

## THE EFFECTS OF ENGLISH TEACHERS' BEHAVIOUR ON STUDENTS' ENGLISH PROFICIENCY

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### ABSTRACT

*Teachers are now expected to educate English Language Learners (ELLs) at the same level as native speakers under the No Child Left Behind (NCLB) legislation. However, because there is a dearth of research on teacher attitudes toward ELLs, little is known about how these attitudes will affect instruction. The primary goal of this research is to look at the influence of instructors' conduct on students' English competence at the secondary level. The influence of instructors' conduct on English proficiency abilities has yet to be explored. Teacher competence is a key component in achieving educational goals. The importance of students, textbooks, and teachers is critical for growth and improvement; another essential aspect is teacher conduct. According to educational data and official reports, children in government schools are mistreated and their teachers do not support or respect them. The teacher's conduct has a direct or indirect impact on pupils' performance, either favourably or negatively. It establishes a link between positive teacher conduct and student language and academic progress.*

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**Keywords:** *English Teacher, Teachers' Behaviour, English Proficiency.*

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### Introduction

Behaviour refers to how we deal with and interact with other people at different times and in different situations. Both behaviour and skill are required for effective teaching, particularly in language teaching. Whereas a teacher's ability is required to correctly instill subject-specific information, his or her behavioural skills are also required to favourably or adversely affect learners' psychology. Teachers must have a good attitude and learner-friendly conduct with their pupils in order to inculcate positive life skills in their students. Teaching is a path with hundreds of obstacles on which students must overcome in order to overcome learning difficulties and achieve educational success. The first and most essential job of teaching ability is to inspire students to express positive expectations in order to motivate them to learn (Sprinshall, 2007). Instruction is not as easy as we may believe; it is an important method of guidance that increases a teacher's ability to enlighten the aptitude and attitude of pupils toward a good role in society's future existence. It has been found that language achievement differs from one pupil to the next. It indicates that some pupils pick up a language faster than their classmates. Furthermore, it is a regular occurrence that a variety of circumstances impact pupils' language learning abilities. Motivation, attitude, instructional techniques, and teachers themselves were among these characteristics. The good and negative conduct of teachers has a significant impact on student academic success. The definition of behaviour is to manage oneself or behave in one's actions, particularly in reaction to external motivation (UNESCO, 1986). Behaviour is a visible and distinct thing (Joyce, 1980). Teaching is a technique and manipulation of a circumstance in which an individual attempts to control the problem from which he learns (Iqbal, 1996). Teachers and administrators should be aware of the role they play in today's educational environment. Their function and conduct do not remain static, but rather shift in response to changes in society and the educational system (UNESCO, 1975). Students may be properly taught and educated at a young age by instilling trust, confidence, and positive conduct in them (Watson, 2003).

### Objectives

- To explain the behavior and its types
- To Study the role of English teachers in classroom
- To Study the impact of teachers' attitude on students' learning

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### **Methodology**

This paper is conceptual study of The Effects of English Teachers' behaviour on Students' English Proficiency. It is based on the analysis of secondary data availed from various online journals, research reports and internet. This is a refereed paper and is based on theoretical facts and figures.

### **Literature Review Behaviour and Its Types**

Any human or animal's response to a certain situation is referred to as behaviour. A person's behaviour is a response to his surroundings that he displays at different times. "Anything that an organism performs that involves activity and reaction to stimulation," according to UNESCO (1986). Das argued in 1993 that there are various types of actions that might influence pupils' conduct. He went on to say that excellent standards are created by schools and instructors, who act as role models for kids by their own actions, which can impact their learning and growth (Das, 1993). He also stated that these actions can have a beneficial impact on children, therefore he categorised conduct into seven categories.

#### **Response Behaviour**

The term "response behaviour" refers to the behaviour that pupil's exhibit in response to a certain activity or motive. Some students acquire language rapidly in classes, while others take longer, and this is due to their attitudes toward language acquisition. Because language learning outcomes differ from learner to learner, some pupils are extremely motivated and acquire language rapidly.

#### **Association Behaviour**

Some children link their moods and emotions with instructors, which is known as associated behaviour. Their attitude toward language acquisition is influenced by this relationship. Associated behaviour happens when a change in conduct occurs as a result of some type of connection.

