18
I set myself goals and plans for the future		19
I can tell easily whether someone likes me or dislikes me		20
To learn something new, I need to just get on and try it		21
I often see clear images when I close my eyes		22
I don't use my fingers when I count		23
At school I love / loved music lessons		24
I find ball games easy and enjoyable		25

Statement		Row
My favourite subject at school is / was maths		26
I always know how I am feeling		27
I keep a diary		28
My favourite subject at school is / was art		29
I really enjoy reading		30
It upsets me to see someone cry and not be able to help		31
I prefer team sports		32
Singing makes me feel happy		33
I am happy spending time alone		34
My friends always come to me for emotional support and advice		35

Add the scores or ticks in each column and write the total for each column in the boxes on the right.

The highest scores indicate your natural strengths and potential - your natural intelligences.

There are no right or wrong answers.

My strongest intelligences are (write them here):

Intelligence type	your totals
Linguistic	
Logical-Mathematical	
Musical	
Bodily-Kinesthetic	
Spatial-Visual	
Interpersonal	
Intrapersonal	

You are **happiest** and **most successful** when you **learn, develop, and work** in ways that make **best use** of your **natural intelligences** (our strengths and style and brain-type in other words).

This indicator can help you to focus on the sorts of learning and work that will be most fulfilling and rewarding for you.

The multiple intelligences definitions are available in sheet 2 of the MSExcel file containing this test. The file and more information about multiple intelligences are available from the website www.businessballs.com.

If you are using this test tool for teaching and development purposes you might find it helpful also to refer to the 'Fantasticat' ideas on the businessballs website, which are designed to help young people identify and express their own unique personal potential.

more info at
businessballs.com