

Understanding How Students' English Learning Can be Influenced by Teacher's Misbehaviors: A Christian Educator's Perspective

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Abstract

The primary purpose was to examine college students' perception of English teachers' misbehaviors as well as their attitude towards their affective learning and willingness to talk (WTT) in English classes. This study employed three instruments for data gathering. The questionnaires surveyed 500 participants; freshmen were excluded for the sake of avoiding confusion since they just entered college. Participants were asked to reflect on their perceptions of teachers' misbehaviors demonstrated while teaching and to self-assess their own feeling about it and their WTT and participation in English classes. Multiple regression was computed; three particular teacher misbehaviors significantly impacted students' affective learning in a negative way. "The teacher never changed teaching methods so the class was boring and not attractive; They didn't acknowledge student's achievement; They showed movies the entire semester without explanation." Multiple regression also revealed six teacher misbehaviors were significant predictors of students' negative WTT. These misbehaviors included: the teacher has not prepared for class, the teacher never changed teaching methods, the teacher always thought he/she was correct and students were wrong, moreover, the teacher verbally criticized or laughed at the students when they didn't test well, the teacher compared the students grades, lastly, the teacher used the same teaching materials for years. Christian educators should ponder and respond to these findings by incorporating various

teaching approaches to meet individual students' needs. This paper also provides examination of how Jesus demonstrated diverse teaching methods as He taught individuals, small groups, and large crowds. At the end, this paper provides some teaching and learning applications, future research suggestions, and presents the limitations of this study.

Keywords: teacher misbehaviors, affective learning, willingness to talk, Christian educator