#### **Multiple-Discrimination**

Multiple-discrimination refers to a shift in behaviour as a result of exposure to diverse stimuli. It also refers to changing one's conduct in response to various or the same stimulus. Furthermore, actions can be altered in response to the circumstances. When a student dislikes a teacher, he or she eventually dislikes the topic that the instructor is teaching. It indicates that a person's conduct is the result of a mix of gendered, racial, and ethnic discriminations. Religion and belief have an impact on conduct and affect behaviour change.

#### **Behaviour Chains**

The series of events connected together by learnt cues is referred to as a behaviour chain. It indicates that a series of diverse units of behaviour are connected together to produce a final behaviour. Different actions are connected together during the language learning and teaching process, resulting in language learning success or failure.

#### **Class Concepts Behaviour**

The term "class concept behaviour" refers to how conduct is passed down from parents to children. Parental behaviour is developed first, and then passed down to offspring. Then, based on the requirements and needs of the students, teachers alter or change this conduct in the classroom.

#### **Principles**

The term "behaviour" refers to any change in activity that can be seen or measured. There are numerous behavioural transformation principles, for example, learners respond better to positive attitudes than to negative attitudes. The received reaction has a big influence on future conduct.

#### **Strategies**

Teachers in classrooms employ a variety of techniques to maintain control over students' conduct and adapt to changing circumstances. Furthermore, students employ a variety of techniques to acquire a second language. Teachers' actions have a strong influence on students' ability to learn a second language. As a result, teachers employed a variety of techniques to teach children a second language.

#### **Criteria for Effective Behaviour**

According to Smith (1977), a teacher's personality in the sense of attitude is a key element in teacher conduct and has a substantial impact on student success. Attitude has been described as a propensity to respond positively or negatively to an item, person, institution, or event throughout the history of social psychology. Attitude is a mental and neurological state of readiness that is organized by experience and has a direct impact on an individual's response to all things and situations with which it is associated.

### **Role of English Teachers in Classrooms**

A teacher has numerous responsibilities in the classroom. A teacher must act as a manager, guide, or counselor when teaching in a language class. The teacher manages the classroom, and effective classroom management is dependent on the instructor's behaviour and the accomplishment of instructional objectives. Classrooms that are well-run and run effectively contribute to students' success. Many studies have been done to determine the impact of teachers' behaviour on student success since instructors have an impact on students not only inside the classroom but also outside of it. The entirety of a teacher's job and functions may be divided into three categories: Academic Functions, Professional Functions, and Personal Functions.

#### **Guide**

During a lecture in the classroom, a teacher must act as a guide. Students are given assistance by the teacher in order to acquire a new language and improve their communication abilities. Because the instructor is familiar with their academic background and talents, they can better assist their pupils. Teacher can recommend appropriate learning techniques and materials based on their abilities and capabilities.

#### **Counsellor**

The duty of the counsellor is to recommend various programmes based on the students' attitudes. In addition to teaching, a teacher must also serve as a counsellor. A teacher can recommend alternative programmes based on the aptitude, interest, and talents of students based on attentive observation of pupils in educational environments.

#### **Disciplinarian**

The instructor must maintain discipline in the classroom while instructing. Furthermore, the instructor is responsible for not only the class but also the institute's discipline. This is due to the fact that a teacher is a disciplinarian.

#### **Custodian**

When a teacher serves as a hostel warden, he or she must also play the function of custodian. Furthermore, even if the instructor is not the hostel warden, it is the teacher's job to take excellent care of the students during and after class throughout their stay on the campus or school.

#### **Evaluator**

In addition, the teacher must act as an evaluator. A good teacher knows how to assess his or her students. In order to assess pupils, an ideal instructor employs a variety of evaluation approaches and is completely aware of the test items' objectivity, reliability, validity, and usefulness. He conducts formative and summative assessments of pupils' learning in order to enhance their performance and promote them to the next grade or level. He organises the text to meet the demands of the pupils.

#### **Curriculum Developer**

Teachers are also members of the curriculum development team since they are aware of the requirements of their students. In addition, the teacher serves on the board of studies and contributes to the creation of classroom curriculum. To establish changes and rules for various examinations, teachers might recommend text books for various courses.

#### **Lifelong Learner**

Learning is a never-ending process that never comes to a conclusion. Because a teacher's knowledge and abilities are never complete, a good teacher is always updating his or her knowledge and skills.

Furthermore, Rabindranath states that a lamp cannot light another lamp until it maintains its own flame (Ray, 2004). Effective instructors are constantly eager to expand their knowledge and abilities in order to stay current with current information and skills.

