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Escuela de Educación en Inglés

THE TEACHER-STUDENT RELATIONSHIP AND ITS INFLUENCE ON THE STUDENTS' ACADEMIC RESULTS IN EFL/ESL LESSONS OF I° medio TO IV° medio GRADE IN FOUR DIFFERENT SCHOOLS LOCATED IN SANTIAGO

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CHAPTER 1:
INTRODUCTION

Teaching is a very complex profession no matter the point of view to be examined. In Chile, teachers are said to be underestimated because of many reasons, such as the bad salary they earn, the lack of free time they have, plus the fact that they have to spend that time in order to prepare the material for the lessons. Besides, some teachers are criticized because they do not give good quality education and for how they behave or deal with students inside the classroom.

Every human-being would react in a different way depending on the situation. Teachers, in addition to being humans, are role models and leaders. To lead the class, they are supposed to manage different strategies in order to oversee approximately 45 teenage students' different attitude, behaviour, language, and how they communicate with their classmates and teacher. Forty five students is not an easy amount of people to deal with and that is why the relationship developed between teachers and students is a significant issue to discuss.

In relation to this, all the different pieces of advice that teachers and practicum students can receive, most of the time instead of being useful, become confusing for teachers when facing students. For that reason, we have decided to investigate about the importance of the relationship established between teachers and students in the classroom, and how it influences the students' academic performance and results.

All over our professional practicum we have observed the relationship developed between teachers and students within the classroom.

This has led us to investigate whether the relationship between students and teachers has influenced their academic results.

Therefore, during our research we aim at providing future and current teachers with information about a specific area dedicated to the teaching of English as a second language, i.e. the existing relationship between students and their teachers and how it affects their academic performance.

Furthermore, we believe that this is relevant because it is a topic constantly mentioned throughout university, which may assist recently graduated students of English teaching training programs as well as experienced teachers in the teaching-learning process within the classroom. This will help to provide relevant information, positive feedback and comprehensible input to students, results that we expect to see at the end of this research.

According to Brown (2007), the interaction between the teacher and the students can help to improve the language acquisition of the students. The author also gives an example of a substitute teacher, whose arrival produces a change in the students' attitude towards the class, improving and increasing their participation in the classroom.

This type of interaction, in which personal questions are made to students, fosters better use of language within the classroom (Brown, 2007).

Because of the above-mentioned, we can assume that personal questioning activities to students help to create a different atmosphere from the one that students are used to, thus, intrinsic motivation makes the student feel that they have higher competence and reliability within the language use. Therefore, this example supports our thesis because through the acknowledgement of our students' needs and interests, among others, we can achieve better academic results in their English teaching class.

Furthermore, in the same book, Brown indicates that according to the socio-cultural context of each individual, both students and teachers also exert social accountability to encourage other students to use their knowledge within their social context. With this, we can say that the more the teacher is immersed in the students' reality, the better support can be given to their daily activities and problems, thus justifying the students learning process, making them more active in their learning path. (Brown, 2007).

CHAPTER 2:
THE RESEARCH

2.1 Introduction

In this chapter, it will be established the main aspects of our research.

2.2 General objective

The main objective of this research intends to determine whether or not there is some agreement between the effectiveness in the teacher-student relationship and the performance of students in the English lessons.

2.3 Specific objectives

The specific objectives of this study are:

- a) Demonstrating and verifying if the relationship that the teachers have with their students produces an improvement in the students' performance of their English lessons, seeking to determine a direct relation between these variables.
- b) Providing reliable information to practicum students and newly graduated English teachers regarding the kinds of relationships that can be established with the students and the consequences concerning the students' performance in English lessons, by providing the results of our research, which will therefore make the results useful for future generations.
- c) Assisting English teaching practicum students with the information gathered after the research, in order to facilitate the first-time classroom experience as a teacher, and demonstrate to experienced teachers the actual relationship between the students' performance in English lessons and the proximity between a teacher and the student within the class. Therefore, the future students of

English teaching are able to put in practice this proven knowledge to help their children and students, and their performance in the English lessons in daily life situations.

2.4 Hypotheses and variables

In this research three possible hypotheses have been proposed:

- In the four grades analysed (1°medio to 4°medio) there exists a direct relation between the good relationship developed by teachers and students and the students' positive academic performance and results in the English class.
- The affective relationship established between teachers and students of the 4 grades observed does not generate positive results in the students' academic performance related to English lessons.
- There is no relation between the affective relationship between teachers and students and the students' academic performance and results.

The variables of these hypotheses are the following:

The independent variable is the good relationship established between students and teacher in the English class, while the dependent variable is the good academic performance and result displayed by the students.

2.5 Research problem

According to Yule (2010), "Affective factors are all the negative feelings or experiences that can create a barrier to acquisitions" (p164). Under this

and other claims, there are motivational issues that can interfere in the students' willingness to improve their performance in the English area at high school. Their academic results can be enhanced through an appropriate relationship promoted by the teachers of English.

2.6 Research question

Finally, the research question is the following:

Is the affective relationship developed by teachers and students, in the English lessons, significant for the improvement of students' academic performance and results?

2.7. Research motivation

The motivation of our research is to investigate whether the teacher-student relationship in ESL/EFL lessons is significant or not, in a Spanish speaking country, so as teachers consider the relationship during the teaching- learning process aiming at improving students' performance in the English class.

CHAPTER 3:
THEORETICAL FRAMEWORK

3.1. Introduction

In this chapter, the most important features of the teacher-student relationship are stated, defined and described. The aspects to be mentioned in this section support the hypotheses in different ways and answer the research questions.

This section is divided into four main classifications. The first category is about a proposed definition of the teacher-students relationship trying to make it as objective as possible. The second classification reviews the insight of a good teacher from both teachers and students viewpoints. The third one consists of the different ways to enhance students' motivation in the classroom. Finally, different tips to create an appropriate atmosphere for the students in the English lessons are explained.

3.2. Background

Chilean education is ruled under a National curriculum which is updated every year with new information and methods. In the section "*Planes y Programas*" of this curriculum, the second language learning at schools is called "Idioma extranjero Inglés" which is translated as EFL, and the purpose of this subject refers to the idea that students learn the new language in order to be able to communicate and integrate into a globalized society. It is important to develop the four skills: speaking, reading, listening and writing, but with a communicative emphasis (Mineduc, 2011). This flexible program, allows teachers to use it but adapting it to the students' context and ages.

The main reason for the government to carry out this type of program is based on nowadays awareness of the working and educational competitive

demands. These demands are the result of a process of transformation in our society, the economic transformation, the technological advance, the mass media and the impact about these changes on the Chilean labour market.

Since 2004, the Chilean government has been implementing the program “*Inglés Abre Puertas*” in order to help to improve the English teaching and learning process as a foreign language. This program gives the students the possibility to freely attend English camps, debate competitions of public speaking and levelling programs.

However, at school this situation is completely different, because according to the curriculum it is a compulsory subject. In many cases, this obligation reduces motivation in the students that are not interested in the subject (Harmer, 2008)

Nevertheless, the curriculum is focused on the students’ context and interests because in this way students achieve an effective learning. This means that students’ learning is better if we focus the contents on their reality, interests and ages. According to this, the contents are organised in contextualised topics that are motivating, interesting and significant to the students. In addition, the curriculum promotes the use of ICT’s as a very useful resource (Mineduc, 2011) since it motivates students and allows a better teacher-student or a student-student interaction, which improves the relationship between them. Students’ attention is not continuous so it is important to consider that students usually respond well to activities that focus on their lives and experiences (Harmer, 2008)

3.3.The teacher-studentrelationship

In this section, a definition of the teacher-student relationship is given. This definition is stated according to the descriptions considered to be more objective in order to avoid any possible misunderstanding.

Firstly, this definition is compulsory to understand what this relationship is. To do so, Vaello(2009)claimsthat the relationship between students and teachers is different from any other kind of interaction. In the teacher-student relationshipthe teacher needs to be provided with some competences which will help him to make this relationship positive, so as to encourage the students' performance during and after the lessons.

In order to reach such positive relationship,the following aspects have to be accomplished:

a)The teacher-student relationship has to be determined by pre-established goalsbecause it is said that the teaching process has some pre-established missionsand taskssince teachers and students have a specific role that could have a meeting point.

b) The teacher-student relationship has to be asymmetric because of many different factors such as the different ages, responsibilities and roles performed by the two already-mentioned actors.

c) The teacher-student relationshiphas to be formal with some informal components in which roles, tasks, and duties can be mixed with some personal aspects.

In order to be able to affect the students positively through this relationship it is necessary to pay special attention to the communicative

factors. The interpersonal communication, both in a teacher-student and a student-student relationship is an important issue to the educative rapport. According to Rué (2001) the personal communicative styles the teacher uses are not enough in the formative process. It is suggested that some communicative strategies used by teachers can generate different attitudes in students. Fortunately, these strategies can be easily learnt by anyone interested in the subject. Also, they are considered significant since communication and work depend on the security, credibility, confidence level, variety of relational opportunities and self-esteem caused by teachers and students. Some of these tactics are: to show different helping strategies, to create different activities, to show a real interest in the students' verbal and non-verbal conducts, to make encouraging comments to give the students the opportunity to ask questions, etc. Rué (2001) explains that depending on the management of these strategies, teachers, through good-communication use, can influence positively or negatively on the students' academic performance at school.

In addition to the communicative factors, it is also essential to explore other features this type of relationship displays. Zárate (2002) indicates, under the results of a survey, that students come to classroom to get a better formative development because they look for a better level of life. Students see the school as a second home requiring more comprehension and security in relation to human warmth. The teacher-student relationship is a continuous growth for knowledge. It is emphasized that a teacher-student connection is an important link to be formed and its development depends on many variables. For instance, students experience a lot of feelings in their lives; family issues, love situation, etc. and those feelings appear in the classroom.

Therefore, it is recommended that teachers do not get involved in their problems, avoiding being confused with the role of parents.

From the point of view of the responsibilities teachers have to deal with, they are perceived as models or superior human beings that have to accomplish many attributes, requirements and stereotyped models in order to succeed in teaching. But the reality shows how this interaction, as it is a human relationship, is held by many variables and subjectivities presented by teachers and students such as personal issues, empathy and dissatisfaction among others. For that reason, it is so important for teachers to cultivate this relationship in a meticulous manner.

Nonetheless, inside the classroom, the teacher is always communicating something to students through his or her silence, gestures, tone of voice, etc. so; there is an undeniable interaction between teacher and students during the learning process. Although, in some school contexts, the communicational processes are not connected to students' needs and interests, establishing an emotional gap in the teaching-learning process.

In a positive class atmosphere, the teacher-students relationship is characterised by a significant degree of respect, support, warmth, confidence and responsibility. Thus, teachers who promote a cooperative atmosphere reach better self-esteem and academic competence levels in their students.

It is almost impossible for teachers to develop a neutral relationship with students because there will always be a positive or negative impact on students. This affective relationship is reciprocal, in other words, teachers who are perceived in a positive way by their students will have a positive opinion of those students. (Aarón & Milicic, 2009)

Environmental conditions such as the large number of students inside the classroom or the chairs positions are important factors that influence on the teacher-students relationship. In addition to these elements, Aarón&Milicic mention that teaching styles can determine the relationship teachers establish with students.

On the one hand, an authoritarian style may certainly cause an affective distance between teacher and students, whereas a democratic style of teaching in which students work in groups will give the teacher more possibilities of knowing his or her students' needs and interests in order to design a lesson focused on students, improving their relationship (Aarón & Milicic, 2009)

Furthermore, not only the factors and general features of the teacher-student relationship are mentioned in this section, but also some tips to develop effective relationships between students and teachers are proposed by Rimm-Kaufman in the website of the American Psychological Association. They are:

- The importance of knowing the students: This aspect helps teachers to link the contents with the students' interests by creating motivating examples and activities during the lesson. Furthermore, knowing the students' temperament is useful to understand how to deal with them and give them appropriate learning opportunities.
- Positive discourse with students: Using negative or inappropriate speech with difficult students can increase a bad relationship. It is necessary to find a moment and place different from the class room to discuss issues with the problematic students.

- Giving students some meaningful feedback: This point says that teachers should care about their students' learning through the teacher's body positions, facial expressions and tone of voice during feedback.
- Create a positive atmosphere: To provide students with the opportunity to connect their previous knowledge with new contents during the class, providing them with enough time to enjoy it.
- Relationships with difficult students: It is important to consider that difficult students need more energy and time from the teacher to motivate them and develop a trusting relationship.
- Respectful and sensitive interactions: Positive relationships are important to all levels because they encourage students' motivation and engagement in learning.

However, not all of the teaching approaches focus on the relationship established between teachers and students under the same perspective. Morales(1999),regarding this interaction, explains that there are two important aspects in the relationship between these two actors: the first aspect mentions that the relationship between teacher and student is complex, so we cannot just talk about some didactic or friendly relationship. The second one refers to the idea that the teacher is the main character in the class, because he/she begins the relationship, in the same way the teacher has an influence on students; they also do it on the teacher, changing the style of relationship.

This relationship has two motivational standpoints:

- Personal communication: To recognize students' success, reinforce their self-confidence, and promote respect and cordiality.

- Learning orientation: To perform an efficient teaching through structures to facilitate the learning.

Morales(1999), stresses the idea that being kind and friendly is part of every human relationship, but as the student context has pre-established objectives, the interaction held with them must be different in order not to disturb the educative goals since this relationship is related to an efficient didactic relation with students.

3.4.- Different insights of a good teacher

In this section of the chapter, both students and teacher's perception of a good teacher are going to be explained.

When talking about this special relationship, the students' characteristics are not described, since it is difficult to establish the students' behaviour. On the contrary, the way good teachers and their features are perceived by the students can be described.

On the one hand, some students do not know how to identify good teachers. They believe teachers may be good due to their personality or because they are interested in their students' needs. Hence, there are some aspects that may help teachers to connect with their students. The application of some of these effective elements of teaching will help them to succeed and therefore it can be enjoyable for both students and teachers. (Harmer, 2008)

Besides, it is said that the students' perception of a good teacher varies through their ages. It is explained how children's ideas of a good teacher are directed to the physical aspect and are barely related to the didactic skills the

teacher displays. However, after the age of 12 the students are more concerned about their pedagogical performance, as well as the relationship that the teachers develop during the lessons. In this aspect, they consider that a teacher must be reliable, friendly, interested in the students' needs, modest, etc.

On the other hand, the teachers' perception of a good educator, based on a series of interviews applied to teachers recognised by their dedication to the students related to their own subject as explained, is that they consider their work as an opportunity to help and serve people, an ethical and moral responsibility, as role models, etc. The results of this research show that teachers' idea of being good at their job is related to the fact that they feel their tasks go further than the role of teaching the contents of a subject; they think their job is social and therefore, the relationship they develop with their students is highly important. (Morales, 1999)

Vaello (2009) explains why it is important that teachers have a social influence. This refers to the idea that accomplishing a harmonic atmosphere in the classroom is not enough, though it is believed that persuasion used by the teacher to promote or inhibit students' changes is quite significant. Vaello also mentions that within the teacher-student relationship, a certain increase of social influence is needed to achieve students' meaningful learning regardless their personal aims. Furthermore, this text contains six principles related to the teacher's influence. These are:

A) Comparison: it refers to the students' idea of group participation, in which they may feel motivated in the classroom if other students are encouraged to take part during the lesson. For instance, in popular sitcoms pre-recorded laughs are used to lead audience to laugh as well.

B) Attractive: this definition has to do with the acceptance people receive from others according to their physical or psychological appearance. This happens because people tend to look for similar interests with the speaker.

C) Commitment: it is fundamental; as students need to accept teacher's proposals without feeling they have been forced.

D) Authority: it points out that the relationship people use to create their opinions is proportional to the speaker's competences; therefore, if a dentist recommends toothpaste, it gains more credibility than an ordinary person would when recommending the same product.

E) Reciprocity: it states that teachers may offer presents and expect the same from students.

F) Scarcity: it mentions that teachers are allowed to reward students with positive grades or individual opportunities, only if they show a good disposition to change their attitude regarding the lesson (Vaello, 2009).

Consequently, according to the body of knowledge we have acquired during our research, we came to believe that the teacher-student relationship is mainly developed inside the classroom, in which the teacher receives a great number of physical and affective interactions from students. This relationship as well as the teaching process could be influenced by the context of the school i.e. social environment, teachers and students' interests, attitudes and characteristics.

In addition to this, the teaching style will be important not only in the manner students learn academic aspects, but also in the social skills they acquire. In order to be aware of the importance of the "hidden curriculum", teachers must

consider themselves not only as an information and knowledge source, but also as a generator of attitudes and a promoter of social interests, covering students' intellectual needs as well as student's affective needs in order to create active subjects for the society.

3.5. - The classroom motivation

According to the motivational point of view it is very important to avoid evaluation comparisons among students, which explains how significant it is to send different messages to increase the students' confidence, show interest in their motivation, expectations and aims. It is important to consider the personal interaction between teacher and students, who commit properly either in their motivation, progress, success, failure or the increase in their learning development (Alonso & Cartula, 1996).

Alonso (2001), in relation to how a teacher should act in order to motivate students claims:

“...insofar as pupils feel acknowledged, as they perceive that the teacher is trying to help them, and that it does not matter whether they are more or less able because he/she does not compare them, they will tend to perform better. However, a situation whereby teachers have to deal with large classes, and different pupils every year, does not facilitate the perception of such acceptance on the part of pupils –even though this does not imply that they perceive rejection. In any case, as many experts in communication have demonstrated, in situations in which one person tries to help another there are numerous specific behaviours through which acceptance can be transmitted...

Among these behaviours are the following:

- Allowing the subject to intervene, asking questions or asking for help if he/she feels it necessary.
- Listening in an active way, that is, looking attentively at the pupil, showing a keenness to understand him/her and asking for clarification where required.
- Acknowledging his/her interventions and responses, thus showing that we are listening to them and feel them to be positive.
- Nodding the head as we listen.
- Amplifying his/her answers, if they appear incomplete, but attempting to acknowledge the positive aspects of what he/she has said.
- If the intervention or response is incorrect, asking why he/she has said it: this normally allows us to show that the incorrect response has some justification, thus saving the pupil's self-esteem." (p. 44)

Also regarding the motivation, the affective atmosphere origin inside the classroom is fostered by the teacher's attitudes emphasizing non-verbal behaviours and teacher feelings. Therefore, through this non-verbal behaviour, the teacher communicates his or her expectations.

Besides, there is an acceptance feeling among students that is focused on the teacher figure. Students claim attention and appraisal from teachers and when they do not perceive this attention or they feel rejected by their teacher, the lack of interest and motivation towards the class activity increases. In this way, it indicates that the students perception about a positive relationship developed with their teachers contributes to the interest of the students in the class (Wentzel, 1997).

The verbal and non-verbal communicative behaviours presented inside the classroom are the following:

- Accepting or rejecting students' contributions/opinions.
- Praising the students answers.
- Showing interest towards the student's contributions.
- Encouraging students' interaction establishing proximity with students, showing a smiling face, transmitting an interesting attitude and availability.
- Catching the students' attention.
- Showing authority.

To be aware of these non-verbal behaviours is very important because teachers can use them in order to improve the teacher-students interaction, the students' implication in the learning process and the students and teachers' welfare. Since, there is a correlation between the students' motivation and how accepted they feel by their teacher (Cuadrado, 2007)

Furthermore, it has been reported that the learning process is mainly built in inter-subjective areas, that is to say, the inter-personal relationships established in the learning context. The teaching-learning process should generate satisfaction and assist personal, motivational and attitudinal aspects of the actors involved during the process.

It is also stated that a meaningful relationship exists between a positive atmosphere and academic variables, such as performance, cognitive skills acquisition, effective learning and the development of positive attitudes towards studying. Additionally, a classroom atmosphere definition is given by the author in order to clarify the concept. It consists in the actors perceptions about the inter-personal relationships established in the educational institution in which these relationships are developed. (Cornejo & Redondo, 2011).

3.6. - Enhancing an appropriate atmosphere for ESL students

For young people, adolescence is a difficult process of transition because all of the personality changes and self-confidence issues they undergo, particularly when there are people observing them.

When a teenager is learning a second language, it is very usual that they feel much more embarrassed or insecure than children do because children have less insecurity. Alluding to the English class, students have to utter a lot of sounds to speak, so they feel more embarrassed. Therefore George Yule (p. 164) claims:

“Affective Factors are all the negative feelings or experiences that can create a barrier to acquisitions.”

In other words, several issues can interfere in their learning process, such as a teacher's comment, people making fun of them, and also it may be caused by an unpleasant classroom atmosphere or exhausting schedule. Any factor can interfere in learning a second language.

Consequently, the teacher has to be an important tool in this process because he has to give students' confidence in the English class (Yule, 2010)

As mentioned above, many factors influence the relationship between teachers and students. In turn, these factors influence the relationship of these two actors, affecting learning and student performance. If the student does not feel comfortable, is not self-confident and is unmotivated, he/she can hardly learn the second language. According to Yule (2010), an element of unwillingness/embarrassment is attempting to produce sounds of another language, and then it may override physical and cognitive abilities. All these

negative feelings or experiences are affective factors than can be a barrier to acquisition and the students can be much more unlikely to learn.

Right attitudes are related to second language acquisition, because they encourage students to get more input, contributing to a lower affective filter that helps to the acquisition of the English language (Krashen & Terrel, 1988). An important part of it depends on the class environment and the type of teacher or method used. With this, it is useful to relate the contents of the lesson with the students' interest and reduce the anxiety of them considerably. Some of the attitudinal factors we can mention for a better acquisition and relation are motivation, positive self-image and a lower anxiety level (Krashen & Terrel, 1988).