#### **Extension Worker**

While in the classroom, the teacher must fulfill a variety of tasks. A teacher can also act as an extension worker. He plays this part while remaining in the neighborhood. He not only provides information to his students, but also to his community. His initiatives bear fruit in the form of community and institution collaboration.

#### **Researcher/Innovator**

The teacher demonstrates that he is a researcher or an inventor. While remaining in the classroom, he continues his study and employs his innovative teaching techniques to benefit the students

and their language acquisition. The teacher is aware that the modern world is quickly changing, and that learners' educational requirements are changing at the same time. As a result, teachers make modifications to their teaching methods to reflect this. The teacher strives to fit his teaching approaches to the pupils' learning styles.

### **Organizer of Co-curricular Activities**

Teachers are concerned not just with their pupils' academic progress but also with their moral development.

Teachers successfully manage and plan co-curricular activities in order to help students develop their character. Because of their interaction, these activities aid in the development of cordial relationships between instructor and student not only in the classroom but also outside of it.

### **Administrator**

The term "administrator" refers to a person who has the authority to manage the entire class. Because he needs to take attendance in his class and conduct all administrative tasks such as lecturing, monitoring, and managing the students' records, a teacher must also fulfil the role of administrator. He is in charge of all student details, as well as their performance and outcomes, which he manages and keeps track of.

### **The Impact of Teacher Attitudes on Student Learning**

#### **• Importance of Teacher Attitude for Students Overcoming Obstacles**

To succeed in school, all pupils must, without a doubt, conquer whatever hurdles they may encounter. Minority, handicapped, low-SES, and ELL pupils, on the other hand, have the most challenging challenges. Teacher attitudes have the most influence when working with these children. Teachers' attitudes have a greater impact on black pupils than on white students, according to Diamond, Randolph, and Spillane (2004).

Sims (2006) supports this statement, stating that minority students are more significantly impacted by an authority figure's level of confidence or uncertainty. Negative views from authoritative people may also contribute to low academic self-esteem.

#### **• Impact of Teacher Attitude in the Inclusive Classroom**

In all classroom settings, teacher attitudes matter and have an influence on student learning. However, in an inclusive context, the influence of instructors' attitudes is much more important. Kniveton (2004) talked on the necessity of good teaching attitudes in reaching out to individual kids who are included due of their handicap.

#### **• Emotional and Psychological Impact of Teacher Attitudes**

Several studies have connected positive teacher attitudes to student achievement. Tsovili (2004) investigated the link between good attitudes like empathy and pupils who develop a positive personal identity. Negative attitudes, on the other hand, are frequently harmful to student progress. Garcia-Nevarez, Stafford, and Arias (2005) stated in a study of Arizona teachers' attitudes toward ELLs that unfavorable views might have an emotional and psychological impact.

#### **• Low Expectations as a Self-fulfilling Prophecy**

Teachers fail to hold kids to high standards much too often (Jones, 2002). Diamond et al. (2004) argue that this is more common among economically disadvantaged minority students, and they describe findings from a qualitative study of teachers' expectations, which found that some teachers were inclined to believe that minority students' backgrounds prevented them from doing difficult work in the classroom. Academic progress is frequently accompanied by a lack of challenge. Low expectations are common among ELLs, according to Jones (2003). The study's parents screamed out that Hispanic children are "uncut diamonds," but no one wanted to cut them.

### **Conclusion**

Teachers play a critical role in the language learning process because they design the entire language learning process around the requirements of students and the goals of study. Many studies have indicated that instructors' personalities and interactions with students have a significant impact on student success. Teachers' qualifications have an impact on students' success since inexperienced teachers are unaware of current trends and information. The more intellectually and professionally prepared instructors are the better conduct they produce in themselves and in language classes. The study's findings also show that the majority of teachers are proud of their profession. Furthermore, the

vast majority of instructors and students agreed that teachers employ various motivating approaches to help pupils become better learners. Furthermore, professors allow their students to ask a variety of questions in class, but they never allow them to be naughty. They preserve freedom and security in the classroom, and some instructors have admitted to scolding students to maintain classroom order. Some pupils have also claimed that their teacher favours certain students and gives them additional time after class. Only a few teachers said that they offered all of their pupils an equal opportunity to ask questions. They are the ones who lead the way.

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