All this information can tell us that the affective factors have a significant influence on the relationship between teachers and students and how it affects the students' performance.

Therefore, as Hsu (2010) points out, the English teachers are significant when developing students' affective learning, since teachers who are caring and responsive generate a motivated participation and communication from students during the lessons. When students feel accepted and encouraged, they become more self-initiated, self-confident, self-directed, and less anxious learners. To get this, the teacher should create an atmosphere of warmth, acceptance, genuineness, etc. which could be reached by the use of some nonverbal communication behaviours such as smiling, eye contact, vocal pace among other behaviours which enhance a supportive classroom atmosphere. Research implies that students' unwillingness to communicate or participate in the classroom can also be caused by a fearful environment that a teacher mistakenly creates (Rocca, 2004)

CHAPTER 4
METHODOLOGICAL FRAMEWORK

4.1.Introduction

In this Chapter, the type of investigation made by our group and the manner it changed is described in the following lines. At the same time, this section deals with the research variables, data source, type of sample, collection instruments and the data collection.

4.2. Type of study

The elaboration of the research was based, at the beginning, as a descriptive study due to the type of investigation that we expected to find out.

Nevertheless, as the study went by, this research became into a correlational study, because our main aim is to discover if there exists a direct relation between two variables: the teacher-student relationship and the students' performance in English lessons.

In addition to this, we intended to determine how significant this teacher-student relationship is, in the good students' performance during the English lessons and look into the different factors that take place in the development of this interaction.

Besides, we used a quantitative approach to accomplish our investigation. This enabled us to identify the different aspects that can be observed inside the classroom and how many of them are directly related to the students' performance.

4.3.Research variables

The variables considered in our investigation are:

- Social-economic background.
- Age of students.
- Age of teachers.
- Gender of students.
- Gender of teachers.
- Number of students in the classroom.
- School funding.

The variables not considered in our investigation are:

- Personal motivation of students towards the English class.
- Learning difficulties of students.
- General psychological aspects regarding teachers and students.
- External variables.

Further information about the not considered variables will be explained later in section 4.7

4.4. Type of Sample

In this section, the subjects of study involved during the research process and the sample selection are going to be described.

4.4.1 Subject of study

The subjects of study in this investigation are composed of:

- Firstly, students from 1° to 4° medio of four different secondary schools from Santiago. The subjects of study are boys and girls, whose range of age goes from thirteen to eighteen years old.

- Secondly, four female teachers from these schools who were involved in the class observation process.

More details of the agents involved in the study process will be explained later on sample selection.

4.4.2 Sample Selection

In the beginning, so as to make the sample much more varied, we intended to work with seven different schools. The schools we selected for the study were the ones in which we did our professional practicum, because of the easy access we had in order to get the information needed such as the observation of the lessons, collection of the grades and application of the surveys . However, there were two of the seven schools which did not allow us to apply our instruments; the different reasons given are explained in section4.

In the following paragraphs, the characteristics of each chosen school will be detailed.

Firstly, Filipense School is located in the city centre of Santiago, Chile and it has been working for 30 years with students, it is mixed-funded. Filipense School has just female students from 4 to 18years old, divided into different grades from 1° básico to IV° medio. Each grade has about 35 students where most of them belong to upper-middle socio-economical class.

The second school is namedSalesianos Alameda, which has about 1700 students who are divided into different levels, from 7° básico to IV medio. There are 12 to 18 year-old students which all of them are male.

Salesianos Alameda is a very old establishment with more than 100 years of experience in teaching. It is located at the city centre and it is a mixed-funded school where most of the students belong to middle socio-economical class.

The third one is Boston College Huechuraba School. It is different from the others since this one is a co-educational school. With a total of about 1700 students, this school consists of levels from playgroup to high school. As it can be concluded the students are from 2 to 18 years old. This private school has about ten years of experience and it is located at the north of Santiago where most of the students belong to upper socio-economical class.

Finally, the last school is Liceo industrial y de Minas Ignacio Domeyko, it is located in Recoleta and is mixed-funded. The establishment has been working with students for 24 years and its students are both female and male from an age range of 14 to 18 years old. The total of students is 863, and the levels are divided into 4, from I° medio to IV° medio grade. They belong to the mid-low socio-economical class.

For a better comprehension, a chart was created with the selected schools and the classes observed in each of them. The quantity of students of each class is also mentioned

Name of school	Observed Class	Students per class*
Salesianos Alameda	I° medio	43
Filipense	II° medio	22
Boston College Huechuraba	III° medio	22
Ignacio Domeyko	IV° medio	19

* Students who were present during the class and participated answering the survey.

4.5. Collection instrument

In this section, we are going to describe the steps that were applied to gather the information in the selected school.

Before starting the investigation, we created two instruments to collect the necessary information.

One of these two instruments is a survey applied in four grades directed to the students. That is the reason why this instrument was written in Spanish, in order to make the survey clearer and avoid misunderstandings from students.

The other instrument to gather information regarding to the teacher-student relationship was a guideline, which was used to measure the interaction between teacher and students in the classroom during an English lesson.

The guideline is composed of 22 statements written in English, which are divided into two parts. The first part has 16 statements that attempt to observe the behaviours that the teacher should display during the class.

The second part has six statements that are related with the students' behaviour in relation to the situations previously mentioned.

First, a survey was created in order to measure by simple questions the students' perception about their teachers.

- First of all, we had to determine the variables needed to measure and the purpose we had to accomplish the task.
- Then, according to our task, we created a survey using the Likert scale with 11 positive statements. It was needed a type of

measurement with a wide spectrum range of the relationship, in order to have reciprocity between the high score and the satisfaction of the students regarding to their English teacher.

- After the survey was created, we had to eliminate all those assumptions that were not pertinent to determine our aim and to make the instrument accurate to different kinds of students, bearing in mind their age and gender.
- Finally, we provided the students with the survey and explained to them what was it for and asked them to complete each indicator with their opinions.

Although the indicators used to validate the instrument are the same used in the Likert scale, we believe that there was another aspect that should have been added to the survey. This was the non-observed indicator, this one was noticed because even when the Likert scale shows a wide spectrum about how students perceive the relationship with their teacher, by the time of the application of the survey, we realised that some of the students did not perceive in the same way the relationship as it was stated in the instrument.

Moreover, another type of measurement was created to be applied in parallel to the survey. The aim of this instrument was to measure the teachers' interaction during the English class. To create the guideline, we looked for different aspects that are important to be accomplished by a teacher inside the classroom.

- First of all, we collected information from Ministerio de Educación about the teacher's behaviour within the class, also some references in books, articles and different documents.

- Second, we established different criteria about the importance of the teacher-student relationship and classroom atmosphere. The criteria were:
 - 1 → The behaviour is never present or can barely be observed.
 - 2 → The behaviour is sometimes present inside the classroom.
 - 3 → The behaviour occurs frequently.
 - 4 → The behaviour is always present.
 - 5 → The behaviour has not been observed.

Then, according to the indicators mentioned above, we developed sixteen statements to evaluate the teachers' interaction with students and other six indicators related to the students' behaviour towards the teacher.

Finally, we applied both instruments in different schools from Santiago and evaluated them without external supervision.

Another consideration we took to measure the students' performance was their grades in order to use them in further cross examination.

4.6. Data Collection

The data collection was made in six different grades, of four schools from Santiago, Chile. This data was taken in May between the days 13th and 17th.

First of all, we needed the approval of the schools, specifying date, time and grades in which we would carry out the survey and the guideline. Then, we explained the teachers the procedures and the purpose.

Before starting the class, the researcher sat at the back of the classroom to have a general view of the students' behaviour without interrupting the lesson.

During the lesson, the researcher completed the guideline to evaluate the teachers' behaviour in front of the class and ten minutes before the end of it, the researcher asked the students to complete the survey. It was also explained what the survey was made for and the aim of the investigation.

After explaining the procedure to the students, the researcher asked them to answer the survey anonymously and allowed 10 minutes to complete it.

Finally, the researcher collected the surveys for the analysis of their answers.

4.7. Considerations:

During our investigation, we considered different points that have influenced on our research. Nevertheless, there were some aspects we did not consider at the beginning of the study, which later on made us change some procedures through the study.

Some of these aspects are:

- The amount of subjects studied: The initial idea was to apply the instruments to students from 7° básico to IV° medio, making it more representative. However, as we researched our primary sources of literature, we realised that the students' perception of a good teacher varies according to their ages, therefore, the way the youngest

students, 7° basico and 8° basico graders, understand the questions and answer the survey can be different, interfering with the analysis regarding the older students. Consequently, we came to the decision to eliminate two levels, both grades, from the sample and only the last four levels of secondary school were considered as test sample.

- Instruments variables: During the design of the instruments, there were some variables not considered such as psychological aspects of students and teachers, learning disabilities, personal motivation towards English classes, or any other external variable that may influence their behaviour towards the class. These aspects were not considered, particularly due to the lack of time, besides the only interaction we had with the students was at the moment of applying the survey and since the psychological aspects demand a greater amount of time.
- Grades: the students' average grades were taken from every class to evaluate the students' academic performance. It is necessary to mention that the grades collected were not the final results of the students since by the time we gathered them up, the term had not ended yet. Besides, the individual cases were not considered due to the different learning processes students may have.

It is important to clarify that all these aspects were modified in order to present a clearer and more objective investigation.

CHAPTER 5:

RESULTS

5.1. Introduction

In this chapter, we will present all of the data that was gathered in our research, in order to respond to our hypotheses and general and specific objectives.

In order to gather all of this information, we designed two types of tools, namely a survey and a guideline observation sheet. The first one in Spanish to be answered by the students and the other one in English to be answered by the teachers.

Furthermore, all the gathered information was tabulated and analysed. The following survey was conducted in different public, subsidised and private school, from 1° medio to 4° medio. The ages of the students range from fifteen to eighteen years old.

The survey was conducted in order to gather information about how students saw and felt the English class. However, our interest was focused on the teacher-student relationship and how it affected the students' grades.

It was an anonymous opinion survey conducted in Spanish as we needed that the students could understand the statements very clearly.

The second tool, a guideline observation sheet, was focused on the teacher behaviour.

The tool was formulated to gather information of the interaction between teacher and student and if the relation that occurs into the classroom affects in the student's grade. Each statement was written in English.

The teachers are from thirty to fifty one years old; all teachers are Chilean and learned English as a second language.

5.2. General Data Analysis

In this part of the chapter, we are going to describe each survey and their results. Furthermore, we are going to add the students' grades in order to make a cross analysis between the results of the survey and the students' grades. Also, we will analyse the results of the observation guideline sheet.

The statements do not specify that they are related to the teacher of English and her/his lessons. This was explained to the students at the moment of applying the survey.

The survey is shown below.

Statements	Muy en desacuerdo/ Totally disagree	En desacuerdo/ Disagree	De acuerdo / Agree	Muy de acuerdo / Totally agree
1.- Siento que mi profesor de inglés es cercano. / I feel my teacher is close to me.				
2.- Presto atención a la clase de inglés. / I pay attention to the lesson.				
3.- El profesor hace las clases interesantes para mí./ The teacher makes lessons interesting for me.				
4.- En clase mis dudas siempre son aclaradas por el profesor./ My doubts are always clarified during the lessons.				
5.- El profesor me respeta a mí y a mis opiniones./ The				

teacher respects me and my opinions.				
6.-El profesorsiempreexigemás de mí. / The teacher always demands more from me.				
7.- Me gusta que mi profesor me llame por mi nombre. / I like my teacher calls me by my name.				
8.-Mi profesorsiempretienetiempop ara atendermefuera del horario de clases. / My teacher always has time to help me out of the classroom.				
9.- Me sientocómodo con el volumen de vozqueutiliza el profesor. / I think the teacher uses an appropriate tone of voice.				
10.- Respeto mucho a mi profesor porque es simpático. / I respect my teacher because he/she is nice.				
11.- Me agrada la presentación personal de mi profesor. / I likemyteacher's personal appearance.				

In the following pages we provide information about the schools and the answers obtained in the survey. The first table of each school represents the number of students that took the survey and the number of answers to each question. The second table shows the results of the survey with a

numeric value given to each question according to the Likert Scale, being “Muy en desacuerdo” 1, up to “Muy de acuerdo” 4.

To analyse the results, we created a numeric value for each level according to the number of students that took the survey and the Likert scale. To simplify the reading of these values a mathematic formula was used in each table, “Question + Likert value from 1 to 4 multiplied by the number of students”

Furthermore, we created a scale of values for the results of each table: minimal points, the real result and the ideal results. Each table has different values because each level has different amount of students.

For further information on how the scale determines how positive or negative the scale is, please refer to the previous chapter.

School: Salesianos Alameda.

Level: 1ºmedio A.

Gender of the teacher: Female.

Age: 39 years old.

Social Economic status: middle to lower class society.

Funding: mixed-funding school

Age of students: Ages between 14-15 years old.

Number of students in classroom: 43.

Gender of students: all male school.

Afirmaciones	Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo	Total
Valor	1	2	3	4	N/A
N° 1	2	4	18	19	43
N° 2	1	0	29	13	43
N°3	3	3	8	29	43
N°4	0	4	8	31	43
N° 5	1	2	12	28	43
N°6	0	5	17	21	43
N°7	0	0	17	26	43
N°8	3	6	20	14	43
N°9	1	4	12	26	43
N°10	3	1	9	30	43
N°11	2	1	10	30	43

Table 1

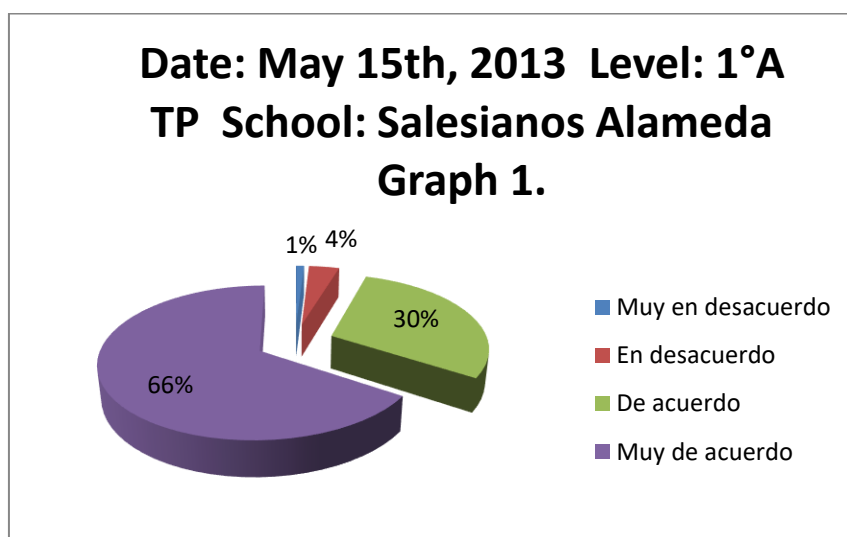
Afirmaciones	Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo	Total
Valor	1	2	3	4	N/A
N° 1	2	8	54	76	140
N° 2	1	0	87	52	140
N°3	3	6	24	116	149
N°4	0	8	24	124	156
N° 5	1	4	36	112	153
N°6	0	10	51	84	145
N°7	0	0	51	104	155
N°8	3	12	60	56	131
N°9	1	8	36	104	149
N°10	3	2	27	120	152
N°11	2	2	30	120	154
Real score	16	60	480	1068	1624
Percentage	1%	4%	30%	66%	100%

Table 2

In table 2 the minimal score was 473 points, the real score was 1624 points and the ideal score was 1892 points. In this table, the success rate of the real score achieved was above 85% (85.8%), which according to our scale indicates a good “students’ perception of the teacher-student relationship with their English teacher”.

The first fact that we can observe is that there is a tendency of more than 96% of the points towards “de acuerdo” and “muy de acuerdo”, which indicates that in this school and level, students perceive a close and pleasant relationship with their teacher.

Moreover, only the remaining 4% reflects a distant and unpleasant relationship with the teacher, reaffirming the tendency showed above. For further information on % of answers please refer to graph 1.



School: Filipense

Level: IIº medio A.

Gender of the teacher: Female.

Age: 51 years old. Social Economic status: middle to high class society.

Funding: mixed-funding school

Age of students: Ages between 15-16 years old.

Number of students in classroom: 25.

Gender of students: all girl school.

Afirmaciones	Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo	Total
Valor	1	2	3	4	N/A
N° 1	0	4	17	4	25
N° 2	1	3	16	5	25
N°3	4	6	15	0	25
N°4	2	5	14	4	25
N° 5	0	0	10	15	25
N°6	0	1	15	9	25
N°7	0	1	9	15	25
N°8	1	3	16	5	25
N°9	0	1	13	11	25
N°10	2	3	13	7	25
N°11	0	0	17	8	25

Table 3

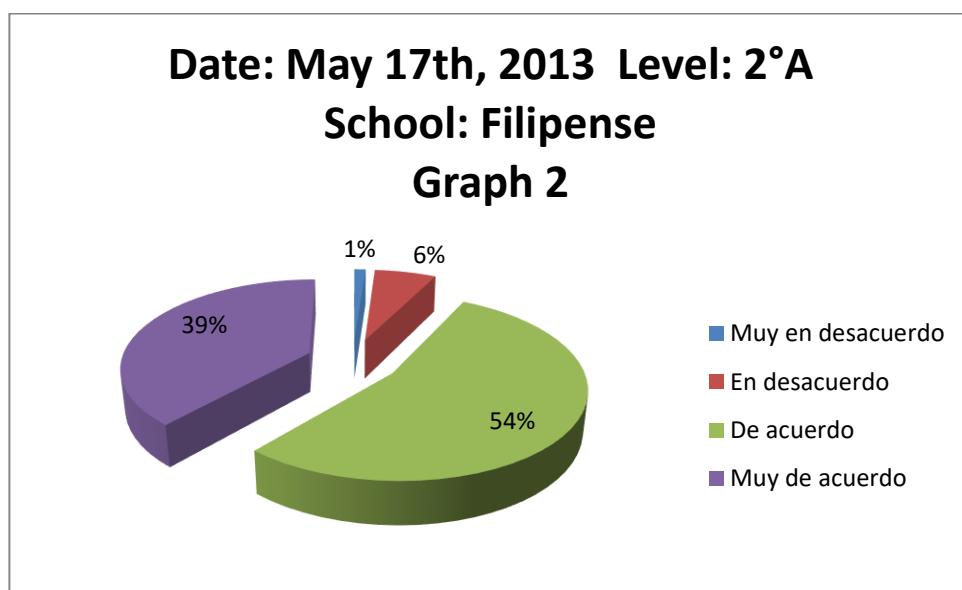
Afirmaciones	Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo	Total
Valor	1	2	3	4	N/A
N° 1	0	8	51	16	75
N° 2	1	6	48	20	75
N°3	4	12	45	0	61
N°4	2	10	42	16	70
N° 5	0	0	30	60	90
N°6	0	2	45	36	83
N°7	0	2	27	60	89
N°8	1	6	48	20	75
N°9	0	2	39	44	85
N°10	2	6	39	28	75
N°11	0	0	51	32	83
Real score	10	54	465	332	861
Percentage	1%	6%	54%	39%	100%

Table 4

In table 4, the minimal score achievable was 225 points, the real score was 861 points and the ideal was 1100 points. In this table, the success rates of the real score achieved was above 78% (78.2%), which according to our scale indicates a good “students’ perception of the teacher-students relationship with their English teacher”.

Here we can observe that there is a tendency of more than 93% of the points towards “de acuerdo” and “muy de acuerdo”, which indicates that in this school and level, students perceive a close and pleasant relationship with their teacher.

Besides, the remaining 7% reflects a distant and unpleasant relationship with the teacher, reaffirming the tendency showed above. For further information on % of answers please refer to graph 2.



School: Boston College Huechuraba

Level: IIIº medio C.

Gender of the teacher: Female.

Age: 30 years old.

Social Economic status: high class society.

Funding private school.

Age of students: Ages between 16 - 17 years old.

Number of students in classroom: 22

Gender of students: co-educational school.

Afirmaciones	Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo	Total
Valor	1	2	3	4	N/A
N° 1	0	0	8	14	22
N° 2	0	0	20	2	22
N°3	1	0	10	11	22
N°4	0	1	4	17	22
N° 5	0	0	6	16	22
N°6	0	4	16	2	22
N°7	0	0	10	12	22
N°8	0	2	6	14	22
N°9	1	3	5	13	22
N°10	0	0	3	19	22
N°11	0	0	6	16	22

Table 5

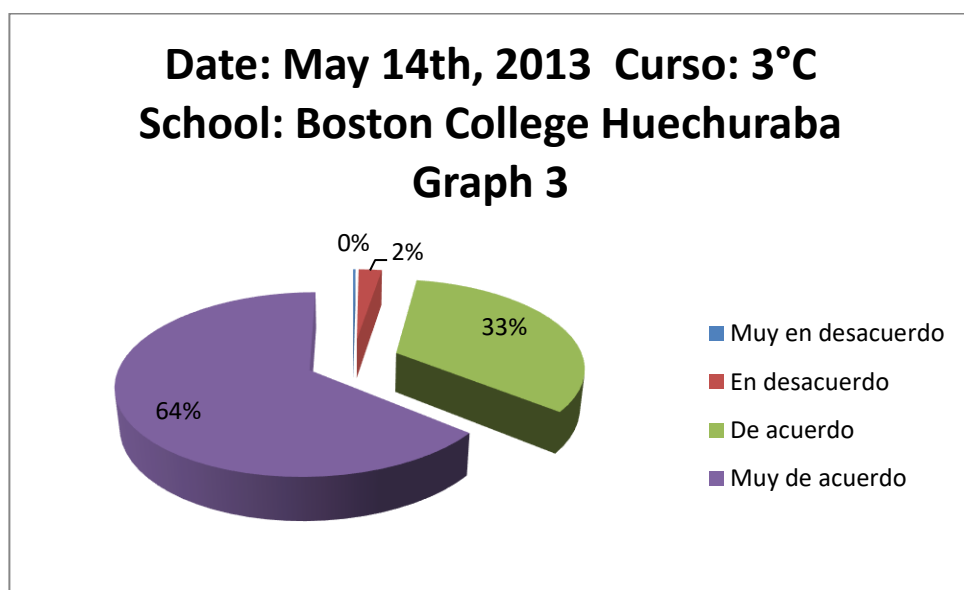
Afirmaciones	Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo	Total
Valor	1	2	3	4	N/A
N° 1	0	0	24	56	80
N° 2	0	0	60	8	68
N°3	1	0	30	44	75
N°4	0	2	12	68	82
N° 5	0	0	18	64	82
N°6	0	8	48	8	64
N°7	0	0	30	48	78
N°8	0	4	18	56	78
N°9	1	6	15	52	74
N°10	0	0	9	76	85
N°11	0	0	18	64	82
Real score	2	20	282	544	848
Percentage	0%	2%	33%	64%	100%

Table 6

In table 6, the minimal score achievable was 242 points, the real score was 848 points and the ideal was 968 points. In this table, the success rate of the real points achieved was above 87% (87.6%), which according to our scale indicates a good “students’ perception of the teacher-students relationship with their English teacher”.

The first fact here we can observe is that there is a tendency of more than 97% of the points towards “de acuerdo” and “muy de acuerdo”, which indicates that in this school and level, students perceive a close and pleasant relationship with their teacher.

Furthermore, only 3% left reflects a distant and unpleasant relationship with the teacher, reaffirming the tendency showed above. For further information on % of answers please refer to graph 3



School: Liceo Industrial de Minas Ignacio Domeyko

Level: IVº medio E.

Gender of the teacher: Female.

Age: 26 years old.

Social Economic status: middle to low class society.

Funding: mixed-funding school.

Age of students: Ages between 17 - 18 years old.

Number of students in classroom: 19

Gender of students: co-educational school.

Afirmaciones	Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo	Total
Valor	1	2	3	4	N/A
N° 1	0	0	10	9	19
N° 2	0	2	12	5	19
N°3	0	1	11	7	19
N°4	0	0	5	14	19
N° 5	0	0	4	15	19
N°6	0	1	8	10	19
N°7	1	0	7	11	19
N°8	0	1	14	4	19
N°9	1	0	8	10	19
N°10	0	0	10	9	19
N°11	0	0	6	13	19

Table 7

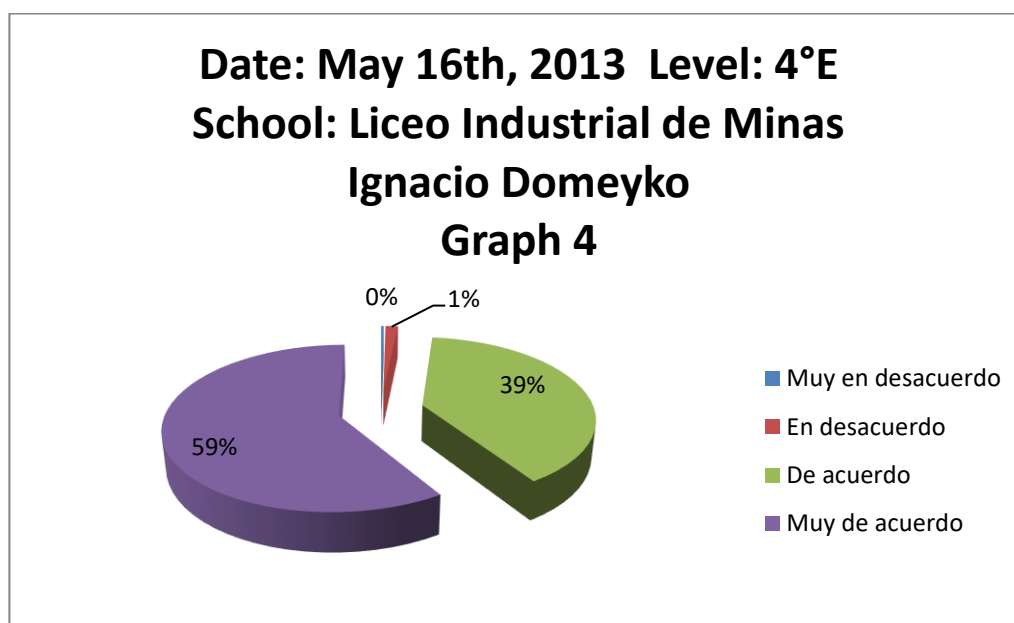
Afirmaciones	Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo	Total
Valor	1	2	3	4	N/A
N° 1	0	0	30	36	66
N° 2	0	4	36	20	60
N°3	0	2	33	28	63
N°4	0	0	15	56	71
N° 5	0	0	12	60	72
N°6	0	2	24	40	66
N°7	1	0	21	44	66
N°8	0	2	42	16	60
N°9	1	0	24	40	65
N°10	0	0	30	36	66
N°11	0	0	18	52	70
Real score	2	10	285	428	725
Percentage	0%	1%	39%	59%	100%

Table 8

In table 8, the minimal score achievable was 209 points, the real score was 725 points and the ideal was 836 points. In this table, the success rate of the real score achieved was above 86% (86.7%), which according to our scale indicates a good “students’ perception of the teacher-students relationship with their English teacher”.

The first fact that we can observe is that there is a tendency of more than 98% of the points towards “de acuerdo” and “muy de acuerdo”, which indicates that in this school and level, students perceive a close and pleasant relationship with their teacher.

Moreover, the remaining 2% reflects a distant and unpleasant relationship with the teacher, reaffirming the tendency showed in table 8. For further information on % of answers please refer to graph 4.



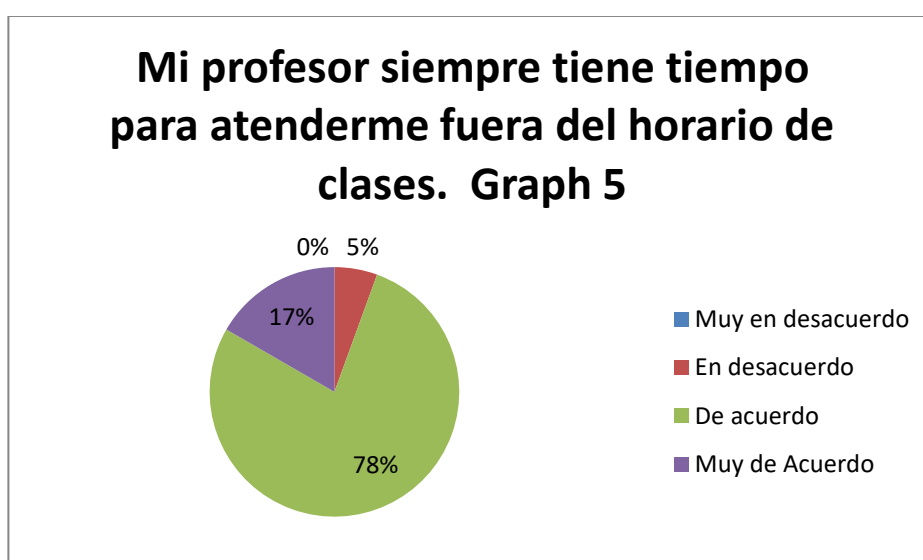
5.3. Survey analysis

In this part of the chapter, we are going to focus on the questions of each survey taken in each school described in tables 1 to 8 and graphs 1 to

4, in order to analyse the most valued feature and the less feature observed by students present in each survey.

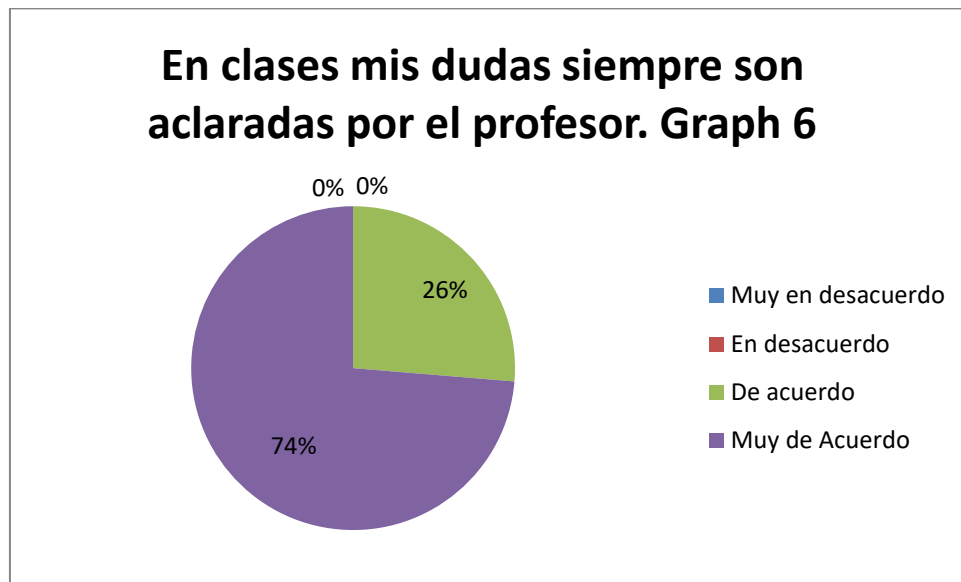
5.3.1 School: Salesianos Alameda

A. According to what we observed in table 2, we can see that statement number 8 “*Mi profesor siempre tiene tiempo para atenderme fuera del horario de clases.*” obtained the lowest score, 131 points. See graph 5.



The answers obtained can be explained by the reduce time that the teacher can dedicate to extracurricular issues, since she generally uses that time to talk to students' parents or to prepare material for the lessons. Besides, this attention schedule takes place at the same time students are attending other lessons. For this reason, the teacher only has the breaks between classes to talk with her students to help them.

B. Table 2 shows that statement number 4 “*En clase mis dudas siempre son aclaradas por el profesor*”, obtained the highest score, 156 points. See graph 6.

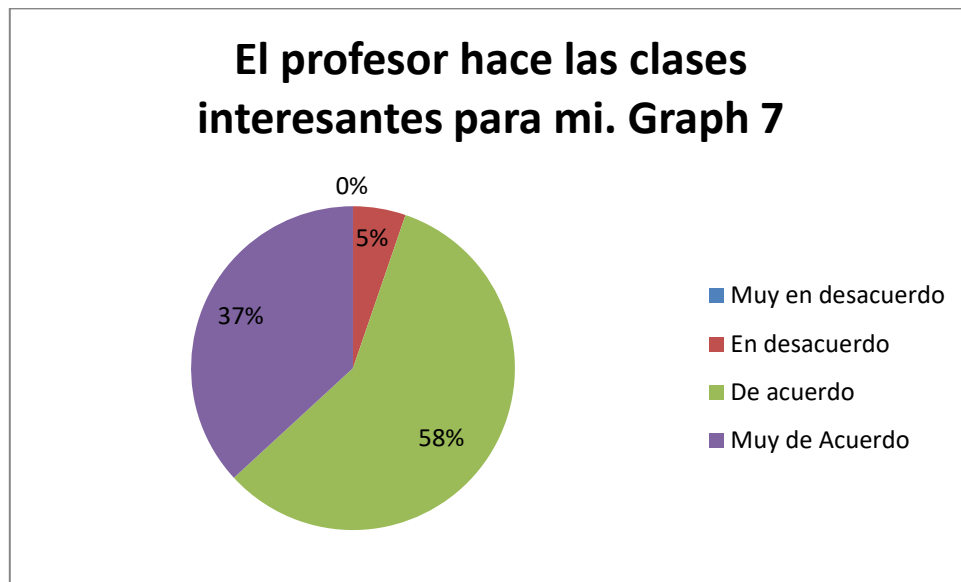


These results let us conclude that, in spite of the lack of time the teacher has to attend students out of the classroom, the time used during the lesson is highly appreciated by the students while their doubts are clarified.

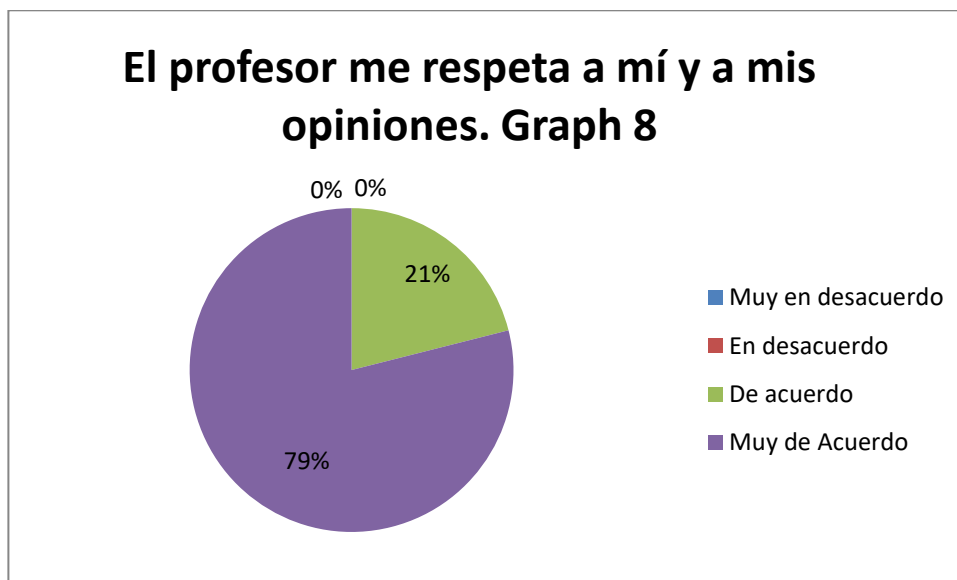
The students consider they are not attended out of the class, as it is seen in statement 8. However, we think it is not a significant aspect since it could be invalidated by the high score obtained in statement 4. i.e. a fruitful use of time during the class, covering the needs of the students, would supply the possible willingness to ask for their teacher after the lesson.

5.3.2. School: Filipense

A. According to what we observed in table 4, we can see that statement number 3 *“El profesor hace las clases interesantes para mí”* obtained the lowest score, 61 points. See graph 7.



A reason for this low score could be the infrequent use of TICS during the lessons designed by the teacher. Besides, the lessons are not focused on the students' interests, over using the Minister of Education textbook.



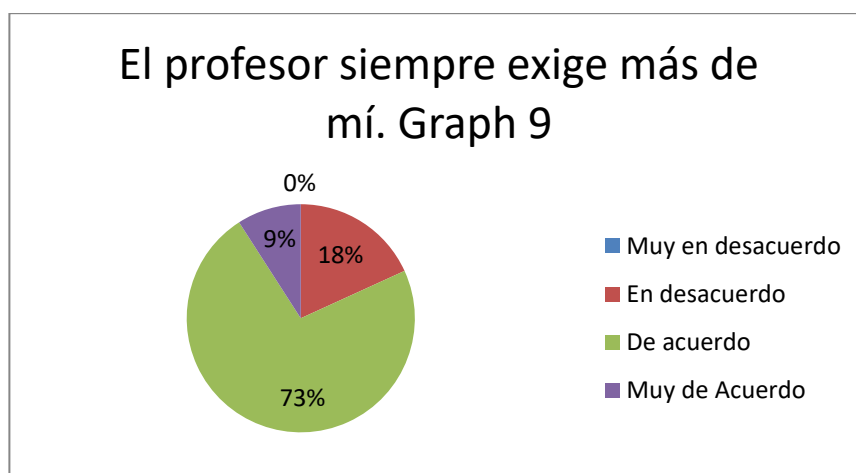
On the other hand, the highest score was given to statement number 5 as graph 8 displays, which obtained a score of 90 points. This can be explained by the fact that the teacher is very appreciated by the students because of her flexibility regarding the lessons. For example, when the

students make suggestions about activities they would like to perform during the lesson, the teacher does her best to include the students' suggestions.

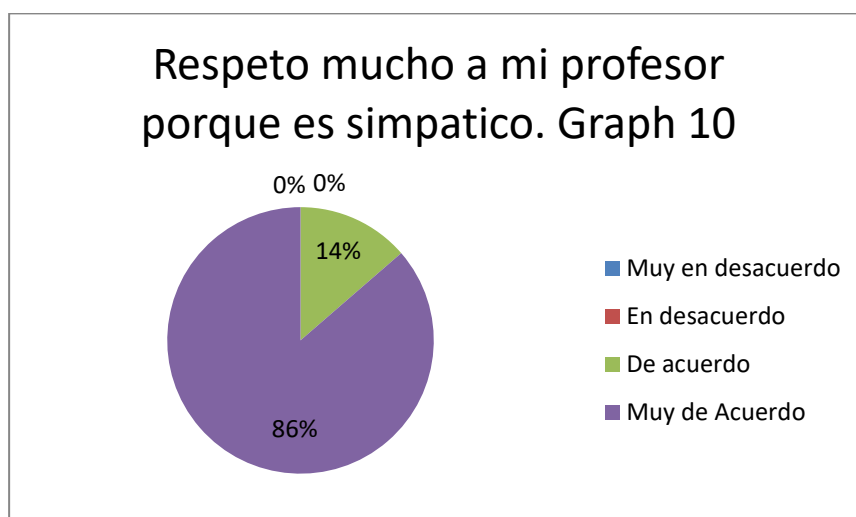
However, the teacher's behaviour could be interpreted as an initiative or creativity problem. In this case, the problem could be solved by creating activities to know the students' interests and needs, so that the teacher could focus the contents on the students. This highlights the importance of the teachers' permanent training and updating.

5.3.3. School: Boston College Huechuraba.

A. According to what we observed in table 6, we can see that statement number 6 "*El profesor siempre exige más de mí*" obtained the lowest score, 64 points. See graph 9



B. In table 6, we can see that statement number 10 "*Respeto mucho a mi profesor porque es simpático*" obtained the highest score, 85 points. See graph 10.



There can be two possible conclusions to explain the relation between the statements with the highest and lowest score.

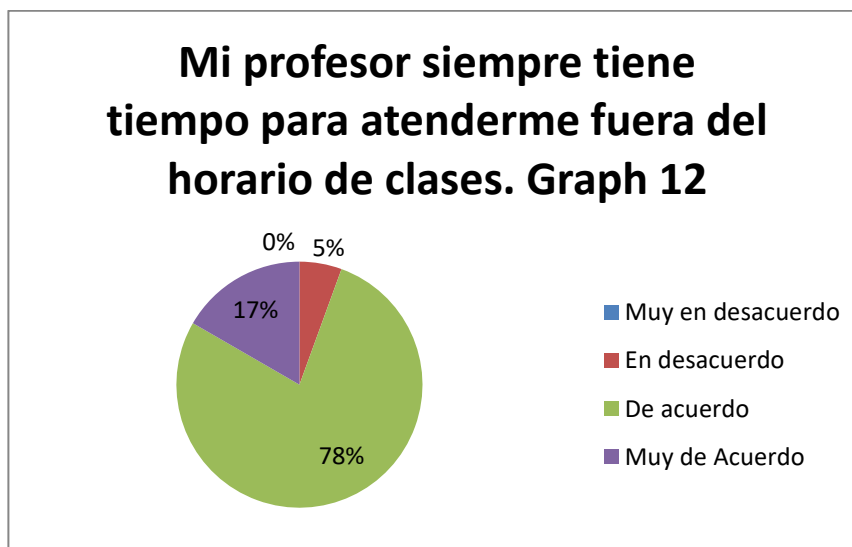
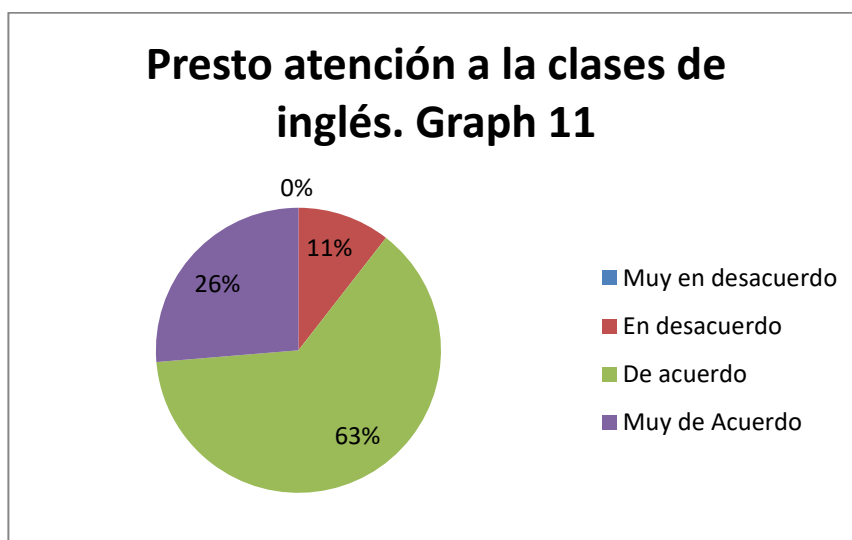
The first one responds to the socioeconomic context the students studying at Boston College Huechuraba belong to. Hence, the students do not need to be demanded by an external person, in this case “the teacher”, because they have already been educated at home to be good at school. This situation releases the teacher from that role.

The second conclusion is regarded to the wrong connotation students give to a demanding teacher. Since there is a general view of relating a demanding behaviour with a negative perception of the people who show that behaviour, i.e. the teacher is considered nice by all of the students because they do not feel demanded in the classroom.

Nevertheless, according to our research it is possible to be demanding in the classroom without being rejected by the students.

5.3.4. School: Liceo Industrial de Minas Ignacio Domeyko

A. According to table 8, we can see that statement number 2 “Presto atención a la clase de inglés” and number 8 “Mi profesor siempre tiene tiempo para atenderme fuera del horario de clases” obtained the lowest score, 60 points. See graph 11 and 12.



The first low score could be explained because these students belong to a technical school where English lessons do not have any priority.

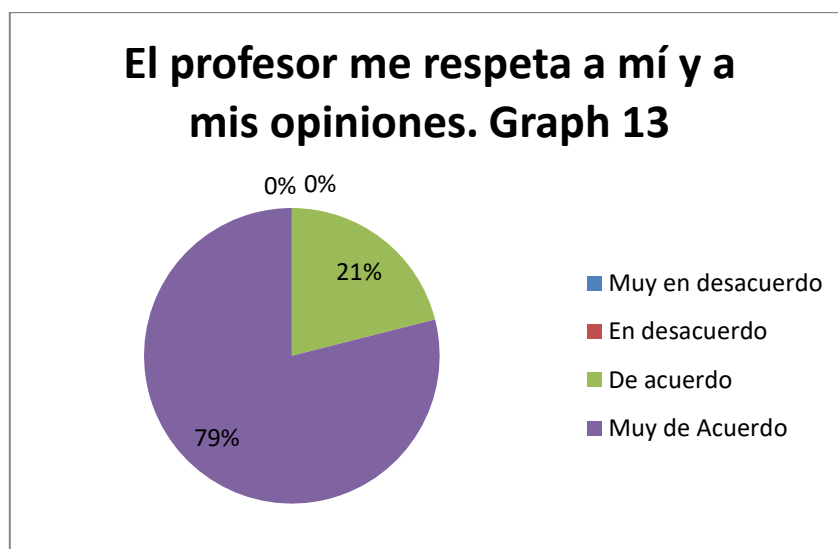
Even though teachers are always emphasizing the real importance of managing this language in technical areas, the most part of the students in this school prefer to improve their academic results and performances in their

individual specialized areas such as mechanics, electricity and geology rather than spend their time and energy trying to learn English.

The second low score, showed in graph 12, could be mainly related to the lack of time the teacher has to attend students out of the classroom, though it is relevant to clarify that during the survey process, some students did not know how to evaluate this statement as they had never observed it.

Considering that in the survey a “not observed” indicator was not include, it could be possible that some students decided to evaluate this statement with the minimum score (1).

B. In table 8, we can see that statement number 5 “*El profesor me respeta a mí y a mis opiniones.*” obtained the highest score, 72 points. See graph 13.



One of the reasons to explain this highest score could be the positive atmosphere observed during the lesson. The teacher was very nice with the students and they seemed to feel comfortable with her.

In other words, she is a young and kind teacher who is always paying attention to her students. This behaviour can influence the students'

perception of how their teacher makes them feel important agents in the lesson process.

5.4. Observation guideline analysis

In this part of the chapter, we are going to analyse the results of the observation guideline sheet, taken in all four schools.

In order to facilitate the comprehension of this part of the chapter we organized the information in the following manner:

First, we will provide with the table with the results of the observation done in the classroom, without any score. The reason is to provide with the first point of view of the data collection; a raw material; in this way the reader can witness the whole process of interpretation and analysis of the observation guideline sheet.

Secondly, we will provide a second table of the same level and school, but with the score determined in order to facilitate the analysis. The scores are taken by the Likert system, with values from 1 to 4 being one “not often observed”, to four being “always observed”.

Finally, after both tables are provided, the researcher is going to give insight to the meaning of these scores, guided by our metric system, which consist in:

- **The real score**, achieved by the teacher.
- **The minimal score** that can be achieved.
- **The ideal score** that could be achieved, this range of scores will provide an easier way to sustain our objectives in our investigation.

The following tables show, firstly, the preliminary results of the first teacher that we observed. As you can see, the table is composed by twenty-two statements and four indicators, with the exception of a minus one indicator which is N/O (not observed). We gave a negative point to this indicator because it represents a conduct not observed and therefore we decided that must be considered as a negative aspect, nevertheless, it does not mean that is a bad indicator of an incorrect performance of the teacher, but it is an easier manner for us to score the table.

For further information about these statements used in this gathering information tool, please refer to Annex 2.

Secondly, we can see the processed data from the previous table. However, this time the indicators and statements have a score of 1 instead of an "X" and we added a total bar with the score obtained in each statement individually.

Furthermore, we can also see the scores; the real, the ideal and finally the minimum; as explained before. These scores determine how often certain attitudes are present during the class observed by the investigator and, therefore, perceived by students. These statements, with score, allow us to place the teacher within a range to measure how close and how teachers should be in a classroom to achieve an ideal closeness with students, in order to improve the later mentioned, performance in English classes.

School: **Salesianos Alameda.**

Level: Iº medio.

Gender of teacher: Female

Age of teacher: 29

Number of students in classroom: 43

Indicators	1	2	3	4	N/O
Nº1			X		
Nº2				X	
Nº3			X		
Nº4		X			
Nº5				X	
Nº6				X	
Nº7			X		
Nº8				X	
Nº9			X		
Nº10				X	
Nº11				X	
Nº12			X		
Nº13				X	
Nº14				X	
Nº15			X		
Nº16			X		
Nº17			X		
Nº18		X			
Nº19			X		
Nº20			X		
Nº21			X		
Nº22				X	

Table 9

	N/O					
Indicators	1	2	3	4	-1	Total
N°1			1			3
N°2				1		4
N°3			1			3
N°4		1				2
N°5				1		4
N°6				1		4
N°7			1			3
N°8				1		4
N°9			1			3
N°10				1		4
N°11				1		4
N°12			1			3
N°13				1		4
N°14				1		4
N°15			1			3
N°16			1			3
N°17			1			3
N°18		1				2
N°19			1			3
N°20			1			3
N°21			1			3
N°22				1		4

Table 10

Real Score	73
Ideal Score	88
Minimum Score	22

During the class observation, the teacher of Salesianos Alameda School has a good relationship with her students, since she obtained seventy-three points out of eighty-eight points.

The teacher performs in a positive manner since the majority of the indicators included in the observation guideline is present. This means that most of these indicators required by the study to achieve a good relationship between teachers and students are observed during that English lesson.

In the 22 statements included in the guideline, only two of the indicators were barely observed during the class. One of them concerning the atmosphere created for the interaction, in which, according to the observation were not fully accomplished because the students stopped talking only sometimes, when the teacher was explaining, but the students were quiet only because they were going to be punished with an extra test if they talked. In addition, the second one, related to the way the students greet the teacher. The day of the observation the students did not stop talking when the teacher arrived at the classroom, and the teacher, in order not to lose time, decided to go on without paying special attention to that fact.

School: **Filipense.**

Level: II^o medio.

Gender of teacher: Female

Age of teacher: 54

Number of students in classroom: 25

Indicators	1	2	3	4	N/O
N°1			X		
N°2			X		
N°3				X	
N°4				X	
N°5				X	
N°6				X	
N°7			X		
N°8		X			
N°9				X	
N°10				X	
N°11			X		
N°12				X	
N°13			X		
N°14			X		
N°15				X	
N°16				X	
N°17			X		
N°18			X		
N°19			X		
N°20			X		
N°21				X	
N°22			X		

Table 11

	N/O					
Indicators	1	2	3	4	-1	Total
N°1			1			3
N°2			1			3
N°3				1		4
N°4				1		4
N°5				1		4
N°6				1		4
N°7			1			3
N°8		1				2
N°9				1		4
N°10				1		4
N°11			1			3
N°12				1		4
N°13			1			3
N°14			1			3
N°15				1		4
N°16				1		4
N°17			1			3
N°18			1			3
N°19			1			3
N°20			1			3
N°21				1		4
N°22			1			3

Table 12

Real Score	75
Ideal Score	88
Minimum Score	22

The table shows that during the class observation, the teacher of Filipense School gets positive results, where the teacher reached seventy-five from eighty-eight points, which is more than the 85% of approval.

This result can be interpreted as a good performance of the teacher due to the majority of indicators included in the observation guideline, are present during the English lesson developed by this teacher.

There is only one indicator, number eight, with 2 points. All the others indicators are over this score. Adding to this, there are not indicators that are being omitted by “no observation” during the class. It is also important to consider, that during the class there were less students than the total of them, due to their participation in other activities of the school so they had to be absent of the class.

School: **Boston College Huechuraba**

Level: III^o medio.

Gender of teacher: Female

Age of teacher: 30

Number of students in classroom: 22

Indicators	1	2	3	4	N/O
N°1			X		
N°2		X			
N°3				X	
N°4				X	
N°5			X		
N°6				X	
N°7			X		
N°8		X			
N°9			X		
N°10			X		
N°11				X	
N°12					X
N°13					X
N°14				X	
N°15			X		
N°16			X		
N°17			X		
N°18				X	
N°19		X			
N°20			X		
N°21				X	
N°22			X		

Table 13

	N/O					
Indicators	1	2	3	4	-1	Total
N°1			1			3
N°2		1				2
N°3				1		4
N°4				1		4
N°5			1			3
N°6				1		4
N°7			1			3
N°8		1				2
N°9			1			3
N°10			1			3
N°11				1		4
N°12					1	-1
N°13					1	-1
N°14				1		4
N°15			1			3
N°16			1			3
N°17			1			3
N°18				1		4
N°19		1				2
N°20			1			3
N°21				1		4
N°22			1			3

Table 14

Real Score	62
Ideal Score	88
Minimum Score	22

The table shows that during the class observation, the teacher of Colegio Boston College Huechuraba gets a positive result, with seventy-two points from a total of eighty-eight points.

This result can be interpreted as the teacher performs in a positive way the majority of indicators included in the observation guideline, it is important to consider that all these indicators required by the study to achieve a good

relationship between teacher and student are present during the English lesson developed by this teacher.

It is also relevant mentioning that the teacher established a good communication and interaction with students related with the contents of the class and daily life.

School: **Liceo Industrial de Minas Ignacio Domeyko**

Level: IV^o medio.

Gender of teacher: Female

Age of teacher: 26

Number of students in classroom: 19

Indicators	1	2	3	4	N/O
N°1			X		
N°2				X	
N°3			X		
N°4				X	
N°5			X		
N°6				X	
N°7				X	
N°8				X	
N°9		X			
N°10				X	
N°11		X			
N°12				X	
N°13				X	
N°14				X	
N°15			X		
N°16		X			
N°17					X
N°18				X	
N°19			X		
N°20				X	
N°21				X	
N°22			X		

Table 15

Indicators	N/O					Total
	1	2	3	4	-1	
N°1			1			3
N°2				1		4
N°3			1			3
N°4				1		4
N°5			1			3
N°6				1		4
N°7				1		4
N°8				1		4
N°9		1				2
N°10				1		4
N°11		1				2
N°12				1		4
N°13				1		4
N°14				1		4
N°15			1			3
N°16		1				2
N°17					1	-1
N°18				1		4
N°19			1			3
N°20				1		4
N°21				1		4
N°22			1			3

Table 16

Real Score	71
Ideal Score	88
Minimum Score	22

The table shows that during the class observation, the teacher of Liceo Industrial y de Minas Ignacio Domeyko gets a positive result, with seventy-one points from a total of eighty-eight points.

This result can be interpreted as the teacher performs in a positive way the majority of indicators included in the observation guideline, which means that the most part of these indicators required by the study to achieve a good relationship between teacher and student are present during the English lesson developed by this teacher.

There is only one indicator not observed during the class observation, concerning with the students' attitudes when they are waiting for the teacher. This behaviour was not observed because students got late to the class, which starts at eight o'clock in the morning.

5.5 Level's final grades analysis

In this section of the chapter, we are going to present the final grades of the English subject, of each class we used in this investigation.

Furthermore, in order to analyse the results of each class of each school we decided to define parameters thus granting an easy manner for the reader to understand the way in which we proceed to analyse the results given by each school.

Finally, in this chapter, we will also present a series of tables with all the grades gathered during the period of our investigation, orderly separated by school and level and we will provide a conclusion for this chapter.

The parameters we decided are the following:

1. The grades acceptable as positive in order to validate our hypotheses are in the range from 5.5 to 7.0, we decided to use this range because of the fact that most schools and universities enable students that achieve a grade from 5.5 and above to be free of term exams.

2. The grades acceptable as negative, are in the range from 1.0 to 5.4, we decided to use this range because of the fact that most schools and universities obliged students to take term exams when students achieve a final grade under 5.5.

School: Salesianos AlamedaLevel: 1º medio

Student	Grade1	Grade2	Grade3	Final Grade
1	55	62		59
2	56	55		56
3	70	70		70
4	42	68		55
5	57			57
6	63	58	12	44
7	69	70		70
8	58	58		58
9	57	55		56
10	70	66		68
11	63	64		64
12	61	60		61
13	48	53		51
14	59	60		60
15	40			40
16	41	60		51
17	55	52		54
18	47	55	20	41
19	47	58		53
20	47	58		53
21	53	46	12	37
22	61	69		65
23	50	70		60
24	52	53	55	53
25	64	61	60	62
26	52	64	20	45
27	56	67		62
28	66	48	25	46
29	55	65		60
30	52	58		55
31	60	52		56
32	44	68		56
33	63	64		64
34	63			63
35	65	46		56
36	53	58		56
37	55	45	65	55
38	52	70		61
39	40	66		53
40	55	68		62
41	50	53		52
42	46	50		48
43	41			41
			Final Grade	55

School: ColegioFilipenseLevel: II° medio

Student	Grade1	Grade2	Grade3	Final Grade
1	32	40	63	45
2	70	70	70	70
3	48	45	67	53
4	68	62	67	66
5	58	46	65	56
6	27	54	68	50
7	40	34	59	44
8	26	27	67	40
9	65	68	70	68
10	48	49	63	53
11	69	70	68	69
12	62	67	67	65
13	53	46	66	55
14	39	48	65	51
15	68	67	70	68
16	44	30	61	45
17	68	61	67	65
18	61	66	70	66
19	33	53	63	50
20	47	29	61	46
21	66	64	70	67
22	64	65	68	66
23	45	46	65	52
24	25	34	57	39
25	43	37	61	47
26	17	41	66	41
27	43	44	68	52
28	40	51	65	52
29	61	68	70	66
30	44	34	66	48
31	67	64	70	67
32		21	61	41
33	66	62	70	66
34	56	40	63	53
			Final Grade	55

School: Colegio Boston College Huechuraba Level: III° medio

Student	Grade1	Grade2	Grade3	Final Grade
1	59	43	60	54
2	58	60	53	57
3	64	40	48	51
4	50	54		52
5	65	70	64	66
6	65	61	55	60
7	70	53	40	54
8	65	59	70	65
9	55	50		53
10	57	52	40	50
11	57	50	41	49
12	68	58	58	61
13	55	40	53	49
14	54	40	53	49
15	68	68	59	65
16	50	43	34	42
17	68	46	59	58
18	59	63	53	58
19	41	60	41	47
20	65	44	47	52
21	59	35	57	50
22	64	65	52	60
23	59	59	41	53
24	68	45	40	51
25	64	40	52	52
26	55	55	64	58
			Final Grade	55

School: Liceo Industrial y de Minas Ignacio Domeyko Level: IV° medio

Student	Grade1	Grade2	Grade3	Final Grade
1	70	55	60	61,7
2	66	63	70	66,3
3	57	68	70	65
4	66	60	53	59,7
5	55	53	53	53,7
6	65	65	65	65
7	55	55	70	60
8	59	68	61	62,7
9	59	55	55	56,3
10	59	58	58	58,3
11	51	53	49	51
12	53	56	49	52,7
13	61	58	70	63
14	64	68	70	67,3
15	51	55	70	58,7
16	53	60	57	56,7
17	61	63	61	61,7
18	70	70	70	70
19	57	57	70	61,3
20	70	70	70	70
21	59	68	70	65,7
22	70	63	70	67,7
			Final Grade	61,6

CHAPTER 6
CONCLUSIONS

6.1 Introduction

As the results were presented and analysed in Chapter 5, the next sections will be focused on the elaboration of conclusions based on; firstly, explaining the main findings along the thesis research and the instruments application. Secondly, contrasting the investigation results in the theoretical framework, and instruments application with the hypotheses and objectives established at the beginning. And finally, reflecting about our research and projecting on further investigations on the subject.

6.2 Main Findings

In this section, the main findings are divided into two categories: initially, the theoretical findings and secondly, the results of the information gathered tools.

On the one hand, most of the literature used as primary source shares a vision that reinforces our first hypotheses, meaning that they all support that a good relationship teachers and students perform in the English classroom has an impact on the academic results of the students.

The main topics they focused on are:

- The insights of a good teacher; where most of them explained in how students and teachers perceive a good teacher. Highlighting mainly, those characteristics that teachers perform as a social role.
- The atmosphere teachers should create in the English class in order to improve and ease the students' performance during the lessons; the literature that supports the atmosphere, explains how the relationship

can help to develop an appropriate ambience so as to enhance the students' results.

- Characteristics which may motivate students are in most of the cases related to the relationship and the manner teachers can encourage students in the English class.

On the other hand, the results obtained after the application of the two instruments described in the previous chapters and the average grades students have got up to the moment we applied the instruments are the following:

- In the observation guideline, we found that all of the teachers observed, develop a good relationship with the students according to the indicators assigned to each guideline.
- In the survey answered by the students, all of the teachers got a positive evaluation. Meaning that the relationship developed in the English lessons, is good from the students' perception.
- The average results of the students were in all of the cases good, according to the grades considerations mentioned in the previous chapter.

6.3 Final conclusions

After analysing the theoretical findings and the results obtained by the application of the instruments, the following conclusions can be made:

- The literature researched supports our first hypotheses, in which we stated that a good relationship developed by teachers and students in

the English lessons, has a direct impact on the students' academic result. Since the authors analysed explain not only how the students can be motivated and display a better performance in the English class, if the relationship the teachers develop with them is good, but also, they describe the characteristics that this relationship has and how, in order to develop a good connection with students, teachers should create a good atmosphere and motivational features.

- In the case of the students' perception and the observation of the lessons, in addition to the average grades got by the students in the English class, it is also considered that the first hypotheses is confirmed as the results obtained from the instruments were positive.

6.4 Reflections

After the analysis of the results, the gathered information indicates that a good relationship between teachers and students provokes an improvement on students' performance. Therefore, the teacher-student relationship variable is a factor that teachers can manage and develop because it occurs in the classroom. In contrast, other variables such as learning disabilities, social economic status, and family issues do not depend on the teacher performance because they can be displayed outside the school context.

As future teachers, we strongly believe that enlightening this relationship with students, can allow teachers to contribute not only to the students learning process, but also to ease the development of an effective lesson when teaching.

It is significant to mention that the importance of this relationship in the learning-teaching process is a very useful tool to be considered by teachers in order to enhance EFL/ESL students' performance and academic results.

6.5 Suggestions for Further Studies

Considering the amplitude of the scale of the subject that was studied and due to the importance of the teacher-student relationship in the learning process of the last mentioned we would like to suggest for future researchers or further studies to find out the psychological and external variables and factors which can influence on the academic performance of students that were not included in this research.

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ANNEX

GUIDELINE: TEACHER-STUDENTS INTERACTION

TEACHER'S AGE: _____ DATE: _____ SCHOOL: _____ GRADE:

The assessment criteria are:

- 1: The behaviour is **never** present or its level is unsatisfactory
- 2: The behaviour **sometimes** is present in a basic level.
- 3: The behaviour occurs **frequently**.
- 4: The behaviour is **always** present.
- N/o: The behaviour **has not been observed**.

Dimension to evaluate: teacher-students relationship and classroom atmosphere.

INDICATORS	1	2	3	4	N/O
The teacher...					
1. Welcomes the students kindly.					
2. Arrives at the classroom with a positive attitude.					
3. Treats respectfully the students.					
4. Creates an appropriate atmosphere to the students' interaction.					
5. Smiles frequently.					
6. Calls the students by their names.					
7. Uses skills of interpersonal communication adequately.					
8. Moves around the class to keep physical contact.					
9. Shows interest in the students' needs.					
10. Allows certain degree of informality during the class.					
11. Considers the students' opinions.					

12. Encourages the students' capacities.					
13. Is friendly with the students.					
14. Answers the students gently.					
15. Uses an appropriate volume of voice.					
16. Is clearly appreciated by the students.					
INDICATORS	1	2	3	4	N/O
The students...					
1. Wait for the teacher with a positive attitude.					
2. Greet the teacher respectfully and quietly.					
3. Are motivated during the class.					
4. Feel at ease to ask questions.					
5. Feel comfortable during the class.					
6. Address the teacher kindly and respectfully.					

Other elements which are not included in the guideline:
