A QUALITATIVE GROUNDED THEORY STUDY IN UNDERSTANDING

THE TEACHER/STUDENT RELATIONSHIP IN THE COLLEGE

ENGLISH FRESHMAN COMPOSITION CLASSROOM

by

Jean M. Tweedy

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

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ABSTRACT

This qualitative grounded theory study is focused on the teacher/student relationship that develops in a freshman composition class when writing is being taught and how that relationship exists during the writing process. Notes were generated through field observation of three freshman English 101 classes, personal interviews with 12 students who were members of the three freshman English 101 classes observed by me, and final grade records for each student in each class obtained from the registrar's office. The ability and perceived willingness of the English teacher to communicate with students is the prime motivating factor for confidence within the students to begin, proceed, and complete a writing assignment at the student's highest level of performance. The students involved in this study related that the student perceived self-confidence is directly related to the amount and level of communication to be had with the teacher. If a student, for any reason, feels that he/she is unable to communicate openly with the teacher at will about the paper being produced for that class, the student feels not only a lack of motivation to do the best work possible but has a conception within his/her mind that the final written product will be unsatisfactory. The above statements rest on the foundational concept, as articulated by the students during the course of this research project, that student self-confidence during the production of a paper is the key factor for composing the best written work that a student can yield.

Key words: grounded theory, substantive theory, social theory, generalizability, constant comparative analysis, coding, coding categories, triangulation of data, random sampling, field note saturation and memo saturation

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CHAPTER 1: INTRODUCTION

Overview

In a famous essay entitled "Of Studies," statesman Francis Bacon (1625) wrote "Reading maketh a full man; conference a ready man; and writing an exact man" (Bacon, 2008, p. 150). Verbalization is the most poignant talent human beings have, and in a democratic society, every citizen has the responsibility to communicate ideas and opinions to others. Each person should know how to convey clearly a particular stance or position for personal protection when problems may arise and to express the beliefs and convictions that are held dear by individuals in a globally communicative world.

In 1991, the National Writing Project was recognized by the federal government as a federal education program which allowed funding for the teaching of writing and further study on how best to teach writing in even the most remote of classrooms. The 2010 National Writing Project (2012) website declared that competent writers are required for the global communication that will be taking place in the 21st Century. Teachers are noted as an important link in the teaching of writing and are one of the main agents for identifying and bringing about changes needed in the writing process due to the onslaught of technology in the classroom. Therefore, a study of the teacher student relationship during the writing process is relevant and required to glean best practices when teaching writing. Additionally, the teacher student relationship is noted as the most important element in getting students to begin developing self-confidence as individuals when it comes to putting words on paper (Bradshaw, 1996).

Background

Emotional connection and critical engagement have been historically and traditionally removed from one another. However, what teachers are willing and able to share with students

about their own writing experiences, especially the personal failure experiences when writing, have been found to be helpful when students receive teacher feedback about their own writing (Bradshaw, 1996).

Student achievement in general has been found to improve when teachers and students alike take responsibility for student learning rather than the teacher blaming the student for substandard performance. Additionally, students have expressed the opinion that when they have a good relationship with the teacher it makes them want to improve to receive the positive comments from that teacher (Rubie-Davies, Peterson, Irving, Widdowson, & Dixon).

In a recent article by Telceker and Akcan (2010), the authors found that student teacher one-on-one conferences are far more effective and influential due to the interaction and negotiations that take place between teacher and student on how to improve the written product. The pedagogical procedures for teaching writing were found to be more effective in student writing improvement when verbal responses were given to student attempts at a written assignment (Lawson and Greer, 2006).

Too much emotion between teachers and students can hinder progress, but since emotions cannot be eradicated from the writing process (Bradshaw, 1996) teachers should make some attempt at forming an emotional connection with students. In research on critical thinking, researchers found that students need to engage with each other and the teacher as well to encourage sharper thinking and thereby sharper performance when writing. More importantly, Larkin referred to the findings of one of Clinchy's studies (Clinchy, 1994) conducted with female undergraduates who were asked about teachers who had helped them grow the most. The majority of these students replied that those teachers who were open about their personal learning experiences and sometimes personal failures in learning helped them to establish a

"context of (personal) connection" (Clinchy, 1994, p. 52) which later fed into the students' ability to accept that teacher's criticism of their writing. Clinchy stated that the students were able then to view that teacher's criticism as "collaborative rather than condescending" (Clinchy, 1994, p. 52).

In another related article, Johnston, Ivey & Faulkner (2011), "Talking In Class: Remembering What Is Important About Classroom Talk", it was found that the language teachers engage in when teaching students has an effect on the students' consideration of themselves as individuals. Also, the teacher's language can present a positive or negative view to the students of literacy and writing altogether (236).

The importance of teacher engagement with students during the writing process is noted in an article by Dix and Cawkwell (2011), "The Influence of Peer Group Response: Building a Teacher and Students Expertise in the Writing Classroom". One teacher in this article changed the amount of time she spent in directly helping each student revise their first effort at a written assignment. By showing her students how to improve their writing before sharing it with their peers, their confidence developed in a positive manner. They learned the importance of changing words and phrases for an improved product and developed greater confidence, which had a positive effect on their future assignments. This was a direct result of teacher student relationships built during the writing process.

In studying the process of how best to teach writing in the classroom, the process itself has been over-focused and overemphasized. In an effort to understand writing from a student's perspective, further studies have been made which center upon the mindset of the writer and the psychological processes which must take place in order for writing to occur. However, in all of these efforts to gain insight into the best way to teach writing, Zamel (1987) stated that, "recent

surveys of writing instruction indicate that . . . writing continues to be taught according to reductionist and mechanistic models". . . (p. 697). In the postmodern English classroom, Ryan (1998) noted that teachers most often present writing activities using the traditional, authoritative methods of teaching writing since this method is familiar to parents and administrators. Moreover, further stress has been placed on the actual teaching of writing (Hester, 2001) because teachers now must teach to the test, which is usually a state approved instrument that sterilely cans student writing into levels of performance for that one test. Teachers are threatened with job loss if students do not reach the state prescribed heights of mastery. As a result, little research has taken place in the area of teacher student relationship in the constructivist, post-modern classroom according to Ryan (1998) because much recent activity has been centered on how to get state and national writing levels high enough to meet the demands of the new testing instruments. Thus, there is a gap in the literature in this area.

Situation to Self

Over the years, when asked what profession I had chosen for a career, of course my answer would be, "I am an English teacher." A majority of the time, the listener would respond negatively with an answer which related that he/she had experienced an English teacher (usually in high school) whom they had hated due to much negativity during, and as a result of, the activity of writing. However, the most egregious part of the writing ordeal had been the teacher's response to the final written product. This revelation would be followed by a remark to the effect that the individual hated to write from that point on, and actually, some have stated they never had any confidence for the act of writing again.

The overall paradigm chosen as the foundation for this study is one of a constructivist nature. Classrooms where teachers and students communicate freely are usually based on one of

the two types of constructivism. These two theories of constructivism, as put forth by Powell and Kalina, are individual or cognitive constructivism and social constructivism. Cognitive constructivism involves thought before language while social constructivism involves language before thought. There is much to be gained from a scholarly investigation of classrooms during the process of writing for this particular study. Interaction between teacher and students, and vice versa, will help define the aspects of the positive and or negative teacher student relationship. The participants in this study are known to the researcher only as colleagues in the English department or Liberty University students enrolled in classes on the physical campus. There is no prior personal history with anyone who will be involved in the study. The only known bias that may exist during the study is the proximity of my own professional history of teaching writing within the English classroom.

Problem Statement

Writing is both a personal and a public activity. Citizens in a "flattening world" cannot afford to refrain from writing altogether because of negative experiences with a classroom teacher during their academic years. Because teachers are such a vital part of the writing process during the education years, it is imperative that teachers be made more aware of the impact their attitudes have on students in the classrooms where they teach. It is also important that good teacher practices be understood and advanced during the process of teaching writing and bad teacher practices at least be identified if not totally eradicated from the classroom.

Purpose Statement

The teacher student relationship is at the heart of the learning to write process because learning to write is like no other type of learning within the disciplines of education. Additionally, it is an activity that must be used in all disciplines, other than English itself,

because it reflects not only the learning of the person who is doing the writing but reveals the very heart of the person towards the learning that has taken place. Obviously, writing is a life-long activity in personal and professional life. Therefore, the practice of the teaching of writing must be as relevant and reliable for both teacher and student as is humanly possible with the student realizing the greatest benefit from this process.

The purpose of this grounded theory study is to discover the elements of the teacher student relationship that exist during the teaching of writing which are most pertinent to student writing improvement, particularly at the college level. At this stage in the research, the teacher student relationship will be generally defined as any aspect of communication, verbal or otherwise, between the student and the teacher that can be identified as positive or negative in promoting student writing improvement. As in any grounded theory study, there is no guiding theory that is driving the research of this project. All that is known at this point is that there is a teacher/student relationship that adds or detracts from the actual process of learning to write. The effects of this relationship weigh in heavily on the student because it is the student who must not only learn but also produce the proof of that learning through a written product that is evaluated by the teacher. Thus, any effect/s which are experienced by the teacher as a result of the teacher/student relationship are minor when compared to the outcomes of that same relationship for the student.

Significance of the Study

In the field of education, the student's ability to write is second only to reading comprehension (Budig, 2008, p. 1). How students are taught to write is crucial to making them writers for life. Therefore, the teaching of writing and all elements pertinent to that teaching are of critical importance for both teacher and student success. In recent times many studies have

revealed that there are particular steps that must be taken when teaching students to carry out the act of writing in the classroom. As a result of these studies, in recent years various writing models have been developed and used in the classroom with much success. However, best practices for teachers in relating to their students on a one to one or one to group basis in the classroom have not been identified. If best teacher skills when personally relating to students regarding the written product during all levels of development can be established, then the act of teaching writing will occur with greater success and the end product of students' writing efforts will show advancement as well. Students have various levels of emotional attachment to their written product. They can become positive or negative at any given moment. Therefore, the importance of the student teacher relationship cannot be overemphasized in the teaching of writing (Larkin, 2011). The teaching of writing and the aspects of the student teacher relationship that aid in the advancement of learning to write are of incredible importance for student success. Many studies have shown that the teacher student relationship is a particularly viable element of student learning (Larkin, 2011; Jones, 2008). The significance of this study then is to discover how teacher student relationships affect the teaching of writing and the student outcomes that follow.

At Liberty University, each year the senior exit poll shows that it is the professors at Liberty University who have helped students the most in not only gaining the degree of their choice but in growing as individuals. The teacher/student relationship is cited as the most important aspect of why students came to Liberty University, why they have been able to achieve their educational goals while at Liberty University, and thereby, why they feel empowered to go forward in their career. This study will discover and identify the aspects of the teacher student relationship in the English classroom which are particularly helpful to the development of

student writing not only at Liberty University, but aspects that can be transferred into the writing classrooms of any high school or university (Dayton & Vaughn, 2013). This study will fill the gap in and add to the current literature on this topic by identifying those particular aspects of the teacher student relationship that are particular to the teaching of writing in the English classroom.

Research Questions

The purpose of this grounded theory study is to discover the elements of the teacher student relationship that exist during the teaching of writing that are most effective in student writing improvement at Liberty University.

- What are the identifiable elements of the teacher student relationship in the classroom? In being able to note what aspects of the teacher student relationship exist, the elements of the teacher student relationship must be acts that are observable in the classroom (Gray, 2007, p. 2). The elements important to this study must occur more than once in order to be considered viable for the purposes of this study.

- What impact does verbal and nonverbal communication (within the student- teacher relationship) have on students' performance and enjoyment of writing? Teachers and students use both verbal and bodily responses when communicating during the teaching of writing (Jones, 2008). The reaction of each to the other will be observed and recorded for the purposes of this study.

- What elements of the teacher-student relationship are directly related to students' writing in the English classroom? The most important aspects of the teacher student

relationship for this study are those that directly or indirectly relate to the students'

act of writing (Telceker and Akcan, 2010). Again, they should be observable.

- ▪ What impact does the teacher-student relationship have on student writing

  outcomes?   Students are able to identify and verbalize how the elements of the

  student teacher relationship impacts their writing.

Additionally, they are able to point out how the teacher-student relationship influences

their motivation to write, the time and effort they are willing to spend in actually completing a

written assignment in the English classroom as observed during the research process, and

whether or not they feel the grade given on a written assignment is in direct relation to or as

some result of the teacher-student relationship (Kipkoech, Kindiki, and Tarus, 2011).

Research Plan

This qualitative study will collect, analyze, and report data using the grounded theory

method.   It is anticipated by the researcher that the data gathered will produce ongoing insights,

hypotheses, and questions that will be used for further data collection as this study progresses.

Consequently, there are no preconceived ideas regarding what theory or theories may develop

from a study of this kind. The researcher fully expects the theory or theories to develop from

within the gathered data as it is collected, analyzed and coded.

This grounded theory study seeks to identify any social phenomena which involves

teacher professional traits, personal guidelines, individual pedagogy, all teacher preferred

contextual elements, teacher preferred classroom conditions, and classroom phases that might

lead to an identification of the factors that can be used to define the teacher's role and influence

when teaching writing using the currently accepted and/or any professionally approved writing process model.

Since the base question entertained during any grounded theory study involves a previously unknown theory or theories which are to be derived inductively about a phenomenon from the very data collected during a chosen study in a particular setting, some aspects of content analysis and naturalistic observation will be used as needed (Ary, Jacobs, Razavieh & Sorenson, 2006).

The researcher is the primary data-gathering instrument through observing, interviewing, distributing and collecting focused questionnaires, assigning and collecting personal journals for participants individually, and taped meetings with the participants of the study as they share their conception and rendition of the occurrences in and the results from the study. Journals will be kept individually, if students and/or teachers are willing, as it is expected that privacy will allow for greater sharing of self-conceptualization, personal teaching guidelines used, and individual concepts of success or failure in any given area of teaching writing while using the writing process model.

As notes are developed from recorded interviews and classroom observations, the researcher will frame developing concepts from which a theory regarding the teacher's influence in and on the writing process may be identified. These notes will be coded and filed under various categories that appear as the study progresses. Since categories of notes may change as development of identifiable theories emerge, the filing system itself will evolve. Identifiable concepts will be noted and recorded during the ongoing process and a credible theory, grounded in the data, will be generated as observable relationships appear in and amongst the concepts constructed (Ary, Jacobs, Razavieh, & Sorenson 2006). Thus, analysis will proceed through

continual logging in and analysis of the data gathered using a constant comparative method. This procedure involves comparison of new data with previously collected data to note similarities and differences (Glaser & Strauss, 1967; as cited in Bogdan & Biklen, 2007).

Sociologists have found that the very idea that one aspect of a society could be studied in and of itself, suggests that the entity of study was in fact part of a larger framework which required study and acknowledgement as well as the effect of that framework on the individual study to be carried out (Glauser & Strauss, 1967).

In this study, a group of three GSAs were chosen at random from a larger group of ten GSAs. Each GSA was a breakout instructor for English 101 and taught their class individually. During the initial visit to each of the GSA's classes, five individual students were chosen at random from a larger volunteer group of 20-25 students in each class for a total of 15 students and three GSAs. Each class was visited nine times over a period of three months and follow-up student interviews took place at the end of that three month period.

The GSA instructors were all master's level students on site at the university and all were between 22 to 25 years of age. Student participants were all freshman or sophomore students at the university and were between the ages of 18 and 21.

Delimitations and Limitations

Delimitations. This study will include only those teachers who teach freshman composition and general English survey courses at the university chosen for this study and their students. Because the students who attend and graduate from this university have consistently identified the faculty here as one of the main reasons, if not the main reason, for staying at this school all four years and getting their degree from this institution, there must be some very positive and

powerful teacher student relationships that are affecting the learning process. Consequently, the positive factors and any negative factors of the teacher student-relationship which are identified in this grounded theory study at this university should be transferrable to any English classroom and add to the current knowledge regarding the teaching of writing.

Limitations. One limitation of this study will relate possibly to the fact that the researcher has been an English teacher for the past 34 years and has personal experiential knowledge of what works in the classroom when teaching the process of writing and what does not work. There may be some personal bias toward what the researcher believes to be effective in the classroom and has experienced to be the most positive aspects of the teacher student relationship. Recognizing this aforementioned fact, as an objective observer in this study, it is the researcher's goal to be open minded and clear as to what is viewed as positive and not simply what the researcher can personally relate to as positive.

Another limitation of the study is that this study is being conducted at a Christian university with predominantly Christian faculty, staff, and students. There may be elements of the quality of teacher-student relationships here that readers who desire to apply this work to a secular university may have some difficulty replicating.

Additionally, within the teacher pool from which the researcher will be pulling participants, the teacher participants are all under the guidance and direction of a supervisor/master teacher. This head teacher provides all of the teacher participants in English 101 with the same teaching objectives, classroom activities and general paper assignments. Therefore, participants in this study will all be using the exact same classroom materials and will be presenting it in the same order. The only difference will be the teacher him/herself, their

manner of classroom presence, and their style of communication with the students at the university in this study.

Definitions

Due to the fact that there are several different paths the researcher may choose to follow in conducting a grounded theory study, it is important that terms relating to this particular study be delineated.

Key Words and Phrases: grounded theory, substantive, theory, social theory, generalizability, constant comparative analysis, coding, coding categories, triangulation of data, random sampling, field note saturation and memo saturation

Grounded Theory – A qualitative method of research in which the researcher observes a central social phenomenon, records all of the rich data that can possibly be gleaned from the central social phenomenon through personal observation and various forms of participant interviews, categorizes the data, codes the data, and identifies the ultimate theory that arises from that data (Creswell, 1998).

Substantive theory - A theory generated through the comparative analysis of data within a particular sociological field. In this study the everyday student/teacher interaction within the English classroom was chosen as the sociological field of study (Glaser & Strauss, 1967).

Social theory – A theory generated and based on data gathered for the purpose of further study during everyday life as it happens in any given social situation (Mitchell, 2008).

Generalizability – "the applicability of findings from one setting or group of people to other settings and people" as in the methods of one study being able to be reproduced by another researcher in a similar social situation (Bogdan & Biklan, 2007 p. 272)

Constant Comparative Analysis – a research design method for studies involving rich data that requires the researcher to begin analysis through comparison of data at the beginning of the study and continue the comparison up until the end of data collection (Bogdan & Biklan, 2007, p. 271)

Coding – the process of developing categories to sort data (Bogdan & Biklan, 2007, p. 271)

Coding Categories – terms developed during the sorting of data in a qualitative study which help to analyze the data as the study and gathering of data move forward (Bogdan & Biklan, 2007, p. 271)

Triangulation of data – a type of data study in which the researcher views and reviews data from different outlooks in order to glean all aspects of information that relate the rising grounded theory (Creswell, 2007).

Random Sampling – a method of choosing participants at random before or during a research project which allows for no personal bias on the part of participants or researcher/s involved in that study (Bogdan & Biklan, 2007, p. 73)

Field Note and Memo Saturation - the time in a study in which the researcher notices the fulfillment of a category or categories of information and yet realizes the continual reoccurrence of that same information during the gathering of data (Creswell, 1998).

Chapter Summary

The act of producing a written work is an activity like no other in the world of education. It does not involve the retention of factual knowledge learned from a book or in the classroom; it is not the working out of a formula to achieve an answer; nor, is it the rationalizing of logic and theories. There are no specific laws for the writer to follow and because each individual has his/her own DNA, each individual is going to produce a unique work.

Given the importance of written expression, the aims and objectives of this study are relevant for teachers of English in any classroom, whether it be elementary, secondary or college level. The teacher/student relationship is especially important for study when considering how to teach students to write because the teacher is the ultimate and only judge in the grading and comprehension of what the student is trying to communicate. There are no universal "laws" that a student may refer to in order to produce the various writings required during an individual's education. There are guidelines; there are suggestions; there are objectives, however, the act of writing itself is not an exacting science. Therefore, students need to understand, comprehend, and relate to the teacher of writing in the classroom. Communication lines should be open and obvious for all involved so students are able to realize what the teacher of writing expects and requires. This communication is paramount to student achievement and retention. Consequently, it is imperative that teachers of writing are aware of how their half of the teacher/student relationship affects the writing product of students.

The teacher/student relationship is actually highly important in any discipline taught; therefore, this study may have ramifications that affect classroom behaviors and procedures beyond the English classroom.

CHAPTER 2: LITERATURE REVIEW

Introduction

The ensuing literature review presents the modern history and development of the teaching of writing as process, the role of the various branches of psychology in constructing the steps of the writing process, and looks in to any effects these entities may have had on student writing development. A gap in the literature exists regarding the effects of the teacher student relationship, or lack thereof, on the students' writing experience and product.

Development of the Writing Process

During the 1980s, in an effort to understand the individual's thought processes during the act of writing so as to improve on the teaching of writing in the classroom, psychological scientists, educators and social scientists found it necessary to undertake the task of studying the act of writing (Hawthorne,). Prior to this time period, and the onslaught of writing across the curriculum as the "end all, be all" for healing the writing problems of a generation, the act of writing had been the sole responsibility of the English departments. However, because English teachers and professors were mainly interested in literature and the criticism of literature, the actual teaching of writing was rarely handled as an important activity in and of itself at that time.

The study of linguistics seemed the next appropriate place to turn to study the act of writing because, after all, it was the somewhat scientific approach to the study of language. However, linguists' promises that dissecting sentences and putting them back together again would teach students to write never came to fruition.

The next group to express interest in the idea of producing a possible structure for teaching the process of writing was the cognitive psychologists. These psychologists separated the writer's realm into three parts, which are task environment or planning, long term memory,

which has since been dubbed translating, and the writing process known as reviewing. Planning

is the main foundation of this model because during planning the writer receives information

from memory, and this brings on "associative chains" which bring out data for use in the overall

writing plan. Idea generation, organizing and goal setting are also part of the planning base

(Clifford, 1984). During the translating process, the writer brings all of these facts and strains

together into what the cognitivists refer to as visible language. To gain data to support their

concept of a writing model, cognitivists asked participants to be involved in a protocol during

which they would think out loud while actually in the process of writing. The most famed of the

cognitive psychologists, Flowers & Hayes, in studies carried out in 1980 and 1986, noted that

writers "generated ideas, organized ideas, and translated ideas" into a readable, chronological

whole, and above all of this interchanging of ideas lies what is referred to as the "executive

scheme", which directs the memory recall during writing and the time sharing between the steps

in writing. However, these steps in the writing process flow back and forth into one another and

overlap during the writing process, which insinuates differences in individual's choices and

decisions for the making of meaning during the writing processes (Clifford, p. 17). Cognitivists,

though, want only to measure and quantify, not deal with the interpretation of meanings or the

process by which individual writers make judgments in content. Although the work of the

cognitivists is a start to understanding the process of writing, it has not and cannot go into such

realms as memory, perception, attention, intention, desire, self-esteem and personal goals. When

writers are forced into structures, or what the cognitivists refer to as protocols, their writing is

dramatically changed; the flow is not the same, at least not normal for them; and their motivation

is stripped of the personal touch due to thought interruption and side tracking. At least in the

English classroom teachers have been committed to the study of content and the choice of

vocabulary that leads to the meaning of the written piece (Clifford, p. 17).   Cognitivists do not have a theory of meaning and are not looking for one, nor do they plan to account for the different interpretations of works made by the individual reader. Thus, cognitivists have given a scientific view of writing as far as they can take it, but they have not been able to bring together the reader, the writer, and the text into a complete, overview within the realm of the classroom.

Socioculturalists have interjected themselves into the study of writing by focusing more on the aspect of meaning during the writing process. They believe that because human activity has historical and cultural meaning, which is intertwined within any of the human interactions that take place in a society, any consideration for presenting a model for the teaching of writing must include at least an attempt to deal with meaning in the process of writing (Hawthorne, 28). Therefore, they have added motivation and effect, working and long-term memory, and social and physical environment to the Flowers & Hayes cognitive model for process in writing (Hawthorne, 29).   They have set forth three pedagogical elements important to writing instruction. These are cognitive apprenticeships, which support young or new writers in taking on a writing task, procedural facilitators, which support the young writer's actual performance of the writing task, and the establishment of a writing "community", which encourages writers to share problems along the way and to help in knowledge construction (Hawthorne, 27). Hawthorne also advances the idea that teaching genre format during the writing process is helpful to many students because they use this as a structure in which they must simply fill in the needed information knowing that others in the writing community will at least recognize the layout of their writing and thereby relate more comfortably to the content. However, the author acknowledges that teaching writing in genre format may become too constricting and can eventually lead to less importance being placed on context and message due to much complicity

within a given structure. The strongest considerations for teaching writing to date, according to

this article, are developing intentional cognition or goal-directed writing strategies to help

students make coherent decisions during the writing process and the teachers' emphasis that

must be placed on the importance of the social context of the writing.

The Psychological Aspects of Writing

Although cognitive psychologists have developed a model for the process of writing and

socioculturalists have delved into the making of meaning in writing, it is through the auspices of

social psychology that the emotional side of the writing experience has at least been considered

as a "should be" part of the writing structure. Traditionally, cognitive psychologists have viewed

emotions as "interrupts" in the proper study of the human mind. These interrupts later became

the foundation for collaborative learning in composition studies. Because in the field of social

psychology writing has been noted as a social phenomenon, the psychology of writing has taken

on social constructs such as peer group work and peer editing. Thus, through social psychology,

elements that cognitive psychology could not and would not deal with in the process of writing,

such as audience, community and reality, are not only labeled but are considered an integral part

of the writing process. The human being's concept of "self" finds definition and existence in an

inextricable relationship with others, and therefore, the individual's written thoughts are

considered part of the public domain for consumption. This lends to the definition of written

interpretation as being social also because interpretation relies on the assumption that there is an

outward reading community and this community must have a basic foundation of communal

understanding in order to lend an interpretation to the written word (Brand, 1991, p. 400).

Emotions of the individual then are complementary to the cognitive and social aspects of writing,

even though that particular individual's emotions are often contrary to those of the reigning

social society. Although not even social psychology has yet found a place in the study of composition for emotions, nor has it attempted to place the concept of emotions into any part of the writing models suggested so far, at least social psychologists have admitted that emotions exist and are therefore part of the writing experience of the individual. Language and presentational thoughts come from feeling, and although psychologists have not yet found a way to conclusively include the emotions into the writing model, "political history has demonstrated that the utter reliance on the cognitive and intellectual or on the blunt force of the communal can be tragic if not fatal" (Brand, 1991, p. 403).

Behavioral psychologists, of course, noted writing as an important part of learning in the education of the individual and felt the need to look in to the act of writing in a 1970 study carried out by Nurnberger and Zimmerman. They set forth the finding that the thesis writing behavior of any one individual writer could be controlled by outside factors. They initially saw writers as somewhat neurotic during the writing process and therefore in need of negative reinforcement in completing their work on time. One subject in the study was forced to write checks in support of an organization he hated if he did not meet his writing schedule (Boice, 1982). Another subject earned her food and favorite sleeping location by agreeing to write a preset number of pages each day and did not receive either until the job was completed; still others taught themselves to picture someone standing next to them watching over a shoulder and judging the quality of their work as well as the amount of work they completed each day. In another behaviorist study carried out in 1977, subjects were asked to use such behavioral elements as charts with preset numbers of pages to achieve each day in order to complete the writing task. After a study of the diaries of several professional writers, it was found that short bouts of writing were followed by short breaks from the writing and longer periods of writing

achievement were followed by longer periods of rest from the writing project. As more findings were documented resulting from these studies of the 1970s, a new field of psychological investigation was undertaken. It was called literary behavior analysis.

As a result of this new branch of study, several findings pertaining to writing surfaced. First of all, writing in a regular routine produces more and better writing than does pressured writing even when the author may not feel like it, secondly, writing regularly to get a project completed brought out more creativity from the author, and last of all, motivators perceived to be beyond the control of the writer helped keep the writing production on an even schedule. Consequently, behaviorists agree with the original Flower & Hayes model for process writing and add to it the above mentioned ideas for greater productivity. However, the most important elements of good writing found by behaviorists, which do not appear to be behaviorist in their nature at all, are that good writing comes from good pre-thinking on the writing topic prior to the beginning of the writing project and that contemplation during the writing process brings the writer to a more clearly defined, easily comprehended end product.   Pre-thinking precedes planning in that it is during this time of contemplation of the writing assignment that the writer generates the plan based on the data already accumulated for that particular project in his own mind. This contemplative style also dictates to the writers that they must read and re-read as they write, that they should change words and rephrase thoughts as they compose and that they frequently stop to read what they have already written before moving forward in their work. This concept was also found and proven to be true in a study by C. Michael Levy in his 1996 presidential address to the Society for Computers in Psychology. In his study, Levy (1997) was able to measure the number of times writers shifted between the steps in the writing process and the number of steps up and down the writing process "ladder" the writer jumped between as

well. The findings were conclusive that the number of times a writer stopped to review and revise directly affected the quality of his writing. The greater the number of shifts was a clear predictor that the end product would be a better quality piece. Hence, good writers have a concern for the purpose of their own writing. Although behaviorists emphasize process over product in their studies on writing, they too have made note of the fact that meaning and style in writing are not yet within the realm of a psychological study of writing because these two entities cannot be empirically analyzed.

In the early models for process writing, little if anything was stated regarding working memory during the act of composing the written word, however, because working memory is a cognitive skill used extensively in the writing process, cognitivists have recently begun to look more closely to understand how the memory is involved.

In a recent article in *Reading & Writing* (2007) it was found and reported that the writing process is intricately tied to the controlled attention component of working memory to recall stored information in the mind for appropriate use. Working memory was found to be used most often during text generation (Vanderburg & Swanson, 724), but overall working memory separates into three parts that can be used at any time during the writing process. These are the visuo-spatial sketchpad, which stores visual patterns and spatial movement, the phonological loop, which "stores verbal memory traces" and the central executive, which governs the role played by the visuo-spatial sketchpad and the phonological loop, the two "slave systems" of the memory. However, the central executive system of the memory predicted the planning, translating, revision, higher –order microstructure skills, and vocabulary while the visuo-spatial and phonological alone did not predict any of the writing skills. In R. T. Kellogg's article, "A Model of Working Memory in Writing" (1996), he added the concept of working memory on to

the 1980 and 1986 Flowers & Hayes model for the process of writing. He proved that working memory is used during the planning phase for formulation, for the creation of the mental picture of the paper when organizing ideas and the supporting details, and during text generation, when the writer is choosing the vocabulary to be used to create the written work. When the author reads and re-reads his work, working memory is called on to monitor the focus and meaning of the sentences and to choose the vocabulary that will be used to make the desired points in the work. In a study by McCutchen, Coville, Hoyne & Mildes (1996), older writers, who would of course have more working memory than younger writers, scored higher in essay writing skills than less skilled younger writers particularly in the areas of sentence structure and overall plan of the written product. Consequently, working memory is now recognized by cognitivists as a viable part of the writing process.

Additionally, working memory has been found to be a viable part of the writing process because of the recursive nature of the act of composing. In future studies regarding memory usage in the process of writing, if individuals being tested can produce sample texts that demonstrate a recurring sentence structure, vocabulary plan and overall chronological flow due to memory usage, cognitivists may even be able to claim a place for the concept of personal style in the writing process model (Levy, 140-141).

The Motivation to Write

Although there are numerous more studies that show the results of psychological studies in writing and how it begins within the mind and travels through the mind to be placed on a computer screen or on paper, if students are not motivated to commit the act of writing and complete their efforts, all of this psychological study is just that – the study of a phenomenon.

Not only is effective writing a factor for success after graduation into the real world, but writing also helps students attain overall academic success while still in school in disciplines other than English.

To be fit and excellent writers, students must first have the motivation to commit the act of writing. All education research on the teaching of writing points out that effective instruction motivates students most in their literacy behavior (Bogner, Raphael, & Pressley, 2002). According to one educational study, there are six elements of instructional strategy that affect the motivation of students in a class to write. These are: challenge, real-life significance, curiosity, autonomy, recognition and evaluation (Lam, Pak, and Ma, 2002).

"Students are most motivated when they expect that they can successfully complete a writing assignment that they value" (Lam & Law, 2007, p. 145). Additionally, they will not take the time to get involved in a writing task that is viewed as extremely difficult. Thus, the expectation of success motivates (Lam & Law, 2007).

When teachers assign writing tasks that appeal to students' interests, their future life, or some past generic student experiences, students become motivated to take on the writing goal. Thus, written assignments that have real-life significance motivate students to write (Lam & Law, 2007).

Teachers who know how to structure the writing assignments so that they are posed to the students as problem solving tasks, inquiry challenges, or at the very least finding answers to students' questions also motivate their students to write.

In order for students to be motivated to write, they must feel a personal connection with the reason or the topic for writing, or they must have some control over the structure or choice of

content in order to be motivated (Lam & Law, 2007). When students feel that they may receive real and relevant praise for their writing from the teacher, they are more motivated to write. Of course, praise should not be handed out if it is not due, but some less- skilled writers often respond to praise for their sincere effort at completing a written task. Hence, teachers, as well as parents, should be more facilitative of student driven efforts at writing and the difficulty level attempted by the student (Lam & Law, 2007).

When teachers give grades with no feedback, students are not motivated to produce another piece of written work and they are much less likely to improve at all on their next writing attempt. Teachers must give specific, objective feedback on the students' writing performance, such as ways the individual can improve their style and structure in writing and directions for greater development of writing skills in order for independent self-efficacy to be realized within the student. When self-efficacy is developed, students feel that they can succeed at a task before they begin and are, therefore, more likely to produce (Lam & Law, 2007). Thus, in the classroom experience, each of the components for motivation in writing are present and effective only when the classroom teacher is factored in to the writing process structure.

Teacher Support for Writing

When the act of writing is looked upon as a scaffolding procedure, which many in the educational field refer to, the role of the teacher is frequently described as one of support. During the teaching of writing, teacher scaffolding shifts from total support while the teacher is modeling the act of writing for the students to guided instruction and practice, during which students commit to the task and begin their own writing or begin writing jointly as part of a student group, with very little or no teacher support when students write independently. Currently, during the early elementary years of schooling, all focus for the understanding of

writing is on teacher instruction while during the high school experience, the teacher is a guide/overseer during the social activities that occur while peer review and editing are occurring after the period of individual independent writing has taken place (Davidson, 2007). After the written task is completed and turned in for grading, the teacher becomes the improvement facilitator and the encouragement factor in the writing process.

In one study of fourth and sixth graders, when students were questioned regarding what constitutes good writing over bad or less skilled writing, students responded with comments that related to skills taught them by their teachers during writing instruction (Saddler & Graham, 2007). Such answers included instruction in the steps involved in the Writers Workshop approach such as planning, drafting, revising, editing and publishing. Also students responded that in their minds good writing was the result of teacher designed mini-lessons at the various points in their writing process. Teachers who conferenced with their students, shared ideas, revised, taught the mechanics of sentence structure and allowed student choice for topics were viewed as the most successful writing teachers by their students (Saddler & Graham, p. 235).

The study by Saddler and Graham also noted that students acquire knowledge of good writing through the study of good writing models, teacher explanation and demonstration of the importance of consideration of audience perception in the pre-writing process and directly teaching about the specific kinds of writing knowledge.

In one of the latest studies on what is most effective in the teaching of writing, research has proven that it was not necessarily the level of high intellectual ability of the student, the writing environment, or the instructor's personal ability to write that had the most positive effect on the teaching of writing, but was, in fact, the teacher's ability to directly teach students how to use self-regulation procedures (such as self-assessment and goal setting) to manage the steps in

the writing process, and manage their own behavior during the writing process (Graham & Perrin, 2007). Teachers taught self-regulation by providing such activities as collaborative writing where students worked together in planning, drafting, revising and editing their written work. Also, effective teachers of writing set specific large goals for their students and suggested specific sub-goals to carry out the larger task, they engaged their students in pre-writing activities to gather and organize information, created a supportive writing group in which students encouraged one another with positive and helpful feedback, allowed for the assembling of portfolios so students could reflect on their improvements and identify weaknesses in their writing, and provided personalized instruction through student conferences and personal mini-lessons to correct individual writing problems as much as possible (Graham & Perrin, 2007). In the open classroom, it was noted that two of the most profitable teaching strategies that aided all levels of student writers were instruction in word processing and sentence combining so that students could compose more complex sentences. As a result of Graham & Perrin's research, it was noted that detailed, consistent instruction in writing, involving planning, sentence construction, revising, editing and summarizing should be a part the learning program of all middle and high schools (Graham & Perrin, 2007.

In a study by Douglas Downs and Elizabeth Wardle, it was noted that writing needs to be a separate pedagogical study in and of itself to teach everyone who wants to be fully educated the art of writing.

Writing at the College Level

At the college level, professors are asked to prepare all students to write comprehensively, so much so, that they are able to write well enough to meet the various requirements of every academic department. Downs and Wardle (2007) propose that such a

course in writing does not exist. Writing cannot be taught in just one or two semesters. Writing is not currently seen as a real subject to be studied nor are rhetoric and composition genuine research areas that are considered to be "legitimate intellectual pursuits" (Downs & Wardle, 2007, p. 552). The article proposes that writing is a discipline with content knowledge, and all students should be required to take it at the college level to be more able to write across the curriculum.

Currently, writing is taken for granted as a universal skill and therefore can be taught in one or two semesters. Despite psychological and educational studies in writing over the past 40 years, writing is still not taken seriously so much so that teacher candidates see it as a menial task and only a very minor part of their own personal education (Downs & Wardle, 553). When asking teachers to actually teach writing as a separate subject, responses vary from questioning the content or activity on which the writing to be taught will be based, what genre will be predominant, and for whom will the writing be directed. Many professors today still believe that writing is a transfer skill from the English classroom that mysteriously instills in students the ability to write biology lab reports or write engineering problem proposals. This is not true.

Admittedly, those who propose such a course are still searching for the appropriate genre to be taught because of the limited research that has been done on the skill of writing transfer. What is known is that currently at the college level, writing is taught by adjuncts, graduate students and newly hired instructors who must put most of their own effort in getting higher degrees for themselves in order to keep their position at the university which has hired them to teach freshman writing.

Downs & Wardle (2007) further submitted that writing is "neither basic nor universal but content and context contingent" and a highly complex skill subject to the individual's motivation

and view of its importance and place in the educational process. The elements of good writing vary from one situation to another not only in college but in the real world. All writing depends on a subject to write about, a purpose or point for the writing and therefore an audience that will consume the writing. Thus, the features of good writing in a literature course will differ from features of good writing in business or engineering or psychology and what will appeal to one audience may be totally foreign in interest and content from another audience.

In the Intro to Writing course proposed in this article, there are required readings, reflective writing assignments, research projects that are quite defined into scaffolded layers, and presentation writings for various student panels to discuss the writing completed and the weakness and improvements that students perceive to have been made. This course would teach students what research has shown about writing in the last 40 years and would emphasize those writing skills that are transferable to writing for other disciplines.

Thus, writing for writing itself is not only growing in importance but needs to be taught with authority from the elementary all the way to the collegiate level. Teacher candidates should be advised to see that writing is just as important as math or science in developing as an individual and a contributing member of our democratic society or any society in which they may find themselves in the future.

Also, even though the research is not conclusive in the process of writing, those teachers who are actually making an all-out effort to teach writing today are and have been using the most practical aspects of the known writing models, which are planning, drafting and revising. The more research findings support the act of writing as an integral part of a complete education, the more teacher educators and teacher candidates should consider themselves to be instructors of the craft and actually do it!

All teachers of writing, whether it be K-12 or collegiate, have a great responsibility to respond to student writing at some point in the composition process, whether it be during the writing itself or conferencing after the project has been completed. Teacher feedback is imperative in student writing development and achievement (Pathey-Chavez and Ferris, 51).

Teacher Training/Background for Teaching Writing

There is considerable evidence that "teachers' epistemological beliefs mediate their instructional practices as well as predict student achievement." "Teachers' confidence in their ability to help their students succeed exerts a direct influence on their classroom routines and consequently their students' motivation and success." (Troia and Maddox, 19) Furthermore, teachers who have a strong sense of their own ability, efficiency and effectiveness in teaching others put forth a much greater personal effort in engaging and challenging students to write than teachers who feel daunted by the very task of writing for even their own personal and professional needs. The confident teacher is much more likely to believe in themselves so much so as to be able to identify and meet the needs of students who struggle with the task of writing. In addition it has been found that what teachers teach and how they choose to teach it are very much influenced by what Troia and Maddox refer to as their "theoretical orientation" as a result of their own educational experiences and perceived personal talents in any given area (Troia and Maddox, 20).   In an article written by Graham, Harris, Fink-Chorzempa, & MacArthur, for *Contemporary Educational Psychology* in 2001, and cited numerous times in the Troia and Maddox article, researchers who did a national test amongst primary grade teachers found that most preferred and used "informal and incidental" instruction in their classrooms yet these same teachers agreed that explicit writing instruction is important. Less than 40% of the teachers involved in this national test stated that it was necessary to put emphasis on "writing correctness"

in young children's written work. Additionally, just as Troia and Maddox found, Graham,

Harris, Fink-Chorzempa and MacArthur also found that teachers' "theoretical orientation" is

highly linked to activities actually carried out in the classroom on an everyday basis. Those

teachers who believed that "naturalistic writing" (p. 18) or writing that is achieved by students

without a directed writing process being involved in the assigning of that writing had

experienced positive results from attending writers' conferences, using student chosen topics for

writing lessons, and allowing peer work of all types in their classes during the writing process.

Conversely, these same teachers related negative experiences in teaching writing while using

much grammar and spelling instruction. Graham, Harris, Fink-Chorzempa and MacArthur thus

found that, just as in the field of teaching reading, primary school teachers had preconceived

ideas about how writing should be presented to students in a lesson due to the fact that the ways

in which children learn to write are varied. Therefore, the application of their pedagogy in

teaching writing had to be varied as well. In this same study by Graham, Harris, Fink-

Chorzempa and MacArthur it was found that teachers who had a high sense of their own

personal teaching ability as reported on the national test stated that they teach writing by means

of the writing processes, as well as grammar and spelling, considerably more than teachers who

had a less than positive sense of their own ability to teach in general.

Although writing is a process that is required in school, is used on applications to attain

and keep jobs, and is a skill that is important to the processes involved in a democracy for life,

this skill is often not ranked number one amongst teachers. In an article by Kimberly Norman

and Brenda Spencer entitled "Our lives as writers: Examining pre-service teachers' experiences

and beliefs about the nature of writing and writing instruction," it is noted that recently the

National Commission on Writing in America's Schools found that school reforms have not given

enough time and attention to the skill of writing and recommends that pre-service teachers

receive more intense teacher preparation in developing a serious writing pedagogy no matter

what discipline has been chosen (p. 25). As a rule, it has been found and noted that emphasis is

placed on literacy instruction rather than teaching writing as a separate entity important in and of

itself. Perhaps this is due to the fact that in many colleges and universities in the United States

although writing is acknowledged as an important element of literacy amongst students, most of

the emphasis for new teacher preparedness is on literacy instruction rather than writing

instruction. There has been much research in the last twenty to thirty years on writing and the

teaching of writing but this information is apparently not getting to the pre-service teachers,

which leaves much of the sense of how to teach writing up to the sociocognitive perspective of

the new teacher once in the real world classroom. Learning is influenced, as we know from

studies done by Vygotsky in the late 1970's, by "values, beliefs, and experiences that exist

within the larger community."(Norman & Spencer, 2005, p. 26) Consequently, the preservice

teacher's history, which occurred when they were students themselves, largely influences not

only what they believe about how students learn, but their whole pedagogical system of making

decisions in the classroom is based on the pedagogy of writing they have previously experienced.

Therefore, in order to be exacting teachers of writing, teacher candidates are encouraged to write

personal educational biographies which would bring about a personal reflection and examination

of theories and beliefs that they experienced as students in the classroom, which would relate to

their own theoretical orientation (Norman & Spencer, 2005).

Along these same lines in an article entitled "Development of an Attitude Scale to

Measure Pre-Service Teachers' Attitude toward the Teaching Profession" by Azeem, Mahmood,

Khalil-ur-Rehman, Afzal, Muhammad & Idrees it was found that a number of, though definitely

not the majority, of teacher candidates in general have no enthusiasm or zeal for the actual performance of the teaching job in any school, although they have chosen teacher education as their major in college. As noted in this article, positive attitudes toward teaching students in the public schools are vital to student growth and learning and teacher satisfaction. Although the study was carried out on pre-teacher candidates in the field of science and math teachers at the master's level, the general lessons on teacher attitudes are important and applicable to all pre-teacher candidates.

Especially in the teaching of writing, it is important that pre-teacher candidates realize that their attitude toward teaching in general will be noted and recognized by the students no matter how hard they may try to disguise it. The teaching of writing takes the most dedicated teacher candidates to be found because writing is subjective in its nature and if students' attempts at writing are not carefully handled and seriously taken then the writing activity in and of itself in the eyes of the student will be taken for granted and never completely developed.

In an article by Anne Uusen (2009) entitled, "Changing Teachers' Attitude Towards Writing, Teaching of Writing and Assessment of Writing," the above ideas of Norman and Spencer are reiterated to teachers who are already employed in the real world of teaching. Ms. Uusen stated that teachers need to pay attention not only to content but to language usage, choice of words, syntax and the peculiarities of the particular assignments in writing on which they are working (p. 100).

This article identifies the many components of writing but states that only seven characteristics really should be attempted to be perfected by the teacher. These are ideas, organization, voice, word choice, sentence fluency, conventional grammar, and layout. Uusen believed that each of these components of writing should be evaluated separately, which directly

negates the holistic approach to grading student work. However, Ms. Uusen presented the idea that every piece of student written work should not be evaluated for ALL of the seven components. Students should be advised ahead of time what elements will be examined in the grading of each paper assigned. Additionally in her article, Ms. Uusen laid out exactly how to grade each of the above listed elements of writing. However, the important common denominator throughout her work is the importance of the teacher in communicating to the students an acknowledgement of praiseworthiness and needs for development in each piece of student writing.

In an article by Barbara Gross Davis entitled *Tools for Teaching* (1997), Davis noted that the level of motivation students bring to the classroom will be enhanced or degenerated by what happens in that classroom. There are a number of factors that motivate students to learn and perform such as personal interest, understanding of the usefulness of the subject, self-confidence and their personal level of self-esteem. On the teacher's part there are several known enhancers of student learning. Some of these are giving positive feedback, which leads students to believe that they can do well in a subject, assigning tasks that are appropriate to the performance level of the students, relating the subject material or class activity to real life usefulness, creating an atmosphere of positive communication and making students feel that they are a valued part of the class in general. All students want to meet challenges and succeed. Success in writing challenges means more to students than simply getting a good grade because they just performed or completed the assignment.

The Teacher's Role in the Teaching of Writing

In this same article, when asked what makes students motivated some of the most popular responses were enthusiasm of the instructor, overall organization of the course, appropriate level

of difficulty of the writing assignments, good rapport between the teacher and the students and use of understandable examples before the writing begins.

High but realistic expectations of the teacher have a positive and powerful effect on students' performance. Students write better when they believe they can be successful on a given task. This occurs most often when teachers are clear and direct about what students need to do to be successful at any given task and then follow up in grading fairly according to the demonstrated expectations previously set forth by the teacher. Teachers should give students a choice in what will be studied when possible and should also make assignments that reach a greater level of difficulty as the semester/year moves forward. Students should not feel that grades are a threat or a judgment but rather a fair assessment of the effort a student made to meet the requirements of a paper. Successful teachers also give compliments when students make a total effort to meet the requirements of an assignment but do not quite achieve complete success in doing so. The teacher of any writing assignment/course should make themselves available for one on one conferences when students get stuck or simply want assurance that they are fulfilling the requirements of the paper as they are working toward completion.

In *Teachers' Psychological Presence on Students' Writing-Task Engagement,* Cheryl Spaulding (2001) noted that students are more motivated to write when the assignment is/can be "real world" related and can be directed at particular, identifiable audiences. Also, strangely enough, when students write for someone other than just their teacher, this study found that there was a greater level of student engagement in that writing assignment.

Psychological distance in a writing task refers to the fact that students who write for more than just pleasing the teacher become better writers faster because they are not leaning on the teacher for approval. Additionally, and more importantly, they become independent writers,

which develops their own sense of style and their personal voice in writing. Writing ability is even further developed when writing assignments can be made that allows students to choose their own topic of interest for the writing assignment.

Teachers of writing who over-emphasize the grading rubric and the informational role that they play as the teacher in assigning the writing task lessen the importance of the students' role and thereby downgrade, even though subconsciously, the role the student takes in writing the assignment and their personal concept of competence as a writer as well. The earlier in a student's educational experience that he/she can feel in some level of control over their own writing, the more they will feel capable of taking control of larger, more detailed writing assignments as they reach the college years.

In light of the focus of this study, teacher candidates who may never have developed a writing voice of their own due to too much teacher influence will in turn do the same when they become teachers in the real world classroom if they are not taught to efficiently assign writing tasks in which students are given their psychological distance.

In a study carried out by Rita Silver and Sandra Lee in Singapore the effects of teacher feedback were investigated as far as type of feedback, be it advice, criticism, or praise, and whether or not it is productive in producing student improvement in writing and changing students' attitudes toward revision.

Much of the value of feedback on student writing has to do with the relationship and rapport the student perceives they have with that teacher. For example, if students feel that the teacher is simply evaluating the work for pure right and wrong identification, whether it be content or grammar, usually the feedback is generally ignored. These students may actually feel

hostility towards the teacher and try to maintain authority over their writing by disregarding all teacher feedback, both positive and negative (Silver & Lee, 2007). However, if students feel that the teacher is genuinely interested in helping them improve their writing and is actually trying to encourage them rather than simply telling them right and wrong in their writing, students feel a regeneration towards their work and tend to re-write giving credibility to teacher feedback.

Acceptance and effect of teacher feedback on writing varies, of course, from student to student. However, it has been found that constructive criticism, or that which is not totally negative, when mixed with praise is best. Additionally, if the student perceives that the praise is superficial and condescending, then the criticism of the writing will not be accepted as genuine either and the teacher has wasted time making any comments whatsoever (Silver & Lee, 2007). The best teacher feedback results on student writing in this study occurred when students received written comments on both content and form both praising and criticizing the work (Silver & Lee, 2007).

Li-Shih Huang (2010), an educator at the University of Victoria in Canada, studied 432 students of English under the tutelage of 93 instructors and noted that although writing is considered the most major problem for students, in Canada, it has been traditionally the most stressed as compared to other language skills taught in the classroom. However, there is a dramatic difference in how students' self-assessment of their written work fares against the assessments of their instructors. The unusual factor in the results of this study came when instructors noted that what they deemed important for students to improve in their writing development was not, in reality, bringing on a true improvement in the actual written work. The most important element for a good written product was found to be that which was preceded by reading and later followed up by speaking and listening in regard to a particular reading activity.

Further results of this study showed that considering students as a uniform group rather than as individuals in the writing process is dangerous and does more damage to the teacher credibility in aiding real student improvement in writing than any other factor. What students perceive as important for their learning highly influences their reception of the directives they receive from their teachers.

It is interesting to note that when using the formal writing process approach in teaching students how to write, more emphasis is placed too often on the process rather than on the final product as students write numerous drafts and revise according to teacher feedback. In the study "The effect of oral and written teacher feedback on students' revisions in a process-oriented EFL writing class," Telceker and Akcan (2003) reported that teacher feedback is very beneficial and effective in improving especially the content of student writing as per the fact that student written products were quite less developed when there was little or no teacher feedback during the writing process (Telceker & Akcan, 2003, p. 31). However, the type of teacher feedback is also an important element in the writing process. In this study, it was found that students received more detailed and comprehensive feedback in one-on-one oral conferences about the content of their work with the teacher instead of mere written comments on their work. Student interaction during these conferences, such as asking questions and clarifying meaning for greater reception and understanding, is important. As far as grammar is concerned, teacher written feedback was noted to positively affect improvement in this aspect of student writing more so than oral conferencing with the teacher.

Gary Dohrer (1991) noted in "Do Teachers' Comments on Students' Papers Help?" that most teachers of English make comments of some type if nothing more than to let the students know that they have read the paper. However, students' reaction to these comments gives a

sense of the import of these comments. When teachers place too much emphasis on grammar correction and/or major structural changes that would reframe the whole work, students pay little attention to rewriting the work. This author did note that there are worthwhile ways of making effective comments on student work. First of all, there needs to be an awareness between the teacher and the student as to what is important in the writing process for each paper, and comments on papers should reflect the elements of that agreement. Secondly, too many comments on papers only bring confusion and do not encourage the rethinking process for the student rewrite. Last of all, teachers need to make comments that give enough information. Single word comments such as "awkward" or "wordy" just leave the student blank for the purposes of improvement (Dohrer, 1991, p. 11).

A teacher feedback study was completed by Wes Davis and Joe Fulton regarding the effectiveness of two types of teacher feedback, one being feedback from the instructor during the planning and composing process and the other being feedback after the writing project was completed during one on one conferencing. In this study, two teachers and their students were invited to participate and the writing sessions required were run identically by both teachers. For both pre-testing and post-testing essays, students could choose one of three different topics, plan, compose, revise, edit and correct their essays in 60 minutes (Davis & Fulton, 1997). The comparison for the purposes of the study came during the teacher involvement phase of the writing process. One teacher was highly operative during the composition phase giving directives and suggestions for improvement along the way and the other was most involved during the post-grading period when one-on-one conferencing took place. Results showed that the students' writing improvement was greater when teachers were involved during the actual composition process but only by .2, which is minute. The study showed that what is important is

any type of teacher intervention with the student writing process, whether it is during or after. Teacher involvement during the process helped students improve for that particular project and teacher involvement during the conferencing period aided students in preparing for improvement for the upcoming writing assignment. Thus, even though the technology of computers, the web, and various other writing programs exist in education today, it is still the up-close and personal teacher intervention that means the most for student writing improvement.

One type of writing that does not necessarily engage in all of the steps of the formal writing process is expository writing. In a study completed by Englert, Raphael, Anderson, and Anthony, (1997) which measured teacher importance using a dialogic strategy between teachers and students prior to and during the writing process, the authors proved that teacher/student dialogues prior to and during the actual writing were most effective and most important when teaching the concepts involved in expository writing. Traditionally, expository writing is described in abstract terms, which means the teacher is removed from the actual process before the expository writing occurs in a classroom due to the immediate and impulsive style required for this type of writing. "Good strategy instruction consists of assisted teaching in which teachers provide a temporary support that bridges the gap between the student's actual developmental level and that required for independent problem-solving in what is known as the zone of proximal development" (Englert, Raphael, Anderson, & Anthony, 1997, p. 340). In this particular study, students and teachers frequently discussed their plans for writing and drafting in an expository manner and acknowledged these plans by also discussing future writing strategies in small groups within the classroom. Additionally in this study, teachers modeled the "inner dialogue" that takes place when an expository writing assignment is made prior to the assignment of the expository writing (Englert, Raphael, Anderson, & Anthony, 1997, p. 342).

The results showed that the pre-teacher dialogue was successful in alerting students to the type of quick thinking and general structuring that must take place when expository writing is assigned. As well, students demonstrated an improved sensitivity to audience due to the previous teacher-modeling of the inner dialogue. Note is made then of the fact that even in writing that requires student impulse thinking and quick reactions, teacher pre-intervention is important and effective on the students' written product.

From a psychological standpoint, Sean Hawthorne (2007) wrote in "How Best to Teach Writing Skills" that there are three pedagogical principles important to the teaching of writing which are directly related to sociocultural theory. These are what Hawthorne refers to as (1) "offering cognitive apprenticeships" that aid students in their writing assignments; (2) providing facilitators (teachers) to help students scaffold their cognitive thinking and support them as they actually write; and (3) develop a community in the classroom which supports and encourages students as they complete a given writing assignment (Hawthorne, 2007, p. 27). Each of these proposals requires the direct involvement of the teacher.

Additionally, Hawthorne cited work completed by Donald Graves (1993) who found that students must be nurtured and supported during all steps of their writing process. Graves, as previously noted in the Englert, Raphael, Anderson, & Anthony (1997) article, stated that teachers should model their metacognitive thinking in front of the students in the classroom as he/she demonstrated how to write in a particular genre, allowed students to choose their own topics for writing assignments, and maintained a collection of student written work to provide an improvement history.

Interestingly enough, Hawthorne noted in his article that, as a result of recent studies, gender differences and socioeconomic levels affect the results of writing improvement with girls

performing better than boys on greater than 85% of the writing tasks assigned and students at the lower socioeconomic level of the scale scoring at the lowest points of the scale on more than 70% of the assignments. Thus, the teacher here makes a difference as an equivocator of social acceptance by giving feedback on all written work no matter the gender or the socioeconomic level and by giving added/or special attention to the males as they attempt their written work.

The Relevance of Writing – Today and in the Future

A study completed in 2007 by Graham and Perin found that the process approach to writing is not the "end all, be all" in the teaching of writing; it was noted that even though process writing may be on the way out, in and of itself, it is impossible to extract it altogether because the process approach includes so many aspects of the different new strategies that are being suggested for the future of writing in the classroom.

And, as all English teachers know, the teacher must be involved at all *levels* of the writing process, or one step just will not lead to the next with any meaning for the students.

Marcy M. Taylor (2000) has written an article entitled, "Nancie Atwell's 'In the Middle' and the Ongoing Transformation of the Writing Workshop", in which she notes that there is an effort in the 21st century to take "stock" of the writing process as teachers know it today (p. 46). She writes the article based on narratives from English teachers who teach writing and have come to various conclusions about adapting the writing process in their own personal classroom. Most of the teachers quoted in the article find the structure of the writing process helpful, but admit that they cannot ALWAYS get in all of the steps due to time factors and/or the needs of the students they work with in a particular class. Many of them state that they wonder if they are doing something wrong if all of the predicted results from the "authorities on how to teach writing" do not occur for every student. The main question being asked over and over is "Am I

doing it Right?"(Taylor, 2000). One of the teachers in the article finally adapted the writing process to what was comfortable for her and instead of allowing total student choice of topics, she has ended up being what she refers to as the "writing director". She assigns both the genre and the particular literature to be read and written on as a whole class group. She more often dialogues with the class as a whole and listens to what is working for them and what is not. Then she advises them to throw out what does not work and collaborates with them in adapting what will work in their papers. She calls it "cultivating the garden" (Taylor, 2000). The message from this article is that the teacher as writing "director" is actually more important than the teacher as facilitator. Students need someone to model for them, to tell them what is working along the way and to keep writing and adding on the list of "adventures" in education instead of the result of a stodgy process that says, "well, according to the book we must…"

In "Research for the Classroom," Melanie Mayer (2009) submitted an article entitled "On the Ground: Applying Current Research in a High School Classroom" in which she commented about the teacher's role in assessing student writings and taking part in the writing process as a teacher in general. First of all, Mayer acknowledged that she feels it is her duty to stay on top of the newest theoretical and conceptual changes and at least try to implement these in the classroom. However, she stated that only what works for each individual teacher is what should actually be used with students. For instance, the idea that writing is a social construct is negated by the confines of the standardized testing environment. Students are never allowed to choose their own topic in that environment. One concept that does work is using student reading to connect to their writing skills, and, because it works for her, she uses it for every writing assignment possible. Mayer stated that as long as she continues to try the new "tricks" to teach writing and takes out what does not work for her on the ground in the real classroom, then the

teaching of writing is more personally refreshing for her and her students learn a great deal more when their teacher feels confident and in charge of the realm.

Linda Adler-Kassner and Susanmarie Harrington (2002) completed a study entitled *Basic Writing as a Political Act: Public Conversations about Writing and Literacies* through which they wanted to showcase teachers' current attitudes about basic writing and the teaching of it and how students' real-world experiences relate to that educational foundation. In consideration for the fact that America has an incredibly diverse population, it is obvious that the work force needs of the country are also changing and will continue to change.

Recent studies are showing that students are coming to college unprepared to write at the college level. In these studies researchers did not put students' needs as the first priority, but institutional needs were placed at the top. In short, colleges and universities are still operating on the idea that they do not need to take risks to educate to the needs of students because as long as students continue to enroll in colleges and universities and pay the high tuition they assume that the student will rise to the occasion. However, this is not occurring. The shortcomings lie with the high schools' preparation of students in basic writing skills. This article calls for colleges to reach out to high schools by offering dual enrollment courses that will change the importance of the high school writing programs. It will be the job of basic writing skills' teachers to implement the recommendations for change in the immediate future. In the immediate future, data will be collected from current writing teachers at the high school and college levels about student writing performance and assessment guidelines. Also, teacher preparation and professional development activities will be studied to see what is effective and what is not. Local businesses and policy makers will be involved in gaining data for specific needs in their endeavors so teachers of writing will have access to the reasons and needs for change in the writing process.

The message here is that the teaching of writing will soon be altered to meet the needs of the student and the real world, with colleges and high schools making the needed changes to prepare the one to interact with the other in a successful manner. Thus, teachers of writing are and will be bearing a changing and different burden in the classroom.

Along these same lines of thought, in an article entitled "Raising Writing Skills", Ken Schroeder (2006) writes that studies are underway to aid teachers in increasing their students' writing skills for greater success in the real world after high school graduation. Although these strategies are propounded as somehow "new," four the eleven "new" ideas sound awfully familiar and require the direct intervention the classroom teacher. Schroeder writes:

The instructional practices recognized as holding the most promise to improve student writing skills are: writing strategies (teaching students strategies for planning, revising, and editing their compositions); summarization (explicitly and systematically teaching students how to summarize texts); sentence combining (teaching students to construct more complex, sophisticated sentences); and process writing approach (interweaving a number of writing instructional activities in a workshop environment that stresses extended writing opportuniti4es, writing for authentic audiences, personalized instruction, and cycles of writing) (Schroeder, 2006, p. 75).

Kathleen Manzo (2009) cited excerpts from some of the same sources as Ken Schroeder in her article entitled *Need Cited for Secondary-Level Writing Instruction.* One of the sources for most of the up-to-date research is the report by the Alliance for Excellent Education, which is a Washington-based organization that promotes high school improvements. Schroeder's eleven components of writing instruction, four of which are quoted above, are the same components referred to by Kathleen Manzo. Manzo stated that teachers will still be needed in future

educational endeavors to build students' organizational skills prior to writing to improve writing proficiency, in the revision of their writing to improve clarity of meaning and in editing the writing so that grammar skills are effective in conveying overall meaning and ideas of the students.   Teachers are also required for student writing improvement in the assignment of the various writing genre and in setting up the new proposed writing workshops in which students will be working together to plan, draft, revise and edit their work.

Summary

Writing is still a viable and vibrant part of student education today, and although many have suggested new methods for teaching students how to write, the focus remains on the teacher in the classroom and how that teacher conveys not only the steps in the writing process to the students, but also how students perceive and receive what and how that teacher is saying it.

In this review of the literature, it is noted that much research has been carried out on what should be included in student writing and what activities teachers should use in communicating those objectives to the students. However, the effect of teacher attitudes towards the student and student writing both during and after the achievement of a writing product has not been completely considered in the research on this topic.

Chapter Three: Methods

Overview

A qualitative method of research was chosen for this project because it was most adaptable to the study of relationships that develop between a teacher and his/her students. There are many facets to any relationship, however, when considering which aspects of a relationship affect a student's end product in the writing classroom, it was imperative that a study design be implemented which could produce a full data picture for thorough analysis.

When it comes to teaching students how to write, there are no staunch, pre-set standards agreed upon in the world of writing teachers. There are only professionally supported suggestions and best classroom practices. Because the act of writing is so completely individualized, not only are the methods chosen to teach writing of considerable consequence, but every aspect of the personality and presence of the professionally trained teacher in the classroom is substantially influential as well. Therefore, due to the subjectivity that would be involved in this study, it was imperative that a research method be chosen for its aptness in revealing not only a considerable amount of data but a design that would allow for discovery, comparison, and inspection of individual nuances of presentation and evaluation by the teacher when teaching the writing process and the eventual execution by the students of what had been taught.

The qualitative approach was the only way to bring together all of the elements, both subjective and objective, in order to identify the foundation for the unknown theory.

Design

A constructivist grounded theory design was used to develop the research questions which lay the groundwork for the emerging theory. The ensuing step-by-step process of

gathering and coding the raw qualitative data (Corbin & Strauss, 2008) gleaned from the

observation of real life social circumstances in the classroom (Marshall & Rossman, 1999)

eventually led to a theory that is "conceptually dense" (Ary, Jacobs, Razavieh, & Sorenson,

2006, p. 462). The concepts used to build the emergent theory were gleaned from the sub-

categories and categories that appeared after triangulation of the data (Ary, Jacobs, Razavieh, &

Sorenson, 2006). Data triangulation was required in order to gain a complete picture of the

teacher/student relationship as it developed in the classroom in relation to the ongoing writing

process and to give the emergent theory much credibility through "corroborating evidence"

(Cresswell, 1998, p. 202). The raw qualitative data for this research was gathered in the natural

setting of the English 101 composition classroom and through personal follow up interviews

with the participant students involved. The research questions unfolded as a result of the

constructivist nature of the study, the choice of the English 101 real world classroom was made

for allowance of field observations most relevant to the established research questions, and the

randomized manner in which participants were chosen aided in the objectivity of the study

(Bogdan & Biklan, 2007, p. 37). After many observations in the real-time classroom, coding of

the daily data produced "theoretical saturation" (Ary, Jacobs, Razavieh, & Sorenson, 2006) and

it became apparent that data triangulation was required. Student perceptions within the ongoing

classroom were nearly impossible to gauge with relevance to this study. Consequently, personal

student interviews were carried out after the in-class observations produced data saturation. The

raw qualitative data gathered was coded at three different levels to develop the theoretical

components pointing to an eventual discovery of the theory (Saldana, 2013).

     Grounded theory constructs the theoretical components as they arise from the data

gathered. The data is gathered from people as they experience the phenomenon of study within a

particular setting. Therefore, this theory is based in the data (Ary, Jacobs, Razavieh, & Sorenson, 2006, p. 462). I had no idea what theory would appear from within the data before the research began, which is why I chose to do a grounded theory study. A constructivist grounded theory study was chosen because I had a personal interest in the field of teaching writing in the discipline of English (Marshall & Rossman, 1999) since that is my line of employment. Because I am and have been a member of the English faculty within the college of general studies at the university where I am an assistant professor, one interesting question kept being posed as a result of personal and professional conversations I had with colleagues in the field. I had thoughts and ideas about the answer/s to the questions, but no real theory as to the answer/s. This question always reverted back to of the various elements to be found in the teacher/student relationship in the English classroom as it relates to writing. After formulating the research questions for this study as a result of personal curiosity surrounding the topic of the professional conversations with colleagues, a general focus for the research came into focus (Marshall & Rossman, 1999). After making a thorough literature review on the topic of interest for the proposed research, the general concept became more concentrated and I was able to center on the real-world observation based style of research known as constructivist grounded theory.

Because grounded theory research is a social study (Creswell, 2007, p. 60), field notes were gathered in an ongoing classroom as it existed in the real world in real time, data was gathered from personal interviews with each student participant, and data was taken into consideration from the end of course documents for each course. The first research tool used was field notes (Gall, Gall, & Borg, 2007), which allowed for observation of the teacher presenting the writing process, motivating the students to take action, and then introducing the evaluation to be used for grading the student product. The second tool used for research in

gaining data was the student personal interview (Bogdan & Biklan, 2007, p.103), which allowed

for research regarding the students' reaction to the teacher presentation and evaluation of the

written product. The third tool used was the end of course final grades document (Bogdan &

Biklan, 2007, p. 138). This is a student records document which provided knowledge of the final

grade made by each student in this study as a result of turning in their written work. Also,

viewing the final grades document for each class, which showed the end grade that each student

made, helped to corroborate not only what was observed in class but also helped to further define

some elements of the statements made by students during the student personal interviews in

connection with their writing performance in the classroom. Interestingly though, the final

grades document did evoke questions in my mind regarding several of the students and points

they made during their personal interview regarding their teacher and their ability to write.

Eventually, several follow-up interviews were scheduled with some of the students to help define

the meaning of answers to interview questions they had given as this information related to the

fact of the final grade in English 101.

Different phases of coding took place as the research progressed. Open coding was used

to identify categories based on thematic and conceptual similarities which led to the

identification of new categories (Saldana, 2013). While open coding the data, in vivo coding

naturally occurred. In vivo coding occurred when several students referred to the same situation

in the classroom using the same general phrase (Saldana, 2013). This uniformity in phrasing led

to new categories for coding the data. Next, axial coding took place. Axial coding described the

properties of the open coding categories, which allowed for discovery by the researcher as to

how the categories were related to one another thematically and conceptually (Saldana, 2013).

Finally, theoretical coding was used, which allowed for the discovery of the core categories leading to the final theory.

During all three phases of coding, reflective analytical memos were written by the researcher in order to record perceived connections amongst the data through inductive and deductive thinking/reasoning. When viewing the final grade data sheet document for each separate class, it could easily be seen whether or not the personal interview statements of the students could be corroborated and whether or not students were on target with their opinion of how grades were reflective of their efforts with or without the teacher's help.

Even though there was no preconceived idea of a theory regarding the data, by following the steps of the grounded theory research methodically, the constant comparative analysis and coding of the data eventually led to the revelation of a grounded theory as a result of this study.

Research Questions

The purpose of this grounded theory study is to discover the elements of the teacher student relationship that exist during the teaching of writing which are most effective in student writing improvement at Liberty University. The following are questions which will aid and guide the researcher during this study.

- What are the identifiable elements of the teacher student relationship in the classroom? In being able to note what aspects of the teacher student relationship exist, the elements of the teacher student relationship must be acts that are observable in the classroom (Gray, 2007, p. 2). The elements important to this study must occur more than once in order to be considered viable for the purposes of this study.

- What impact does verbal and nonverbal communication (within the student- teacher relationship) have on students' performance and enjoyment of writing? Teachers and students use both verbal and bodily responses when communicating during the teaching of writing (Jones, 2008).   The reaction of each to the other will be observed and recorded for the purposes of this study.

- What elements of the teacher-student relationship are directly related to students' writing in the English classroom?   The most important aspects of the teacher student relationship for this study are those that directly or indirectly relate to the students' act of writing (Telceker & Akcan, 2010). Again, they should be observable.

- What impact does the teacher-student relationship have on student writing outcomes? Students are able to identify and verbalize how the elements of the student teacher relationship impacts their writing.

Setting

O. E. Simmons and T. A. Gregory (2003) have discovered and have set forth the aspects of a relevant concept to GT known as grounded action. In a number of articles written by Simmons and Gregory, they explain the idea that the field researcher who is a part of or has a direct knowledge of the area being studied during any GT study allows for the greater relevance of the concepts and findings of that study to fellow contributors who also live and work in that particular realm of society.

In this study, the researcher has been an instructor in the English 101 classroom of the university where the study took place for the last 13 years and is currently a member of the College of General Studies within this university. Therefore, the jargon of the writing process used in the freshman English classroom by the instructors observed had a firm base in the mind

and experience of the researcher. As an English teacher, the researcher was already was familiar with the writing process used in the English classroom and the jargon which accompanied that act as well.

Although it is obvious that all teachers of the various disciplines are concerned with student thought development and the eventual application of learning in the real world, it is very apparent that what goes on in a math, science, or even a history class is not what goes on in an English classroom. The aforementioned disciplines are concerned with teaching facts that are used to carry on further learning, such as formulaic problems, application of scientific theories, or simply cold hard facts that must be memorized and then coagulated into a whole narrative; this is not the case in an English classroom. English teachers must teach students to open their own minds, think their own thoughts, analyze literature or at the very least put their thoughts together into a readable, coherent whole on paper. To do this there is always a teacher/student relationship which is tied up in the elements of communication. It is that relationship which is most often undefined, misunderstood, and yet very palpably involved in writing production. Consequently, it seemed unnecessary to leave the campus of the university of which the researcher is a member to go elsewhere to learn about the ramifications of the English teacher/student relationship in the classroom. Additionally, the scripture, prayers, and open discussions about Christianity, which are a natural part of classroom life here at this Christian university, are not necessarily a part of classroom life elsewhere. The researcher desired to do a study the findings of which could be shared with co-workers at the Christian university of which the researcher is a member and one that might be of practical use to other English teachers in Christian institutions of education elsewhere, as well.

English 101 consists of a large lecture of about 400 students per lecture which occurs each Monday on campus. The large lecture each week is conducted by a head professor of English. Approximately 25 – 30 graduate assistant students attend these lectures and sit with their individual classes during the lecture. Later in the week, breakout sessions occur in smaller class sections of about 20-25 students. The students in these breakout sessions are taught solely by the graduate student assistants. The 2013 fall semester at this level of English was chosen because the graduate student assistants are totally new to the teaching experience and have no preconceived prejudice or bias toward the act of teaching itself. On the student side, this level of English was chosen because the students in the breakout sessions are brand new to the college experience and have relatively the same previous educational experience before coming to college; that being either home-school, private school or public high school. Therefore, the students have no previous bias or preconceived ideas about the freshman English experience. Everyone is pretty much on the same page, figuratively speaking. The breakout teachers all received the same teacher training, they will all use the same writing objectives and texts to teach writing, and they are all under the leadership of the same head-teacher. These facts alone cut down on a great deal of bias during this study in regard to the relationship between the type of writing being taught and the students' reaction to the various types of writing being presented in the English classroom. All involved would be in relatively the same situation being studied as far as course content.

As the focus of this research concerned the teacher/student relationship and its effects on student writing, the main considerations for doing this study at the researcher's home university were the variety of English classes taught, the varying sizes of English classes from which to choose and the vastly different writing components required in each course. When asked in the

senior year exit survey what students liked most about their academic experiences at this Christian university, the overwhelming answer has always been the relationship they have had with faculty here at the school. What better place to study the effects of the teacher student relationships on writing outcomes than the Christian university of which the researcher is a member.

The university site at which this study took place is a state certified private university and one that admits students of any race, color, nationality or ethnic origin. Therefore, there would be a larger range of student backgrounds which could enhance this study.

The university site at which this study took place is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

The Chancellor is the overall director of the school with a Provost and Vice Provosts under his direct leadership. The Chancellor deals with the administrative duties of the school, and the Provost and Vice Provosts have direct leadership of the faculty and staff.

There is a dean and at least one associate dean for each school within the university. These deans preside over the faculty within each school on the campus. The university site where this study took place houses a vast online program known as "LUO." Because the researcher needed to view the everyday, in person relationship in its ongoing form, the on campus classroom was chosen for study. The college of general studies offers the basic requirement courses, of which English is one. The basic required courses are offered to all incoming freshman and those transfer students who for one reason or another have not yet completely fulfilled all of their basic foundation courses; hence, the name college of general studies. Within the basic foundational English courses are English 100, if testing results deem it

necessary, English 101, English 102, and any of the English 200 level courses. The 200 level

courses in English include British literature, American literature, and World literature. Most all

students must take the English 101 course, which was chosen as the focus of this research. Some

do CLEP out of the course by taking the CLEP test, but the great majority of incoming freshman

must take the English 101 course. If a transfer student failed English 101 at a previous

college/university or did not take it before transferring in to this university for whatever reason,

he/she must take English 101. Consequently, the English 101 courses are 98% filled with

incoming freshmen, that is to say incoming from their high school experience; however, there are

those few transfer students as well as some students already at the university of study who have

waited until their junior year of college to take the required English courses. Because the

university site for this study advertises for its students on a worldwide basis, there are students

taking the English course from all over the world; however, during the course of this study none

of the students randomly chosen as participants were foreign. All involved in this study were

born, raised, and educated in the United States. The student population statistics for the current

school year, which is 2015-2016, indicate that 62% of the students who attend the on-campus

program here are from Virginia, approximately 12% are from North Carolina and the remainder

are from other states or other countries (Office of the Registrar, (2015) Liberty University). Due

to the random choosing of participants to avoid any possible bias, as chance would have it,

except for one young man who was an on-campus junior, every single participant was an

incoming freshman right out of the high school experience, of the age between 19 - 20 years old,

with 14 Caucasian participants and one African American participant.   The young man who was

a junior had taken the course before but had to drop it due to time limitations presented by his

choice of job.

Participants

All participants were socially involved in the educational goal of learning to write and then producing an actual written product. Because there are two sides in a teacher/student relationship, both teachers and students had to be involved participants in this research.

The type of sampling used to gain participants in this study was theoretical sampling. Theoretical sampling involves the selection of participants based on the fact that their input would be of particular interest to the developing theory either through contrast or confirmation of that theory (Bloor & Wood, 2006). The participants chosen for this study were relevant in that they each equally had the possibility of adding data which would saturate not only the emergent categories but would contribute to the emerging theory as well (Creswell, 2007). The sample size in a grounded theory research project must be representative of everything that can possibly be observed (Ary, Jacobs, Razavieh & Sorenson, 2006). Additionally, Strauss and Corbin (1990) in their design for a grounded theory study interjected the question, "Under what conditions does the theory…fit with 'reality', give understanding, and be useful [practically and in theoretical terms?]" (p. 257). The researcher therefore chose three different classrooms with three different teachers and a limit of five student participants in each classroom. Choosing only one GSA teacher participant with a focus on the participants in his/her class would have limited the study to that one individual, which would not have allowed for a fully objective view of the teacher element of the teacher student relationship. Choosing only two GSA teacher participants would have caused a comparison contrast situation. Therefore, it was deemed that three GSA teacher participants and their classes would fulfill the goal of note saturation and a representative sample of all that takes place in the teacher/student relationship within the classroom as writing is taught. Five student participants were chosen from each classroom because it would be physically

impossible to observe 25 participants in each classroom during each observation. Five

participants, chosen at random, from volunteers who wanted to be involved, would be fully

representative of the classroom and the researcher as the human instrument would be able to

fully observe each one during every observation (Strauss & Corbin, 1990).

The three teacher individuals were selected from a pool of English 101 Graduate

Assistant Student Teachers (GSA) who volunteered to be in the study. Each was a beginning

English teacher of writing with no previous experience bias. Because relationships can vary due

to such elements as age, maturity, and educational level, it was relevant to this study that the pool

from which participants would be chosen at the GSA and the student level contain candidates as

similar as possible within their category to avoid bias.

In addition, the English 101 classes were chosen due to the fact that English 101 is a

writing composition course. Nearly every class taught throughout the semester is primarily

concerned with the act of learning to write or actually performing some element of the act of

writing. Visiting these classes would provide material rich with data that would be of great

pertinence to this study.

A table containing further information regarding the chosen participants follows:

Table I

A Description of the GSA Participants

Participant Code	Gender	Age	Ethnicity	Education Level	Professional Goals
G1	M	24	C	Graduate English Major	College Professor
G2	F	24	C	Graduate English Major	College Professor
G3	F	24	C	Graduate English Major	High School Teacher

All involved were also advised that classroom observations during the everyday events of class and personal interviews would continue to take place until theoretical saturation occurred. That is, at the point when data collection from classroom observations and personal interviews proves the categories that have been developed are being filled with repetitive data and/or similar circumstances, theoretical saturation has taken place (Bloor & Wood, 2006) and data collection is complete.

To gain the needed student participants for study, the researcher visited each separate English 101 class taught by the GSA participant involved.   A table containing the information of the student participants follows:

Table II

A Description of the Participants

Participant Code	Age	Gender	Ethnicity	Student Rank
G1 – Katherine	18	F	C	Freshman
G1 – Elizabeth	18	F	C	Freshman
G1 – William	19	M	C	Freshman
G1 – Harry	18	M	C	Freshman
G1 – George	19	M	B	Freshman
G2 – Mark	20	M	C	Sophomore
G2 – Charles	19	M	C	Sophomore
G2 – Ann	18	F	C	Freshman
G2 – Camilla	18	F	C	Freshman
G2 – Dianna	18	F	C	Freshman
G3 – Andrew	18	M	C	Freshman
G3 – Beatrice	17	F	C	Freshman
G3 – Margaret	18	F	B	Freshman
G3 – Jane	18	F	B	Freshman
G3 - Edward	19	M	C	Freshman

As evidenced by the information on both tables, participants were as equal as possible in university ranking and age. The factor of similarity within both levels of participants provided for a focused study of the teacher/student relationship with as little bias as possible without having to factor in elements that would make one relationship more outstanding during the research than another. For instance, if any one student participant was considerably older than

all of the other participants, the relationship of that student to the GSA might be biased due to age, life experiences, maturity, etc.

Procedures

Application to carry out the study was made to the Institutional Review Board for approval and approval was received. Before theoretical sampling began in this study, the researcher requested and received permission from the head professor for English 101 at the university, to use participants from the English 101 GSA teacher pool for the purposes of this study. The head professor for English 101 agreed to the procedure involved by signing the application to the IRB for permission to carry out the study (see Appendix A).

Each Monday morning during a normal semester, the head professor of English 101 meets with all of the GSA's for English 101 to lay out teaching objectives and procedures for the upcoming week. When approached by the researcher, the head professor invited the researcher to attend the GSA meeting on September 23, 2013. The researcher agreed.

At the September 23, 2013 meeting, all prospective GSA participants were present as the researcher presented the objectives and procedures for gathering data during this grounded theory study.   In the spirit of reciprocity (Ary, Jacobs, Razavieh & Sorenson, 2006), all prospective GSA participants were advised that each chosen participant, both GSA and student level participants, would be awarded a gift certificate worth $20.00 to a local restaurant of their choice for staying involved in the study until the end of the semester. Often students and teachers can get overburdened with papers and tests at the end of the semester, so it was imperative that some award be offered to keep everyone involved right up to the last interview. Reciprocity is important to everyone involved in the study due to the fact that participants have given of themselves and their time to help the researcher achieve the goals of the study (Ary,

Jacobs, Razavieh & Sorensen, 2006), therefore, the researcher has some indebtedness to the participants, and appreciation for time given should be acknowledged.

After all GSAs present agreed to the terms of this study, all of the candidates for participation wrote their name on a small piece of paper and placed their name in a box. Three names were pulled at random from the box by the head professor for English 101, and the three GSAs were advised that they would be involved. After the three GSA names were identified, those participants were asked to sign a consent form signifying their agreement with the terms of the study (See Appendix B).

Before the agreement was made to be a part of this study with the GSAs, they were also advised at the meeting with the head professor for English 101 that the researcher would be randomly choosing student participants from a group of classroom volunteers in the exact same way the GSAs had been chosen, i.e., names pulled from a box. The involved GSAs agreed to this set up.

On the first observation day in class, the researcher explained to the students in each class the nature and objectives of this study. Student volunteers from each class wrote their name on a small piece of paper and placed them in a box. The researcher announced to each class that the IRB had given pre-approval for this study to take place here at LU and that each participant would be awarded a $20.00 gift certificate at the completion of the study as a form of reciprocity. (Ary, Jacobs, Razavieh & Sorensen, 2006)) Student participants each received a consent to participate form which was signed by them individually and returned to the researcher (See Appendix C).

The method used to obtain notes and narratives for the study was natural observation (Ary, Jacobs, Razavieh & Sorensen, 1998). This method was chosen for this study because it allows the researcher to get the most completely comprehensive view of what is happening in the field as it occurs in everyday life (Ary, Jacobs, Razavieh & Sorenson, 2006; Creswell, 1998). Therefore, students were advised that there would be no disruption of the everyday class procedure as the researcher would merely sit on the side of the room as an observer taking notes as the usual classroom events took place. Additionally, students were made aware that follow up personal interviews would take place after field saturation of the observation notes took place.

At both the GSA initial meeting and the student participant initial meeting, all participants were advised that each would receive a pseudonym for the purposes of individual identity protection. Everyone agreed to this procedure.

The Researcher's Role

As the human instrument in this study, it was the researcher's job to stay on the outside looking in during each observation time. This type of observation is known as natural observation (Ary, Jacobs, Razavieh & Sorenson, 2006). In natural observation the researcher strives to remain as unobtrusive as possible to the situation in which he/she is taking notes. To maintain as much inconspicuousness as possible, the researcher entered the room a few minutes before class began each day and did not leave the room until the teacher had dismissed the class. The researcher had no "outside of the classroom" conversations of any kind with the teachers involved or the student participants. There was no previous knowledge of the participants on the part of the researcher of any kind before the study began. After several classroom observation visits, it was as if the researcher was not present during the observation times, which is highly desirable during natural observation.

During the taking of notes, the researcher sat in a corner of the room as near to the front of each classroom as possible in order to be able to view facial expressions and body language. The type of notes taken were field notes. However, field notes in this study were not the total picture of what was really going on in the relationships between the teacher and the student. Because in a grounded theory study the researcher has no preconceived concepts regarding what theory will be produced from the data, it is imperative that all aspects of the teacher student relationship be considered before the one on one personal interviews take place. The desired theory is "conceptually dense," that is, the participants present the observer with many perceptions during the class time observations which will later be compared to what is stated in the personal interviews. When there is a full picture drawn from the notes of both research field observations and personal interviews with the student participants, the grounded theory arises from within the data (Ary, Jacobs, Razavieh & Sorenson, 1998).

The only bias that could affect this study in any way would be the fact that the researcher has been an English teacher in both the public high school setting and at the chosen university for this study for a combined term of 34 years. Therefore, the researcher has been cognizant of the fact that there are a myriad of teacher/student relationships in the classroom. However, the motivation for this study was to understand not only the extent and type of relationships involved in the classroom between the teacher and the student but "how" these relationships affected the student writing process and product. Because the researcher had no preconceived ideas of the theory that may arise from the observations and interviews, the most obvious choice for the type of research was grounded theory. As an observer in the English classroom, one personal advantage was a complete understanding of the jargon being used in the teaching of writing. Consequently, the researcher did not need to have "after class" explanations by the teacher as to

definition of terms or the various processes being used to teach the writing. The focus of the field notes then was placed totally on the relationship between the student and the teacher as the classes were going forward. This was an obvious advantage.

Data Collection

The type of design used for the grounded theory research carried out in this study was the constructivist grounded theory design. Grounded theory is designed so that a theory may be developed from a social phenomenon based on the field data gathered in a study (Ary, Jacobs, Razavieh, & Sorenson, 2006, p. 33). Within the constructivist grounded theory design there is room for the researcher to consider existing theory as found in the literature and to bring in a personal understanding from the field when forming the research question/s (Marshall & Rossman, 1999).

As an individual actively working in the field being studied, I wanted to bring tacit theory and known formal theory into view so that a perplexing question occurring in the real world English composition classroom could be researched. The constructivist grounded theory design would allow me to move from personal curiosity, to personal theory, to formal concepts, and finally to a theoretical model that would bring a focus for conceptualizing the research question (Marshall & Rossman, 1999).

When considering how the research would take place as it concerns gathering the data, action research was chosen because it allows for triangulation of the data. Data triangulation allows the researcher to use two or more sources when gathering the data so a stronger case can be made for the eventual emergent theory (Ary, Jacobs, Razavieh, & Sorenson, 2006, p. 548). Data triangulation allows for one set of data to confirm data found in the other sources involved and vice versa, which strengthens the findings of the research. Additionally, differences in data

findings may lead to data divergences that can pose new questions for even further research (Ary, Jacobs, Razavieh, & Sorenson, p. 548). The site of the data collection was the real-time, real-world English 101 classroom so the researcher could glean data through taking field notes. Field notes allow for observations that include descriptions of individuals involved, people movements and interactions (including body language), perceived purposes, activities, and "emotional orientations and responses" (Ary, Jacobs, Razavieh, & Sorenson, 2006, p. 549). Action research allows for enquiry of the participants through personal interviews for data collection. Additionally, action research was favorable to the researcher because participants could be asked during personal interviews to describe how they felt in a particular instance, or they could be asked to describe from their point of view what actually occurred here or there during specific events and/or activities in the classroom (p. 549). Because the primary goal of action research is to "understand what is happening in a specific context" (p. 551), it was also chosen for this study because once the researcher has a full picture for understanding what is happing in a chosen context, the researcher can then reflect and consider how improvement in a given area may be achieved. As an English teacher, I am aware that classroom improvements are important and these are always being sought. This grounded theory study was chosen because it allowed for in-field observing and personal interaction during personal student interviews.

Pre-consideration for privacy of individuals

Individual participation was accepted on a volunteer only basis after an initial explanation of how the study would be carried out was explained to all individuals present (Bogdan & Biklen, 2007, p. 50). Participants were advised of the time parameters of the study and were also advised that follow up personal interviews would most likely be a part of the research process.

After field observation notes saturation occurred, it was obvious during the reflection period that triangulation of the data had to be achieved. Because field observation notes did not give a complete picture of the teacher/student relationship, personal interviews had to be carried out in order to triangulate the data (Ary, Jacobs, Razavieh, & Sorenson, 2006).

All data gathered during the time of taking field notes was dated and each different class was labeled by the pseudonym given to each separate teacher. For instance, the morning English 101 class was taught by G1, the noon time English 101 class was taught by G2, and the afternoon English 101 class was taught by G3. During the personal interview note taking, each student was given a pseudonym. None of the participants are aware of their own pseudonym to this day, however, they were made aware at the beginning of the study that they would be assigned a pseudonym for the purposes of privacy and protection of the individuals involved (Bogdan & Biklen, 2007).

Natural observations

In natural observation the goal of the researcher is to view a particular setting in the real-world in real-time as it is occurring without making any type of intrusion or change (Ary, Jacobs, Razavieh & Sorenson, 2006). During natural observation, the researcher is not a part of the ongoing classroom situation at all but is very much the outsider looking in on life as it is happening; the natural setting.

Although there are four forms of data collection in a qualitative study, which are observation, interview, documents, and audio-visual material (Creswell, 1998), three of these forms of data collection were chosen for the goals and objectives of this study. These choices were field notes taken during classroom sessions, personal one on one interviews of students and the final grade sheets for each class obtained from the registrar's office. The main sources for

data collection were the English 101 classroom, the one on one personal interviews with the student participants, and the viewing of the various final grade sheets submitted by each teacher for English 101. Additionally, there was an enquiring member participant follow up interview with available students once the semester was over and final grades had been recorded (Ary, Jacobs, Razavieh, & Sorenson, 2006). The member participant follow up interview was a semi structured event in which each student sat down face to face to respond to questions regarding their final grade in the course as it related to statements made during their original interviews. Also, I wanted to know each student's interpretation of their final grade relating to the information they had given during their first interview with me.

The natural observations were carried out to answer the first research question, which is: What are the identifiable elements of the teacher student relationship in the classroom?

Data was gathered through the process of taking descriptive field notes (Ary, Jacobs, Rzazvieh & Sorenson, 2006) during a total of 27 classroom observations. Each observation took place during the normally scheduled class time as set by the English department in the College of General Studies. Each class is 50 minutes long. The researcher in this study was a non-participant observer (See Appendix D).

In the first field observation for each classroom, the setting was described, which included roughly where each student was placed in relation to the teacher, the placement of tables, the placement of students in relation to other students, any and all reactions between individuals, and an accounting of events including who was involved, when they were involved and what the outcomes were during that particular class period (Ary, Jacobs, Razavieh & Sorenson, 2006). During each of the following observations, both people and their reactions to events and each other were recorded in the descriptive field notes. Each evening after observing,

the data gathered was stored in a cabinet in the researcher's 4th floor office in Demoss Hall on the campus (Bogden & Biklen, 2007). Reflective notes were then added each evening after reading the descriptive notes taken earlier that day. The reflective notes included personal thoughts and impressions about events in each classroom, any positives or negatives in the teacher/student relationship as noted by the researcher, questions that might be answered in future observation notes, and any other speculations about elements within the observed classrooms (Ary, Jacobs, Razavieh, & Sorenson, 2006). The goal each day was to take notes that delineated everything that happened in each classroom through rich and thick description (Creswell, 1998).

Personal Student Interviews

After saturation of the note categories occurred regarding all that took place in the classrooms, more detailed data was required due to the fact that there was not enough verbal input, explanation of classroom events, and reaction to activities from the students' view. The researcher then carried out personal semi-structured interviews with each consenting student participant in conjunction with participant observation (Bogdan & Biklan, 2007, p. 103). The aim of the personal semi-structured interviews was to gain data pertinent to the following final three research questions; data which could not be gleaned through simple field observations made inside the ongoing daily classroom. Because I wanted to get comparable data across subjects (Bogdan & Biklan, 2007, p.104), I chose the semi-structured interview format. The following research questions were grounded in the literature consulted during the process of this study. These questions were grounded in the literature consulted for this study.

- What impact does verbal and nonverbal communication within the student- teacher relationship have on students' performance and enjoyment of writing?

- What elements of the teacher-student relationship are directly related to students' writing in the English classroom?

- What impact does the teacher-student relationship have on student writing outcomes? (Griffin, 2001)

Semi-structured personal interviews were the chosen form of qualitative data collection because of the high percentage of participation provided by personal interviews, which is contributable to the level of personal contact between interviewer and interviewee. For example, if a question is not fully answered during an interview or if the interviewee does not completely understand the question being asked, the interviewer has the ability to explain or re-word any question on the spot. This would not be possible through an e-mail or mailed out questionnaire type of survey. Also, the interviewer has the opportunity to view the body language and facial expressions of the interviewees during the interview. This is an advantage because if a question needed to be re-asked or if an interviewee began going off onto an irrelevant course of conversation, the interviewer could bring the topic of talk back on to the required focus (Ary, Jacobs, Razavieh, & Sorenson, 2006). Interviewer bias and social desirability bias, the two possibilities of bias in the personal interview, were controlled as much as possible through the pre-interview information read out to each individual participant before the interview began. Also, the fact that there was only one main question asked at the beginning of the interview allowing participants to explain fully their answer, quashed the desire on the part of the student to give short answers that would please or displease the interviewer (Bogdan & Biklen, 2007, p. 37).

The homogeneous sample of students was chosen to be involved in this study because of their ability to provide information pertinent to the developing theory (Creswell, 1998). Each

student involved in this study was approached by the researcher so that times and locations agreeable to both the researcher and the individual student could be set up for individual interviews. In an effort to allow total student freedom during the individual interviews and yet provide a focus that would avoid answers and conversations during the interview that would bring up irrelevant information and waste the limited time of both the researcher and the student, a base of information was read to each student prior to the beginning of each interview. Because the research literature regarding the teacher student relationship in the classroom at the college level is nearly nihil, the researcher chose to refer to the "terms" discussed by Mary Ainsworth (1989) in her study of early childhood education in order that students might gain a beginning focus before the interviews began. Also mentioned in the beginning base information is Vygotsky's famous statement that learning always occurs within, and cannot be separated from, a social context that is integral to a student's development in any given subject area (Vygotsky, 1978).

The following is a sample of the base information read aloud to each student just prior to the interview questioning process:

Vygotsky recognized that learning always occurs within, and cannot be separated from, a social context. He believed that this social context is integral to a student's development in any given subject area.

The teacher student relationship involves: the ongoing behavioral patterns, individual style, relational history (which began the moment the students first entered the classroom), and continual influences on student teacher interactions.

Words that I am using to describe the different levels of the teacher student relationship are: 1) secure 2) anxious avoidant 3) anxious ambivalent 4) anxious disorganized

Secure means that both teacher and student understand one another, are comfortable communicating with one another and therefore, the student's effort and the end-product achieved as a result of that effort is the best it can be.

Anxious avoidant means that either the teacher or the student is uncomfortable for some reason in the relationship and when possible avoid direct contact with one another. This avoidance affects the end product of student work in a negative way.

Anxious ambivalent means that either the teacher or the student is unsure of some element in their relationship which transfers negatively into the work the student produces.

Anxious disorganized refers to the fact that the teacher student relationship is unstable; meaning some days it is positive and other days, for whatever reasons, it is in a negative state. Disorganization in the teacher student relationship brings on uncertainty in communications which negatively impacts the student work end product.

I have read you all of this so you will have some general understanding of the background for what we are talking about together today.

After reading this information to the student, the following standardized open-ended questions were read aloud one by one, giving the student time to answer each fully before the next question was posed.

1) Describe your relationship with your breakout teacher for English 101.
2) What elements of that relationship affect your writing experience in English 101?

3) What is it about your relationship with your instructor that motivates you to write or does not motivate you to write?

After hearing the above information read aloud and then hearing the above question, each student was allowed to go in the direction of his/her choice regarding information about their relationship to their GSA English instructor. It should be noted here that if a student made unclear references or unclear statements during the interview, the researcher would stop the student and ask additional questions to ensure that the exact meaning and intent of what the student was saying was clear. These additional questions were applicable only to that moment and were not part of the standardized questions pre-set for the interview process.

Educational research literature has traditionally emphasized the impact of economic resources in the home on student learning, the impact of school resources on student learning and the impact of teacher preparedness on student achievement when considering student productivity and motivation (Greenwald, Hedges, & Laine, 1996; Hedges, Laine & Greenwald, 1994). Additionally, a high percentage of educational research has focused on students during the beginning school years, the middle school years and some limited studies on high school years when considering the effects of the teacher student relationship on student performance in schools, (Pianta & Stuhlman, 2004; Hallinan, 2008; Klem & Connell, 2004; Montalvo, Mansfield, & Miller, 2007; Jerome, Hamre, & Pianta, 2009; Buyse, Verschueren, Verachtert, & Van Damme, 2009; Baker, 2006). However, there is very limited research on students at the college level which focuses in particular on the teacher student relationship in the English classroom during the writing process. The main focus at the college level for this type of research has been studies done regarding the effects of teacher comments on returned papers to

college students (Zellermayer, 1989), but few if any studies have been carried out on the effects of the relationship itself regarding the student written process and product.

The purpose of Question 1 regarding the students' perception of the elements they saw as relevant to defining a relationship with their English instructor was presented to gain insight into what the student revered as important within the teacher student relationship. Student perceptions of the aspects of the teacher student relationship that affect them is defining to them when it comes to how well they perform tasks assigned in the classroom, their motivation to perform to their utmost ability, and their belief that the grading of that performance will be fair and balanced (Hamre & Pianta, 2006).

Questions 2 and 3 were designed to get a perception from the student's view of the teacher student relationship as it relates to the teacher as a hindrance to the writing process or a help to their performance. Gaining insight into what elements of that relationship students define as helpful or hindering is key to comprehension of how the teacher student relationship affects the students' writing performance at all levels. Because writing is a social event, the teacher is at the very least 50% of the communication, comprehension and motivation in student performance (Goddard, Hoy, & Hoy, 2000). Obviously, student perceptions of the teacher student relationship has a large effect on the students' willingness to perform at their highest level when carrying out any writing assignment and this affects the other 50% of the relationship.

Data Analysis

Reading and re-reading of the classroom observation notes provided categories and sub-categories into which data was placed, which is known as open coding of the data. Open coding and in vivo coding are the beginning strategies for breaking down the data gathered during a grounded theory study into meaningfully coded segments (Saldana, 2013, p. 51). When certain

words and/or phrases began appearing within the data repeatedly during open coding, these words and/or phrases became coding titles that signaled a particular block or type of information which had meaning within itself that was pertinent to the study. In vivo coding helps the researcher preserve participants' meanings of their views and actions in the coding itself (Charmaz, 2006, p.55). For instance, one participant referred to his teacher's patience level as one that would even put up with silly questions. Silly questions were mentioned by several other participants and this phrase then became one of the categories of questioning types that helped to define a teacher/student relationship in this study. During the open coding phase as more data was gathered, it would either be placed under an open coding category, or it would become a new category within itself until data saturation took place at the open coding level. Data saturation refers to a singular point in the research occurs when the information gained from data collection becomes repetitive or redundant (Bogdan & Biklan, 2007, p. 69). Categories in the data regarding behavior patterns of the teachers, phrases of conversation repeatedly used in the classroom, and body language of the students in response to teacher directives were the most obvious divisions to appear at the beginning of the study. After several readings of the gathered data, the data in the categories provided properties under which data expanded and developed for the creation of new sub-categories as different properties appeared (Creswell, 1998, p. 57).

Eventually, as more data was placed into these various categories and sub-categories, I noticed a repetitiveness of the same data elements in the field notes appearing within the field notes. At this point I realized that as an observer in the classroom, the same behavior patterns and phrases were being repeated over and over in the notes. In grounded theory studies this is referred to as saturation of the categories (Creswell, 1998; Ary, Jacobs, Razavieh, & Sorenson, 2006). Once saturation of the notes occurred, field notes had to cease, and so they did.

The coding used to analyze the data in the field notes arose from within the data itself as the researcher began to sort, organize, and summarize the data. Open coding was used in this study to separate the data into fragments so that it could not only be used to define the different processes going on in the teacher student relationship but could also be used to make comparisons between the different fragments in order that further meaning could be gleaned. Next, the implementation of axial and theoretical coding occurred to accommodate constant comparative analysis which helps to reorganize the codes into categories for prioritization during axial coding. To record the new meanings arising from the data, the researcher began to write extensive notes called "analytic memos"(Saldana, 2013). These memos allowed for personal researcher discussions and analyses of the codes (Wertz, Charmaz, McCullen, 2011) and also served as a way to delve in to the meaning of the data, to document and trace the arising sub-theories, and to keep track of any questions that might appear during the analysis process (Saldana, 2013). As the coding revealed further meaning, categories developed and further analytic memos were written to help identify conglomerate chunks of meaning from within the categories. (See Appendix E) However, even though there is much coding and memoing there is still an interpretive rendering on the part of the researcher, which is always the case in a grounded theory study. The interpretive rendering in this study is based on what the researcher found to be most prominent in the data. Therefore, identification of the most frequently appearing codes served as the basis for "defining an analytic focus" (Wertz, Charmaz, & McCullen, 2011, p. 174). The analytic focus is the crux of the emergent theory that explains the effect of the teacher student relationship on the student writing process and product.

Open Coding

While observing the three GSA's in class each day, field notes were taken and kept in a notebook. After the first two days of classroom observations, the notebook was perused to identify the initial categories that were significant in describing the teacher role in the teacher student relationship during the writing process (Creswell, 1998). This beginning code process occurred as the researcher paid particular attention to the words and actions of each GSA in his/her particular classroom to describe his/her individual approach to students during the teaching of the writing process as it related to the written end product of the student (Saldana, 2013).

After a total of 27 classroom observances had taken place, open coding revealed that there were very few, if any, categories or sub-categories relating to collected student data while viewing the actual GSA teaching in his/her individual classroom. Although the five chosen students in each class were observed for reaction to their teacher's presentation/s, there was only limited body language data that could be coded. Thus, saturation of the classroom observance data occurred as it related to the GSA's, and it became obvious that personal student interviews had to be carried out. Consistent with steps most often taken during grounded theory studies, the researcher wrote a memo analysis of the saturated GSA (teacher) data up to that point in the study (Wertz, Charmaz, & McCullen, 2013). The memo analysis pointed out the fact that only ½ of the teacher student relationship had actually been covered during the recording of fields notes. The researcher then approached each individual student and set up dates for carrying out the student personal interviews.

Further Developments – In Vivo Coding Appears

As data was recorded as a result of the personal interviews, it was during the open coding of the students' personal interview data that in-vivo coding occurred. In-vivo coding involves identification of a particularly significant phrase that impresses the researcher as an important concept within a section or chunk of data as it arises during the interview process. The in-vivo coded phrase encapsulates an idea that is important to the ongoing research (Saldana, 2013). In vivo coding is most relevant to the research because the idea expressed is based on the actual words uttered by one or more of the participants in the study (Given, 2008).

When open coding the personal interview data of the students, two in-vivo phrases were used by participants that identified a highly important aspect of the teacher student relationship from the student point of view. Through inductive and deductive reasoning these two phrases were then used to examine the open coded data thoroughly in order to develop a basis for further disaggregation of the data.

Open Coding Revisited

After open coding of initial GSA classroom data occurred, open coding using the in-vivo coding of the student personal interview data took place. Analytic memos were used to note key words or thematic ideas that defined the developing codes. After each individual student interview, the analytic memos were also used to reflect on data already collected before interviewing each additional student to gather more data based on the direction of the theoretical sampling up to that point (Saldana, 2013). Just as in the process for taking field notes during the GSA (teacher) observation process, all categories and sub-categories developed had to be saturated before desisting in the student interview process. Each category and sub-category were

represented with codes so that when new categories developed, they could easily account for the individual differences between teachers. As the saturation occurred in the categories, each new piece of data was construed to be a similarity with other data or a new and developing concept (Gall, et al., 2005).

Once the student point of view was analyzed using open and in-vivo coding, the classroom observation notes were again reviewed in light of the new, in-vivo, student suggested categories. GSA actions that had any relation to the new, in–vivo categories were identified and recorded in the analytic memos. Due to the fact that there were three participating GSA teachers, a number of categories were found to be irrelevant to the oncoming theory because the ongoing data collected were pertinent to only one or two students within only one GSA's class. Eventually, any data that did not hold up to constant/comparative analysis from the other two classes or even with other students in that same GSA's was "sidelined" for the time being. However, for purposes of future studies in this particular area, the data was kept and stored. During axial coding, only data that could be related to the categories of data gathered in all three GSA's courses from both field notes and personal interviews were maintained as "active data" for the process of inductive and deductive reasoning to be used during the second cycle of coding, known as axial and theoretical coding, and eventually the final identification of a grounded theory.

Axial Coding

During axial coding, the categories from open coding were organized into groups that could be related on the basis of relevance to the teacher student relationship, either effective to the writing process or ineffective. Often it was as simple as positive elements of teacher influences vs. negative elements of the same. The larger categories that developed during axial

coding were ever more pertinent to the teacher student relationship and the oncoming theory. It was quickly noted that negative teacher student relationship aspects were important in the categorizing because they helped define the ramifications of the positive aspects in regard to the writing process and product.

The axial coding process allowed for a detailed definition/description of the categories as they pertained to differences in the generally identified properties of the teacher student relationships from GSA to GSA (Saldana, 2013). Each differentiation in a particular GSA's teacher student relationships further delineated the oncoming theory. The axial coding also helped identify conceptual hook ups amongst the categories according to their thematic similarities that would eventually help the researcher identify the overall theory of this study.

Theoretical Coding or Integration

Once the thematic similarities were identified during axial coding, theoretical coding allowed for the researcher's reflective analysis of the identified categories and provided the information that aided in the further recognition of the thematic conceptual developments as they arose from the data.

During theoretical coding, all previously identified categories and sub-categories became linked with a materializing core category, which is the major representation of what the study is about. The materialization occurred during this study through a constant and continual reflective analysis of the categories which allowed for the combination and coordination of the categories. This analysis was based on the relevance and similarity of the categories to one another towards the creation of a new core theory. By comparatively analyzing the various categories in a constant continuing manner for their correspondent properties, which would identify each as a part of the relevant whole, meaning was made from the data. Thus, the emergent central

category was literally established by the recognition of relevantly similar qualities from within the categories.

The most important aspect of theoretical coding, is the final reflective analytic memo process, which is the foundation for identifying and proving the connections between the codes and categories that not only convey the phenomena of the study, but when said codes and categories are followed back to the data can literally demonstrate when and how these categories were developed, how they work in connection with one another, and perhaps even why they occurred during this particular study (Hennink, et al. 2011, p. 277). Although some do not choose to use theoretical coding in a qualitative study, it was essential to this study as a vehicle for bringing together a core category that included both sides of the teacher student relationship. Theoretical coding is actually the use of deductive and inductive reasoning on the part of the researcher in the constant comparative use of the data to gain insight into what the data represents in a meaningful build-up to the final grounded theory. It is in this manner that the final theory literally arises from the data gathered during a real life, real time social setting.

To help substantiate the findings through coding, I obtained a copy of the final grade sheet for each class after the semester was over. However, I was a little jolted by the data I found there for each student on these grade sheets and decided to call each participant in for a final follow up member participant interview.

Trustworthiness

In recent research regarding the trustworthiness of qualitative inquiry, proponents of qualitative methods have noted that the most important aspect of this type of research is to correctly connect the methods used in a particular study to the research question/s being asked and the pertinent issues that are taken up in that study. The idea that there is only one particular

approach that must be adhered to in order to attain credibility in a research project is a fairly nihil one in current research circles (Patton, 1999). In the research taken up for this dissertation project, the grounded theory was chosen for its very lack of an identified theory before the research began, for the fact that the research process had to be carried out in the social setting of the classroom in order to obtain the rich data needed, and finally for the fact that the researcher was required to glean the rich data needed, in person, without being a live participant of the social process taking place during the attainment of the data in the ongoing daily social process of the classroom.

Credibility can be found in a study when the researcher produces results from the research based on a viable research design, participants that are relevant to the research design, and a setting in which data is gathered that is also relevant to the research design.

Credibility of the research is concerned with the validity, reliability, and triangulation of the data (Patton, 1999). Each of the aforesaid factors were used in helping to accurately describe the real world reality discovered during the process of this research project. Of the aforementioned elements that support credibility, triangulation succinctly helped to build and sustain the validity and the reliability of the rich data gleaned.

Triangulation, of course, involves both gathering the data in several modes and then considering the data from several different points of view (Patton, 1999). For example, data may be gathered through personal interviews, researcher observation, and direct questioning of the participants. Triangulation of the data allows for a full, clear view of the data so the end theory may be achieved. In this study, triangulation of the data was achieved through personal observation by the researcher in the various consenting classrooms from September 25, 2013 to November 6, 2013. In this study, when a full view of the teacher/student relationship was not

clear as a result of the researcher personal observation notes, personal one-on-one interviews were conducted with each individual student. In getting both the real world view of the in-classroom social event as it occurred in everyday life and then gaining insight from each individual student regarding the actual ramifications and meaning of what happened from their perspective in the real world classroom, the researcher was able to access the overall picture of the complete impact of the teacher/student relationship on both the writing process and the student written end product, which was the goal of this research project. Additionally, final grades for each student were relevant to this study so a copy of the final grade sheet for each class was attained from the registrar's office, with member participant interviews to follow if necessary.

The validity of the study was established through the choice of setting for this study. Incoming freshmen have no previous knowledge of which GSA they will be working under in their freshman English class due to the fact that they simply sign up for the course and are then assigned a GSA by the head of the English department. This random placement of students erases the possibility of any previous bias of students towards the GSA within the English classroom. Thus, the teacher/student relationship develops from day one of the freshman English class with no prior personal history. Consequently, any relationship that does develop between the students and the GSA begins from a purely objective point of view and a point of view that can be observed for its rich data and relevance to this study.

Any personal bias of the researcher and/or the head of the College of General Studies English department was avoided in this study through the random selection process for participants in this study. Three GSA participants were chosen at random from a larger group of eight candidates in total. When considering the possibility of which five student candidates to

choose for participation from a larger group of approximately 25 student candidates in each class, random sampling was also used to avoid any possibility of personal bias on the part of the GSA. This selection process added to the validity of the study.

In essence, the foundational validity of this study is grounded in the fact that all three classes were English 101 level classes, all three GSA participant instructors were at the same level in not only their educational process and biological age but also in their development as teachers as well. To further add to the validity of this study, all three GSA participants as well as the five student participants were chosen using the same random method to ensure a complete lack of bias on the part of everyone involved.

Dependability and Transferability

The dependability of a study is the direct result of the trustworthiness of the chosen method of study in relation to the subject of the study, the manner in which the collection of the data takes place, and the researcher's close adherence to the rules of data review.   Lincoln & Guba in their book entitled *Naturalistic Inquiry,* interchange the term "dependability" (Lincoln & Guba, 1985, p. 300) with the term transferability. Dependability of the data can be verified through the consistency of the steps taken to carry out the research in a study and by a close examination of the raw data, such as the field notes, the reflective memoing of the field notes, and the final theoretical coding, which is used to attain the grounded theory (Campbell, 1999).

When the dependability of a study has been established, the transferability of the study can be assumed.   The transferability of a study has to do with the internal and external validity of the research being done. In a grounded theory study, internal validity begs the question of whether or not the research being carried out is in direct relationship to the overall question of

the specific research project, and external validity seeks to answer the question of the various circumstances in which the processes and outcomes of a particular study can be applied (Malterud, 2001).   Because in qualitative research the data is gathered from a particular social setting and is not necessarily transferable to life at large, but can be applicable to other similar social situations, the results of a particular study may not be the same as when/if that same study were carried out on another population at another time. However, the transferability lies in the fact that the steps of a study can be reproduced by another researcher through the same manner of gathering and analyzing the data, even though the results may be and probably will be different.

<div align="center">

Confirmability

</div>

The term confirmability as it relates to qualitative research refers to the level at which the research design and the results of that research design can be substantiated and confirmed.

There are several accepted methods for authenticating a qualitative study. The researcher can document all of the steps taken during the data collection process that were used to ensure the validity of the data, an outside source could be summoned to take on an "opposition" view of the research and question the results of a study from a negative point of view, or a data audit can be conducted during which all of the steps of the research process and all outcomes of that research are analyzed (Trochim, 2006).

The burden of confirmability is on the qualitative researcher to the extent that he/she must be able to prove that the results of a study arise from within the data and not any personal goal or inclination that gets crafted in to the results of that study (Krefting, 1991).   The re-

checking of the data helps to assure help to avoid the appearance and the reality of subjectivity in qualitative research (Trochim, 2006).

Documentation of the Steps

During this grounded theory project, the first set of rich data was gathered during the real world, real time setting of the freshman English classroom. The researcher was the data gathering instrument through the act of personally being present in each classroom and taking down notes of all verbal exchanges between participants and all activities that occurred as each class proceeded. Additionally, after saturation of the data occurred from the perspective of the real world classroom, more data was gathered through personal interviews of each student participant so that a full picture of what was occurring could come to fruition. Additional interviews from the teachers was not warranted because a full picture was created from the rich data gleaned through in-class observations of the teacher as he/she taught and the student personal interviews.

Once saturation of the data occurred from both the in-class researcher observational view and personal interviews with the students, coding of the data took place. Open coding of the data was conducted first, during which in-vivo coding occurred, then axial coding and theoretical coding took place. During the theoretical coding phase, reflective memoing aided in the identification of the final grounded theory as it appeared from within the rich data.

The above mentioned steps were used in carrying out the research of this study and these steps could be easily reproduced for any future grounded theory study on this or any other subject of focus.

Ethical Considerations

All data was taken down in ring bound note books. Each evening after observations had

occurred, the notebook was stored in a filing cabinet within my personal office here at Liberty

University and the office was locked with my personal key. No one had access to my office

during this study except myself. This provided complete confidentiality and security for the rich

data gleaned during this study.

Each GSA and student participant were issued pseudonyms or code names that were used

during the taking of the notes and in the write up of these same notes. This provided for more

objectivity for the researcher while coding the notes and also aids in the protection of personal

identity of involved participants if in fact this study is printed out as an article for any

educational publication or is printed for professional consumption by others for any reason in the

future.

As previously mentioned, random sampling to gain participants was carried out by the

simple act of asking all possible interested parties to write their name out on a small slip of paper

and place their name in a hat. GSA names were pulled from the hat by the head of the English

department, who had absolutely no interest, personal or otherwise, in the outcome of this study.

Student participant names were chosen in the same manner from a hat by the GSA of each of

their respective classes. This type of random sampling provided as complete of a situation of

objectivity as possible in recruiting participants for this study.

Chapter Summary

Because every teacher and every student is an individual with personal differences and

preferences in how the classroom can be effective for them, it was necessary to choose the

grounded theory method of research. This method of research begins with no educational theory that must be proven. Grounded theory in this case was chosen because it allows for much overview of teaching methods, classroom communications and the effect on the end result, which is the students' writing. Grounded theory allows for the inclusion of all data so that the largest picture possible could be understood in studying the topic at hand.

By choosing grounded theory as the method of research, it was possible for all of the research questions to be addressed, studied, and answered. Through allowance of the researcher to assume the role of the research instrument in the classroom, field observations produced much rich data. Triangulation of the data produced a need for more than just field observations in the gathering of the data. Because grounded theory methods allow for elasticity in the types of data gathering as needed, the researcher turned to personal interviews, which gave even further insight into the focus of this study. During personal interviews of the students, gaps in the field observation notes were filled and the researcher was able to continue coding of the data. Through coding of the rich data, patterns of thought and action in the classroom were revealed, and this gave way for the appearance of the ultimate grounded theory for this study. The ultimate theory then represents all factors involved in the teacher/student relationship as it affects the student writing process and product in the real world time involving these particular GSA's and their student participants here at Liberty University during the time period of September, 2013 through November, 2012.

Chapter Four: Findings

Overview

The focus of this grounded theory study was to gain a further understanding of the effect/s the teacher/student relationship has on the writing process and end written product of the student. Because words in the English language have different meanings and contexts, writing is not an exacting process that can be taught by simply presenting a topic accompanied by a formula to the student writer for producing a written product. Thus, the relationship that develops between the teacher and the student, whether positive or negative, is one of extensive importance and one that has a definite bearing on the students' understanding and progress when learning to write and/or making an improvement in their writing skills.

There were four research questions that were used as directives during the course of this study. The four questions that provided the general structure needed in this grounded theory study are: (a) What are the identifiable elements of the teacher/student relationship in the classroom? (b) What impact does verbal and nonverbal communication (within the student-teacher relationship) have on students' performance and enjoyment of writing? (c) What elements of the teacher-student relationship are directly related to students' writing in the English classroom? (d) What impact does the teacher-student relationship have on student writing outcomes?

This chapter describes the rich data discovered during this study, the results of the various levels of the coding of that data, and ultimately identifies the grounded theory that was discovered based on the characteristic traits of the teacher/student relationship that effected student writing during the course of this study in order to answer the above listed research questions.

Description of the Participants

Although very similar in age and educational background at this point in their educational journey, the three GSA (Graduate Student Assistant) teachers were completely different individuals who each brought their own personality traits, teaching styles, and classroom charisma to the students' learning experience.

As previously stated, these particular GSA's were chosen through a random method in order to keep personal bias on the part of anyone participating at the lowest level possible. The only criterion used to choose these teacher participants was the fact that they were all teaching English 101, they each had the same level of teaching experience, or lack thereof, and they were all in the same graduate teaching program which provided access to the same teaching materials, the same program end goals, and the same lead professor. Additionally, each GSA was between the ages of 22 and 24, which provided a distinct element of similar communication styles when relating to incoming college freshmen. This "sameness" in each classroom experience provided an equal foundation from which the individual GSA could develop his/her own personal working relationship with each student, the effect/s of which could be more easily defined and delineated for the purpose/s of this study. Each of the above listed components aided in the effort of this study to gain insight into the effect/s that the teacher/student relationship has on the writing process and the end written product of the student.

It should be noted that there will be some physical description included for each participant. Many times the height and weight of a person may affect how they act and how positive or negative they are towards others and themselves. However, as will be seen, the participants were all relatively on an equal standing as far as this aspect goes.

Though each GSA had many similarities as stated above, each instructor had his/her own personality. A description of each personality helps in understanding student reaction to these instructors.

GSA #1 (hereinafter referred to as Mr. Frank)

Mr. Frank is a single young male of about 5' 11" in height. He is always dressed professionally with a tie, but he never wears an outer jacket of any kind. A physical description of him would best be stated as "stocky in his bodily build". He is very polite in his demeanor yet businesslike in his attitude, i.e. he is friendly without being their personal friend. Mr. Frank is always present in the classroom before the time of class begins, and he has his materials prepared before the "early bird" students arrive so that he may greet them individually as they enter the room. If it is possible for him to tell a joke about himself regarding some aspect of his love for reading and literature or to laugh with students about their everyday comings and goings, he is always prepared to do so. Just hearing and watching him laugh puts a positive atmosphere between himself and the entire class. Even the students who are seemingly comatose and mentally removed respond to his laughter.   There is not much personal information given out, and students do not ask him personal questions yet they chit chat with him voluntarily. If there were a few adjectives to describe Mr. Frank, these would be polite, organized, and prepared.

Mr. Frank opens each class with prayer requests from students and then he prays.

Initial description of Mr. Frank's student participants – (Field Notes-9/25/13)
Description of student participant Katherine -from (Field Notes, 9/25/23) - Katherine is approximately 5'4" in height and is of average weight in her build. She sits in the very back row of the room by choice, along with two other students. She comes in several minutes late, but

once settled in her seat, she becomes very intense about understanding the lesson at hand. She is a cheerleader and is therefore part of the athletic program, which is a motivator for students here at LU to do their very best academically. Katherine appears to be serious and alert about understanding what the writing lesson is conveying to the class. She is friendly to the other students around her because she relies on them to explain what is going on in class when she arrives a few minutes late each day. She is communicative with Mr. Frank and makes a genuine effort, appearing to do her best at everything she attempts, which is everything assigned. In appearance, Katherine, through her body language, her verbal communication and her open demeanor towards all that Mr. Frank says seems to be making every effort to do and be the best she possibly can be.

Description of Elizabeth – from (Field Notes, 9/25/13) - Elizabeth is a tall young female student at 5'8" in height. Her body build and weight are at the normal average in proportion to her height. She has long, medium brown hair and is very graceful and deliberate in her movement as she enters the classroom. Elizabeth has arrived on time to class with all of the required materials for the day, which signals the fact that she is prepared to do her best and takes the class seriously on some level. However, Elizabeth is very talkative and friendly with the young man sitting next to her but is not directly communicative with Mr. Frank. She places her focus on her fingernails and hands while Mr. Frank teaches, which insinuates an overall disinterest with the subject being taught. Also, she plays with the ends of her hair at random and appears to allow her mind to wander a lot during class. She may look at Mr. Frank as he teaches every once in a while, but she usually is simply staring toward the front of the room without focus as she daydreams of other things.

Description of William - from (Field Notes, 9/25/13) - William is an incoming freshman, and this year at LU is his first experience with college life and academics. He appears to be lackadaisical since he enters the classroom approximately 10 minutes late. He has brought no materials with him and slouches down in his desk after first arriving. He is approximately 5' 10' tall and of average build. William is dressed neatly and is well groomed with no tattoos or long hair. He speaks to the student nearest to him in the room and asks what has been going on so far. The other student advises William that the papers have been returned today and William realizes that he arrived too late to get his. He sits impatiently wriggling around in his seat as the class goes forward.

Description of Harry - from (Field Notes, 9/25/13) - Harry is an incoming freshman at LU this semester. He is about 5'7" in height and is of an athletically stocky build. He has tanned skin and short-cropped dark brown hair. He is on time to class and brings all of the required materials with him to seemingly have a productive day in English 101. Harry talks with and listens to Elizabeth, but does so only because she initiates the communication. Although physically present, Harry appears to be mentally disengaged from the class on purpose, not only from Mr. Frank but all of the other students as well. Harry gives the impression that he wants to be ignored, and this insinuates that he has no use for his own presence in this class whatsoever. Harry seems to be depressed.

Description of George - from (Field Notes, 9/25/13) - George is a very tall, thin young man of 6'2" in height and a long, lanky, slim build. He is an incoming freshman at LU and is experiencing college life both academically and personally for the first time. He is slightly reserved in his mannerisms and appears to be a little unsure of himself. However, he is a young man who is determined to stay in the effort for grades right up to the end. He smiles now and

then but only at what he finds funny, not with the class as a whole. He has dark short hair and wears his clothing very loosely. George appears to be comfortable in his own skin and gingerly participates in all that he comprehends.

GSA #2 (hereinafter referred to as Miss Windsor) - This young lady is a single female of about 5'5" in height. Miss Windsor is not petite but not the least overweight either. Her hair is dark brown, and she wears it long and below her shoulders. She has a tendency to dress a little more like the students with jeans now and then, long sleeved t's with jackets and some pullover sweaters. Not to say that she is ever inappropriate, but she is more in tune with the students as far as her attire goes rather than the collegiate professional world. She has a boisterous personality and is sometimes almost giddy during her conversations with students. Miss Windsor is very energetic and is in constant locomotion even when standing still. Everything about Miss Windsor in the classroom is student focused and her demeanor is one of continual outreach to draw the students' attention in to what she is saying or doing. She uses facial expression to help get her message across to anyone she is in contact with. There is continual movement across the front of the room and up and down the middle aisle of the classroom. If there were a phrase to describe Miss Windsor in the classroom, it would be whole body teaching.

Often Miss Windsor is playing Christian soft-rock music as the students enter the room. Also, she enjoys chit chatting on a slightly personal level with each one as they enter, but she is never unprofessional. Miss Windsor is eternally smiling while talking to each student. The students react to these welcomes with enthusiasm and open happiness. Those student who are more reticent and want to remain so just come in quietly and sit down in their chosen seat, all the while watching Miss Windsor and wondering what she will do next. Everyone appears more positive than negative in their attitude. Miss Windsor is very hovering in her presence but not in

a negative way. When speaking with any one student, whether standing or bending down over them, Miss Windsor lovingly puts a hand on their shoulder or pats them on the side of the arm in an effort to engage each student personally.

The most outstanding factor about Miss Windsor's presence while teaching is the use of her voice. That is to say that she is very loud in the classroom, and the pitch of her voice is very high. Consequently, with her continual whole body movement around the front of the room, her loud, high-pitched voice, and her ever changing facial expressions, Miss Windsor is very much in charge of the students. Additionally, she is very swift in moving from one activity to the next. This leaves the students with little time for chatting or getting bored, and they must pay close attention to everything she says in order to know which activities are coming up next so they can get the correct materials prepared.

Miss Windsor opens each class with prayer requests from students and then prayer.

Initial description of Miss Windsor's student participants – (Field Notes-9/25/13)

Description of Mark – (Field Notes, 9/25/13) - Mark is a few years older than the other students and has been in the military prior to attending LU. Mark sits in the center aisle seat of the third row on the right of the classroom. He is about 5' 10" in height and is of a slender build. He has dark hair and moves along swiftly when he walks. Often he is looking at other materials while Miss Windsor is teaching. Mark seems to like Miss Windsor because he enjoys talking with her, but he is not engrossed in her opinion or her motivation for him. He has an independent spirit about him but needs many specific directives from Miss Windsor as he is writing, which insinuates he is unsure of his ability to get the assignments done correctly. He is always happy and smiling but does not talk to anyone else in the classroom before or after class.

Description of Charles – (Field Notes, 9/25/13) - Charles is a second year freshman at LU and he sits in the far back left corner of the room. He saunters in quietly when he enters the room slightly but auspiciously late. He is an upbeat type of young man and very confident. Charles is approximately 5'10" in height and is of a slender build. When there is a break in the class, Charles speaks personally about his music and the achievements he has just made in that field. He is proud of himself and genuinely wants Miss Windsor to know about it. Charles is doing the work for this class, but it is something that he must do, not something he truly wants to do. He makes efforts at trying to get Miss Windsor on other topics while everyone is writing in class today.   Charles clearly enjoys Miss Windsor as a teacher, but does not enjoy the work required for this class.

Description of Ann – (Field Notes, 9/25/13) - Ann is a quiet, young freshman who rarely speaks to anyone, even Miss Windsor. She has long blonde hair and is approximately 5' 5" in height. Ann is a slender girl. She is always on time and well settled into her seat before the class begins. Ann always has her materials ready for use and has completed any outside of class assignments as required.   She sits in the middle of the back row on the right side of the room. She often has to strain her neck to see around others in order to see the board, but if that is the price for anonymity she is happy to pay it. As a student, Ann is always alert and watching everything and everyone. When Miss Windsor comes near her while helping another student, Ann asks her questions in a very quiet voice. Ann appears to be very shy and does not want to draw any of the class's attention on herself. She has a careful and cautious air about her.

Description of Camilla – (Field Notes, 9/25/13) - Camilla sits in the middle of the front row on the left hand side of the room. Like Ann, she has long blonde hair, is about 5'5" in height and has a slender build. Camilla has no one sitting on either side of her within earshot and

is happy to talk with no other students. She is all business and is totally focused on every word Miss Windsor has to say. Camilla is always pensive nearly to the point of seeming worried. She is always prepared with the correct materials and has them out for use usually before anyone else in the class. Her homework is always complete and ready to turn in to Miss Windsor when requested to do so. Her face flushes with slight embarrassment when she is called on to read any of her work. She does not enjoy being set apart from the rest of the class for having the best work. However, Camilla always has her work done and it is usually some of the best in the class.

Description of Diana – (Field Notes, 9/25/13) - Diana is a very petite young freshman girl at 5'3" in height. She is fresh out of high school and is attending college for the first time. She has long medium brown hair and is very pretty. Diana sits in the middle of the second row back from the front but since there is no one sitting on the very front row, she has a clear eye shot at Miss Windsor and everything Miss Windsor has to say when Diana decides to listen. Diana is very fluid in her movements and very talkative to everyone near her. She continually flirts with the young man sitting next to her, and he is happy to receive the attention. Yes, she is cute and she knows it. She pays minimal attention to what Miss Windsor says and seems more interested in looking around the room rather than taking notes.

GSA #3 (hereinafter referred to as Miss Hanover) – Miss Hanover is a married young woman of about 5'6" in height. She is very slender and dresses much like the students. Her attire is always black in color, and she wears her clothing loosely but comfortably. Miss Hanover has long black hair which hangs straight down beneath her shoulders. The aura around this young female is one of relaxed interest, that is to say she is interested in everything about the students but in a rather reticent way. When in conversation, she gives the listener much space;

and not just physical distance, but mental as well. In other words, she is listening as the speaker talks to her, but appears to place her own thoughts somewhere else yet all the while being able to participate in the conversation at hand. She is serious and then smiling in appropriately alternating moments.   Miss Hanover wants to do her job well, but when actually carrying out her duties, she appears lackadaisical and somewhat off-hand.

Miss Hanover opens each class with prayer requests from students and then prayer.

Initial description of Miss Hanover's student participants – (Field Notes-9/25/13)

Description of Andrew – (Field Notes, 9/25/13) - Andrew is a brand new freshman at LU this semester. He is about 6' tall with short cropped blonde hair. Andrew sits in the center front of the class and is very confident in himself, i.e. not arrogant, just confident. He is somewhat offhand in his mannerisms. For instance, he asks blunt questions at will rather loudly while G3 is teaching. He also makes loud comments and a few jokes when he can during her lecture. Because of his sincerity, no one else in the classroom seems bothered by Andrew. He comes to class prepared and has done "most" of his homework. He is very friendly and gregarious with his classmates. Because it is an afternoon class, Andrew's presence brightens the atmosphere due to his energy. Also, Andrew is very intelligent. He is the type of student who asks when he does not understand something, and if he does not get it, he will ask again.

Description of Beatrice – (Field Notes, 9/25/13) - Beatrice is a quiet, first time freshman who stands about 5' 3" tall. She has blonde hair and wears glasses all of the time. Beatrice is petite and is the type of student you would not know is present if you did not check the role. She is incredibly quiet even though she sits next to and gets along with Andrew. Beatrice is very intelligent and catches on to whatever writing paradigms Miss Hanover is presenting. She

watches Miss Hanover with a distant, knowing look and merely seems to be putting in her time when present in the class. She never participates in any of the class clowning or conversations but has a continual whispering conversation with Andrew on the side.

Description of Margaret – (Field Notes, 9/25/13) - Margaret is a very intelligent, brand new LU freshman of 5'7" in height. She has dark braided hair and is slightly overweight, but not necessarily what you would call chubby. Margaret *always* has her computer out looking at it. It is clearly an addiction for her. She is very boisterously confident in herself, almost to the point of being pushy. Whenever there is a conversation in class, Margaret gets involved in an opinionated way. She is willing to argue any point at a moment's notice and feels that she is always right once she takes a stand. She sits right in the middle of the front row so she can have quick access to Miss Hanover whenever she needs to have her opinion heard. The other students do not get aggravated at her when she takes her opinionated stand but simply move forward without agreement or disagreement. Part of Margaret's personal presence is her voice, which she does not hesitate to heighten if need be in order to say what she has to say over and above everyone else.

Description of Jane – (Field Notes, 9/25/13) - Jane is a new college freshman at LU. She is about 5'7" tall, is very attractive, and is very slim. She has long dark hair and is aware of how attractive she is without letting it dominate her personality. Jane sits on the very back row of the classroom on the right side center. Her technology addiction is her cell phone, which never leaves her hand. She looks down at it and checks it continuously. Jane does not have anyone who sits near her and consequently does not have any conversations with other students. This could be because she is continuously on her cell phone texting others elsewhere. She does ask

questions if she has them but does not participate in the class conversations about anything due to her cell phone addiction.

   Description of Edward – (Field Notes, 9/25/13) - Edward is a quiet young man and a brand new freshman at LU this semester. He comes in a few minutes tardy each day and sits in the far back left corner of the room. Edward is approximately 5'10" tall and is of an average build. He has light brown hair. Edward does not interact with any of the other students and is very quiet, but not in a knowing way; it is more of a reserved manner because he is slightly unsure of himself in this classroom.   He appears to have self-confidence overall, but not in this class. There is almost an aura of aggravation about him, and he seems frustrated in general when observing his facial expressions as Miss Hanover is teaching.

Differences in Teacher/Student Relationship during the Student Writing Process

Because there were three different instructors involved in this study, there were three different personalities discovered in leadership of the three different classrooms. Furthermore, there were five students participating at the beginning of this study in each of the three classes, all of which allowed for an effective sampling base and created a study of 15 different teacher/student relationships on which to base a conclusion. Because relationships build over time due to various events in the history of and ongoing developments in each relationship, each class was observed for the entire class period a total of nine times presenting an opportunity to observe the teacher/student relationship for a total span of 27 class periods. These class periods were observed only on Wednesdays and Fridays because Mondays are reserved for the large lecture each week, which is performed by the head instructor for English 101. As previously presented in the methodology section, observational field notes were taken (Appendix D) regarding every

aspect of the developing relationships between the instructor and the five student participants in each class.

During field observations, it was easy to detect and view the teacher efforts at creating a teacher/student relationship due to the fact that the teacher was in charge of and initiated most all of the in-class conversations. Each teacher had total say as to which aspects of the writing process were taught and fully decided how to present and teach these aspects of writing. However, it was not readily apparent to the researcher what the student reaction was to these teacher efforts. Yes, the students were in adherence to class directives or they were not present or in adherence, but the question of how the relationship effected their work had to be further sought out. Consequently, after saturation of the data occurred during the classroom observation phase, one on one personal interviews were conducted with each student participant in a private conference room setting. Only the researcher and the individual student participant were present and involved in these interviews. All data from the field observation phase and the student interview phase were analyzed. As categories and sub-categories formed from within the data, the pertinent elements of the teacher/student relationship to the writing process/student written product began to appear. After the data was gathered from both teachers and students, a model was created (Figure 1) showing the various aspects of the teacher/student relationship as each developed from the more prominent properties within the axial coding. From this coding, the researcher could deduce how these aspects of the teacher/student relationship in turn effected the writing efforts and end product of the students. The significant categories that developed from the axial coding were: (a) the greeting, (b) verbal communication, (c) non-verbal communication, and (d) outside of the classroom events/communication. These four significant categories of the teacher/student relationship were further perused and coded for sub-categories

that could be identified as the major elements that most prominently helped to compose these.

(An enumeration chart, which shows the occurrences of data for the figures provided in this

study, is available in the appendices section at Appendix E.)

Figure 1

The Greeting

Verbal Communication

Non-Verbal Communication

Non-academic effects/personal
conferences
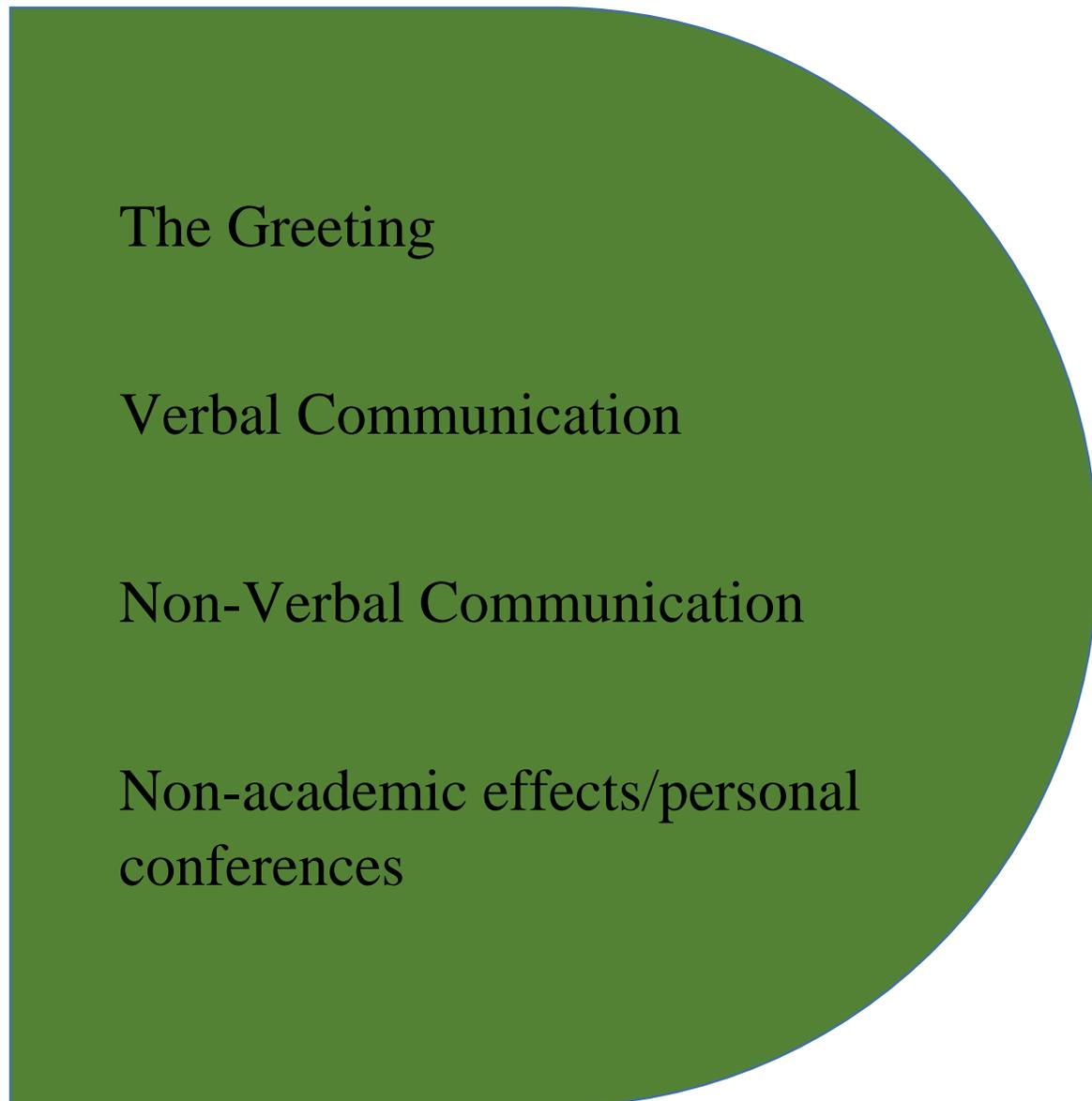
The model that resulted from the coding of the data proved to be a general guide to understanding the development of the relationship between the teacher and the students, how that relationship strengthened or weakened the students' ability and motivation to create a work of writing, and whether or not the teacher/student relationship was crucial to a greater student understanding of how to write according to the directives given for each different piece of writing assigned.

In the following section of this chapter, the categories and sub-categories that were generated for each element of the teacher/student relationship are presented as well as the student perceived effect/s that the teacher/student relationship had on various aspects of the students' progress during the writing process and the final written product. First, the greeting of the teacher is addressed and assessed through the sub-categories gleaned from the data, then the teacher verbalizations are acknowledged according to the emergent codes and categories that developed, the teacher body language is delineated by categories as they materialized from within the data, and finally, the effects of the outside of classroom events and communications are expressed as each of these had a specific influence on the teacher/student relationship. The open code titles that led to the creation of all of the categories that make up the listings in the below Figures are enumerated in Appendix E. (See Appendix E)

The above described model (Figure 1) served as a final blueprint that reveals those elements of the teacher/student relationship that can and do effect not only the students' willingness to carry out to completion their writing assignments in English 101 here at LU but the quality and in some cases the quantity of it as well.

Category #1 – The Teacher Greeting (Figure 2)

All who teach know that the manner in which he/ she greets the students at the opening of class has a direct effect on not only how the class proceeds that day but also on the students' performance no matter what the task (Bain, 2004; Nilson, 2010).

Figure 2

The Greeting

a) **Teacher body stance**
b) **Location of teacher in the room**
c) **Tone/mood set by teacher greeting**
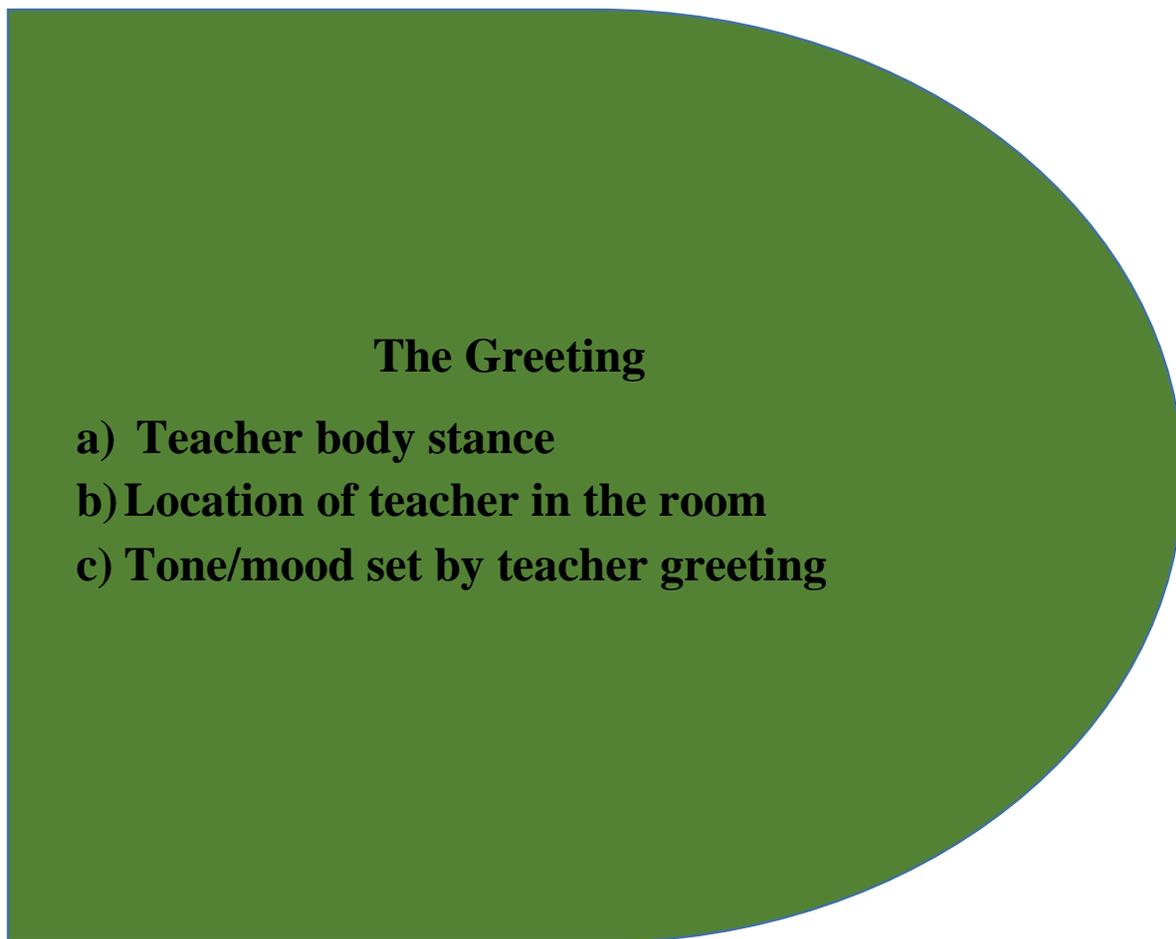
The type of greeting with which a teacher meets his/her students at the onset of a class provides students with their first insight as to how the teacher may be feeling, the teacher's attitude toward the work to be carried out that day and most importantly, the teacher's attitude toward the students on that particular day.   Greeting students is one of those concepts that is left

up to the individual instructor. The manner in which an instructor chooses to greet the students

sets the atmospheric tone for that class and provides a foundation for the ongoing communication

of that class. The scope of greetings ranges from some teachers wanting to keep their distance

and remain personally aloof all the way to others who want to greet each student individually by

name and cheerfully become their best friend, maybe even with a hug now and then. Each

teacher in this study had his/her own personal style of greeting that in fact did set the tone for the

class.

Because there was such a range of greetings given by each teacher in this study, the

major categories identified through coding were body stance and/or location in the room and the

tone/mood that was set on the different days by the different greetings. In the following

paragraphs the researcher delineates the various greetings given on different days by each

teacher with a focus on the tone that was set by that greeting, approximately where the teacher

was when the greeting was given and the student participants' responses to these various

greetings. To give a true picture of the assorted greetings and the tone that the multifarious

greetings set, the researcher chose not to delineate the various greetings in one category.

The Greeting - If Mr. Frank was not chatting with another student near the front of the

room, he would say, "Welcome" rather loudly or "Welcome (student's name)" to let the students

know that he knew they were present and on time. Before getting on with the business of the

class each day Mr. Frank asks for student prayer requests and prays accordingly. Although there

was daily opening prayer in Mr. Frank's class, Mr. Frank did not have the same greeting for

students every day. For Miss Windsor's greeting she would often socialize with students near the

front of the room or out in the middle aisle before the class began. Also, before getting down to

class business for any day, Miss Windsor asked for prayer requests from the students. This was

her usual greeting, however, when any student came in to the class with a question, Miss Windsor immediately stopped the socializing and answered the question for the student. Miss Hanover is very personally conversational from the time any of the students enter the class early. These personal, friendly types of conversation carry over into the first few minutes of class. Her voice tone is soft and never loud or boisterous when talking with the students. A few minutes into class time, Miss Hanover asks for prayer requests, the students respond, Miss Hanover prays, and the class moves forward.

At one class meeting, Mr. Frank approached each student as they entered, simply handed out the graded paper to each individual student, and said, "Hello" or "Here is your paper," in a very businesslike manner as a greeting. Later in that same class period, field notes reflect that the students had a lot of correcting to do on those returned papers because the grades were not extremely high. His businesslike greeting set the tone for a day of realization and hard work, but not in a negative manner. In one particularly different greeting, Miss Windsor celebrates the birthday of one of the students in the class by having the entire class sing happy birthday to the student as he enters the room.

On some days special greetings are required so the class can move forward with the business of the day. Just before fall break, Miss Windsor gave a special welcome to the class and thanked them for coming that day just because it was the last class before fall break, and they could have gone home early like many of the others have done. Also, she announced that she had brought in candy to celebrate the fall break as well. This set an exciting, positive tone for the rest of the class time. Additionally, before the prayer request time, G2 announced that one of the students in this class had contacted her early that morning to tell her that he was suffering from a chronic stomach problem and requested that all of the students remember him in

their prayer time. This showed special care and concern for a student which is very important for

any teacher to do. Also, as part of the greeting, Miss Hanover gave out candy as students entered

the classroom on several different days. Just like Miss Windsor, she moved around the room

looking at evidence of the students having done the homework and then requested that students

get out their course books. Like Miss Windsor, Miss Hanover's students felt free to ask

questions about different sources they had used in their papers as she moved about the room

during this time of greeting.

At the beginning of class one afternoon, Miss Hanover quietly chatted for a moment with

several students and then asked all of the students to get out paper and write about a time when

they had to convince a friend to do something. Students adhered to the directive and it was clear

that Miss Hanover had used this as an opening to get students to settle down for the day. On

another day in class, Miss Hanover asked for a student volunteer to pray after students who had

spoken their prayer requests. A young man named Caleb volunteered to pray that day, and when

a student prays for other students in the class, the tone that is set is one of unity. In Miss

Hanover's class on September 27th, there was no polite conversation, nor was there any type of

opening greeting. The atmosphere was one of head instructor intervention. Today, the director

of freshman writing for the College of General Studies, is present before the students enter and

advises Miss Hanover that she will be leaving the class today for about the first 20 minutes for a

personal conference. During that 20 minutes the director assigned another GSA to move the

class forward in the next step of the writing process. The students did not whisper and chat as

usual because everyone was curious to know what was occurring with their teacher, Miss

Hanover. The mood set that day by this incident was one of controlled concern on the part of the

students. When Miss Hanover returned, she was somewhat distraught but honest with the

students and advised them that she was apparently the most lenient grader out of all of the GSA's this semester who are teaching English 101. She then returned the graded papers and the class proceeded. Her honestly helped end student curiosity and moved the class forward for that day.

Mr. Frank's teaching stance as he greeted the students was one of physical relaxation and comfort as he presented himself to his students. Mr. Frank stood behind the teaching dais at first, then came out beside the dais and had several fingers of one hand slipped inside his pants pocket with the rest of the hand hanging out. He stood on one foot as he leaned against the side of the dais. The students began asking questions that day as they entered the room to be seated. Because of his relaxed stance, the students were relaxed and open with Mr. Frank. Mr. Frank showed concern with each question each student asked and answered each one fully before getting the class started.

Serious greetings from the teacher indicate that a serious class is on the way, but when the teacher tells a joke during the greeting, the class becomes one of a relaxed atmosphere. It is all up to the teacher plans. On one day, Mr. Frank was in a very serious, businesslike mood and asks all of the students to move up closer to the front of the room as they came in and headed towards their seats. The seats at the back of the room are all empty. Mr. Frank had an intense, serious look on his face and his voice was controlled with no emotion whatsoever as he began the class. As a result, none of the students had a "laid back" attitude and no one sits where they so desired. As the class business moved forward that day, it was clear that Mr. Frank needed everyone's attention because he was teaching signal tags; a very detailed, hard-to-grasp concept for brand new freshmen. If they do not listen and understand all of the details involved, they would continually lose points on their papers in the future. His greeting had set the tone. In another moment of greeting, Mr. Frank met the students with a serious tone as he asked them to

turn in all of their homework and the final draft of the rebuttal essay when they entered the room. After everyone had turned in their final draft and were quietly seated, Mr. Frank said, "OK. Could you please raise your hand if you are not here today?" The students laughed out loud and Mr. Frank laughed with them. This class day turned out to be a relatively relaxed day of relief because the students had completed a long and hard paper process, had turned in their final drafts, and probably needed a moment or two of unguarded laughter.

Greetings can be used to show a general sense of caring on the part of the teacher. On 10/30, Mr. Frank said, "Good morning. How are we doing today?" while setting up the recording camera. He then announced the class work goals for the students that day. On 11/6, Mr. Frank was busy working at his dais and did not have a greeting for the individual students as they come in, however, once it is time for the class to start, Mr. Frank greeted the class as a whole and asked them about their well-being at this time of the school year due to the heavy load of homework and projects they probably had at that time. The students responded to Mr. Frank saying, "Hey, we're doing good!" and the class moved forward for the day. This type of greeting and communication endeared Mr. Frank to the students and them to him as well.

One day before class time began, Miss Windsor walked around the room personally checking in the homework of the early students. She spoke quietly with them about the difficulty of the homework assignment and said, "that's OK," when several of them complained that they could not complete some of the homework because they did not understand how to do so. She then asked for prayer requests and the class began after the prayer. As an additional part of the greeting, Miss Windsor set the tone for the day's class by stating, "We must have another come to Jesus moment. This class is going to change your lives. It certainly changed mine." This statement and her quiet personal conversations with several of the student opened the

students up to Miss Windsor for serious communication. On another class day, Miss Windsor

opened the peer review class by playing music with which the students are familiar. Miss

Windsor went around the room checking homework and chatting with the students. The music

she had chosen added excitement to the room atmosphere, and there was much smiling and

laughter amongst the class members. Miss Windsor then asked for student prayer requests, and

the students responded with their personal prayer requests. Miss Windsor prays for and with the

class. At the beginning of class on October 18th, Miss Windsor played entrance music as the

students entered the classroom; however, this time it was music which had been recorded by

Charles, a member of this class, and his Christian rock band. Miss Windsor announced that she

is playing the music of Charles and his band especially today because it is his birthday. The

class sang happy birthday to Charles, and everyone is in a state of joviality. Charles of course

was elated and the class then opened with prayer as usual. Again, this positive atmosphere

created at the beginning of a class allowed for much more positive communication during the

actual teaching and learning time.   On October 30th, Miss Windsor played Christian rock music

as a greeting. When she asked for prayer requests that day and the students responded, she

yelled exclamatory words such as, "Good!" "Yea!!" and "Awesome". She announced that today

there were homemade brownies for the students, and then she prayed with the class.

On several class days of this study, Miss Hanover used the greeting as a way to let

everyone know that she was concerned about their attendance to the class. She noticed out loud

during the greeting time that several people were absent, but she is not stressed about this

situation because she states, "Oh, well, maybe they will come in later." In another greeting

moment, Miss Hanover played music before the beginning of class prayer time. She went

around voluntarily and looked at the rough drafts students had brought with them and asked them

questions about what they had chosen to write on.   She did this in lieu of quietly chatting with just a few of the "up-in-front of the class" students. This set up a tone of fairly serious work for the day and the students did take a different attitude towards their writing on this day; in fact, they tended to want her approval of their rough drafts that day during class more so than usual.

Of course, students had their own separate views and opinions regarding the greetings of their respective teachers. Of Mr. Frank's greeting humor, Elizabeth stated, "Well, he (Mr. Frank) has a lot of dry humor so I don't feel intimidated by him. He says really silly things in class so I never feel like what I am saying is silly to him ….Mr. Frank brings in his dry humor and this takes away intimidation with him and your classmates as well." Harry said during his interview that nothing Mr. Frank does as a teacher helps him because there is no relationship between himself and Mr. Frank. George stated in his interview regarding the greeting time that, "… he (Mr. Frank) is very willing to talk before class [starts]…", which insinuates that Mr. Frank is open to George for help when he needs it even before the class begins each day.

Note: There was no personal interview of Katherine and William in Mr. Frank's class because they each dropped out of the class due to poor grades prior to the personal interview time period for this study. After viewing them in Mr. Frank's class those first several times, I never came in personal contact with these two students again. Thus, none of their opinions are included at any point in this study.

Note: Just before the student personal interviews, Charles approached me after class and advised that he could not continue being a part of this study due to the fact that he simply did not have enough time. I thanked him for his willingness to be a part of the study up to that point and his permission to view him during the recent class periods. We parted on good terms. Consequently, none of Charles' opinions or observations are included in this study.

Ann, one of Miss Windsor's students states, "…I feel there is a lot of trust between me and Miss Windsor …I can just go up and talk to her before …class and get a lot of help". The openness of the greeting atmosphere created by the teacher allows for communication, which in turn creates trust from the students. Camilla said, "…there is a lot of openness coming from her. She is approachable, even at the beginning of class …" Mark stated in his personal interview that Miss Windsor's openness, even from the time the students walked into the classroom, has given him some extra confidence in getting the writing assignments complete. Diana also stated in her interview that there was a lot of open access to Miss Windsor for help. The openness of the greeting provided by the teacher brings a positive atmosphere and one in which students feel free to communicate with the teacher.

Andrew stated that he felt free to ask Miss Windsor questions about any assignment at any time, even when he entered the classroom while class was getting under way. He said that she is relaxed in her teaching style so he felt free to ask questions even before everything began on any of the days when he had a question. Edward on the other hand stated during his personal interview that he felt somewhat insecure about asking Miss Windsor questions at any point because she appeared to be so insecure to him. He stated that no matter how she opened the class or carried out her teaching, he had better one-on-one communication with the head instructor for English 101 in the large class of 200 rather than the relationship he had at any time during any of the break out classes with Miss Windsor. Alternatively, Margaret stated that at first she felt very awkward with Miss Windsor because she seemed peculiar to her, however, after she got to know Miss Windsor through the pre-class socializing and other times of talking about personal things with Miss Windsor, she was eventually able to feel comfortable and confident about achieving what Miss Windsor asked for in her teaching directives. In getting to

know Miss Windsor on a personal level during the time before class starts, Margaret conveyed that she felt she could talk to her (Miss Windsor) about anything now and this gave her more overall confidence in her writing assignments. Jane, during the personal interview, stated that there was nothing about Miss Windsor that made her feel close to Miss Windsor as a person or a teacher. Jane stated that she felt distanced and uncomfortable around Miss Windsor when talking to her, and this included the pre-class time period when Miss Windsor was trying to talk on a personal level to everyone. Jane said, "I sit in the back of the room because I do not want to get to know Miss Windsor because she seems to be unfriendly, and there is no hope of having a closeness with her. Miss Windsor needs to be more aggressive in her teaching." On the other hand, Beatrice stated that it was Miss Windsor's willingness to talk and be open about all topics of the subject of English, not just the writing part, which endeared Miss Windsor to her (Beatrice). The greeting Miss Windsor had of verbally socializing with students before class began about topics other than those regarding writing helped Beatrice to know that Miss Windsor was a friendly person and that she was really trying to reach out to the students. Beatrice said that even though she did not participate in the pre-class conversations, she could tell when Miss Windsor talked with the other students in the front of the classroom that she was willing to give them a lot of freedom in their writing production, and this made Beatrice feel free when she would begin to write the assignments for this class.

The greeting set by Miss Windsor served as a point of division amongst her students in their personal opinion of her teaching skills. The students who loved her loved her completely and they wanted more personal conversations each day when they entered the room. The students who felt distanced from her not only saw no way to gain a relationship with her but they also had no intention of trying to create a close relationship with her even though they were able

to recognize that she was willing to have personal conversations with other students during the greeting time.

Category #2 - Teachers' Verbal Communication Styles (Figure 3)

Another atmospheric element in the classroom that is overwhelmingly efficacious in creating either a positive or a negative relationship between the students and the teacher is the style of verbal communication used by the teacher to communicate directions, concepts, daily objectives, and the ongoing general business of the class. Ultimately, it is the verbal communication style that a teacher chooses to use which creates the type of teacher/student bond or disconnection that comes into existence as a result of normal human interaction. There are at least two individuals in any relationship, therefore, it is not only the choice of words the instructor chooses to use in classroom but the student perceived attitude in which the communication is offered by the instructor to the students that promotes a positive or negative relationship between the two. An additional concept of importance in verbal communication is the voice intonation and word usage of the instructor when teaching students. In short, the way a "thing" is stated is almost as important as the concept being stated itself. (See Figure 3)

Figure 3

Verbal Communication

a. Questioning techniques
b. Disciplinary Communication
c. Voice Usage and Intonation
d. Classroom humor
e. Reading aloud in class
f. Complimentary, explanatory and ameliorative language
g. Cheerleading the students
h. Encouragement during crunch time
i. Student responses to verbal communication

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Summary of teacher verbalizations

*Questioning techniques and usage (*Figure 4) Teachers use various questioning techniques for numerous reasons in the classroom other than just searching for student answers. These reasons range from simply getting students to think, to consider, to ponder, or to synthesize, all the way up to evoking an argument, a debate, or taking a stand on a topic. Most often, questions are used by teachers to make sure that students understand a concept previously taught or to check for memory recall as a result of a homework or classwork assignment. However, no matter what the reason for asking a question, it is the most used communication tool in the classroom. Teachers use whole class questions, for example, to get students to focus, to contemplate, or to deliberate on a topic that is or will be the focus for that day's classroom discussion.   Students most often interact with their teacher as the result of a teacher asked question, so the manner in which a teacher asks and uses questions is very important in the teacher/student relationship. Additionally, the manner in which a teacher responds to the answers given by students, if answers are required, gives much insight into the teacher/student relationship.   Therefore, taking into consideration the question/answer procedures of each teacher in this study was paramount for a more complete comprehension of the teacher/student relationship in each classroom.   Also, when students ask teachers questions, there is great insight to be gained as to the opinion of the student towards that teacher and the relationship that students have, or desire to have, with that teacher.

Figure 4.

Question Techniques Coding

a) Whole class questions
b) Questions for proof of understanding
c) Instructor response to and usage of student initiated questions
d) Silly questions
e) Handling incorrect student responses
f) Re-teaching and repeating
g) Questions without answers and seemingly no purpose

The teachers in this study all used various questioning techniques for teaching and communicating with their students not only for gauging the learning of writing concepts but for building and maintaining the teacher/student relationship as well. Because the questioning techniques used and the responses given present so much insight into the teacher/student relationship, the researcher considered this to be one of the top gauges to be used when understanding the teacher/student relationship.

Whole class questions – By whole class questions, the researcher is referring to the times in class when the teacher would stop lecturing and ask an open question out directly to the whole class without identifying any one student to give him/her the answer. This would be a question such as, "Can someone give me the first objective we went over today?" or "Class, what do you think about approaching this topic in this manner?"

Mr. Frank, Miss Windsor, and Miss Hanover all paused during their teaching/lecturing time and asked open questions to the class as a whole. When Miss Windsor did this, she appeared to be assured that the whole class knew the answer before she asked the question. Consequently, when she gave the class a compliment for giving a correct answer, that compliment was to the entire class because everyone knew the correct answer. When Mr. Frank asked an open question to the whole class, he was not certain if the whole class would answer, or if just one individual would answer, or if anyone would answer at all. If one student gave the correct answer, Mr. Frank immediately responded, "good", "good point", "I like that" or "that sounds logical". In actuality, these repeated responses appeared to mean many things, such as, "thank you for answering", "thank you for thinking about the assignment", "thank you for taking part in class today" or "thank you for making a relevant point in the discussion today". Additionally, often when a student gave the correct answer to one of his questions, Mr. Frank

would say, "That was not only a correct answer but it is a good answer". When the majority of the class would all volunteer a correct answer as a whole group, Mr. Frank would quickly say "good stuff" or "good answers". When Mr. Frank wanted to make sure everyone understood a single student-initiated correct answer, he would repeat that correct answer to the entire class a second time.

Similarly, Miss Hanover also asked many open questions to the entire class when she was teaching. When a student answered correctly, Miss Hanover would say "that's right". However, Miss Hanover rarely got a correct response from the entire class that was correct. It could be due to the fact that Miss Hanover's class took place after 1:00 p.m., but whenever there was a correct or incorrect response in her class from a single student, much abrupt conversation erupted amongst the students along with much laughter and social conversation. Generally, Miss Hanover chose to indulge for a few minutes in this behavior with the students and would end up laughing herself. Many sarcastic, ironic statements about the writing process were made during these times and the humor abounded.

Miss Windsor continually used her questioning techniques to engage the entire class in what she was teaching.   If they were writing in class, Miss Windsor would go to as many individual students as possible and check for the correctness in their writing. If there was an error, she stopped the entire class and asked a question that would point out to the individual student the error in their writing. She never brought out the mistake against the individual student, but once the class gave the correct answer, the original student knew what needed to be fixed. After presenting information about the writing process, Miss Windsor randomly asked various students in the classroom questions about the information just presented. After giving

approximately 10-15 seconds to give an answer, she would open the question up to anyone in the class who could answer.

Questions for proof of understanding - Questions for proof of understanding are usually asked of one particular individual. These questions are probing and generally put students on the spot. Teachers ask these kinds of questions to make sure students are not only listening to the lecture but are also comprehending the major portion of what they [the teachers] are teaching. An example of a proof of understanding question is "Summarize the first objective on the screen for the rest of the class" or "Please tell the rest of the class why the Toulmin method is best used when writing an argument paper." If after calling on two or three individual students the teacher is still not getting the correct response, normally he/she will actually go back to the concept being taught and re-teach it.

To prove that students truly understood a concept that had just been taught, both Miss Windsor and Miss Hanover would call on an individual student to summarize the concept or they would ask a particular student a direct question about the concept. Miss Hanover would ask the question in such a way that the student had to use the new concept when giving the answer to the question asked, or if she was feeling lenient, she would ask a student to repeat the main ideas of the concepts she had taught so far that day. Using a different method, Miss Windsor would simply call on a particular student to summarize the new point on the spot or explain what he/she thought the current concept on the power point meant. Alternatively, when Mr. Frank wanted to know if the class had comprehended a new concept, he would ask a question of the class as a whole. If no one answered correctly, he would then call on a specific student. If the student answered correctly, Mr. Frank acknowledged the correct answer with his usual "good" response and then moved forward with his next concept. When Mr. Frank wanted to know what and how

much students knew at the end of a class after teaching a particular concept, he would ask

general questions such as, "make sense?" or "everyone clear on these things?" Similarly, Miss

Windsor would even go so far as to use this technique for future assignments. At the end of

class, often Miss Windsor would call on a particular student to reiterate what the assignments

were for the next class. Once students got used to this drill, they were always ready with an

answer.

Instructor response to and usage of student initiated questions – Obviously, student generated

questions are those questions asked by students of the teacher during or after a lecture.   These

questions let the teacher know for sure whether or not students are grasping the objective/s being

taught or if they [the teacher] needed to re-teach a concept again in class. Often one student

question asked would give other students the leeway to ask further questions, which they might

not have otherwise asked that day. Additionally, student questions can lead to class discussions

as the teacher broadens his/her answer to the student question so that a topic is completely

covered before moving on to the next concept.

When a student raised his/her hand at any time during the class, all three GSA's

responded immediately to that student's gesture to ask a question. There was _no_ hesitation to

stop what they were doing, or teaching, to take a student's question and then get an answer for

him/her. Miss Windsor even responds to the student's question with "good", "cool", or

"awesome". Also while teaching, when students asked Miss Windsor to repeat a question, she

immediately did so and asked if everyone heard and understood the question before moving on.

When students raised their hands to ask a question in Mr. Frank's class, he immediately

stopped what he was doing and acknowledged the student's question. Mr. Frank would then

restate the student's question for the entire class to hear, and 90% of the time before answering

the question asked, Mr. Frank's first response was "good question". Then, he gave the correct answer to the student and, of course, to the class as a whole. Once Mr. Frank had given his answer, he usually asked, "does that make sense?". He would then pause for approximately 15 seconds, which would either evoke a question from another student who does not completely understand, or the class as a whole would nod in a consensus manner of understanding.

During Miss Hanover's lecture students asked questions at will. Sometimes they raised their hand, and sometimes they just blurted out their question. Miss Hanover was never bothered by either of these methods of student questioning. She simply stopped teaching, listened to the question, and answered the question. Usually in Miss Hanover's class, students would jump in and make comments about the student question or Miss Hanover's answer to that question or they would have a question of their own that they asked Miss Hanover and these questions generally would lead the class off topic. In addition to this routine, students would many times jump in and answer a fellow student's question before Miss Hanover could give the answer. Miss Hanover was overly patient with this routine, but it did get the class off on many roads other than that of the writing process.

A particularly confusing day in Miss Hanover's class was when rough drafts were brought in for peer review. Even though the papers were supposed to be quietly reviewed and marked by the students, each time this class would turn in to a personal question and answer time with Miss Hanover, one on one. During these classes, students would question Miss Hanover about everything from a particular sentence structure to source translation to rebuttal styles. Miss Hanover seemed to enjoy and thrive on this confusion in the class and actually got around to each student who had a question. Generally, one or more students would ask if he/she could read his /her paper out loud to the whole class so that Miss Hanover could tell them what

mistakes they were or were not making. Miss Hanover usually agreed to this process and gave the student/s the help they needed. This procedure led to other student questions, all of which Miss Hanover answered, however, it was a very confusing day, at least from the point of the observer.

Just about five minutes prior to the formal beginning of class when Miss Hanover was usually talking about the more personal elements of the students' lives, especially with those students who sat near the front of the room, some students would inadvertently ask Miss Hanover questions about citing, setting up writing conferences, forming a rebuttal argument, or what an upcoming paper should be about. In short, they asked Miss Hanover questions about everything to do with writing. Miss Hanover answered all of these questions. The students in the class seemed to need and want the one on one personal attention from Miss Hanover that asking these personal questions could get them. Miss Hanover always obliged. All of this extraneous questioning and discussing caused a lack of understanding and following of simple class directives given by Miss Hanover, such as, where they need to sit as a group, what the group directives were for that day's activities, or what was due for that particular class. This misunderstanding led to more personal and individual questions asked by students of Miss Hanover, but her magnanimous patience and ability to placate each individual overcame all of the confusion. The result was that everyone got the attention they needed, got their questions answered and the class moved forward somehow.

Silly questions – By silly questions, the researcher is referring to those questions asked by the teacher or the student just to get a laugh or to start a class conversation down any available "bunny trail" with the teacher included. These questions usually include some form of information from a previous or current lecture. Sometimes teachers use silly questions to check

and see if students are paying attention during lecture; sometimes they are used to focus students on what is really important in a lecture. For example, after lecturing on a part of the writing process, a teacher may ask "So, what I am trying to get across to you is that only one rough draft is needed for any paper we do in this class. Right?" Obviously, this is not true and students would come back with "No. That's not right. We have to have at least two to three rough drafts for any paper done in English 101." One can easily see how this gets the message across much more clearly than simply stating how many rough drafts are needed for an assignment.

Mr. Frank and Miss Windsor did not receive or ask more than one silly question before, after, or during class. In Mr. Frank's class he would ask silly questions just to get a laugh or to emphasize a homework assignment. However, in Mr. Frank's class there was at least one silly question asked each day that the class met. On one particular day when going over the interlibrary loan procedures, students started asking silly questions about what information to place on the loan application. Miss Hanover did try to get them under control, but the silly questions kept coming and students began laughing in general. When Miss Hanover finally got them quiet, she would ask if anyone had a real question. There were no responses, and the class settled down. This particular scenario was the result of uncontrolled access to Miss Hanover and Miss Hanover's willingness to allow the question-and-answer sessions to swerve over into laughing, talking, and discussions of a more personal tone in general.

One in-class activity that did evoke serious student questions is when Miss Hanover walked around the room as students were doing a written in-class assignment or when they were working together on peer review day. On these days, Miss Hanover would go up to each individual student, ask for the rough draft of his/her upcoming paper, read it to herself, and would then begin writing comments on the individual's paper. When she gave the individual

student his/her paper back, they of course began reading the comments. After reading the comments, the student would immediately ask questions about the meaning of the G3 comments even though G3 had moved on to another student's paper. G3 would then stop and respond to the student's question until the student comprehended what G3 was saying about the writing. This conversation about questions and answers on the current writing project led to more questions posed by other students in the classroom, at random, regarding the upcoming assignment in general.

Handling incorrect student responses – This is important in classroom communication because an incorrect student response handled badly or without consideration given by the teacher could harm that student's desire to ask further questions and could send a message to the other students in the class that this teacher does not want any questions asked whatsoever. Incorrect responses should be received openly by the teacher and hopefully, the teacher can at least thank the student for making an effort at answering the question.

In Mr. Frank's class, if a student who had been called on by Mr. Frank gave an incorrect response to a question, Mr. Frank would restate the question in another way. If the student still does not give the correct answer, Mr. Frank would give the correct answer himself and explain why it was correct to the entire class. Mr. Frank would then ask that student, "does that make sense?". Very importantly, if a student gave a completely wrong answer, Mr. Frank did not say "that is wrong". Instead he called on another student to help out the first student and then asked someone to give the first student who answered incorrectly some help. The students did this willingly.

Miss Windsor often asked students to read aloud on the spot what they had a written homework or classwork assignment due. If there were errors in the written work read by the

student, Miss Windsor would ask that student to read his/her work again. Then she would ask a

fellow student if he/she agreed with the reading of the other student and if he/she did not agree,

would he/she please read aloud what he/she wrote otherwise. If the first student wanted to

defend his/her writing in the homework or classwork assignment, Miss Windsor was very polite

and allowed the defense, but would kindly correct the work anyway. When responding to

students' answers to her request for definitions of terms or short answers to in-class questions,

Miss Windsor only acknowledged the correct student responses and purposely ignored any

wrong responses from students as though she did not hear them.

Conversely, Miss Windsor tried to avoid giving students the opportunity to answer any of

her questions incorrectly. For example, when Miss Windsor wanted to know if students

remembered the definitions of terms or concepts previously read as part of their homework in the

text, she would ask the students to get out their text so they could follow along as she read, and

they did so. Miss Windsor then asked them questions about what she had just read and advised

them where to find the answers in the text if they could not do it for themselves. Students

followed along with this procedure and participated. If a student did give an incorrect answer,

Miss Windsor, just like Mr. Frank and Miss Hanover would thank the student for trying but

would then just give the class the correct answer.

To the student/s who gave the correct answers after another student had given an

incorrect answer, Miss Windsor would say, "good, good, good" very quickly or "that's great".

Also, Miss Windsor always repeated a correct answer given by a student so the rest of the class

could hear the correct answer as well. Often when a student gave an incorrect answer, Miss

Windsor would openly ask the rest of the class to tell why the answer given was an incorrect

answer. Students willingly pointed out the errors in the first student's response. Students never

appeared to be hurt or angry with this drill and rather enjoyed getting and giving the correction from other students rather than from the teacher herself. If Miss Windsor asked the whole class a question or even one particular student a question by name and the answer came out to the class wrong, Miss Windsor would cajole the student with a smile and say something like, "Wow, everyone did not read the material assigned last night about_____ or you all would be answering that question." Then she would open up the same question to the entire class. Still if no one got the answer correct, Miss Windsor would then direct them back to the reading assigned the night before and tell them to find the answer to that question so they would not miss it on a test. Sometimes when Miss Windsor does not want to take a chance on whether or not the students will actually go home and look up the answers for themselves to an incorrectly answered question in class, she would look up the passage in the textbook that did correctly answer the question and then called on a student to read that passage aloud and explain. When the called on student read the passage correctly and then explained it correctly, Miss Windsor would say, "perfect" or "that's right, yea! You're getting it!"   Miss Windsor would then ask the question again to the whole class. When they answered correctly, Miss Windsor would say, "woo hoo", "cool", "great", or "boom baby". At other times, Miss Windsor would call on a student to give an explanation of a point or passage in the text. When the student responded, Miss Windsor would then ask for a show of hands as to how many of them agreed with the student's answer to her question. "Yeaaaaaaaaaaaaa!!" Miss Windsor would say, "Now you're getting it!" In yet other instances, if a student made an error in his/her writing, Miss Windsor would just smile and ask the class to voluntarily help that student by correcting the error. Then she would sum up the information given by the rest of the class and say "Great" or "Boom Baby!" Whenever a student volunteered an answer or was called on to give an answer by Miss

Windsosr and the answer given was only partially correct, Miss Windsor would cheer the student on with, "That's right, but……" or "Awesome, but…." and would proceed to give the whole correct answer to the whole class while still giving compliments for the partially correct answer given to the original student. In another style of questioning the class to see how much they did or did not know, Miss Windsor would stop lecturing and ask the whole class a question but would quickly give the answer herself. Then she would immediately ask for a show of hands as to how many of the students in the class agreed with that answer. When Miss Windsor did this, she usually had just given a correct answer, and when everyone in the class voted in agreement, she would get very loud and very excited. She would always yell out, "Now you're getting it! Yeaaaaaaa!" When a particular student asked for help while class writing was occurring in response to a particular question asked by Miss Windsor, she would ask the whole class to help the student out by requesting that anyone who could help him/her to please do so. If no one in the class responded quickly enough, Miss Windsor would call on another student to read from his/her paper to help out the student who asked the question. She would call on different students until she got the correct response she wanted.

Re-teaching and repeating – Re-teaching and repeating refers to any time during class when no student in the class can give the correct answer to a teacher-asked, whole-class question. For instance, if a teacher asks the class to give the first tenet of the Toulmin method when writing an argument paper and no one can give him/her an answer, two of the teachers in this study would simply give the correct answer after a few seconds of waiting time and then move on. Miss Windsor had a different approach. A singular aspect of Miss Windsor's questioning and teaching technique was her re-teaching of a concept. If Miss Windsor asked the whole class a question about what she had just been teaching and no one answered, she would go back to the

power point, re-teaches her original objective and ask the whole class the same question again. When anyone answered this question correctly, Miss Windsor would quickly say, "good" as the other students sat quietly. Also while teaching, when students asked Miss Windsor to repeat a question, she immediately did so and asked if everyone else heard and understood the question before moving on. Both Mr. Frank and Miss Hanover also repeated questions that they had asked if the students did not hear them the first time. However, neither Mr. Frank nor Miss Hanover re-taught a whole concept; they simply gave the correct answer if none of the students could give the correct answer to a whole class question and move on.

Questions without answers and seemingly no purpose – These are questions that are asked for rhetorical purposes, for instance when closing out a class discussion, or to signal that class time is coming to an end, or to signal to students that the teacher is moving on to teach another concept. An example of a question of this type is "Does everyone understand now?" The common word in each of these questions asked is "everyone". Somehow, when that term is ever used, the question never ignites an individual response in the classroom

The "non-response" question that Miss Hanover continually used was, "Does that make sense?" Students never answered this question because it really meant, "Ok we're moving on" or "you may ask a question about this now" or "that's all I have to say about this topic unless you [the student] need to add anything". Sometimes Miss Hanover would ask questions of the whole class that she knew would not be answered at all just to get the class started for the day. One of these questions was, "Does everyone feel confident about their essay so far?" There was never any kind of student response to this question, yet it is one that Miss Hanover continually used to get the class focused on the writing project at hand. Another of these questions was "Does everyone understand that?" No one ever responded to this because it was always asked

immediately after Miss Hanover's presentation of a particularly hard concept for freshmen to grasp, such as an explanation of the entire Toulmin method or how to use signal tags or how to connect control sentences to the body paragraph. On peer review day, the general question asked was, "Is everyone clear as to what they're looking for?" There was never a response to this question either. Similarly, Mr. Frank's somewhat rhetorical question that did not receive an answer was "make sense?" or "does that makes sense?" The possible reason for no answer in Mr. Frank's case was not the use of the term "everyone" but was actually the timing of the question. He always asked this question after he had taught, discussed, and thoroughly explained a concept that the students had just demonstrated that they understood. Mr. Frank also asked this question just before the last minute of the class approached when the students were preparing to leave for the day. Quite possibly they did not even hear this question when it was asked or Mr. Frank was using this question as a lesson closer.

In yet another scenario, Miss Hanover asked general questions that had so many possible answers that students found it hard to make a real response. For instance, after reading an assigned essay for homework, Miss Hanover's first question to students was, "What is good about this essay?" This type of opinion question leads to many blurted responses from students, but mainly the responses revolved around whether or not they liked the article personally. When Miss Hanover asked them why they liked the article, there were no clear cut, fact-based reasons, just more opinions. Unlike Mr. Frank, Miss Hanover was apparently using her repetitive question as a discussion opener, but just like Mr. Frank it was not used as a real question to probe for facts.

Miss Windsor has no rhetorical questions that she ever asked the students at any time. Every activity, question, and power point lecture had a directed purpose pre-set by Miss Windsor before each class began. Miss Windsor remained at the center of control in her class.

Student perceptions of teachers' questioning techniques

Negative perceptions of students - Mark, Harry, Edward, and Jane all had some negative remarks about the questioning techniques of their teacher. In fact Harry, Edward, and Jane had nothing good to say about their teacher on any point of their teaching connected with writing. Mark laughed and smiled with Miss Windsor whenever he could get her attention for one on one help during peer review days, but in general sat looking down at his desk or at the board in considerable confusion most of the time. From all appearances during observation times, Mark did make an effort to keep up and he appeared to want to keep up, but many days he just settled in with a hopeless, lost look and by the end of the class period he appeared thoroughly confused.

Mark stated that he knew that Miss Windsor cared about the students because she appeared to be trying so hard in her teaching and this was important to him, but he also stated that when he had a question and she tried to answer it in class, he often did not understand what she was saying. Then when he asked a second question, she would tell him to see her after class. However, when he stayed after class, Mark said there were so many students up at her dais asking questions that he just did not have time to wait to talk with Miss Windsor. Mark says this was a big problem. Also, Mark stated that the speed at which she lectured and taught concepts was just too fast paced. Often Mark stated that he just did not have the time needed to ask a question before Miss Windsor would go on to the next concept and this brought on a lot of frustration for him. Mark stated that he was just overwhelmed with the rushed aspect of the course during the class time.

According to Harry, he needed Mr. Frank to ask *him* the questions rather than the other way around. Harry stated that in class while teaching, Mr. Frank was awkward and insecure within himself. This applied to his verbalizations and every other aspect of what Mr. Frank did in the classroom. Harry further stated that Mr. Frank was disengaged and that made the class disengaged. Harry expressed that in his opinion the teacher should pursue him and draw him out of his own self so he could participate more in the class not the other way around. Harry admitted,

> I feel I have not improved in my writing skills. I have no connection to Mr. Frank in writing a paper. I like to talk in groups and get to know people in the class before talking. I am not confident in a group where I do not know everyone. I need more of a caring, personal relationship with a teacher to work hard. If a student does not do as well on something, the teacher should approach the student. Mr. Frank needs to get more of a personal approach. I need for Mr. Frank to instigate a conversation and pursue me to improve. I disconnect without a personal contact with the teacher and the teacher should be the one to instigate this. It would help me out a lot.

In like manner, Edward blamed his lack of performance in class on the teacher's overall awkwardness and weakness of presentation, which he believed was due to her inexperience and personal timidity. Apparently, Edward would have liked a teacher who had more confrontation abilities and defense mechanisms for preservation. Edward communicated that when he asked questions in class, Miss Hanover was insecure with the answers she gave. It was unclear to the researcher if Edward thought Miss Hanover was not sure if what she was giving him as an answer was incorrect factually or if she was lacking confidence within herself as she gave him factually correct answers. The researcher suspects that it is the latter case because never once

did any of the three teachers give out any incorrect or false information when it came to the act of writing.

Edward stated it this way,

…This makes me feel unsure of whether or not she knows what she is talking about…She just appears awkward. I wanted to ask her to re-write stuff more clearly, but I am just not sure if she will or if she will take my request in the right way. I did not want to confront her because of her timidity and her fragility. It may have harmed her in some way. I felt irritated all the time in class because there was a total lack of open communication. It was a one sided relationship. I just let her talk AT me. …There was no clear delineation of the writing assignments early on. I lack confidence when I begin…whether or not I should write this or that in a paper, I felt that I could not ask her. Miss Hanover was not definite in her communications. She was uncertain and unclear in her directions for the writing. I felt I had to produce the writing without answers from the teacher. In this class, I know I could have done better with more open communication with Miss Hanover. I had this insecurity with Miss Hanover and this showed up in my writing (Personal interview with participant).

In her interview, Jane used the term awkward, which is the same term used by Edward, when referring to Miss Hanover's lacking as a teacher. However, Jane came to the exact point much more clearly than Edward did. She directly stated that Miss Hanover was awkward and "filling a spot". Jane stated that, like Harry, she needed to be pursued by her English teacher. Jane even stated at one point that Miss Hanover needed to be more aggressive in communicating with the students in her class and Janes further conveyed that Miss Hanover needed to

"demonstrate love" for what she was doing. However, in Jane's estimation, Miss Hanover never did this. In addressing this topic, Jane directly stated,

> Miss Hanover was not forthcoming. There were so many awkward moments. There was a lack of confidence in class and that just came out in all of the communications with her all of the time. I was confused when I began to start a writing assignment because I had not gotten full instruction from her….I didn't click with her at all. As long as they're [the teachers] are teaching me, I can do it, but I never did get a full does of teaching [from Miss Hanover]. My writing was slowed down because of misunderstanding of what I was doing and what I perceived I was supposed to do (Personal interview with participant).

Students with both positive and negative views- Margaret and Diana both seemed to be on the borderline between positive and negative comments about their teacher for English 101. In reading over this interview, it became apparent that they ended up with a more positive view than negative, but at first both stated that they were uncertain about how the class was going to finish up as far as their performance went based on how the class was going at the beginning of the semester.

Margaret said that Miss Hanover was sometimes murky in her speech, but, she would clarify it if asked. Margaret also conveyed that as the class progressed in time, Miss Hanover became enjoyable.

In her interview, Margaret declared that,

> …she [Miss Hanover] elaborated and cleared things up toward the end of the semester and she did not make us feel dumb. The students who could understand her began to help

the students who still could not understand her with things like free writing and creative writing…[At first] some of the not so nice students thought she did not know what she was doing. At first I was confused…I did not want her help because I didn't understand Miss Hanover. At first I asked for clarification of what she was saying, but later in the course I began to ask improvement questions. We now have good communication between us. She hears me and there is acceptance of what I have to say. I do not like being talked at. I prefer a 50-50 engagement (Personal interview with participant).

Diana was on the borderline with her remarks. She opened up her interview with negative points and moved toward the positive aspects. However, as Diana made more and more positive comments, she eventually fell back into the negative again. Diana disclosed that

…sometimes her [Miss Windsor] directions were unclear. I would ask a question, but I did not understand her response. I had to ask her again one on one after class. There was a lot of talking openly. I felt as if I could ask her questions and she would answer quickly. There was always open access to Miss Windsor for help. I knew if I had a problem she would help me so I could keep working on my writing. It made you feel positive in your effort to complete a paper. I am just comfortable with her (Personal interview with participant).

However, after saying these fairly positive things about Miss Windsor's verbalization skills, Diana reversed herself and stated,

I have to say I didn't understand much of what was taught in class. Most of it made me feel unsure and made me wonder whether or not what I was writing was going to be

completely wrong….But, this was due to the intensity of the course in general. There was too much to be done in the time slot we had (Personal interview with participant).

Diana's final remark of "too much to be done" in too little time echoes the sentiment of Mark in his interview. Both Mark and Diana had Miss Windsor, and Mark also stated that the class was always rushed. This remark was not made or insinuated by any other students in the study.

Students with an all positive view - Elizabeth, George, Andrew, Beatrice, Camilla and Ann all had nothing but positive comments regarding their English 101 teacher's questioning techniques and their teacher's abilities in relating to them as students. Professionals in education might say, well these students are just good at English and that is why they like the English teacher, however, this is only true in the case of Beatrice.   Only Beatrice stated in her interview that she was talented at writing and had known so for some time due to high school experiences in English classes. However, Beatrice also stated that she could have easily clepped out of English 101 at LU but due to the positive personality of Miss Hanover, she stayed in the class.

Elizabeth paid relatively no attention in class to Mr. Frank's teaching. She was always whispering and talking with Harry, looking at her fingernails, or playing with her hair. If there was anyone in this study whom the researcher thought disliked the teacher or thought the teacher to be ineffective according to the in-class body language and general lack of attention displayed, it would have been Elizabeth. However, Elizabeth had nothing but total praise for everything about Mr. Frank and even stated at the end of her interview that she had already recommended him as a teacher to other girls on her hall. During her interview, Elizabeth declared,

…he gives criticism on your work, but then explains it in understandable language. At first I was unclear about the syllabus and I told him I don't understand parts [of the wording]…But later he explained in detail all about the papers and what we have to do and I totally got it…I don't feel intimidated by him. He says silly things in class so I never felt like what I was saying was silly to him…See I have had some bad English teachers in the past who would get mad at you for having bad writing. This made me feel degraded and I didn't listen in class as much after that happened. Then when I didn't understand the paper instructions, I just did less in figuring out the paper assignment. I just didn't ask any more questions. Mr. Frank is good about not being intimidating and so the negative [from him] is not as harsh because of the way he presented it to me (Personal interview with participant).

Ann and Camilla both appeared to be reticent people in general. Neither of them instigated conversation with anyone else in the class, much less with the teacher, both refrained from asking any in-class questions of the teacher of any kind, and both gave only one or two word responses in class if they are ever called upon by the teacher. The researcher cannot remember a time when they were called upon for anything other than a "please read your answer" response or a yes or no response by the teacher. Ann stated that she could go up and talk to Miss Windsor personally before class and get her questions about writing answered because Miss Windsor was easy and open in her communications. Ann said that this was good because she did not have enough self-confidence to ask questions out loud in class during Miss Windsor's teaching time. Miss Windsor was always going so fast that I just did not want to stop her. Likewise, Camilla stated that Miss Windsor is open in her communication in class and that Miss Windsor was very approachable when we needed to ask her a question.

Beatrice stated of Miss Hanover that

…I felt…free to talk to her about unrelated things; other things in English that is….She was personable, and she changed the way she asked questions according to what we had shown from answering past questions in class…In other words, she changed the wording of her questions to help each student understand the question she was asking on an individual basis…It is easy for me to begin an assignment because I knew Miss Hanover would help me and give me direction if I asked for it…She gave the students in her class freedom and leeway …in their writing (Personal interview with participant).

In class, Beatrice did not voluntarily answer any questions asked, nor did she engage in any of the open class discussions instigated by her classmates. If one were to have to guess of her involvement with and opinion of Miss Hanover by gauging her body language or verbalizations in class, one might believe she cared little if anything for the teacher, the class or her fellow students in general. However, when Beatrice advised the researcher during the personal interview at the end of the semester that she could have clepped out but stayed in because of Miss Hanover's personality, it was slightly astounding. Nothing of her in-class behavior pointed to this state of being whatsoever. This, then, points up the fact that there is much more to the teacher/student relationship in an English class that is wholly focused on writing than simple in-class conversation, discussion, and on the surface verbalization. The in-class relationship between Beatrice and Miss Hanover presents the idea that when there is little to no verbal communication or even eye contact between the teacher and the student in class, the teacher's written comments and responses along with the final grades on written work can in fact be the core foundation and even the complete substance of the teacher student relationship. Consequently, this is proof and support for the effectiveness of on-line courses.

George is an admittedly weak English student and is a person who knows he must make it through English in college to successfully get where he needs to be. Because he was required to be in the class, he had made the decision to communicate, concentrate, and collaborate with the teacher even if that took greater effort on his part in the relationship than that which the teacher was endeavoring to put forth. He continually focused on everything the teacher said and did in the classroom and usually waited until class was over to communicate with the teacher. Although his grade was never high, George's "get by with a C" motto served him well and as long as he was motoring along in the course at that level, that was where he was happy to stay. The researcher did get the sense that if he had to do more of anything that he was currently doing in class to make the grade he was currently making, he would do it.

Of Mr. Frank's questioning techniques, George stated

I was shy in the classroom because I didn't want to be perceived as someone who was messing up a lot. I was comfortable enough with Mr. Frank that if I did ask a question, he would give me full answers. He was a cool guy…He helped me not to feel so shy. The words he uses…showed us he cared and wanted to help us succeed (Personal interview with participant).

Andrew was a very bright young man who was alert beyond the average student. He chose to sit right up in front of the teacher's dais in the middle of the classroom. His skills at watching and listening to the teacher so he could step in to communicate at will were well developed and he never failed to help the teacher with technology, moving heavy objects in the room that needed moving during the class time, and making points by catching on to the teacher's humor and then helping her to relate it back to the general topic in class that was being

taught at that moment. He always had his work ready and was prepared to take part in all class activities; in short, Andrew was a viable and vital member of the in-class world in English 101.

During his interview, Andrew disclosed that,

…on a personal basis, I feel if I had something going on outside of class that would affect my work, I could tell her. She was nice. She was interactive, and she did try to get the students to participate in class…Her being interactive helped me better understand what I was writing about and how to go about actually writing it. Whenever a teacher is interactive with me, it makes me want to write better and I want to do better; I do. She even asked me, "How can I help you to do better?" This is how I knew she wanted us to do better. She was always encouraging. I trusted her because I believed if I did what she said, it made a difference. If had a question about what I was writing about…I got a quick response. I knew I would improve because of honest support from Miss Hanover. She was a very consistent teacher. There have been no huge surprises, so I felt safe and that I knew what I was dealing with every time I came to class. And, this consistency made me feel secure when asking questions. I knew Miss Hanover would not criticize me for asking a dumb question. Miss Hanover may laugh at my question, but she would be honest with me, too (Personal interview with participant).

Disciplinary Communication-(Figure 5)

None of the three teachers participating in this study had a truly disconcerting discipline problem in the classroom. Discipline in the classroom at the college level and especially here at LU is nearly non-existent compared to that of the realm of high school.

Figure 5.

Disciplinary Communication

a) Teacher Response to negative behavior
b) Student response to teacher disciplinary action
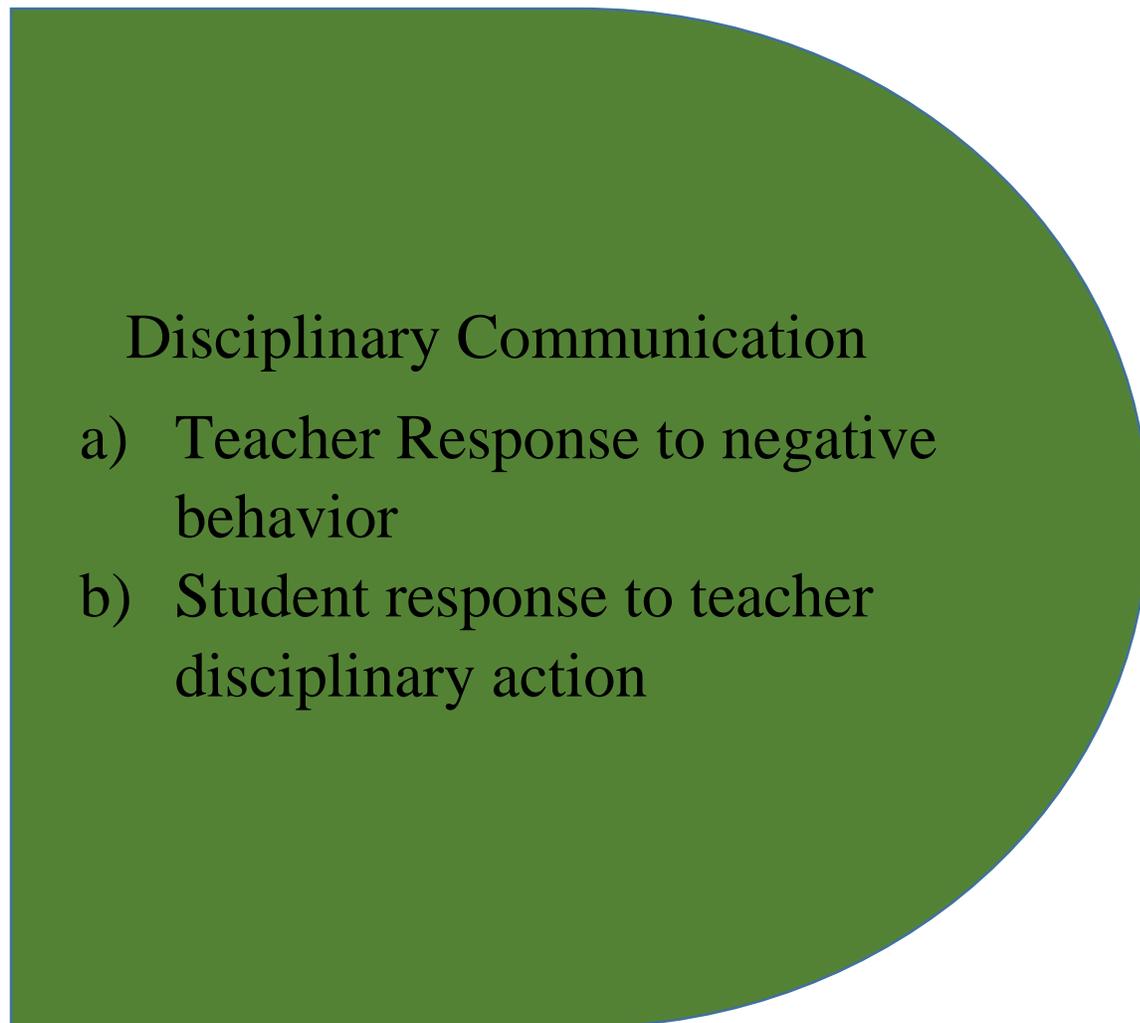
The highest level of in-classroom discipline that an LU teacher may have to deal with is that student who is too talkative, a student who is always texting instead of listening, and the student who likes to sleep during class time. Yet, even with these seemingly innocuous offenses there are times when the teacher must make a comment to these students to bring them back in line with the behavior of the rest of the class. Hence, disciplinary communication is part of the classroom language. The manner in which disciplinary action is carried out and the way it is received, is very telling not only as it relates to the teacher's presence and control in the

classroom but also as it relates to the students' acceptance of the teacher as the authority figure and his/her willingness to get along with the teacher authority figure in the classroom.

In this study, none of the three teachers addressed aloud to the class any student tardiness to class and/or any continual, habitual absenteeism. It was as though it was not happening and/or that it was not important in the grand scheme of things, therefore, it was not considered as part of the discipline situation in terms of this study.

Teacher response to negative behavior – Mr. Frank and Miss Hanover both had to deal with texting students, sleepy heads, and talkers. Miss Hanover's student outbursts were more intrusive and more often brought out into the classroom than most teachers would want, but Miss Hanover actually thrived in this type of classroom communication. She laughed out loud along with them and helped them make the jokes about writing and homework and doing it with no sleep. As far as corrective measures taken by Mr. Frank during class, the most he ever said was "please put the cell phone away now." Or, if students were talking too much, he will simply said in a louder than usual voice, "listen please." Once he noticed a student Facebooking on her personal cell phone. Mr. Frank quietly went over to the student and asked her to focus on the writing assignment at hand because it would be more productive for her. Because this was done in such an unobtrusive manner, the student was not embarrassed and simply concurred with the request. However, this was in direct contrast to the texting of Jane in Miss Hanover's class. Jane texted in Miss Hanover's class for a majority of each class period. Only once did Miss Hanover notice this and actually told Jane to put the cell phone away, and the only reason Miss Hanover even noticed the cell phone at this point was due to the fact that Miss Hanover was going around checking individual papers.

As far as absenteeism or tardiness of the students, Mr. Frank never took public notice of any absenteeism or student tardiness, even though students were absent and tardy. Consequently, disciplinary action for attendance infractions was not obtrusive in Mr. Frank's class because it did not take place.

In Miss Hanover's classroom there were often outbursts and extraneous talking in the classroom, and Miss Hanover allowed a great deal of it. In fact, everyone was allowed to talk at any time to Miss Hanover, to their neighbor, or just out to the class as a whole. During much of the class time, Miss Hanover herself listened to what was being said and got involved in the student conversations as well. She never addressed tardiness or absenteeism nor did she offer any kind of retribution when a student did not have their assigned homework. Miss Hanover often simply ignored negative behavior. Only once or twice during the entire semester did Miss Hanover tell the class they needed to quit talking so much. Miss Hanover was a laid back, relaxed person in the classroom. The exception to this was only one time when the extraneous talking was very elevated during Miss Hanover's lecture on the writing directives for the next assignment. She did stop her lecture and asked two particular students to please quit talking and listen to her directives. Even though frustrated, Miss Hanover called out these two students in a polite manner, and the two students did stop talking and began to listen. Yet, in another vein of thought when considering discipline, one day, Miss Hanover actually advised students how they could skip class and still get credit for their work due on that day. This was in direct violation of the LU policy. It appeared to the researcher, at the time, that Miss Hanover was making an effort to identify with her students. Although, for all of her patience and efforts to appease and identify with the students, there did come a breaking point for Miss Hanover. During one class late in October, when Miss Hanover could no longer stand the student conversations going on during

class, she did say rather loudly, "SHHHH. Students stop talking!" Additionally, on yet another day at the end of October, Miss Hanover made the same statement; "SHHH. Students you are talking too much today!" Two students were actually called down by Miss Hanover for too much talking while she was trying to go over the paper directives for the last paper of the course. The students did stop talking and listened to her.

Conversely, the most Miss Windsor ever had to do to carry out any disciplinary action to the class as a whole in all of the nine classes viewed by the researcher was to say "shhhhhh…" to students once as they settled in to their writing groups on one of the peer review days. Once Miss Windsor said "shhhhhhh," they immediately got quiet and began working. It was noted by the researcher that several of the students being observed were not paying attention in Miss Windsor's class and were daydreaming quite often, however, she was so involved in moving forward in her teaching that she did not try to draw them in. Instead, on paper return day, she stated,

> Please note that if you paid attention to the comments I made on your last paper and you tried not to make that same mistake again on this paper, you were rewarded through your grade on this paper. Why some of you may ask? Because that is how much it means to me for you to pay attention….

Additionally, Miss Windsor put up a grade chart on the teaching screen for all to see on paper return day and explained the pre-deductions she had to make on their papers. She explained that on a particular class set of papers that were returned that day, there was a loss of many points. Miss Windsor advised students that some of them were not paying attention to the details and directives she gave for this particular assignment. She did all of this as a form of discipline to get the students to be more aware of what was going on in the class so they could

improve their grades.   This form of discipline was not used or even hinted at by Mr. Frank and

Miss Hanover. It was apparently effective for Miss Windsor because there was no texting,

sleeping, or continued extraneous talking during her class lecture time, which was the type of

class she wanted to have.

As Miss Windsor walked around the room on peer review day, she cajoled students to

write more and discuss less. She visited each paper group and made sure that they were on task

and not just sitting. If there were not enough comments on the papers, she urged them to pick up

the pace and stay on task. She advised the students that what was written could be used later by

the writer when they were trying to improve their work. Also, she reminded students that

discussion could often lead to simple socializing and that took up their valuable time.

Student response to teacher disciplinary action - Although Jane consistently came into

the class each day and texted on her cell phone for the major portion of the class period, Miss

Hanover only mentioned it to her once during the class work *time* of the last paper for this class.

Other than this one day when Miss Hanover was walking around the classroom writing

comments on student papers, she was oblivious to the fact that Jane was texting. Of all of the

students the researcher observed for this study, Jane's texting took up the greatest percentage of

learning time as compared to the other students.   Jane's continual texting was quite possibly a

cry out to Miss Hanover for more personal attention as a student, more direct guidelines in her

instruction to Jane, and a need for more personal contact even if it was in a negative vein. As it

is often said, negative attention from a teacher or a parent is better than no attention at all. At

least the student knows that the authority figure is aware that he/she is there if that authority

figure is disciplining him/her.

Of this situation, Jane stated,

Miss Hanover needed to be more aggressive in her communication with her students….I could have taken criticism. I wanted criticism….I could have done a lot better if I had received more aggression from the teacher…I needed more aggression from the teacher…I wanted her to be more aggressive (personal interview with student).

Margaret's continual talking to her neighbor in a whispering tone took up the greatest percentage of her learning time as compared to any of the other students observed. Miss Hanover never addressed the problem of Jane's texting nor did she call Margaret down for her continual talking in class and computer use during class time. Additionally, Edward often came in to the class very late and just put his head down. Miss Hanover never addressed this issue. Beatrice admitted during one class that she had done none of her homework and had made no effort to do it. She admitted to Miss Hanover that this was her fault and that she was willing to take any punishment Miss Hanover wanted to issue for this lapse. Miss Hanover appeased her with no reprisal of any kind for not having done the required work.

Margaret, in response to the level of disciplinary language from Miss Hanover, had a paradoxical answer. She stated that she eventually came to honor Miss Hanover by listening to her in class, however, there was never any evidence of this during the observations in the class. Also, Margaret stated that she wanted to show Miss Hanover respect for what she was teaching by writing well, yet she admitted that she often turned in her writing late and hoped that Miss Hanover would not get aggravated at her for this. In the personal interview, Margaret stated,

…I listen to her now to honor her for what she teaches in class. I feel that I want to show my respect for her by writing well…I have respect for her and it is reciprocated. We have good communication between us….If I turn in my work late, I hope she does not take it personally (personal interview with student).

Margaret's continual use of the computer in class and her continual whispering at will was in direct contrast to what she stated that she began to do later in this class as compared to her behavior at the beginning of the class, which appeared to the researcher to be just as egregious later in the class as it was earlier on in the class.

Neither Harry nor Edward mention their teachers' disciplinary actions and abilities or lack thereof during the personal student interview. They both state that they merely want their teacher to be more confident in his teaching style in general and both voice the desire for their teacher to approach them rather than either one of them seeking out the teacher for any kind of relationship. Both acknowledge the fact that their writing would be much better in English 101 if the teacher would "come after" them.

On the other hand, Andrew, Beatrice, Elizabeth, George, Mark, Camilla, Ann and Diana all had positive things to say about their teacher when it came to discipline in the classroom. Elizabeth states that Mr. Frank is firm but "he is nice in the way that he teaches also." She further states that it feels comfortable to be in his class because he treats everyone the same and has not pets. Because of this, Elizabeth stated that no one felt left out. She stated also that Mr. Frank was "never rude personally or professionally. He is firm but not degrading, not rude, not intimidating. …I feel my writing improved because of his positive attitude….The timing of criticism is important to avoid stress…This gave the students confidence about their writing."

Mark referred to his relationship with Miss Windsor as one with "tough love", but he stated that he trusted her because she was fun and she cared about the students. He stated that if she criticized him, it was for his own good. Diana also stated that she could tell that Miss Windsor was very concerned about them as people, which is very encouraging and keeps her

going when it came to the actual writing. Diana says Miss Windsor was more personable to students than most teachers.

Andrew referred to Miss Hanover as "nice". He also stated "she was there for us...There were no huge surprises, so I felt safe because I knew what I was dealing with every time I came to class. …I knew she would not criticize me for asking a dumb question (personal interview with student).

Beatrice stated that Miss Hanover was "…kind, understanding, and compassionate…She was easy going with me…Miss Hanover was not a controlling teacher. She gave the students freedom" (personal interview with student).

Ann stated that she felt a "secure attachment" to Miss Windsor. George and Ann both spoke of the fact that there was a lot of trust between themselves and their teacher. Also, George and Elizabeth both spoke of the fact that they did not perceive Mr. Frank as arrogant and that this helped them build their trust in him during class time.

Camilla spoke of the fact that Miss Windsor was open and approachable about any topic on which she needed to talk. Camilla stated that Miss Windsor tried to make their class fun and she tried very hard in her teaching, which showed that she cared about them as students.

It was obvious then that the teachers involved in this study did not have problems handling the disciplinary situations in their classroom nor did they handle the few they had in a way that caused a negative atmosphere amongst the other students in the room.

Voice Usage and intonation – (Figure 6)

Figure 6.

Voice Usage and Intonation

    A. Student responses to voice usage and intonation

Classroom Humor

    A. Student responses to classroom humor

Reading aloud in class

    A. Student responses to reading aloud in class
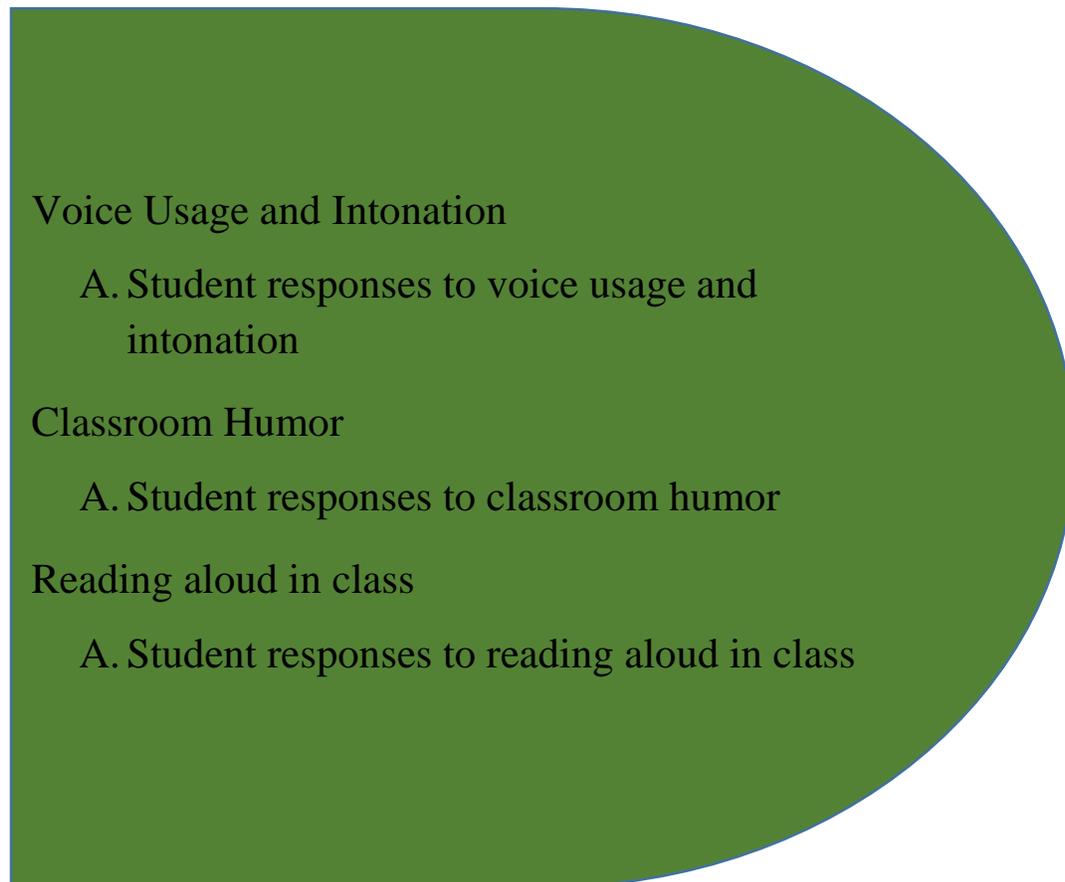
This category of the communication style of any teacher is important because often it is the use of the voice that lets a student know the teacher's mood for that day, the teacher's love or distaste for their discipline, and even the teacher's attitude towards them as individuals. The three teachers involved in this study had totally different voice usage styles that affected their teaching immensely, sometimes in a positive way and at other times in a negative way. There were very few if any similarities between the three teachers in their voice usage. Miss Windsor was loud and dominating; Mr. Frank was calmly businesslike; and Miss Hanover was giddy and awkward.

Mr. Frank was patiently calm in his voice usage. There was never a loud outburst or a ranting style when he taught. Most often he simply stated to the students what they needed to know in a businesslike tone and delivered his verbalizations in a placid, tranquil manner. If there were any likenesses here between the three teachers involved, Miss Hanover and Mr. Frank come closest together in their voice usage style, however, Miss Hanover had many negatives about her style that hindered her teaching. Miss Hanover's voice usage was far too soft, calm and unchanging as far as pitch and volume are concerned. Her enunciation of words was so slurred that it was hard to follow what she was saying much less understand her overall meaning. Obviously, when she would read from the text or the power point it was understandable because the words were in the readers' vision, but when she was explaining something without the text in front of the listener, it was almost impossible to be clear and certain about what she was saying or teaching. Part of this lack of clear enunciation was due to Miss Hanover's continual smile. I can never remember a moment in class when Miss Hanover was not smiling, even when talking about rebuttals and the Toulmin method, which are two detailed, hard to grasp elements of the argument/proposal paper. On the other hand, she never appeared to be excited about what she was teaching because she never raised or lowered her voice with any change of the topic. Miss Hanover simply, calmly presented the different writing instructions for the various papers required at LU for English 101 and laughed along with the students or conversed with them at will about whatever they chose to converse about. As a matter of fact, Miss Hanover giggled and laughed with the students about what the students said in class so much that the class was in joking mode nearly as much as they were in the teaching mode with Miss Hanover. When giving the writing directives for a paper, she would talk on and on never changing the pitch or intonation of her voice. The more she presented the directives on the power point, the faster

these directives were presented to the class. This led to an enjambment of the directives and much lack of clarity as to what the students were to do exactly.

Alternatively, Mr. Frank did a lot of one on one teaching in class because rather than lecture loudly all of the time, he used the classroom screen in front of the class to get them to respond in writing. As students were writing their responses, Mr. Frank would go around to each individual student and speak to them in a quiet tone about the mistakes they had made in their writing or about the new concepts being taught in the writing process. He made every effort to keep his voice low to avoid the rest of the class hearing his individual comments. Also, he allowed individual student questions to be asked about their writing to which he enacted this private response mode. Mr. Frank showed much patience as he went around to each individual student giving personal help and answering individual writing questions.

Because Miss Windsor had a slightly higher pitched voice than the average female, she was able to use it in the classroom in an intensely directed and forcefully loud manner. From the time students entered the classroom until they left, Miss Windsor's voice was in loud control of the class activities. Also, her continual use of a loud voice moved the students quickly from one activity to the next with little down time for socializing. Her voice usage was the dominating factor in keeping the students from Facebooking or texting or talking to each other during class time. The only time her voice was not booming in the classroom was when she went around to individual students who needed help on peer review days. During these quiet chats with individual students, others were writing on a given assignment or were writing a response to questions asked by Miss Windsor about their writing assignments. Miss Windsor would move in very close to the students and whisper in their ear as she talked to them. This voice usage let the students know that even though she was loud and booming during class, she still respected their

individual privacy and wanted to keep their singular progress while writing as private as possible.

When introducing students to a new writing assignment, Miss Windsor literally yelled out phrases such as, "never worry!", "This is going to be easey-peasey", or "hoh kay!" She also did this yelling out loud when introducing extra credit assignments so students could get their grades up if they so desired. She always yelled out, "Guess what?" before introducing the extra credit assignments, which helped get the student interest engaged.

When moving from lecture mode to question mode, there was much change in Miss Windsor's voice usage. Her lecture voice mode is forceful and pounding, while the question mode is more reasonable and logical because Miss Windsor wants a response from the students. Also, Miss Windsor is laughing and smiling a great deal during any of her lectures, even when the students are serious and intense in their listening. This continual smiling is similar to the teaching style used by Miss Hanover, however, Miss Windsor's enunciation of words is never affected by her smiling.

When complimenting students on giving a correct answer to one of her questions in class, the pitch of her voice would go a little higher than normal, which caused the sound of her voice to have a positive effect. When using congratulatory phrases and words, Miss Windsor's voice was much louder than normal. She gave students positive comments such as "woo hoo", "easey peasey", and "boom baby." At any moment when teaching, when Miss Windsor would come to the end of making a point about writing or explaining a future objective for student writing, suddenly she would yell out, "Yea!", "OK", or "praise the Lord!". In fact, much of Miss Windsor's class control came from the loud usage of her voice at all times during her teaching.

Harry, Jane, and Edward stated that their teachers caused them to feel uneasy in the classroom and in fact both Mr. Frank and Miss Windsor had a calmer teaching voice than that of Miss Windsor. Margaret had a negative attitude towards Miss Hanover's teaching style at first, but later in the semester changed her mind.

Regarding her voice usage as it affected her teaching style, Margaret stated

…at first….she seemed afraid of teaching. I said to myself, OK she is just shy….sometimes Miss Hanover is murky in her speech. …The students who can understand her now help the students who still do not understand her…Some of the not so nice students thought she did not know what she was doing….At first… I did not want her help because I didn't understand Miss Hanover…I asked for clarification of what she was saying…. But now it is enjoyable. She has cleared things up (personal student interview).

Harry and Edward both saw this reticence as a teacher relationship lacking in what they referred to as "open communication". Jane also concurred with this opinion and referred to a lack of direct teaching from Miss Hanover, which Jane said she knew she must have from a teacher.

In the personal interview, Jane referred to Miss Hanover's voice usage and its effects on her teaching style in the following statements,

I felt distanced and not comfortable around her. Miss Hanover needed to be more aggressive in her communication with the class….I could have done a lot better if I had gotten more aggression from the teacher….Miss Hanover needed to be louder, more confident. This would have made me feel more comfortable. Right now I am less

comfortable and less secure in the writing process because she [Miss Hanover] is insecure….she did not excite me to write…A teacher should love what he/she is doing. I did not get that here from Miss Hanover….I wanted her to be more aggressive. There were so many awkward moments. Miss Hanover was not forthcoming. There was a lack of confidence…and that just came out in all of the communications with her all of the time (personal student interview).

Edward stated that he did not confront Miss Hanover about anything to do with writing when he had a question because he was afraid he would hurt her feelings badly somehow. Edward referred to Miss Hanover in the classroom as "fragile".

Regarding her voice usage as it affected her teaching style, Edward stated

…She was unprofessional. No experience at all. She was too shy and did not talk a lot. This made me feel uncomfortable because Miss Hanover was lacking in confidence. She was insecure with the answers she gave. This made me feel unsure of whether or not she knew what she was talking about….I never wanted to confront her because of her timidity and her fragility. It might have harmed her in some way….Miss Hanover was just not definite in her conversations. She seemed uncertain and unclear in her directions for the writing (personal student interview).

Similarly, Harry stated that Mr. Frank could be very friendly at times, but that he was not forceful enough for Harry to feel he could get involved.

None of Miss Windsor's students said anything negative about Miss Windsor's voice usage or her teaching style, except for the fact that she moved too quickly from one concept to

the next which caused some students to feel rushed. Ann stated of Miss Windsor's voice usage that

> …she communicated well. She explained everything well and she was good at giving direction and guidance. In other words, she was clear in [her] communication with the class. She had a lot of confidence and was outgoing…When Miss Windsor taught in the classroom, we did stay on topic for each particular writing lesson, but we still had fun (personal student interview).

> Mark stated of Miss Windsor that,

> ….I had trust in her right from the start because I could tell that she cared….the positive attitude of Miss Windsor being confident in us made me want to write….(personal student interview).

However, the consensus from the other students in Mr. Frank and Miss Hanover's classes, which are Elizabeth, George, Andrew, Beatrice, and Margaret is that these two teachers were fair minded and openly communicative in their teaching style, which brought a feeling of comfort and connectedness during class time. Andrew did state that Miss Hanover had a "bland style" about her teaching, but he forgave her because she had a good sense of humor; and, he further stated that because this was an English 101 class there could be only so much happiness and humor involved anyway.

Classroom humor

Classroom humor is probably the most coagulative element in any classroom for creating a sense of togetherness amongst students and engendering an atmosphere of mutual understanding and acceptance between teacher and students. When a teacher brings humor into

the classroom or allows students to laugh acceptingly of one another, whether it be due to personal error or an understood comical element of the topic being studied, there is an unspoken acceptance of one another that cannot be achieved in the classroom in any other way. Humor brings laughter and laughter brings a positive atmosphere.

In all three classrooms there was an element of sarcastic/ironic humor which caused everyone to laugh. In Miss Windsor's class when she asked, "OK. Who is ready for the next paper directives? Yeaaaaaa!!" students would giggle and Miss Windsor would laugh along with them because everyone knew each paper was getting more difficult to complete. In Mr. Frank's class, one of the students asked Mr. Frank if he could use Wikipedia as a source. Mr. Frank joked back with the student by saying, "Oh, sure. Go ahead and use it. See what happens to you!" All of the students laughed with Mr. Frank about this. To bring some lightheartedness into the class when students had to choose their next writing topic for a difficult paper, Mr. Frank suggested ridiculous things to write about which would get the students laughing. Similarly, whenever Miss Hanover was discussing topics for the next assigned paper, she always announced to the class that they were not allowed to write on their mission trip experiences. Everyone laughed when Miss Hanover made this statement, including Miss Hanover. There was obviously some kind of inside joke between the students and Miss Hanover about this situation, and it brought great happiness and lightheartedness to point this out to students. Inside jokes that do not need to be explained insinuate that there is a close tie between the students and the teacher. This is a very upbeat element within any given class! Mr. Frank also made use of the choice of topics for the next paper when he suggested ridiculous things for students to write about. This always got the students to laugh out loud. In a like fashion to Miss Hanover's sense of humor, Mr. Frank brings up some old topics for writing an upcoming paper that actually

turned in to inside jokes between himself and the students. This suggests that Mr. Frank began relating to the students with humor early on in the semester and they had not forgotten the comedy that was created by him. In Miss Hanover's class an ongoing joke was one about the amount of work to be done in English 101, and they especially liked to joke about the length of the previous papers they had just completed.

On Fridays, students were particularly giddy and punchy. Often Miss Windsor would ask students what they were going to be doing for the relaxing weekend ahead. Students would make comments such as, "I don't know, but I know it's going to be fun!" or "Anything but writing an English paper!" This caused everyone to laugh, including Miss Hanover. In a situationally ironic type of humor one Friday, Mr. Frank laughed about the "heart-warming" feeling of dealing with signal tags during the writing process and referred to the word "lethargic" when doing so. Mr. Frank says, "We are lethargic because it is Friday!" There was much laughter amongst the students with Mr. Frank. When the laughter had ended and everyone went back to work on the writing response questions, there was a renewed sense of closeness with Mr. Frank, not only because he allowed the joke, but also because he was able to laugh *with* the students about a point in the writing process. On another day, Mr. Frank was in a joking mood and told the students to please raise their hand if they were not present that day. The students then laughed out loud with him. Miss Hanover created a similar situation in her classroom when explaining to the class how to fill out and submit the interlibrary loan application for outside sources. The students began to make up silly information to put on the application that would shock the librarians and the other schools from which the materials were being requested. As the students brought in their comedy on this, Miss Hanover began to laugh as well. Also, when possible, Miss Hanover would change a predesigned writing activity to get students to relate

personal narratives or incidents about themselves. She would ask students to get out a sheet of paper and "write about a time when they had to convince a friend to do something that they did not necessarily relish doing". After the students had finished free writing, there were many volunteers who wanted to read what they had each written. Miss Hanover and the whole class listened to the humorous stories and everyone laughed joyously!

In all three classes there is much laughter provided by the funny videos brought in by each teacher for peer review day. The peer review activities were very intense and the videos provided momentary relaxation through laughter and giggling from the students. Miss Windsor allowed a lot of silly comments from the students and she made jokes based on the videos as well. All of this laughter endeared the students to each other and to Miss Windsor. Similarly, on peer review day, Mr. Frank brought in a comical video entitled, "I'm Reading the Book". The students began to laugh before he even began showing the video. Then Mr. Frank stated, "Let this minister to your soul", and he began to laugh as well. Everyone laughed together throughout the entire five minute video. In a similar effort to bring her students together, Miss Hanover, on peer review days, played background music to help calm the students as they worked on others' papers. Before the music begins, she always asks for the opinion of the class as to which music type should be played. She posted a list and there was much humor surrounding the various titles of the songs listed. The students enjoyed this and it did relax them before going to work on the peer review as they laughed and joked about the words in the various song titles. When there were words to the music that were well known and were normally sung with the tune, a few students would jump in and sing along. This led to much laughter and a relaxed atmosphere. Miss Hanover laughs uncontrollably during this event.

Both Mr. Frank and Miss Windsor got laughs at student expense, but all appeared to be happy with this situation. For example, sometimes if no one knew the answer to a question Mr. Frank had asked the class and the silence went on longer than usual, Mr. Frank would lean forward and fake whisper the answer to the whole class to draw attention to what he was trying to get them to understand. This was a type of playful humor that endeared students to Mr. Frank. Parallel to this situation, in Miss Windsor's class when she called on a student and they were unsure about their answer or they were taken aback in the abruptness of her question timing, sometimes their voice was squeaky or they seemed unsure when they gave their answer. Miss Windsor used this time to laugh with the student by mimicking his/her voice tone. Everyone laughed at this and no one took it as a negative because Miss Windsor's motivation behind the sarcastic humor was to help alleviate anxiety. And, it did! Also, on any given class day if there was one student who seemed to be really comprehending what was being taught and had all of the homework and classwork done correctly, Miss Windsor would repeatedly, purposely call on that particular student to read his/her work so the class could understand what was being done and what needed to be done. When she repeatedly called on one student like this, Miss Windsor would kid around with the student and say that she was picking on them today, and how did they like it? Everyone giggled and laughed including the "called upon" student.

On classroom jeopardy days all three instructors allowed much laughter, cajoling, and kidding of one another with abandonment, especially between teams. Miss Windsor would hum the jeopardy song out loud to bring on tension when a student was slow with an answer. Everyone laughed.

Sometimes there are just teacher phrases that cause students to laugh or precarious teacher situations that cause everyone to laugh. For instance, the very phrases Miss Windsor

used during class time, at will, such as "easey-peasey", "boom baby", "hoh-kay", and "awesome" brought at least a smile to students' faces. They related to this jargon because it was phrasing that they also used in their personal lives. To hear it from a teacher in the classroom just sounded funny to them, but they did relate to it. During Miss Hanover's teaching time in class there was much laughter because she gave credence to all of the comments, sarcastic and ironic ones included, and when she commented back to the students, the conversation silliness naturally got started and everyone ended up laughing and giggling. Miss Hanover continually made humorous comments herself at the expense of the writing process and tried to get the students to laugh along with her. This laughing at will when there was a chance to joke did bring a relaxed atmosphere to the classroom. In a slightly different effort to get students to laugh, Mr. Frank would make jokes about himself, some humorous element of the writing lesson that day or a humorous point made by a student. This was a point of endearment to the teacher for most students. For example, during one class, Miss Hanover could not get the computer to work and then she could not manipulate the computer programs to run as she desired. The students began to make jokes about this and then an off-hand conversation about monopoly cropped up. The students became very silly and Miss Hanover began to laugh uncontrollably. Her whole body shook with the laughter. It took much time to get everyone back on task, however, this demonstrated to the class that teachers are human, too. Many accolades went to Miss Hanover for being willing to make mistakes and to admit them in front of a class.

Alternatively, there can be a downside to classroom humor because it can become an everyday event and one during which students may become lazy or manipulative of the teacher's time. For example, on days when there was much laughter and joking, students often began personal conversations with Miss Hanover. One day students began complimenting Miss

Hanover's clothing style and she began to comment on their clothing styles. This was a very relaxed moment and one in which the students are able to share a personal observation with the teacher and receive a personal observation about them from the teacher. However, it took much extra time for Miss Hanover to get the students back on task and focused on their work. Obviously, personal conversations can sometimes cause too much familiarity between students and the teacher. It is up to the teacher to keep these "open communications" to a limit, but there are many positive outcomes from this type of teacher/student exchange.

Some of Miss Hanover's students appreciated her humor; others did not. Andrew, Margaret and Beatrice see her humor as the "positive" side of her personality and appreciated all of her efforts to communicate with them. Edward and Jane felt hopelessly lost during the class time, so much so that they did not even acknowledge Miss Hanover's efforts at humor. In this they are comparable to Harry who is in Mr. Frank's class. These three students, Edward, Jane and Harry all had nothing but negatives to share about their teacher. In his interview, Edward does not even acknowledge Miss Hanover's efforts at humor, nor does Jane. There apparently was not one single endearing quality about any of these teachers to these particular students; no, not even their efforts at humor. However, most of the students appreciated their teacher's efforts at humor in the classroom.

Of Miss Hanover's humor, Andrew stated

…she does have a good sense of humor. I know Miss Hanover will not criticize me for a dumb question. She may laugh at my question, but she will be honest with me, too.
…There is only so much Miss Hanover can put in as far as humor because it *is* English 101 (personal student interview).

Of Miss Hanover's humor, Margaret stated

…She is funny and open, and even though she is not strict, she is not coarse (personal student interview).

Jane stated of Miss Hanover's humor

I do not click with her at all. There is a lack of confidence in the class and that just comes out in all the communications with her all the time (personal student interview).

To the contrary, Beatrice stated

I could have clepped out…the positive aspects of Miss Hanover's personality are why I stayed in this class and her good humor was one of them (personal student interview).

Although both Elizabeth and George felt that Mr. Frank was silly and corny at times, they both saw his efforts at humor as his way of reaching out to the students; his way of trying to improve his communication skills with the students. Elizabeth and George felt that Mr. Frank was making every effort to improve his teaching skills and were very appreciative of this. However, on the contrary, nothing Mr. Frank did ever received Harry's approval. Harry wanted more of Mr. Frank's attention than was being given as far as reaching out and making a connection with Harry. Harry stated that he felt neutral towards Mr. Frank. Harry did state that he noticed that he made efforts to be funny, but also Harry stated that this was just not enough for him to want to make a connection with Mr. Frank (personal student interview).

Of G1's humor, Harry stated,

…he's a nice guy and his jokes are a help, but really he is disengaged. This makes the class disengaged…I just feel neutral. Mr. Frank has not joked much lately. I do not feel

personal towards him if he does not joke much. I just do not know Mr. Frank as a person. I just feel uneasy in the class ….Mr. Frank can be very friendly, but I am just neutral toward him….I feel disconnected. I mean I am not unhappy with this situation, but it could be better. … I just turn in my paper and hope for the best….I depend on the English teacher to draw me out (personal student interview).

On the other hand, of Mr. Frank's humor, George stated,

Mr. Frank is always trying to improve himself as a teacher, I think because he always tries to involve everybody. He does this by making jokes all of the time, even though they are usually corny jokes. At least by this [humor] we know he is trying to make connections with us (personal student interview).

Elizabeth also stated that Mr. Frank has a lot of dry humor,

…so I don't feel intimidated by him. He says silly things in class so I never feel like what I am saying is silly to him. ….Mr. Frank brings in his dry humor and this takes away intimidation with him and your classmates as well ….Mr. Frank brought in his favorite readings for fun. This lets his personal side out to the class….and makes the students feel comfortable and that they can add their own flare to their writing as well….Because I am comfortable in the class, I have access to improve my writing (personal student interview).

Ann and Camilla both stated that they have a lot of fun in Miss Windsor' class. They perceive this "fun" to be openness and good communication on the part of the teacher. They both agree that Miss Windsor wants them to improve in their writing and they know this because she does everything possible to make the class fun and to draw them out. Mark, another of Miss

Windsor's students, stated that he had trust in her right from the start "because I could tell that she cares." Also, Mark related that Miss Windsor gave off a positive attitude, which made him want to write. Mark expressed that in his opinion Miss Windsor was more personable than most teachers, however, he did relate the idea that none of this had helped his writing to actually improve (personal student interview).

Diana did not comment on Miss Windsor's efforts at humor at all, but did mention several times in her interview that she was comfortable with Miss Windsor as her teacher because she herself was open and therefore, there was always open communication in the classroom (personal student interview).

Reading aloud in class

Teachers read out loud to their students at the college level for many different reasons. For example, some read for emphasis of a particular concept, some read to make sure directions are objectively stated to everyone present, and some read because they know students will not come in contact with the information in any other manner. Conversely, often teachers will ask students to read aloud from the overhead screen or from the text to emphasize the importance of a concept or objective. Students, for some reason, pay closer attention when their fellow students are reading aloud, and the teacher can be assured that at the particular moment of the student reading, everyone is listening and hearing exactly what is being read. Consequently, if questions arise later, the attention of everyone can be brought back to the earlier reading for objective clarity, and there is no excuse for anyone not at least being exposed to the concept being taught. Additionally, teachers will ask students to read their own writing aloud to the class or perhaps the teacher will read a particular students written work to the class to emphasize what is right about it and what is wrong about it. In general, reading aloud in class is teacher directed,

no matter who is doing it, and when it happens, the teacher is basically telling the students "listen to this because it is important".

All three teachers read aloud to their class or they had students read aloud to the class. Most of the time when reading was done aloud in Mr. Frank's class, he directed various students to read from the power point. He did this to make sure that everyone was exposed to a particularly important writing concept. Although Mr. Frank may have previously taught this concept, he still had students read to reiterate its importance in the writing process. Also, on paper return days, he gave students time during class to read the comments he had written on their papers. He would cajole students to please ask him questions if they did not understand the comments. Mr. Frank also used reading aloud in class for humor. Elizabeth stated that at the beginning of the semester Mr. Frank brought in humorous passages and read them aloud to the class for everyone's enjoyment. She stated that this was how he was able to present his more personal side to the students, and in fact, Elizabeth communicated to the researcher in the personal interview that it did calm her down personally and made her feel more comfortable in his class.

On the other hand, not a single class goes by that Miss Windsor did not read to the students from an outside article or from her power point for teaching. In fact her teaching style involved, reading from the power point, then explaining what she has just read, and finally giving examples of what she had just read.

Having students read passages from their own papers also occurred during each class. In having students read their passages to her, Miss Windsor was asking students to be vulnerable about their own work in front of their classmates. In having students read their own work aloud, she was also asking them to demonstrate the fact that they read the directives given and had

followed them to the level that she thought appropriate. If there was an error in the writing, it would be because directives given in the previous power point were not followed and everyone would see the problem of writing without following instructions. This added to the concept of "A community of writers", which is always one of the themes in English 101 at LU.

Miss Windsor asked about 95% of her in class questions based on the reading she did from the power points. About 90% of the questions students asked were based on the information Miss Windsor read in class from the power points. Often she would read the instructions given in her power point and would then carry out those instructions herself as she created a piece of her own writing on the board right in front of the students for their judgment of her writing ability. This made Miss Windsor very vulnerable, but it demonstrated to the students the importance of following the directives given in the power points just as she has read them out loud so their writing could receive the best grade possible. This activity of reading to the students and then following the directives stated in the reading made Miss Windsor very transparent and vulnerable before the students because they were able to read the directives on the power point and be certain themselves that she was following her own directions correctly. In the LU English 101 concept of "A community of writers", everyone is vulnerable, even the instructor.

It is the reading out loud of the directives that gives the directives great importance in the eyes of the students. By reading them out loud during each class for the different papers that are being assigned, Miss Windsor was communicating to the class that they must follow each step in the order that it was given in order to achieve the best written product.

Alternatively, Miss Hanover used the act of reading in class while teaching rather sparingly. After reading a passage from the text, she would write her own explanation of the

concept just read about on the board. Then she would call on a student to summarize her written comments. Often she would call on students to read aloud from the power point as she and the rest of the class listened intently. After reading aloud and getting a student to summarize, Miss Hanover would then direct students to write a sample paragraph using the concept being considered. Once students had time to respond to her writing directive, Miss Hanover would call on a student to read what he/she had written aloud to the rest of the class. Additionally, Miss Hanover would call on the students to turn in their textbook to a particular passage about the concept she was teaching and then asked students to read along as she read out loud. Students were very agreeable to this.

At the end of each class, Miss Hanover would pull up the power point and would then call on a student volunteer to read the homework assignment out loud to the rest of the class. A student always volunteered to do this and the other students always listened intently. On rough draft or peer review days, Miss Hanover would ask for student volunteers to read their writing aloud to the rest of the class. No one usually responded to this unless Miss Hanover cajoled the whole class. Finally, a volunteer would begin reading or Miss Hanover would call on a particular student at will.   However, in doing so, the student reader was aware that his/her work was being scrutinized by the whole class and at the very least, by Miss Hanover. Also, there were those students who would ask, even before Miss Hanover brought it up, to be allowed to read their papers in class to everyone because they said they wanted the extra criticism from Miss Hanover and from their fellow students. Miss Hanover was very amenable to this activity. On peer review days, she would go around to each individual student and silently read what they had written so far. This silent reading puts the student on the spot, but in a way that gave them good, helpful commentary from Miss Hanover right after she had read their work. Thus, reading

aloud in class, whether it be by teacher or student, is very much a part of the English 101 at LU concept, "a community of writers". Often, Miss Hanover would recognize the good writers in the class by asking for a particular student's paper and reading aloud from it herself. Students agreed to this willingly perhaps because then they did not have to read from their own paper themselves. When she did this, she would usually begin talking about her own graduate paper writing experiences, which she was currently working on, for the master's degree.

On one particular day when a fellow GSA teacher was present in the room to observe Miss Hanover and take her place in absentia due to a meeting at the behest of the English 101 head professor, the GSA cajoled students to read their papers individually aloud. When there was no response, this GSA picked one or two students and began to nag them into reading their papers aloud. This GSA is not a normal part of the class, and the students appeared to resent her presence and her wheedling. To get the students to read out loud, the visiting GSA had to be rude and intrusive to the class. Furthermore, this visiting GSA bluntly announced to the students who had just read their papers that there were many writing errors. She then proceeded, in front of the whole class, to tell these students everything that was wrong with their papers. The class soon ended and the students exited, however, there was considerable mumbling and concern about that day's events as students left. At the next class meeting, the students voluntarily denounced the presence in their last class of the visiting GSA to Miss Hanover and stated that they did not agree with any of her comments on their writing. In class, they all agreed that Miss was their teacher, not the visiting GSA, and therefore, she (the visiting GSA) should not have been present much less have taken over the class as she did. Apparently, "a community of writers" means a closed community! However, this event also illustrated that once a relationship is built between a teacher and her class that has any positivity to it whatsoever, it is almost

impossible for someone perceived to be an outsider to come and take the teacher's place in that classroom, especially when the usual teacher is healthy and able.

Sometimes to make students aware that they needed to check their syllabus before asking so many questions, Miss Hanover would pull up a copy of the syllabus on the screen and read aloud from it the new directives for the next paper or would call on a student to read the directives aloud. Additionally, when Miss Hanover assigned in class free writes, she always asked for student volunteer readers. Usually students found something comical to laugh about from these readings, which is, as previously stated in the "humor" section, a "class uniter."

Even though all three teachers used the "read aloud" method, especially during the presentation of the writing directions for each paper, Edward, Jane, Mark, Diana, and Harry all stated during their personal interview that they felt a lack of confidence during the actual writing of their papers.

Edward expressed that

…There was a total lack of open communication….There was no clear delineation of the writing assignments early on….I feel that I must produce the writing without answers from the teacher. I lack confidence when I begin, and the whole time I just feel a low grade coming on. Miss Hanover is not definite in her conversations. She is uncertain and unclear in her directions for the writing. I could have done better if there had been more direct teaching (personal student interview).

Jane stated,

I do not get full instruction from her and so I do not usually know how to start…I am not getting a full dose of teaching. My writing is slowed down because of misunderstanding what I am doing and what I am supposed to do (personal student interview).

Mark stated that "….when I write on my own, I go down the tubes again…she [Miss Windsor] is not clear enough about what needs to be done" (personal student interview).

Diana added

…I have to say I didn't understand much of what was taught in class. Most of it made me feel unsure and made me wonder whether or not what I was writing was going to be completely wrong. This is because we were so rushed in class (personal student interview).

Of Mr. Frank's teaching, Harry pointed out

 …My English abilities are somewhat good but I am not good at analyzing. Mr. Frank doesn't do much to help with content development. I feel disconnected. I mean I am not unhappy with this situation, but it could be better. Now, I just turn my paper in and hope for the best….I think I am just an independent person. The teacher has little influence either way (personal student interview).

On the other hand, Andrew, Margaret, Beatrice, Ann, Camilla, and Elizabeth all had positive things to say about their interactions with the teacher.

Of the interactive reading in class, Andrew stated,

She does try to get the class to participate in class activities. Her being interactive helps me better understand what I am writing about and how to go about actually writing it (personal student interview).

Margaret added

…at first because I was confused, I had a lot of apathy. …Now, I want to do my best to show her that I understand what she was teaching and that I can use what she has taught us. I totally trust her and want her approval (personal student interview).

Beatrice stated,

I am able to write more freely when it comes to the writing assignments for this class. It is easy for me to begin an assignment because I know Miss Hanover ….gives me the direction I need (personal student interview).

In her personal interview, Ann stated,

…she goes into great depth and detail with lessons – she communicates well. She is clear in communication with the class. However, Ann also stated that "sometimes there is not enough clear information given for a writing assignment and this causes me not to want to write….but I have slowly improved under Miss Windsor's teaching and that is because of her good communication"(personal student interview).

George added in his interview that, "As far as the power points in class, I can relate to what he says in them. This helps me get started on writing my papers"(personal student interview).

Camilla said "….because of her open communication, my writing has improved in content because I have learned that I have to develop the idea first….I am no longer as scattered in my thoughts" (personal student interview).

Complimentary, explanatory and ameliorative language – (Figure 7)

Each teacher, whether they are aware of it or not, has his/her own personal phraseology that is used over and over. This phrasing is telling of not only what the teacher is truly about but gives the student insight into the personality of the teacher and what is important to them. The words a teacher uses to convey compliments to students are very important. The most effective words are those given voluntarily in sincerity and praise without any hint of sarcasm or irony. When explaining a new concept or re-explaining an older concept, teachers use words that encourage the students to think, to focus, or to synthesize what they are seeing and hearing. Ameliorative language are words of kindness, of understanding, of encouragement, and of help. Ameliorative language from a teacher is that which reaches out to the student as a human being and helps to lift their spirits higher in order to perform better.

Introducing new or difficult topics - When making an assignment that Mr. Frank knows will be difficult, he introduces the paper with statements such as, "Don't worry. We'll get through this together." and "Don't give up before we even get started. We can do this."

Figure 7.

Complimentary, explanatory, and ameliorative language

a) Introducing new or difficult topics
b) Cheerleading the students work
c) Encouragement during student crunch time
d) Student responses
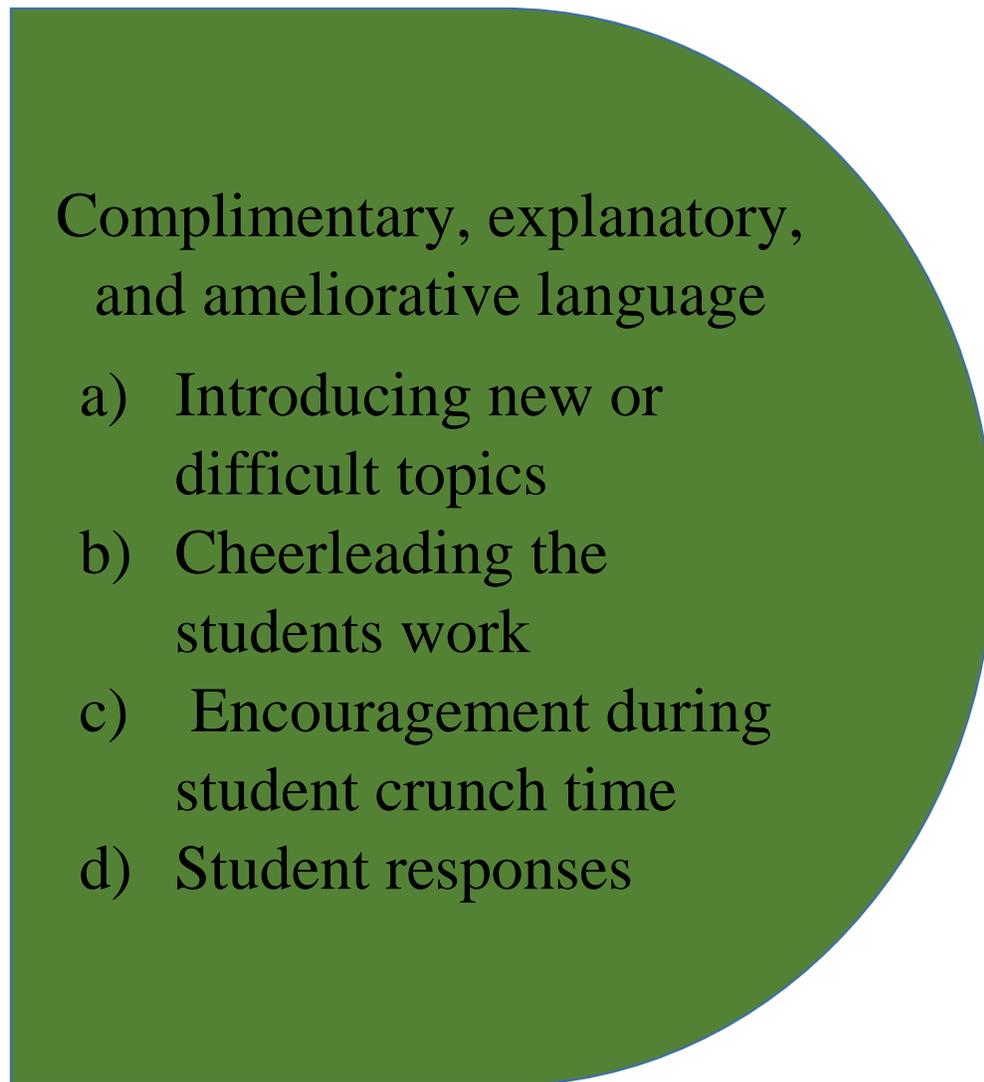
On the day that Miss Windsor introduces the most difficult paper of all, she states all of the directives and then says, "Oh! I'm talking myself into chills I'm so excited about this paper. She further says, "It's what we have to do guys. I know you can do it!" Then she yells out, "yeaaaaaa!" During the introducing and teaching of the concepts involved in creating outlines for papers, students were complaining and grumbling about all of the details they had to learn and remember. Miss Windsor simply stopped and said, "We must have another come to Jesus moment. This class is going to change your lives. It certainly changed mine." Then she began

to teach all of the concepts involved in creating an outline. When students began to ask questions about how to create their outlines, and they finally stopped complaining, Miss Windsor said, "Awesome" or "Good" after each question that was asked. Then as students grasped the outline concepts, they began to answer each other's questions in class and she went rather wild with her "boom baby, awesome, absolutely" comments. When introducing the argument paper, Miss Windsor cajoled students to, "Choose an issue you are passionate about." She advised that she could not pick a topic for them. She also advised that their grade would be better if they were writing about a topic of interest to them because they would not be bored with it! This comes as good news to several students and is an encouragement to the rest of the class.

If there is a particularly difficult point in the writing process for students to understand, Mr. Frank would refer to the text page numbers that explained that point in detail, he would read pertinent passages from the text, he would then explain to the class what he had just read, and finally he would give further examples verbally and on the board if necessary. Verbally, this was a thorough manner of getting the point across to the student because even if they did not "get it" in class that day, the teacher had afforded them the exact page numbers so they could read for further personal explanation. A particularly hard concept for many students to grasp was that of signal tags when writing a research paper. When this came up in Mr. Frank's class, he laughed about the "heart-warming" feeling of dealing with signal tags during the writing process and also referred to the word "lethargic", which was used in one of the student's incorrect sentences on that day's power point. Mr. Frank stated, "We are lethargic because it is Friday!" There is much laughter amongst the students with Mr. Frank. When the laughter was complete and everyone went back to work on the writing response questions, there was a renewed sense of closeness

with Mr. Frank, not only because he allowed the joke, but also because he was willing and able to laugh with the students about a point in the writing process.

When approaching a new and difficult topic in the writing process, Miss Hanover says, "We have to talk about…"   Of course, this insinuates that she does not enjoy teaching this or that particular entity. Additionally, there were several times in the class when students asked questions that Miss Hanover could not answer about elements of writing. Instead of guessing or giving an incorrect answer, she simply advised the student that she did not know the answer but that she would have one for him at the next class meeting. The students were ameliorated at that time, however, at the next class meeting an answer was never given nor was the topic again mentioned. When students asked questions about an upcoming writing assignment, Miss Hanover consistently said the phrase, "don't worry". This was in answer to questions about the content of the next paper, the layout of the next paper, and the focus of the logic of the next paper. She even said, "Do not worry about what you are saying in the paper", which is an incredibly odd comment for a teacher of writing to make. This again gave more credence to the fact that there was a laid back atmosphere in the classroom.

Cheerleading the students' work –At times in the classroom, teachers must cheer their students on when the students have worked hard, have finally grasped a particularly difficult concept, and/or when they have produced a written product that is executed well and meets all of the requirements. Students respond positively to teacher praise, teacher compliments, and teacher encouragement during the "dark times" of writing.

During all times of her lecture and reading from the power point, Miss Windsor continually stopped to say, "You can do it. I know you can do it." After reading from the power point, Miss Windsor would stop and ask, "Does that make sense to you?" After a student had

completed a reading of part of their own writing in class out loud, she always said, "good, good!", even when the writing was not exactly correct. She stated this positive phrase to thank the student for having read his/her personal writing aloud in front of everyone. If what the student had read was correct, Miss Windsor applauded that correctness and gave the student much positive feedback about why the writing was correct. Not one single class went by without Miss Windsor offering her help not only before and after class but outside of class in her office as well. She begged them to please come by and get the help she could offer to them personally so their writing could improve. Also, on peer review days, Miss Windsor invited students who made bad grades to please come up to her dais during group work so she could explain further what they did incorrectly and how they could improve on their next writing assignment. When students did come up to the dais one by one, after Miss Windsor had explained everything to them, she would usually say, "Good. Never worry". When talking with students on a personal level before or after class or when discussing questions students had about their own personal writing product, Miss Windsor CONTINUALLY says, "Woo hoo!", "Yeaaaaaa", "OK", and "Awesome". When students would ask good questions about something in the power point or something in their own writing, she would say, "good, good, good".

Likewise, Mr. Frank was very complimentary when students would complete their writing correctly. He openly and often complimented the class on their homework efforts. Another way in which Mr. Frank complimented the students was through reiteration of the correctness of a student given answer by reading the source of that correct answer word for word from the power point or an article that was assigned on a previous date for homework. On days when Mr. Frank returned homework or graded classwork, as he handed back each individual's paper, he used complimentary words and phrases to each individual such as, "awesome", "great

job", and "good work." After any class on any day, students voluntarily come up to the dais and asked Mr. Frank writing questions about their personal efforts at assignments. Mr. Frank made every effort to answer each question, and if a student needed further help, he gave them a time in which they could come and talk with him further. On peer review days, he communicated with students on a one-to-one basis as needed, especially if they had questions. Mr. Frank went around the room, particularly to students who had low grades on their last paper, and asked if he/she understood his comments. He also asked if the comments helped them plan for improvement on the next paper. George in particular received a lot of help personally from Mr. Frank by asking for extra details about comments he had made on his papers. Mr. Frank always worked patiently with George and encouraged him to use the comments to make improvements to his writing in general.

In a rather different style of teaching, Miss Hanover had a sporadic manner of communicating with the class about anything, which changed not only the tone of what she was saying but also had an effect on the students' perception of what she was saying. Miss Hanover would lecture, stop, makes a comment about a topic completely off of the lecture, and then would continue lecturing again. For example, in one class period she was be lecturing about the writing process when she suddenly stopped, turned to the class and said, "good job on attendance today students". Then she abruptly turned around and continued her lecture on the writing process. Similarly, Miss Hanover would teach for a certain time period and would then turn and ask, "does that make sense?" or "does everyone feel confident so far?" Any student response in answer to this question brought on discussion and laughter about the writing process itself. However, Miss Hanover was an open and honest teacher.

Encouragement during student "crunch days" – There are time periods during each semester when students drag in to their classrooms and put their heads down on their desk or just sit quietly depressed until class starts. The "crunch days" are the days when students have work due in every class they are taking during a given semester. They stay up late at night, or all night, and do their best to meet work deadlines in order to get the grades they want and need. Good teachers can pick up on these moods and create a positive atmosphere of caring and inspiration for their students by simply saying such phrases as "you can do it" or "just hang in there".

In creating a more personal relationship with those who will do so, Mr. Frank asked the class as a whole on Fridays what their weekend plans were, and just before fall break he asked them what they would be doing with all of that extra time. Sometimes students would bring in little cartoons or paragraphs that they thought were funny and showed them to Mr. Frank. He would read these, make funny comments about the humor involved, and would then thank the student for showing it to him. Also, on a little more serious side, Mr. Frank would ask students at the end of a class or even at the beginning of the class, "Are you making it? Are you OK?" "Is the stress getting to you?"   Mr. Frank seemed to know when students were having a difficult time and would use such phrasing as, "Don't worry. We'll get through this together." and "Don't give up before we even get started. We can do this," to try and cheer the students up and get through class that day.

In a similar manner of encouraging students, when Miss Windsor would go around to individual students before class began to check as much of the homework as possible and a student would mention that he/she did not have the required homework or did not finish the required homework or did not understand the required homework, Miss Windsor would simply

hug him/her and say, "that's OK this time." Also when going around to individual students to give writing help, Miss Windsor would lean down as close as possible to the student's ear to whisper the help they needed. The researcher noticed that each time Miss Windsor was getting ready to leave one student and move on to another, the student was smiling or nodding his/her head in agreement with what she had advised about the writing. Apparently, this is a time when Miss Windsor gives much personal help and encouragement to the students as well. When teaching a new concept or assigning extra credit for the upcoming assignment, Miss Windsor would raise her hands in the air and yell out, "Yeaaaaa!" or some other enthusiastically formed phrase to use excitement to overcome student dread and doubt.

Miss Hanover continually asked students whether or not they liked the essay they had to read the night before or the essay that was just read in class. However, the students only gave opinions about the essay in the form of "yes we liked it" or "no we did not like it". They never give details as to why they liked it.

There were several consistently asked general questions that Miss Hanover posed to her students in an encouraging manner. These are, "Does everyone understand that?", "You understand, right?", "Does that makes sense?" and "Is everyone clear as to what they're looking for?" No one ever verbally responded to these questions. Somehow these types of questions were used more for the teacher's benefit than that of the students. The questions can be translated into meanings other than that which is obvious such as, "I have finished teaching that concept and I am now moving on" or "Let's pause for a minute before moving on to the next concept". Often the students will take this moment to bring up other topics and the class will break out into one of its many open discussion time periods, which Miss Hanover never discouraged. For example, on the day when students broke out in a conversation with Miss

Hanover about her clothing style, the conversation went on for about 10 minutes as she began to give the students compliments as to their clothing choices. A question that Miss Hanover often asked that did get a response is, "What is good about this essay?" The only problem with this question was that students answered this question by simply stating whether they personally liked the essay or not, which did not answer the question asked. However, Miss Hanover would try to get them focused on exactly what it was about the essay that they liked, but the students would usually just sit and listen to her explain the good and the bad about the work. She did have "reach out comments" that she used to encourage the students to communicate with her about their writing in a positive way. One of her favorites was, "look over the comments I have made on your paper right now and let me know what you think." Right after hearing this comment, students would usually come up to the front of the class and quietly ask for help in understanding what her comments on their paper meant or how they could improve their paper for the next writing assignment. The only problem here was that the rest of the class usually took this time to open up conversations about any and everything as Miss Hanover helped the individual students, although, she seemed oblivious to this fact. It seemed that her main focus was giving individual help after directives had been taught, but since everyone knew that they each could have access to personal talk time with Miss Hanover about their paper, they were happy to have the class continue in this manner. If Miss Hanover had a student read their paragraph or paper out loud or a passage from it, she would give the student a compliment relating to something positive about their paper. For instance, one day when Margaret read her paper aloud, Miss Hanover said, "She used a lot of like, fresh examples". Other examples of Miss Hanover's positive language was, "Yeah, that was good" or "Okay, I liked that". If something went wrong with the technology being used in the classroom, and often it did, Miss

Hanover would apologize profusely to the class and ask them for their patience. A student word that Miss Hanover used continually was the word "like". Using the jargon of the students does help student understanding and allows students a point of generational identification with the teacher, even though this particular word is not used in correct context.

Probably the most talkative personal time Miss Hanover shared with her students was that of the individual helping-time she gave as she walked around the room on peer review days. Her voice during these conversations was inaudible to the researcher so the exact language is inaudible, but there was much smiling, shaking of heads and direct eye contact. Thus, the amelioration had taken place, and the student was ready to move forward with his/her writing.

Student perceptions of teacher ameliorative language -

As far as Mr. Frank's motivation behind his verbalizations, Elizabeth stated,

I did not feel intimidated by Mr. Frank. See I have had some bad English teachers in the past who would get mad at you for having bad writing. This made me feel degraded and I didn't listen in class as much after that happened. Then when I didn't understand the paper instructions, I just did less in figuring out the paper assignment. I just didn't ask any more questions. Mr. Frank was good about not being intimidating and so the negative [from him] is not as harsh because of the way he presents it to me….My roommates across the hall HATE their English 101 teacher. They say she is rude. They don't like her manner of speaking to the students. They are scared to have their teacher read their paper out loud because she does it in such a negative attitude....The timing of the [teacher's] criticism is important to avoid stress.…This gives the students confidence about their writing (personal student interview).

Of Mr. Frank's complimentary, explanatory and ameliorative language, George stated

He finds little errors [in my writing] and gives corrections as quickly as he can. I always

end up with a better paper because he is not arrogant in his criticism. He is a positive

person. I trust him (personal student interview).

Harry stated, regarding Mr. Frank's ameliorative language

…I am just neutral towards him because he is not a motivational type of teacher…he is

lacking in confidence….Mr. Frank is unsure. He doesn't help me much……I do not feel

personable towards him….I need more of a caring, personal relationship with a teacher to

work hard (personal student interview).

Ann stated that she was very appreciative of the times when Miss Windsor came around

to individual students to give them personal help. Ann further related that she felt secure when

speaking with Miss Windsor one on one during the individual class help-visits. Ann added that

Miss Windsor was very outgoing and that she liked the way Miss Windsor explained everything

so well. Ann stated that Miss Windsor's criticism was good because it was focused on

improving the writing itself, not the student as a person. This created a lot of trust for Ann in

Miss Windsor when she had negative things to say about my writing, says Ann.

Camilla believed the reason that she liked Miss Windsor was because if a student asked

for help, Miss Windsor would immediately, or as soon as possible, help him/her out with their

writing. Camilla stated that at first she was struggling with her writing, but Miss Windsor

noticed this, approached Camilla, and volunteered to help her. Miss Windsor gave Camilla

much encouragement and this made her feel relaxed and more comfortable in class, says

Camilla. Even her negative comments on my papers are encouraging to me now because I know

that if I follow her directions and make the improvements she tells me to make, I will get a better grade; and I have in fact gotten better grades.

Mark said, during his personal interview, that he knew Miss Windsor cares about the students' performance in her class. I had trust in her right from the beginning because she was so much fun in the way she talked in class. She went a little too fast for me, but I could tell she was trying to get everything in to each class. Miss Windsor's encouragement has had a positive effect on me, but when I get alone to begin writing, I still just do not feel confident enough. Her positive confidence in us as a class made me *want* to write, and normally when I began a paper, I was ok until there was a disconnect during the actual time I was doing the writing. I believe there was just too much to do within the time period of each class, even though Miss Windsor tried to make personal connections (personal student interview).

Diana related to me that because of Miss Windsor's open communication skills, she felt that Miss Windsor was a friend more than a teacher. Diana said that Miss Windsor was very encouraging and this encouragement would keep her going. She said that Miss Windsor's encouragement gave her the desire to try harder on each paper and gave her the motivation to keep going because even the negative comments made on the students' papers are only there to help them write better. Miss Windsor was never critical just to be critical.

Andrew stated in his personal interview that

…..She [Miss Hanover] is nice. She is interactive. She does try to get the class to participate during class….Her being interactive helps me better understand what I am writing about and how to go about actually writing it. When the teacher is interactive with me it makes me want to write better and I want to do better, I do. When she asks, "How can I help you do better?" she

wants us to do better and she is encouraging. … I trust her because I believe if I do what she

says, it makes a difference….I know I will have improved because of honest support from Miss

Hanover. I have been building a sense of trust with Miss Hanover since the beginning of the

class. She is a very consistent teacher… and I know what I'm dealing with when I come to class.

This consistency makes me feel secure when asking questions (personal student interview.

Edward shared in his interview that,

She [Miss Hanover] seems insecure with the answers she gives. This makes me feel

unsure of whether or not she knows what she is talking about….I feel irritated all the time

in class because there is a total lack of open communication. It is a one sided

relationship. I just let her talk AT me. I am always second guessing what I am writing in

these papers. There is no clear delineation of the writing assignments early on. I lack

confidence when I begin, and the whole time I just feel a low grade coming on….Miss

Hanover is not definite in her conversations. She is uncertain and unclear…I know I

could have done better with more open communication from Miss Hanover. I have

insecurity with Miss Hanover and this shows up in my writing. I could have done better

in this class if there had been more direct teaching (personal student interview).

Margaret says of Miss Hanover's communications,

…sometimes Miss Hanover is murky in her speech. But, she will clarify

everything for you if you just ask her…Now, she elaborates and clears things up. We

have grown together as a class so there is no question of what she is saying now….I feel I

want to show respect for her through writing well now…I want to do my best to show her

that I understand…what she taught us…I totally trust her and want her approval….We

have good communication between us. She is kind. She hears me and there is

acceptance of what I have to say (personal student interview.

Of Miss Hanover's communication Jane states,

Well, I feel like she is just filling a spot. She is not demonstrating love for what she is

doing. There is no strong relationship between me and G3. She is not open. She is not

friendly. I do not feel a closeness with her. When I ask her questions I do not get what I

need. I can take criticism. I want criticism. It helps me improve in my writing. I am

confused when I start a writing assignment. I do not get full instruction her and so I do

not usually know how to start….. To me good teaching equals good communication

(personal student interview).

Beatrice added in her interview that

I am comfortable in all of my communication with her. She is personable and she

changes the way she asks questions according to what we have shown from answering

past questions in class….She recognizes style in writing. She gave criticism in a way that

was palatable for the student…I knew Miss Hanover would help me and give me

direction if I needed it. ....I felt accepted by her. Nothing about Miss Hanover daunted

me…She gives the student freedom and applauds us when we do well (personal student

interview).

Category #3 – Non-verbal communication – (body language) (Figure 8)

In their book entitled *The Definitive Book of Body Language*, Allan and Barbara Pease

articulate from many different angles the fact that body language is the visible display of the

thoughts and feelings of the individual displaying them. Even though students are not experts at

delineating the meaning behind the body language of their teachers, repeated body movements and gestures carried on by the teacher do insinuate various attitudes not only towards what is being taught but also towards the students themselves. The teacher's own level of self-confidence and/or personal doubt or mood or ambiance are also reflected in the body language. Body language makes a huge difference in communicating with students. It can cause them to feel more secure with a teacher, thereby giving them more confidence, or it can convey to the student that caution and care are needed in communicating with that teacher, which brings added stress to the student when performing assignments made by that particular teacher in or out of the classroom.

Figure 8.

Non-Verbal Communication (body language

    a)   Body language as the student enters the
          classroom
    b)   Body language during lecture
    c)   Body language during teacher/student
          questioning times
    d)   Body language during peer review
    e)   Body language during paper returns
    f)   Students responses to body language

In this study, the data revealed that body language in these classrooms could be observed in teacher physical movements, laughter, and student responsive actions to the teacher's pedagogical initiatives.

Body language as students enter the classroom – In the case of Mr. Frank, as the students entered the room on most days, he was usually leaning against his teaching dais on one leg with his left thumb and pointer finger hooked into his slacks pocket and the other fingers dangling outside of the pocket. He presented himself as very relaxed and business like as the students

entered the room on these days. His facial expressions presented the same calm, accepting attitude.

The only factor that changed this stance was when a student or students would come in to the room and tell Mr. Frank a funny joke at which he would laugh with the presenting student/s. And, humor, as stated in the book entitled *The Classroom Management Secret* by Michael Linsin (2013), is one of the most powerful elements in the teacher's building of rapport with students of any age.

Miss Windsor, on the other hand, is very intense when students are entering the room. Often before class began, she would ask those students present to get out their homework so she could begin checking it by coming around individually to do so. If any student told her quietly that he/she had forgotten the work or had trouble doing the work, Miss Windsor would hug them around their shoulders and tell them it was ok. Additionally, if Miss Windsor was not checking homework, she either meandered out into the classroom to speak with her students about anything they wanted to talk about, or she was at her dais looking over a student's writing who was having particular problems.

Before class began for Miss Hanover, she was always at the front of the room talking with individual students about any subject upon which they would converse. This was her time of personally connecting with students. While conversing, she would bend down to hear what they were saying more clearly, she easily laughed with them, and if other students wanted to get in on a conversation with her she would move around so others could be involved.

Body language during lecture - As a teacher in the classroom, Miss Hanover was so relaxed that she appeared to be nonchalant about what she was teaching and to whom she was

teaching it. Her facial expression was virtually changeless while teaching, greeting or working with students individually, of course, there was always the eternal smile attached to her nonchalant mannerisms. Mr. Frank appeared to be also seemingly changeless. The only time the business like expression changed on his face was when he was laughing about himself, something in the discipline of writing, or something a student had said in sarcasm. This sameness of facial expression insinuated a consistency of attitude towards the students and created a business-like atmosphere each day in the classroom. To get a laugh from students and break the monotony, often Mr. Frank would lean forward and whisper the correct answer to one of his own questions out to the class. This gesture showed a caring for the students and disseminated needed information to them in a different and comical way; in other words, it broke the monotony. However, in another vein of thought, one negative aspect of Mr. Frank's teaching and relating to students was his lack of eye contact. Although he had good rapport with his students on the whole, there was an avoidance on Mr. Frank's part for one on one eye contact. He actually made efforts to avoid looking any of the student's in the eye as he worked with them individually. This occurred when he purposefully stared down at the student's paper even though the student turns his/her head to look directly at Mr. Frank or when he looked up as a student was speaking to him and he purposefully stared over the student's head or to the side of the student.

Completely unlike Mr. Frank, Miss Windsor's facial expression was in constant motion as was the rest of her body at all times while in the classroom. When Miss Windsor was in the classroom, she was in perpetual physical motion. Her facial expression was full 100% into the emotion she was portraying and her head movement was in sync with that as well. When she

was teaching the whole class, her arms, hands and legs were in constant motion. In short, if Miss Windsor was breathing in the classroom, she was moving.

In yet another style of teaching, when Miss Hanover was lecturing and teaching to the whole class, she used her hands constantly. She was continually, slowly pacing across the front of the room while teaching or moving up and down the middle aisle of the room about halfway. When she would get to the center of the middle aisle, she would stop teaching for a few seconds and would then move back to the front of the room. When any student made a joke or asked a question in a joking way about what had been taught that day, Miss Hanover would move into joke mode with them, a class discussion would ensue, and there was much laughter, often about everything plus the writing process.   She would usually physically double over in laughter with the students during these times and often used much sarcasm and irony to keep the laughter going. This of course promoted a laid back affect in the classroom. Also when teaching the whole class, Miss Hanover would often stop and stand in one spot for a few seconds and fold her arms while listening to students' retorts or their humor for that day. Whenever there was a free write time in this class, Miss Hanover would ask for volunteers to read what they had written. Usually there was much laughter, with Miss Hanover out in the classroom amongst the students as they read their funny writings.

Mr. Frank's body language when teaching and lecturing was different yet again from either Miss Windsor or Miss Hanover. Mr. Frank would always look at the power point screen and then would look back at the class in general. Also, he never stayed in the teaching box when he was teaching, but would move in and out of it while lecturing. This showed confidence in his knowledge of the subject in the fact that he was not tied down to teaching notes on the power screen nor to notes laying out on the dais. When reading from the text out to the students as he

made a specific point, he would pick up the text and walk out in the middle aisle for effect. This "walking out" would bring emphasis to the passage he was reading and emphasized to the students that this information was important. When teaching a particularly difficult concept such as the elements of rebuttal writing, Mr. Frank would quickly notice, while he was teaching, that there was little student verbal response to his questions. He would then move around in and out of the teaching box at the front of the room and would point more often to the power point to draw heavier student attention to the facts being taught. It is as though his greater physical movement at the front of the room and the heightening of his voice volume would get the points across more clearly to the students.

When teaching the whole class, Miss Windsor would move around in a backward and forward motion behind the teacher's dais or across the front of the room as a whole space, or she would walks up and down the middle aisle about halfway and then back in to the teacher's dais. She fervently used her hands while lecturing and then both her arms and her hands while teaching from the power point screen. Even her eyebrows would move up and down with the pitch and tenor of her voice. If she was reading or teaching from the power point screen, she physically would go up to the screen and point out the information she was speaking of. This movement was also done when Miss Windsor was using the information on the power point screen to prove an answer was correct or incorrect. Additionally, if there was a particular point that Miss Windsor wanted to emphasize, she would stand up on her toes to make the point more dramatic.

Body language during teacher/student questioning times - When Miss Windsor asked an individual student a question, she stayed physically still while the student was forming an answer. If that particular student gave the correct answer, Miss Windsor would move out of the

teacher's box, stand next to it and smile, but if that student did not answer in 10-15 seconds, she would open the question up to the whole class. When a student began to answer a question voluntarily, Miss Windsor physically would slowly begin to move towards that student and then would shake her head in open agreement or disagreement with the answer. If incorrect responses were given by any student or students, Miss Windsor would simply ignore them by being physically still and waiting for the correct answer to be given by someone else.

When Mr. Frank was asking questions of the students and a particular student began to voluntarily answer that question, he would slowly move out of the teaching box toward the answering student, which showed his acceptance and appreciation for the student himself/herself and the fact that he/she is making an effort to participate in the discussion. When a student asked a question, as the student was vocalizing his/her question, Mr. Frank would immediately leave his teaching dais and slowly walk with his head down toward the student asking the question, listening all the while. He never traveled any farther than half way down the middle aisle and never made it all the way to the location of the student asking the question. He did repeat the student's question once he heard it so that the whole classroom heard the question. This physical movement placed great attention on the question being asked because all of the students in the room focused on Mr. Frank as he was moving, and when he repeated that question, there could be no doubt about what the question was that had been asked. Mr. Frank's movement was a gesture of bodily acceptance of not only the student but the student's question as well and when Mr. Frank gave the answer, he could be sure that all of the students heard the correct answer and understood the question as well. When individual students asked a question in class, Miss Hanover often, but not all of the time, would move towards that student, which showed acceptance of the student along with his/her question. She also often moved in towards students

who were voluntarily answering questions, which showed acceptance of the student and gave special attention for the question. Miss Hanover had good eye contact with her students, especially when talking to them individually.

Body language during peer review - On peer review days, Mr. Frank moved around to the different individuals who asked personal questions about their paper and answered each person one on one. One way in which Mr. Frank showed particular care to a student in need of extra help is when he got down on one knee next to the student and gave them needed information for improvement in their writing. He also offered extra short help sessions to those individuals who requested it and checked homework in the workbooks as he went along. This moving in and out of the students in class showed his respect for them as they worked and made individual communication a great deal more palatable. Mr. Frank also used body language to send a message to the class as a whole. On peer review days, Mr. Frank requested that all students move to the front of the classroom and fill up the seats at the front of the room. This left the rear area of the classroom completely empty. This empty area was reserved for those students who did not bring their rough draft with them for peer review and as class moved forward, it appeared was a forlorn place to be. Everyone else sat near each other and the teacher at the front of the room while peer reviewing was being carried out. This physical placement of students into a state of separation sent the message of just how important the rough drafts were to the writing experience. This "doing instead of reprimanding" on the part of the teacher was effective. Also, on peer review days, Mr. Frank would walk around the room to the various reading groups and listen to ensure that students were on task as well as checking to see that each student in the group had brought their rough draft and were diligently working.

On peer review days, Miss Windsor moved around to individuals in each writing group to give help as she saw it was needed or to answer individual questions. She would bend down to each individual and whisper the needed information to them. Additionally, she had good one on one eye contact with individual students as she spoke to them about their writing. As she moved around from group to group she would purposely overhear the students' conversations to ensure they were on task for that day and then also took up the individual papers to make comments on them. If there were blatant errors in the first few papers Miss Windsor viewed on peer review days, she would stop where she was in the room and made a class wide announcement to correct the errors. Then, she would move on to others' papers. Additionally, when asking students to free write on any given topic, as they were writing in class, Miss Windsor was on the move to as many students as possible to read what they were writing and to make sure they had understood the assignment requirements.

Miss Hanover was not quite as diligent on peer review days as the other two GSA's. On one particular peer review day, Miss Hanover told students not to worry about their rough draft that day because she did not feel like going around and checking everyone's rough draft. She simply had them hold it up in the air as she called the role and checked it off on her chart. On other peer review days when she went to each individual student's seat to look over the rough draft, she got close to the student but never touched him/her physically; never a hug, or a pat on the shoulder, or a pat on the arm. On peer review days when Miss Hanover did feel like going around to each individual, she answered any individual questions the students had but even these times ended up in much laughter and sarcastic humor. At the end of class on these days, many students come up to her teaching dais and asked individual questions about their writing. Miss Hanover stayed in the classroom and answered each individual's question.

Body language during paper returns - When handing out graded papers, Mr. Frank approached individual students as they entered the room encouraging them to read his comments. This put emphasis on the grade and his comments as well. After presenting the paper response questions on the screen and asking students to write their paper responses out, Mr. Frank would pace back and forth in the front of the room, which gave emphasis to the freedom students had to write whatever they choose. There was no interference from Mr. Frank as students read their comments because he did not walk around the room but instead remained at the front of the room away from the students. Also when giving out papers or during group work on peer review days, when Mr. Frank would hear a funny comment made voluntarily by a student and he would physically move toward that student to give him/her a high five for making everyone laugh. This endeared Mr. Frank to the class and showed his acceptance of them as individuals not just as his students. It was also a sign of their "communication freedom" in Mr. Frank's class.

On paper return days as students were quietly reviewing the comments Miss Windsor had made on their paper, she voluntarily went over to each student who had made a bad grade and in a whispering conversation explained why they had made this grade and what they could do to improve. In like manner, Miss Hanover returned her papers by going to individual students as well but did not comment to the individual students regarding their writing performance. Instead she asked them to read her comments as she stood to the side/front of the room and then asked them to respond to the standard writing questions on the overhead screen. If a student raised his/her hand with a specific question about their paper, Miss Hanover would go over to that student and quietly explain her comments.

When students were performing a directed writing activity at their seat, all three teachers would walk around the room slowly, looking down at the students' papers but would never

closely read over their shoulder while they wrote. This walking simply made Mr. Frank, Miss Windsor, and Miss Hanover available to students individually, if they needed it, as they wrote. This action helps these teachers appear to be open to individual question from students and occasionally the students did ask questions during this time.

Of course, the student participants in this study had much to say about their teachers' and their efforts. Andrew, Beatrice, Ann, George, Camilla, and Diana all made positive statements about their teacher's body language.

Andrew stated that

Miss Hanover was interactive and that she did try to get the class to participate in class activities…. When the teacher is interactive with me it makes me want to write better and I want to do better, I do…Her only negative is that she has a bland style…It is English 101, so there is not much room to be anything else but what she is (personal student interview).

Beatrice stated that

Miss Hanover was not arrogant in her communication or her body language. Beatrice said she was kind, compassionate, and understanding. She further communicated that she was able to write more freely when it came to the writing assignments for this class because Miss Hanover was not a controlling teacher. Beatrice ended the interview by stating that she [Miss Hanover] gave the students freedom (personal student interview).

Ann stated that

when Miss Windsor comes around during peer review days, I can get help from her…She has a lot of confidence and is outgoing…and she is willing to get to know the students on any level that they are willing to get to know her…She builds the relationship with the students at the same time we are having fun (personal student interview).

George says of the body language of Mr. Frank that

Mr. Frank makes him feel comfortable enough …that if I do ask a question, he gives me full answers. He is a cool guy…He has helped me not to feel so shy. Mr. Frank is always trying to improve himself as a teacher, I think because he always tries to involve everybody…He is very kind (personal student interview).

Camilla stated of the body language of Miss Windsor that

Miss Windsor actually approached me and encouraged me to do better….I actually began to feel that we were alike in our personalities…She is approachable…At first in class, I didn't care about writing. Whether we were having fun in class or not having fun, I just didn't care. But then I saw that she was trying too hard to make class fun and this showed me that she tried and that she cared and this made [me] care about…writing (personal student interview).

Diana stated of the teacher's body language that

…we were almost treated like we were her friends…She never looked down on us…I felt as if I could ask her questions…There is always open access to Miss Windsor for help…I am just comfortable with her….we were so rushed in class. We just ran through the power point slides and I didn't fully get the concepts….There was too much to be done in the time slot we had but there were no negatives in Miss Windsor's motivations for

students. She always motivated us to keep going no matter how much had to be done (personal student interview).

Margaret and Mark were the only two students who were on the fence about their teachers. Margaret ended up the semester with a very positive relationship with Miss Hanover, even though she did not have many good things to say about her relationship with Miss Hanover at the beginning of the course, and although Mark was not making much improvement in his writing, he still had some positive remarks to make about Miss Windsor.

Margaret stated,

…at first it was awkward….She seemed afraid of teaching…My writing was not clear at first because it was not clear [to me] what academic writing was in the beginning [of this class]…I am so close to her now that I do not want my writing to reflect badly on her teaching as a GA (personal student interview).

Mark stated that the body language caused him to

…have trust in her right from the start because I could tell that she cares…It is compassionate, tough love that I perceive coming from her…I thought she went a little too fast in class and because of that I couldn't grasp the concepts she was putting out there…She was moving so fast there was not a chance to ask any questions….She just taught too fast….Miss Windsor is very positive towards me...I was overwhelmed with the rushed aspect of the course. ..There was just too much to do (personal student interview).

Edward, Jane, and Harry all had only negative statements to make regarding their teacher's body language and teaching in general.

Edward said

Miss Hanover is very awkward according to her body language. She folds her arms while she is teaching. ..This makes me feel uncomfortable because she is lacking confidence…Another thing…she just writes a lot of stuff on the board and her handwriting is misunderstood. She just appears awkward…I do not want to confront her because of her timidity and her fragility. It may harm her in some way…I lack confidence when I begin, and the whole time I just feel a low grade coming on….I have this insecurity with Miss Hanover and this shows up in my writing (personal student interview).

Jane stated,

Well, I feel like she is just filling a spot. She is not demonstrating love for what she is doing…I feel distanced and not comfortable around her. … She is just all business. The assistant GSA who was there that day helped me more in class than Miss Hanover and even helped me after the class was over. I am confused when I begin to start a writing assignment. …It takes me a while….I could do a lot better if I feel some aggression from the teacher….but she [Miss Hanover] does not excite me to write….A teacher should love what she is doing, but I am not getting that here…I wanted her to be more aggressive. There were so many awkward moments. Miss Hanover is not forthcoming. There was a lack of confidence in class and that just came out in all the communications with her all the time (personal student interview).

Harry expressed,

Mr. Frank was a nice guy and his jokes were a help, but really [Mr. Frank] was disengaged, which made the class disengaged. Harry communicated that Mr. Frank could be very friendly but that he [Harry] was just neutral toward him because he was not a motivational type of teacher. Harry blamed much of this lacking on the part of Mr. Frank on the fact that Mr. Frank was a first year teacher and he just did not have any confidence in his own teaching (personal student interview).

Harry further stated

The …meetings I had with him did not help me out. Mr. Frank is unsure. He didn't help me much…I felt disconnected. I mean I am not unhappy with this situation, but it could be better…I depend on the English teacher to draw me out….I just feel neutral…I just do not know Mr. Frank as a person. I just feel uneasy in the class. I do not know everyone because not many people talk out in there….I disconnect without a personal contact with the teacher and the teacher should be the one to instigate this. It would help me out a lot (personal student interview).

Elizabeth who normally had nothing but good things to say about Mr. Frank did make a negative statement about his body language. She stated that personal eye contact is very important to her as a student, and that is the only negative [she has] about Mr. Frank. She stated

…he does not have good eye contact. This lack of a connection there makes me feel some disconnection in my writing because he does not look me in the eye, and this makes me feel that he is impersonal towards …me, but I like him anyway (personal student interview).

Non-academic classroom events/personal conferences (See Figure 9.)

Figure 9.
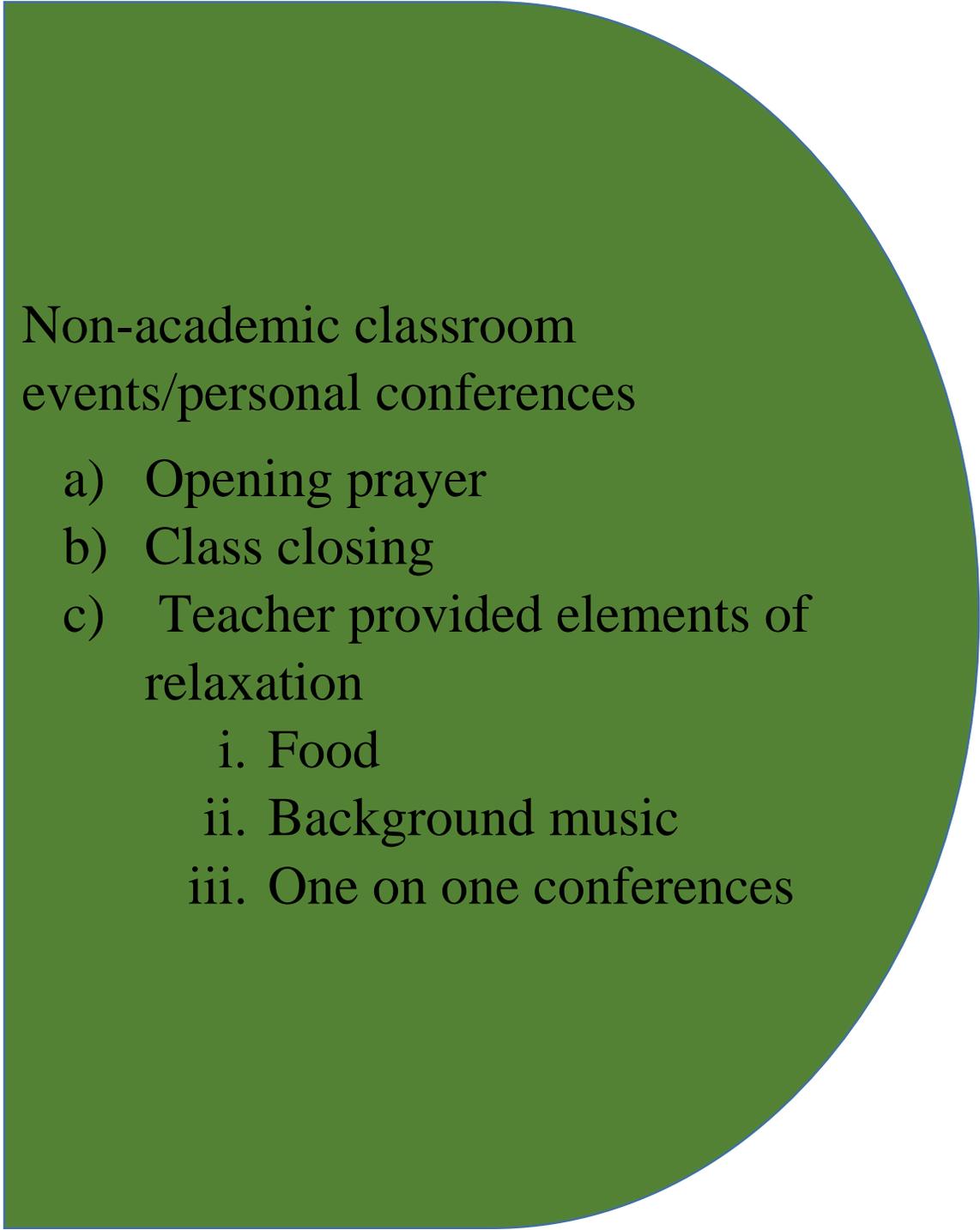
Non-academic classroom events/personal conferences

   a)   Opening prayer
   b)   Class closing
   c)   Teacher provided elements of relaxation

         i. Food
        ii. Background music
       iii. One on one conferences

Traditionally, the teacher has always considered every element in the classroom that would affect students because of the planning process. During the planning process the teacher must take into consideration the needs of his/her students and must make every effort to choose the activities, the questions, and the group work events that will most impact student learning and hold the students' interest. However, in the past during classroom planning by the teacher there was no avenue for communication with the students while the planning was being carried on outside of the classroom by the teacher. Today the teacher student relationship goes beyond the classroom not only during the planning of activities for the teacher but for the students as well while the actual writing of an assignment is taking place due to e-mail communication. Through personal e-mails, students can reach out to the teacher on a one to one basis to ask questions, state and request opinions, and chat about anything to which the teacher is willing to respond. Conversely, if the teacher is planning an activity that he/she is not sure about for whatever the reason, e-mailing of the whole class is now available for polling and recording of student desires and opinions in general so the most relatable and relevant activities can occur in each class. This also builds some level of student excitement as students prepare for class attendance and actually enter into the classroom.

All three of the GSA's in this study had to follow guidelines for the variation of student activities in the classroom as set by the director of freshman writing in the College of General Studies. These preset activities became part of the communication actuality between teacher and student in each English 101 class. And, although the activities are the same in design, the student perceptions of teacher motive and teacher presentation during the actual class time varied.

Opening prayers - All three GSA's opened each class every day with prayer requests from the students and then prayed openly with their students remembering the student requests in the opening prayer. Miss Windsor took this a step further by mentioning students who were out sick or who had injured themselves and had to miss the class. She asked that students remember these people in their personal prayer life as well as their class prayer life.

The Closing of class each day - All three GSA's paused at the end of the lecture/teaching section of the class and reminded students of the homework that needed to be done outside of class before the next class meeting. Mr. Frank went so far as to mention several future assignments that were due beyond the next class date and gave page numbers and due dates for each assignment. When he did this, Mr. Frank also explained the upcoming extra credit assignments in detail so students could get their grades up if they so desired. Miss Hanover does mention the homework for the next class and mentions future assignments, however, she did not give page numbers from the text. Miss Hanover also explained the extra credit assignments coming up after the fall break, and both Miss Windsor and Miss Hanover promised to write the students an e-mail explaining the assignments and the extra credit as well. When giving directives for the next paper, Miss Windsor would cajoles students to write down the directives in their notes and then gave them time to do so. She reminded them that having the directives written down in their notes would help them when they are back at the dorm or at home because they could refer to them if they have questions in their own minds.

Teacher provided elements of relaxation on days of particular stress -

Food - All three GSA's give out food products gathered from outside of the class room. They made a special effort to do this on peer review days and/or paper receivership days. Mr. Frank and Miss Hanover brought in different kinds of store bought candy, however, Miss Windsor

went the extra step again and made brownies. She brought in the pan of brownies and cut them up in class for each student present. Somehow this made the whole food experience more endearing. She also told students that she did this for them so they could have at least one positive moment on paper return day even if they made a low grade.

Background music - In addition to food, all three GSA's provided background music for the students' pleasure and comfort on peer review days. Mr. Frank and Miss Windsor brought in current Christian music that he/she appreciated, but the students were very accepting of their taste in music so everyone enjoyed it. Miss Hanover brought in a list of songs she had recorded on her computer program and students were allowed to choose their favorite songs from that list on peer review day. Before the semester ended, everyone in Miss Hanover's class had a chance to choose at least one song for peer review day. The only difference in the playing of this music on peer review days was that Miss Windsor had the music playing as the students entered the room, and she played it for five minutes before class began. When students come in the room, they either swayed to the music, clapped with the music, or began to hum to the music. The music was stopped for the prayer time but then Miss Windsor immediately turned it back on as class began.

Humorous videos - The final "relaxation element" of peer review days were the comical 1-2 minute videos that each teacher brought in for the grading break during class time. After the first round of papers had been graded, each teacher told students to stop and asked them to watch a video. These videos were always comical and the students would break out in much laughter. Mr. Frank and Miss Windsor brought in a number of different short videos while Miss Hanover brought in only one or two videos for each class of peer review.

E-mails – Miss Windsor offered help to students by writing their directives in an e-mail and sending it out to them, however, she took e-mailing a step further. When students asked her questions in class about an upcoming writing assignment, which were spurred on by their worries and fears, Miss Windsor told students to send her the rough drafts of their work so she could read it before it was finally turned in to her for a grade. Miss Windsor advised students that she would e-mail the corrected version of their writing back to them so they could correct any mistakes before receiving a final grade from her.

Elizabeth's response to the outside e-mail help of Mr. Frank was

…he sends out group e-mails before our paper is due each time explaining in detail all about the paper and what we have to do. That way, a student doesn't have to ask so many questions in class. It feels comfortable in class. There is no feeling of him being disorganized and if I do, I just e-mail him… His quick personal e-mail responses when I have extra questions help me push through my homework assignment and get it done. Also, his quick e-mail responses make me feel more involved. It is like he cares about how your English work is performed outside of the class and this helps me not to be as confused. It also opens me up to send him more e-mails in the future (personal student interview).

Andrew stated of Miss Hanover's outside e-mail help that

I trusted her because I believe if I do what she says, it makes a difference….She is there for us. She makes herself available to help us write better. Knowing this creates a sense of self-assurance. If I have a question about what I am writing about, I can e-mail her and get a quick response. I know I will improve because of honest support from Miss

Hanover. I have been building a sense of trust with her since the beginning of this class so I don't see why I wouldn't improve (personal student interview).

Edward stated of Miss Hanover's outside e-mail help that

Every paper we work on has the night before e-mails (from her). These are last minute announcements of work that needs to be done on that particular paper that is due the next day. It makes you feel rushed and you do not get the best work done. It makes you feel that there is not enough time to get a good grade….Whether or not I should write this or that in a paper, I feel that I cannot ask her….She is uncertain and unclear in her directions for the writing. I feel I must produce the writing without answers from the teacher (personal student interview).

Ann stated of Miss Windsor's outside e-mail help that

…she constantly sends out e-mails and detailed information about what we need to do before the next class. I am not good at writing papers but feel confident more than usual because of the number of e-mails and the detailed directions in the e-mails. This creates a lot of trust in me for Miss Windsor because I can be sure I am on the right path with each paper… I am motivated by her reminder e-mails because within each e-mail are things that I may not have taken down in my notes during the class. I will say that sometimes there is not enough clear information given for a writing assignment and this causes me not to want to write. I have slowly improved under Miss Windsor's teaching and that is because of her good communication and the fact that we have open access to Miss Windsor in many ways and at many different times (personal student interview).

George stated of the outside e-mail help of Mr. Frank that

Mr. Frank sends an answer to his e-mails very quickly…. The words he uses in his e-mails shows us he cares and wants to help us to succeed…. Also, Mr. Frank sends e-mail information and reminders, which gives me support and keeps me going. …The e-mails he sends me are motivators to me (personal student interview).

Mark stated of the outside e-mail help of Miss Windsor that

…there are good exchanges between us in her e-mails… but the e-mails she sends out are just not enough help for me because they are not clear enough about what needs to be done (personal student interview).

Diana stated of Miss Windsor's help that she

…understood most of what was taught in class…I could ask her again one on one after class, but it was the e-mailing… One time we had five e-mails back and forth before my outline for a paper was finally completely correct. This made me feel encouraged and gave me more motivation to keep going (personal student interview).

 As far as outside of class help such as this, Mr. Frank and Miss Hanover advised students to please stop by their office during office hours and get the extra help they needed. None of the students who commented on the outside help had anything negative to say about the one on one conferences. Each student appreciated these extra teacher efforts to get the writing done, however, many of them such as Mark, Jane, and Edward stated that this was still not enough to help them make progress when they were alone in their rooms writing the actual paper. Edward stated that he felt he had to "produce the writing without answers from the teacher".   Jane stated that "the one on one conferences they have are too rushed…when I ask her questions I do not get what I need…which causes me to get help from my friends".

Mark stated that he is

> …very discouraged when writing on [his] own…The one on one conferences have helped alleviate this, but when I write on my own, I go down the tubes again (personal student interview).

Mr. Frank also told the students while they were in the process of writing each paper that he preferred students to take advantage of office visits to get extra help rather than giving a low grade.

On the day before fall break begins, both Mr. Frank and Miss Hanover asked their students, in general, if they had any exciting plans for the break time. Some students just blurted out their plans while others shook their head in a positive response. Miss Windsor does not ask students about their plans for fall break, but in celebration of fall break she announces to the class that she has brought in candy for them to eat during class that day.

All three GSA's accept student visits to the dais after class has been dismissed so questions can be asked about upcoming assignments or homework. Miss Windsor offered office appointments if there were too many students staying after class has concluded. Mr. Frank accepted all students who came up to his dais after class with questions and answered them on the spot even if he had to stay much later after the class time was over. Miss Hanover never had a lot of students who stayed after class with questions, but she did field the questions of those who stayed until all the questions were answered.

On paper return day, Mr. Frank requested that students stop by his office and go over the paper comments he had made on their last paper. He had his own translation of the marks and comments he made on students' papers, and he put these up on the overhead for students to view

in class. However, some of them still needed help in understanding the mistakes they had made, so Mr. Frank offered extra help outside of class so they could understand and get a better grade on the next paper.

An extra step that Miss Windsor took to make sure students felt accepted by her in her class was that she asked everyone to dress up for Halloween on the appropriate day. She advised her students ahead of time that she would be dressed up for Halloween and she wanted them to do so as well. The students got excited about this and immediately started discussing with their neighbor what they could wear. Miss Windsor announced that she would be bringing in candy for them on that day as well.

An extra step that Mr. Frank took to make sure students knew that he cared about them outside of the classroom was that he asked them late in the semester how they were doing and how they were feeling. Mr. Frank advised students that he knew the work load was getting heavy for them. When he asked how they were feeling, most of the students said, "OK" or "We're alright". Mr. Frank encouraged them to keep up a positive attitude and keep holding their head up high until the end of the semester. He told them he knew they could get through this time of the year and encouraged them not to give up for any reason. Additionally, Mr. Frank brought in a video entitled, "I'm Reading the Book", which he had gotten from Facebook. He shared this with students on peer review day and told them that as an English major this was his favorite video in the world. This was a personal communication to the students in Mr. Frank's class and a tiny little insight into his sense of humor outside of the classroom.

All three GSA's pre-pair students on peer review day. This demonstrated to the students that their teacher was interested in their abilities and their progress by telling students that they have put them together before class for a reason. This reason had to do with the fact that

different students have shown different abilities during this semester and the GSA's wanted to use those abilities so students could help one another. The pre-pairing shows students that the instructors have been thinking and planning for their benefit outside of the classroom.

Elizabeth stated of Mr. Frank's outside of the classroom help

… I also feel free to have additional meetings with Mr. Frank if I need to….Early on in the semester, he invited students in the class to come and make extra visits if they needed to….See I have had some bad English teachers in the past who would get mad at you for having bad writing. …Then when I didn't understand the paper instructions, I just did less in figuring out the paper assignment. I just didn't ask any more questions….He does not have any pets. He treats everyone the same so you don't feel left out….Mr. Frank brought in his favorite readings for fun…this makes the students feel comfortable and they can add their own flare to their writing as well….I want to improve my writing because of all of this about him….I accept his criticism and want to do better on the next paper….Because I am comfortable in class, I have access to improve my writing (personal student interview).

Harry stated of Mr. Frank's outside of class help that

I am neutral towards Mr. Frank…I know I can improve my writing. I already have good organization in my writing…The personal meetings I have with him do not help me out. Mr. Frank is unsure. He doesn't help me much…I feel I do everything on my own. I feel disconnected. I mean I am not happy with this situation...it could be better….I have no connection to Mr. Frank in writing a paper….Mr. Frank could help but I am, right now, having to be more of an independent writer…I just do not know Mr. Frank as a person…I

need more of a caring, personal relationship with a teacher to work hard. ….I disconnect without a personal contact with the teacher and the teacher should be the one to instigate this (personal student interview).

Of the outside help of Miss Hanover, Andrew related that

…in the personal conferences, I asked if I could have a one to one conference for my papers. Miss Hanover says she wants more than two one on one conferences [for every paper] instead of two so she can give us more help…when I had the one on one conference with her, she went over my writing with me line by line giving suggestions on how to make it better. She was even willing to change her schedule to give me more personal help. My writing has gotten better as the assignments go along. In other words, if I get a low grade on a writing assignment, I feel like I didn't try hard enough…Personal conferences have made a big impact. These conferences give personal advice on writing improvement (personal student conference).

Of his experience with outside help, Edward stated

…because there is a total lack of open communication….I just let her talk AT me…I am always second guessing what I am writing in these papers. There is no clear delineation of the writing assignments early on. I lack confidence when I begin, and the whole time I just feel a low grade coming one….Whether or not I should write this or that in a paper, I feel I cannot ask her. Miss Hanover is not definite in her conversations. She is uncertain and unclear in her directions for the writing. I feel I must produce writing without answers from the teacher…I know I could have done better with more open communication from Miss Hanover….I feel like I have better one-on-one communication

with the large section teacher than I do with Miss Hanover. I have this insecurity with her and this shows up in my writing. I could have done better in the class if there had been more direct teaching (personal student interview).

Of the outside help that Margaret perceived, she stated

We have good communication between us. She is kind. She hears me and there is acceptance of what I have to say. She is funny and open…I prefer 50-50 engagement (personal student interview).

Of the outside help that Jane received, she stated

When I ask her questions, I don't get what I need….I am confused when I begin to start a writing assignment. I do not get full instruction from her and so I do not usually know how to start. It takes me a while….As long they're [teachers] teaching me, I can do it, but I'm not getting a full dose of teaching. My writing is slowed down because of misunderstand what I am doing and what I supposed to do. So, I always feel behind and rushed in my writing. I 'm pulling it off at the end for the final draft. I have to depend on peer help….The…conferences we have are rushed. Miss Hanover sits and writes comments, but makes no personal one on one comments and doesn't help us personally…I had an English teacher who was very helpful in high school. A teacher should love what he/she is doing. I am not getting that from her [Miss Hanover]….There is a lack of confidence…and that just comes out in all the communications with her all the time (personal student interview).

Of the outside help that Beatrice experienced, she stated

I am comfortable in all of my communication with her. …I even feel free to talk to her about unrelated things; other things in English that is. I love English and that probably affects the relationship….she changes the wording of her questions to help each student understand the question she is asking on an individual basis….In the personal conferences she tells us what is good about our writing. She recognizes writing style…. She does give criticism so it is palatable for the student's acceptance….It is easy for me to begin an assignment because I know that Miss Hanover will help me and give me direction if I need it. I e-mail her a lot. Miss Hanover sends reminders to our class through e-mail….She promotes self-indulgence in my writing. She is easy going with me. She is not a controlling teacher. She gives the students freedom. …and leeway to be expressive in their writing and I like that (personal student interview).

Of the outside help that Ann experienced, she stated

…I can just go up and talk to her before and after class and get a lot of help from Miss Windsor…I feel I have a secure attachment with her individually…she communicates well.. she is clear in communication with the class…She knows her topic well and she is willing to get to know the students on any level that they are willing to get to know her. The criticism she gives me is good because it is always focused on the writing itself and this helps my writing improve. In the one on one conferences we get more positive attention. Miss Windsor edits my paper for me and her critiques are accurate (personal student interview).

George stated regarding his outside help that

….He is a cool guy. He brings in candy, videos, and hi-liters so I always feel that he is doing his very best—everything that he can do to get us to do our best in class…. In the personal conferences there is not enough time to do it all. He finds little errors and gives corrections as quickly as he can. I appreciate this. I always end up with a better paper because he is not arrogant in his criticism. ... Also, he is very willing to talk before class and after class. He is very kind because if you need an extra meeting, he'll work out a time and meet with you. He has met with me extra times this semester and to me, this shows he cares about me and wants to help me (personal student interview).

Camilla stated,

…it was rough at the beginning…I was really struggling….She saw all of this and helped me. Miss Windsor actually approached me and encouraged me to do better. If you ask for help, she will give it to you. Talking outside of class about college in general helped me relax with her. I actually began to feel that we were similar in our personalities. This made me feel more comfortable….I saw she was trying too hard to make class fun and this showed me that she tried and that she cared and this made the students try and care about their writing (personal student interview).

Mark related,

…If I did ask a question [in class], she would just say, "see me after class", but there were so many students going up to her after class that there was not time enough for me to talk with her and get to my next class…The one on one conferences have helped alleviate this, but when I write on my own, I go down the tubes again (personal student interview).

Diana stated of her experiences with Miss Windsor that

…She is very concerned about out personal needs and our prayer requests. She is more

personable to students than most….There is always open access to Miss Windsor for help

(personal student interview).

Data from the Final Grades Document

To gain a fuller-picture understanding based on what I had observed in the classroom and

what the students had stated in the personal interviews, I requested and received an official copy

of the final grades filed by each teacher in this study with the registrar of the university for their

performance in English 101 to see a resulting grade for each student participant that would be

relevant to the information they had given me about their writing improvement or lack thereof.

In viewing the final grades, questions arose as to what each student in this study had stated

regarding their writing improvement or stagnation and the actual grade they had received. I

particularly was interested in the grades of those students who stated that they did not receive

any help from their GSA during the course of this study that would aid them in improving their

writing skills. Additionally, I was interested in the grades of those students who had described

themselves as good writers prior to entering college and who stated in their personal interview

that they did not need a relationship with their teacher of any kind to be a good writer. In

general, I was interested in the final grade each participant made in English 101. As always

when it comes to dealing with students and what they consider a good grade, based on their own

self-perceived abilities, I was somewhat stunned at what I found.

The following is a list of the students by their code name with the final grade each of

them made. The actual record could not be copied and placed as a record in this study because

the real names are listed on the document and the names of all of the students in each class who did not participate in the study as well.

Table III

Participants Final Grade

Student code name	Teacher's Code Name	Final Grade
Katherine	Mr. Frank	W (withdrew)
Elizabeth	Mr. Frank	C
William	Mr. Frank	W (withdrew)
Harry	Mr. Frank	F
George	Mr. Frank	D
Mark	Miss Windsor	C
Charles	Miss Windsor	Withdrew from study
Ann	Miss Windsor	A
Camilla	Miss Windsor	A
Dianna	Miss Windsor	A
Andrew	Miss Hanover	A
Beatrice	Miss Hanover	C
Margaret	Miss Hanover	W (withdrew)
Jane	Miss Hanover	C
Edward	Miss Hanover	B

In a member participant follow-up semi-structured interview with those students who were still available at the university to respond, I was able to understand more fully how the data from the above grade list document coincided with the coded data gathered from the field observations and the initial personal student interviews.

I e-mailed each student who had remained involved in the study during the data gathering process of the field observations and the personal student interviews. I met with him/her at his/her convenience to have them answer one follow up inquiry, which was: Please state any and all reactions you had when you saw your final grade for English 101.

Edward stated: "Oh, I was fine with it. I knew I wasn't going to get the A I normally got in English. So, B was fine; but I could have gotten an A if I could have gone to her (Miss Hanover) and gotten some help, but it was just no use. I felt she had no confidence in what she was saying to me when I tried to get her to help and I just could not connect with her. So, yeah, B was fine with me."

Katherine, William, and Margaret all withdrew from the class before the semester ended. Katherine and William came as no surprise to me because they withdrew right after the second or third paper was completed. The shocking element in the withdrawal scenario was Margaret. She sat in the very front of the class and was in constant conversation with Miss Hanover every single day, both about personal topics and paper production as well. She remarked in her interview that she enjoyed Miss Hanover's teaching and was learning so much from it now that she had gotten to know her. I most wanted to get a follow up interview from Margaret but could never reach her.

Elizabeth stated: "I knew I would get a C no matter what I did because C is what I always get in English. But, if I hadn't been able to get help from Mr. Frank I wouldn't have even gotten a C. For me C is a decent grade in an English class."

Jane's reaction was: "C is ok. It's better than failing. I couldn't get any help from Miss Hanover. It was no use talking to her; so going to my friends was all I had. In high school I had a teacher that I couldn't talk to and I made a D. My parents are cool with a C in English. It's just that I think I could have done better if I could have gotten more out of Miss Hanover. But C is good. Since then I have made better grades in my English courses here at the university, but Miss Hanover just couldn't get it across to me."

Beatrice said of her grade: "I knew I could write before I got in the course. I could have clepped out of it, but I liked Miss Hanover right from the first day of class. I knew I could have made a better grade, but when I had all this other stuff to do, why mess that up for something I could already do. Well, I know I could have but why kill yourself when you know you already have the skills. I just didn't write that last paper as good as I should have because I had so much other stuff to do; that's the main reason why I got the C.

Harry had little to say about his grade: "Well, I knew it was going to be bad because I knew I just did not do my best. I just got to the point where I didn't care anymore. Mr. Frank didn't have any openness about him, and so I could not do my best writing on any of the papers, especially that last one. I knew by the end of the course that I was going to get an F, so I just turned in something but I guess it wasn't enough."

George stated that his final grade was not a surprise to him. He said that high school writing had been a lot easier for him to get, but the papers in English 101 in college were really hard. George communicated that he would not have gotten the D if he had not had the help he needed when he needed with Mr. Frank. George said it was Mr. Frank's "approachability" that encouraged him to get the help he needed.

Ann stated that she knew by the end she was going to get an A for the course because things really picked up for her after she got to know Miss Windsor. After the first paper received such a low grade, Ann said she started communicating with Miss Windsor on every paper and her paper grades came up. Ann said that if she had not felt comfortable enough with Miss Windsor to communicate with her, she would not have received the A.

Dianna stated that she thought at first that she was going to fail the course because she got an F on her first paper. "But then, when Miss Windsor kept coming over to me during peer reviews and kept asking if she could help me, that is what did it. I knew I could talk to her and understand what she wanted me to do. Then my grades started coming up and I just kept on working harder."

Camilla and Andrew were not available for a follow up interview.

Chapter Summary

In chapter four, a description of how the relationship between the teacher and the students effected the writing process and end product is presented according to the four elements detected and observed, which made up the teacher/student relationship. These were: the greeting, verbal communication, non-verbal communication, and outside of the classroom events/personal communication. Not all of these elements are equal in effect upon the teacher/student relationship. Verbal communication was the most outstanding of the four elements delineated in this study within the teacher/student relationship, however, non-verbal communication came in at a very close second to the verbal. In fact, verbal communication and non-verbal communication together created the greatest impact on student perception of teacher effort to reach out to them and help them to improve in their writing, and thus had the most pronounced impact on the student performance during the writing process in trying to achieve the final written product. The greeting of the teacher was the least important in the students' perception of the effects on the teacher/student relationship, however, it is important to this study because it is acknowledged as the main setting for the tone and atmosphere in the classroom each day. That tone, whether positive or negative, could be overcome as the class progressed, but it did effect students at the beginning of each day as they entered and began to do the work required. Each

teacher in this study worked to their utmost to communicate their desires to the students for achieving the end written product appropriate to each assignment. Also, each teacher worked to the best of his/her ability to see to it that each student received what that individual teacher thought they needed in the way of informed instruction to achieve the final written product. No single teacher shirked in his/her duty as a teacher to convey the information needed if the students involved made themselves available to be taught.

Research Aim

The aim of this research project was to understand and comprehend, as much as is humanly possible, the elements of the teacher/student relationship that effect the student's ability to grasp the concepts required to create and complete an assigned written product in the English 101 classroom at Liberty University. To that end, a grounded theory qualitative study was conducted by the researcher to apprehend and fathom those factors of the teacher/student relationship in the English classroom which most affected the students' ability to take in the required concepts of a writing assignment and compose a written product which reflected the essence of the student's understanding of the given assignment's requirements.

To aid in the comprehension of the elements involved in the teacher/student relationship as revealed by the data achieved during this study, a model {models} was/ were developed which presents the most important factors effecting this relationship and how and/or if it in turn effected the student end product which was written as a result of the students' perception of the instruction as it was given by the teacher.

Research Question I

The first research question asks what the identifiable elements of the teacher/student relationship in the classroom are. After coding the data gathered during observations in the field

and the data gathered during the personal student interviews, the identifiable elements of the teacher/student relationship in the classroom are the greeting of the teacher, all verbal communication between the teacher and the students, non-verbal communication of all kinds between the teacher and the students, and the non-academic classroom events/outside personal communication.

The greeting is the teacher provoked opening-up of the classroom atmosphere. Each teacher had several different ways in which they opened up the class each day and these were varied according to teacher. Students responded to these greetings, which provoked responses from the students, as participants; no student in any of the three classes ever absconded with the class greeting. Some of the greetings were often focused around the upcoming events for the class on that particular day. Some were greetings in general which had little to do with the class on that day but were designed to give students help on past work or give out previous homework papers on which some students needed help from the teacher. Others were mood-setters that were simply intended to "greet" the students as they entered the classroom and nothing more.

The verbal communication included such elements as questioning techniques used by the teacher, types of teacher responses to student evoked questions, the use made of reading aloud in the classroom by both teacher and student, disciplinary communication, voice usage and intonation, and classroom humor.

Non-verbal communication included the types of body language used by the teacher during the different stages of the writing process. There was the body language performed by the teacher during lecture, which was the presentation of the objectives of the writing lesson for each paper, the body language performed by the teacher when questioning students during the teaching of the writing requirements and student questions that arose as well, the body language

of the teacher during peer review, which is a time when students help one another with paper

layout and presentation of content, and the body language of the teacher during paper returns,

which is the time when students received the graded paper from the teacher and then answered

pre-written questions and gave personal responses to teacher comments made on the graded

papers.

A final type of communication detected was the non-academic classroom events

communication in the classroom presented by the teachers to the students to alleviate stress and

promote the concept of "a community of writers", which is the theme for English 101 at Liberty

University. And, also in this category, was the personal communication outside of the classroom

which was carried on in e-mails for personal writing help and personal writing conferences. This

was usually based on academics, however it was personal in the fact that teachers answered

individual questions for each student and met their personal writing needs as they appeared in the

student rough drafts.

Research Question II

This study's second research question deals with the impact that the verbal and non-

verbal communication had on the students' performance and enjoyment of writing or lack

thereof. Most of the answers that appeared in relation to this question had to do with student

responses to the types of communication offered in and out of the classroom by the teacher. As a

result of three students dropping out of the study just before personal interviews took place,

twelve student interviews were actually carried out and the resulting data was gleaned and coded

for student responses to the second research question. In class there were few, if any, student

responses to the teachers that were recordable. The classroom observations did reveal much

about teacher attitudes and motivations, however, because students were totally docile, for the

most part, in class and simply listened and or took notes, all data regarding research question two was gleaned and coded from the student personal interviews. The data revealed that three of the twelve students interviewed considered themselves weak in English, and consequently in writing, before they entered the English 101 classroom at Liberty University. They did not improve in their writing during this course because they each stated that the teacher did not have any effective communication skills that aided them with their writing needs. The other nine students found the teachers in this study to be effective for some improvement to a great deal of enjoyment and improvement on behalf of the students involved in this study.

Research Question III

The third guiding research question in this study asked what elements of the teacher/student relationship are directly related to students' writing.

As previously stated in answer to question II, three of the students were totally disgruntled with the performance of their particular teacher in English 101 and remained so throughout the study. One student was on the fence about her teacher's performance until she finally reached out to the teacher through pre-class communication and decided that her teacher really was trying to teach everyone how to improve their writing, and yet another student stated that he totally liked the teacher and that he knew she was truly trying but he just felt lost during the personal writing time of each paper in his room. However, both of these students paid fairly close attention in class. The three totally about class time. Other participants were engaged and disengaged during class in an off and on manner. All three of the totally disengaged students, even though they were alienated from the teacher in their own minds, managed to pass the course with at least a "C". This was baffling at first before the student interviews took place and these students were able to shed some light on why they felt and experienced this disengagement.

The elements of the teacher/student relationship that were most prominent in student writing improvement were open communication, in all forms, perceived teacher confidence and knowledge of the discipline, classroom humor/fun, and access to the teacher as needed to receive teacher help during the writing process. All of these elements were perceivable by the observer during the classroom time.

Research Question IV

Research question four asks about the impact of the teacher/student relationship on the student writing outcomes.

As previously stated, the most important element of the teacher/student relationship is that of the level of communication, all types, that students perceive coming from the teacher to them. The next element would be the amount of access students perceive themselves as having to that teacher. One student complained that he had questions during the class time and raised his hand to ask them. When the teacher answered, she was so fast in her answer that he could not grasp what she was telling him. When he stayed after class to get a clearer answer from her, there were so many students up at the teacher's dais that he felt embarrassed and miserable in even asking the questions, so he did not. He left and decided to ask them out of class, but his class/work schedule was so tight that he could never get back with that teacher. He did pass the course but apparently it was due to what he could glean from e-mailing the teacher, not what he heard in the class that got him through the course. Yes, the e-mail was in fact access, however, that student stated that he still did not feel that he had a complete understanding of what he had to write exactly and this factor was what kept his grade low.

Those students who professed to have "comfort in the class because they knew they could get their questions answered" by the teacher, perceived themselves as improving in their writing

because of this good communication with the teacher. Several of these same students professed to being weak writers and weak English students, but with the answers and help they could get from their teacher, they felt confident when they began to actually write their paper because they felt they knew what they were going to write and what the end goal was going to be before they started. Thus, they stated that their grades had actually improved not only during the course but that they were able to make better grades in college English than they had in high school English.

Synthesis of Research Questions

When considering the results of the data coding during this study, it is easy to see that each of the four research questions was important and paramount in coming to a conclusion for the grounded theory.

The most important identifiable elements of the teacher student relationship in the classroom is teacher to student communication and student perceived access to the teacher to get their questions answered. Students who perceived themselves as lacking this not only did not enjoy any of the writing activities in or out of the class but also perceived themselves as performing in a less competent manner than that of which they felt themselves capable. On the contrary, those students who perceived their teacher as open and direct in their communication skills took advantage of their own ability to communicate with the teacher and not only enjoyed the class and the writing process but professed considerable improvement in their writing skills and abilities.

Communication between the teacher and the student is insurmountably the greatest in its impact on the student written product. No matter the reason, if a student feels that he or she is not worthy of or does not have access to the teacher, or for some reason feels that the teacher does not have knowledge of the topic being taught and is therefore not confident, the student

becomes self-defeated and basically stops trying to write or even improve in the writing that he/she carries out in an effort to complete an assigned writing project. These students will muddle through each assignment and hope for the best, but will not perceive any way that they can improve their writing skills or successfully complete the course to the best of their ability.

The impact that the teacher/student relationship has on the student writing outcomes is that students need to feel that the teacher is there for them and open to them in answering any questions they may have along the way once the writing assignment has been made and students actually begin the process of putting words to paper. They must feel accepted and understood by a confident teacher who reaches out to them, when it is so called for, based on each student's individual needs. Whether or not students have talent and ability to write, if they perceive themselves as being unable to communicate with the teacher when they come to a "dark place" that they cannot overcome in their own understanding, they lose what confidence they do have and openly confess that they do a "less than competent" job in their own writing product. They then simply put words to paper based on the "limited" understanding that they perceive themselves as having and "hope for the best" in their final grade. On the other hand, those students who are comfortable with in and out of class communication with their teacher are willing to strive towards their own writing improvement and perceive it as such when they get their graded papers back. From the time they begin the writing process for each writing assignment, they communicate to the teacher anything which they do not understand and pursue this communication because they have confidence in their teacher's knowledge and abilities of the writing process. This student confidence in the teacher further advances their desire to write because they know they can ask questions of the teacher all the way up to the end of the writing

process and not only get the answers they need but have confidence that those answers they do

receive from that teacher are the best for them and will ultimately improve their writing abilities.

Chapter Five: Discussion

Overview

The goal of this study was to identify, through the use of procedures involved in a

grounded theory study, the effect/s of the teacher/student relationship in the English classroom

on the student writing process and student written end product. In this chapter, the findings of

the data gleaned during the recent research are summarized. Additionally, the development of a

chart, which shows how the teacher/student relationship was revealed and how it affected the

students' writing process and end product, is explained. The effect/s of the teacher/student

relationship on the student writing process and product are examined and this study's findings in

relationship to relevant literature are delineated before suggesting the implications discovered.

Finally, the study's limitations are revealed and further avenues for research are discussed.

Summary of Findings

The purpose of this study was to understand the effect/s if any of the teacher/student

relationship on the student writing process and student written end product. A model of the

findings has been developed (see Figure 10) which outlays the results of the findings of this

study. This model was developed from the observational field notes taken by the researcher in

three of the real time classrooms of three different freshman English 101 break out classes at

Liberty University during the fall semester of 2013 and the personal interview notes resulting

from personal interviews with 12 students, which also took place over the time period of the fall

semester at Liberty University during 2013. During the data collection and coding period, many

categories and sub-categories were developed from the rich data which point to the fact that the

teacher/student relationship does in fact have various effects on the student writing process and

student end written product as the needs of each individual student came to the fore in this study.

As a result of axial coding, there were four different aspects of the teacher/student relationship

that could be detected by the researcher. These aspects were presented as teacher outreach through various levels of initial communication in every classroom. Then, the student responses to the various teacher outreaches were noted to bring to a natural or proper completion the full view of the teacher/student relationship. Through the separate greetings of each GSA, the verbal communication, the non-verbal communication, the non-academic input and personal conferences, and the student responses to each of these as each teacher sought to meet the needs of every student in the class who was willing to communicate back and forth with his/her teacher, the presentation of the writing assignments, the carrying out of the writing objectives for each assignment, and the closing of each assignment to its completion were brought to a proper conclusion and the relationship that developed between the teacher and the student was observed.

(See Figure 10, next page)

(Figure 10)   Teacher/Student Relationship Effects on Student Writing

Built on:

Communication

Trust

Accessibility

Self-confidence

Effect on Writing Process/End Product:

Confidence to begin

Motivation to continue

Guidance for organization
and content

Encouragement to completion

Resulting student success:

Communication of clear objectives = Confidence to begin the
writing process

Trust in teacher ability and willingness to help = Motivation to
continue once the process has begun

Accessibility through communication in/out of class =
guidance during the process as individually required

Teacher self-confidence/student self-confidence =
Encouragement to completion of best possible written end
product for each student

Figure 10. Model of effects of teacher/student relationship during the writing process up to the end student product   This figure represents the elements of the teacher/student relationship and how it effects the student during the writing process and up to the student end product to reach the goal of each student achieving his/her best in the various English 101 writing assignments. The model reveals that effective teacher/student relationships are communicative in several important ways.

The research questions provided the guiding structure which were continually referred to throughout this study. The research questions asked for identifiable, observable elements as well as more abstract and theoretical factors as is the case in any grounded theory study. As the data was gathered, it was also continually inductively analyzed using tentative theoretical categories which helped to inform later analysis of the data.   Through a systematic comparison of the data and abductive reasoning, the answers to the research questions became obvious. Research question I asked for identifiable, observable elements of the teacher student relationship. These elements were observed by the researcher during the taking of field notes and these notes revealed the fundamental factors of the teacher greeting, verbal communication, non-verbal communication and non-academic entities in the classroom/outside conferences.   Research question II asked for an answer based on much more abstract, assumptive evidence when considering observation in the classroom. This particular question required the use of personal student interviews to receive the direct answers that could not be gleaned from observation data. Research question II asked for the impact which verbal and non-verbal communication with the teacher had on the students' performance and enjoyment of writing. The majority of the students interviewed cited the fact that open communication with the teacher and quick accessibility of that open communication with the teacher were most directly related to their writing production beginning, continuation, and end written product because students had to understand the objective requirements for the writing project at hand in order to begin, they had to be able to post the required content in the writing assignment at the appropriate point, which often needed to be confirmed through communication with the teacher, and they needed a level of personal comfort in knowing that the teacher had approved what they had written in the paper before turning it in for a final grade. The third guiding question asked what element/s of the

teacher/student relationship were directly related to students' writing. Students advised that the teacher's confidence in answering their questions in class, the teacher's willingness to reach out to them as individuals and communicate, and the teacher's clarity of communication to them and efforts at understanding of them as individuals provided the level of comfort needed in order to be able to write clearly and confidently in obeisance with the given writing objectives for any assignment. Research question IV asks about the impact of the teacher/student relationship on the student writing outcomes. Students stated that teacher acceptance of them as individuals as evidenced through the communications to be had with them as their teacher caused them to have the confidence required to perform at the highest/best level in order to achieve their highest grade. However, several of the students believed that the teacher did not have enough confidence to communicate with them and therefore did not have confidence in his/her own answers to the students as their English teacher. These students all three stated that they had to do what they could with the writing assignments and "hope for the best" as far as their grade was concerned, or, they had to reach out to friends on campus by showing them the writing objectives and getting their advice to get the best grade possible since open communication with the teacher was not to be had, or, they had to "go back in their memory to what they were taught in their high school English class" in order to get the best grade possible for their writing assignments in English 101.

*Summary of axial coding -*As a result of the axial coding carried out for the purposes of this study there was one concept that repeatedly appeared in the data. In the teacher/student relationship the factor that most defined the in-classroom and out-of-classroom association was communication. The teachers initiated and carried out the communications required for the teaching of the various writing assignments, however, it was the student response to the teacher

inceptive communications that was clearly most definitive in understanding the impact of the teacher communications.   Through coding of the data, questions regarding the clarity, the effectiveness, the relativity, and the transferability for the student when it came time to actually write were answered.

There were negative and positive statements made by each student in this study regarding teacher communications, and all of it related to the effect on the improvement of writing or the lack thereof that accessible communication with the teacher provided.

Elizabeth, a student in Mr. Frank's class, stated that Mr. Frank's quick personal e-mail responses when she had extra questions are what helped her "push through" the homework and writing assignments. She stated that Mr. Frank's quick e-mail responses made her feel more involved because this e-mailing helped her perform the writing outside of the class without confusion. In turn, this helped her open up to send Mr. Frank more e-mails when writing which she says made her feel comfortable in class. This type of communication came under the category of *accessible communication with the teacher through outside of the classroom conferencing.*

Harry, during his personal interview, had nothing positive to say regarding his experience with Mr. Frank as his teacher. He did state that he thought that Mr. Frank was a "good guy" but had nothing positive to say about Mr. Frank's abilities as a teacher. Harry claimed at first to be neutral or uncaring towards Mr. Frank, his English 101 teacher, however, everything he said after that statement proved to be the opposite in truth. Harry stated that he knew that he needed to write better now that he was in college but stated that he already had good organizational skills in his writing before he came to college as a result of his high school experience. Harry further stated that the personal conferences he has had with Mr. Frank do not help him out much

because he feels disconnected from Mr. Frank. Harry stated that he does not feel that he has

improved in his writing as a result of Mr. Frank being his English teacher because he depends on

the English teacher to draw him out as a person. However, Harry stated that Mr. Frank has not

done that for him. Harry continued to remark that he disconnects in his writing production

without a personal contact with the teacher and that the teacher should be the one to instigate

this. Thus, Harry's statements add to the theme that *there must be a perceived personal*

connection with the teacher on the part of the student, which is built through communication

with the teacher, before writing improvement can actually occur.

In his interview, Andrew stated that Miss Hanover is interactive with him which helps

him better understand what he is writing about and how to actually go about writing it. Andrew

stated that when the teacher is interactive with him it makes him want to perform his written

work better and he states that *when the teacher/student interactive communication occurs he is*

able to actually write better.

Edward, who has nothing good to say about his teacher, Miss Hanover, stated that he felt

irritated all the time in class because there was a total lack of open communication between

himself and Miss Hanover.   Edward stated that he let Miss Hanover talk "at him" and this

caused him to always be "second guessing what he was writing in these papers". He further

stated that "whether or not I should write this or that in a paper, I feel that I could not ask her."

Edward closed out the interview with the statement that *he knew he could have done better in the*

class with more open communication with Miss Hanover.

During her personal interview, Margaret, student of Miss Hanover, stated that at first

Miss Hanover's communication was "murky" and that she could not understand what Miss

Hanover wanted. Margaret further stated that because she did not understand Miss Hanover's

communications in class, she did not want her help with the writing assignments. However, Margaret pursued Miss Hanover and kept asking her to clarify what she wanted and what she was saying in class, and then a working relationship was built. Margaret stated that the relationship she had *after the communication was cleared up between herself and Miss Hanover helped her to write better because she wanted to do her best to show Miss Hanover that she understood what she wanted in the writing assignments and demonstrate that she [Margaret] understood what she had been taught by Miss Hanover.*

Jane stated in her interview that Miss Hanover was not an open communicator with the students in class. Because of this Jane stated that she was confused when she began any of the writing assignments. Jane further stated that good teaching equals good communication but due to a lack of self-confidence, Jane perceived that Miss Hanover was lacking in her abilities to communicate with the class. Jane directly stated that she was *less comfortable and "less secure in the writing process" because of Miss Hanover's insecurity in her teacher/student communications.*

In her personal interview, Beatrice had nothing but positive comments to make regarding Miss Hanover. She directly stated *"I am comfortable in all of my communication with her...I am able to write more freely when it comes to the writing assignments for this class. It is easy for me to begin an assignment because I know Miss Hanover will help me and give me direction if I need it".*

Ann stated that Miss Windsor is a good teacher because she is clear in her communication with the class. Ann continues "I am not good at writing papers but I feel confident more than usual because of the number of e-mails and the detailed directions in the e-mails. This creates a lot of trust in Miss Windsor because I can be sure I am on the right path

with each paper." Ann further stated that *she had improved in her writing abilities because of Miss Windsor's good communication and that fact that she had open access to Miss Windsor in many ways and at many different times.*

George stated of Mr. Frank that he sends out e-mail information and reminders to the students which gives them support and keeps him going. Additionally, George stated that he was comfortable with Mr. Frank because he knew that if he [George] asked a question he would get a full answer. George further stated that the words Mr. Frank's used in his e-mails showed that he cared about the students and wanted to help them succeed. George said that *because of this open access to communication with Mr. Frank he "always ended up with a better paper…".*

Camilla stated of Miss Windsor that there was a lot of openness coming from her to the students. Camilla perceived Miss Windsor to be very approachable and open. Also, Camilla stated that when she applied what Miss Windsor directed her to do, her writing improved. Camilla stated that Miss Windsor had a huge desire for the students get better in their writing, which made Camilla care about her own written product. Finally, Camilla believes that *her writing has improved because Miss Windsor made it clear to the class that she would help them in any way that she could and because of the continuing care communicated to the class that each of them improve in their writing.*

Mark stepped out of the pattern a little when *he expressed his admiration for Miss Windsor's good communication skills, especially in her e-mails, but then stated that he was very discouraged when writing on his own. He articulated his appreciation for her help during the one-on-one conferences and her positive attitude towards him. Mark stated that her positive attitude towards him made him want to write and improve* but when he was on his own there was a "disconnect". Mark conveyed the idea several times that he was overwhelmed with the rushed

aspect of the course and the fact that he just did not have time to take everything in during class before they were moved on to the next concept just made any improvement impossible. One possible explanation for Mark's feeling of being overpowered in the course was what he stated at the end of the interview. "Trying to conform [in this class] with the other classes I am taking, the whole thing was very stressful. It was an environment of overwhelmingness."

Diana began her personal interview by stating that there was open communication with Miss Windsor and this made her try harder to improve in her writing. Additionally Diana stated that she felt very comfortable with Miss Windsor because she could talk to her about anything, good or bad, in her writing. Diana further stated that there was always open access to Miss Windsor for help. Diana stated "It made you feel positive in your effort to complete a paper because you always knew that you would get a better grade when you took her comments into consideration.". Diana was most impressed with the fact that one time there was an exchange of five e-mails between Miss Windsor and herself before everything in her paper was completely correct. This made Diana feel encouraged and gave her more motivation to keep going.

The ending model (Figure 10) reveals that the teacher/student relationship during the writing process effects not only the writing process itself but the student end product according to the level of communication offered by the teacher, the acceptance of that communication by the student and the willingness of the student to communicate his/her needs to the teacher as they occur throughout the writing process all the way up to its natural close within the end product.

Discussion

When conducting the review of the literature at the beginning of this study, the findings were clear that the act of developing the skill of writing involved not only various aspects of the

individual doing the writing but also a dependency on an outside guiding factor which offered guidance, objective opinion/s, and individual support.

In an article by Alice Brand (1991) the act of writing is defined as a social event. The act of communicating through the written word assumes that there is an outside base of readers who share a common foundational understanding of the language (400). Additionally, because emotions are a part of the individual who is doing the writing, the emotions become complimentary to the cognitive and social processes during the act of writing. Behavioral psychologists have also weighed in on this topic with findings through research that the thesis behavior of any individual writer could be controlled by outside factors (Boice, 1982, p. 143). All education research on the teaching of writing points out that effective instruction motivates students most in their literacy behavior (Bogner, Raphael, & Pressley, 2002). Hence, the teacher is an imperative element in relationship with the student during the writing process.

According to one educational study there are six elements of instructional strategy that effect the motivation of students in a class to write. These are: challenge, real-life significance, curiosity, autonomy, recognition and evaluation (Lam, Pak, and Ma, 2002, paper presentation). Obviously, 50% of these elements come directly from the teacher. Thus, when students feel that they may receive real and relevant praise for their writing from the teacher, they are more motivated to write (Lam & Law, 2007, p. 149). In fact, teacher feedback is imperative in student writing development and achievement (Pathey-Chavez & Ferris, 1997, p. 51).

An additional recurring theme that appeared as a result of the original literature review was the idea that teachers' confidence in their own abilities to teach writing and communicate effectively with their students had a direct effect on student motivation and writing success. These teachers, it was found, are more engaging and personally effective with the students in

challenging and encouraging students to write. Confident teachers are more able to identify and meet the needs of students who struggle with the task of writing (Troia & Maddox, 2004) and are more likely to offer effective praise for student improvement in each piece of their written work (Uusen, 2009, p. 107).

In an article by B. G. Davis (1999) when students were asked in a study on writing development regarding what motivated them the most, some of the most popular answers were enthusiasm of the instructor, good rapport between the teacher and the students, and high but realistic expectations of the teacher (3). Also, truly successful teachers give compliments to students who make a total effort to meet the requirements of a particular assignment even if the end product does not demonstrate complete proficiency(4).

In addition, it was found in one study on writing that the effectiveness of whatever feedback a teacher presents to a student depends largely on the student's perception of the relationship and rapport with that teacher. For instance, if students perceive that a teacher is genuinely interested in helping them improve and encouraging them rather than simply telling them what is right and what is wrong in their writing, the students will be encouraged and will give much credibility to what the teacher has to say (Silver & Lee, 2007, p. 25-26). Also, when students perceive that a teacher is working with them as a whole group rather than aiding them in their individual writing, damage is done to the teacher/student writing relationship and teacher credibility (Huang, 2010).

The results of this study prove that a writing relationship between the teacher and the student, which actually helps the students improve in their writing skills, is built on effective communication, trust that has been built between the student and the teacher, and the accessibility and self-confidence of the teacher. These concepts are supported in the literature.

As a result of this study, it was noted that students who are not able, for whatever reason, to build a viable relationship with the teacher felt hopeless about getting their assignments completed in a timely, successful way and having any possibility of getting a high grade on their performance. These students stated that they went to friends who could write well or people on their floor in the dorm who could write well to get help with their assignments for English 101. Alternatively, there were several students who had already developed what they perceived to be more than competent writing skills in the elementary and/or secondary level of their education and saw no reason to try and build a relationship with their teacher. They worked independently of everyone else and took part in peer writing reviews and one on one conferences only to gain the points available for doing so. These students conveyed the idea that they did not need a teacher because they had already developed the required skills. Basically, they just needed the objectives for the writing assignments and the independence to get the work completed. However, the literature review proved that more often than not high schools are failing to prepare students for college level writing because they are not teaching the basic writing skills, and if they are teaching these skills, students are not learning them. Because of this, teacher preparation is currently being studied and professional development activities are being generated in order to identify what is effective in the writing classroom and what is not. The actual teaching of writing is expected to soon be changing as a result of this said research (Kassner & Harrington, 2002).

When all is said and done, it is important to note out of all of these studies and research projects that it is the classroom writing teacher/student relationship that is required for proper student writing development and improvement. Additionally, within the teacher/student relationship because the teacher is the aggressor in the act of teaching, it will be the most self-

confident, honest, available, and communicative teachers who are the most effective and those who are most likely to be found in the writing classrooms of the future.

When students' attempts at writing are not carefully handled and seriously taken, then the writing activity in and of itself in the eyes of the students will be taken for granted and never completely developed (Azeem, Mahmood, et al.).

The findings of this study suggest that the teacher/student relationship in English 101 is the most important single relationship in the writing process as the student moves toward the completion of a writing assignment. Each student interviewed stated that getting started on a new assignment, advancing into the organization of the content based on the objectives of that particular writing assignment, and getting general help when he/she gets "stuck" were all points in the writing process when communicative access to the teacher was preponderant to realizing the best written product possible. In fact if they did not feel that they could get help from the teacher at these times, they stated that they "felt a low grade coming on" or at the very least a sense of doing the best they could without help and just accepting the grade they received with not much hope of getting the grade they desired. None of these students ever mentioned the concept of reaching out to one another student for help, even though the main theme of English 101 is "a community of writers".

When the socioculturalists became involved in the study of how best to teach writing, they set forth three pedagogical elements important to writing instruction. These are cognitive apprenticeships, which support young or new writers in taking on a writing task, procedural facilitators, which support the young writer's actual performance of the writing task, and the establishment of a writing "community", which encourages writers to share problems along the way and to help in knowledge construction (Hawthorne, 27). However, the idea of a writing

community in which students can seek and gain help from one another, though prominent in English 101, was not mentioned as an avenue of help or writing sustenance by the students in this study. It was the teacher who was revered as the main venue for information and help during the real writing time of each student, and it was the teacher himself/herself with whom the students wanted to communicate for understanding, personal instruction, and guidance in comprehending the objectives. This leads in to the idea that each teacher in this study had credibility with their students, except for the three dissenters, and credibility is the particular attitude of the student toward the teacher based on the image that the teacher presents in the classroom (Teven & Herring, 2005).

In the 1970 study carried out by Nurnberger and Zimmerman, behavioral psychologists noted that, in general, writers needed outside help to gain motivation for achieving their end goals. Consequently, at that time the concept of writers needing outside help for various other processing reasons during the act of writing was established. Later in the 1980's a new branch of study was developed entitled literary behavior analysis (Boice, 1982), which recognized the fact that writing is a process and if the steps to teaching writing could be identified, perhaps writing could become a more manageable activity for students as well as adults. At that time, the idea that pre-thinking preceded planning in the writing process brought on the concept that writers should read and re-read as they write. Thus, if changes to the writing were needed before the completion of the written product they could be made at that time. This process predictably led to a better quality written work as the piece was completed (Levy, 1997). Eventually, educators recognized this part of the process as the rough draft.

Cognitivists later developed the idea of working memory during the writing process (McCutchen, Coville, Hoyne & Mildes, 1996) which also effects the content in the rough draft and the end product.

All of this is important because it points out the fact that writing is a process like no other in the field of education and must be perfected, as much as any one individual is able to do, with guidance and the outside help and influence of a teacher.

Communication

Teachers who know how to structure the writing assignments so that they are posed to the students as problem solving tasks, inquiry challenges, or at the very least finding answers to students' questions can motivate their students to write.

In order for students to be motivated to write, they must feel a personal connection with the reason or the topic for writing, or they must have some control over the structure or choice of content in order to be motivated (Lam & Law, 148). The teacher is the key element in communicating these concepts to the students at the beginning of the writing assignment.

When students feel that they may receive real and relevant praise for their writing from the teacher, they are more motivated to write (Lam & Law, 2007; Uusen, 2009; Davis, 1999; Silver & Lee, 2007; Fulton & Davis, 1997). Perceived teacher caring is equivocated in the students' minds with the amount of positive communication they [the teachers] instigate with their students in the classroom. Teacher instigated communication can be anything from the teacher greeting on any given day, to lecturing on the objectives, to asking the students questions about the material taught, or even bringing in food on a given day for rewards. The message is that it all must be instigated by the teacher towards the student and then the student will perceive

that the teacher does of their instructor as competent, assertive, which in this study translated into

teacher self-confidence, credible, and trustworthy (Teven, 2007). Three of the students in this

study stated that in their opinion the teacher was lacking in self-confidence, was not assertive

enough, and did not do enough to reach out to them to build a teacher/student relationship.

Clearly, these students were hoping to build a working relationship that would aid them in

getting the grade they desired but saw the lack of a teacher/student relationship between

themselves and the teacher as a teacher failure, not a student failure. None of these particular

students mentioned that they had reached out to communicate with their teacher nor did they

mention that they felt it was their responsibility to do so. They simply saw this lacking as a

teacher failure. Conversely, nine of the participants in this study made positive statements

regarding their teacher's outreach ability using terms such as "open", "communicative", and

"available" to describe the factors that helped build a positive teacher/student relationship in

their classroom and demonstrated that the teacher was a caring individual who was making every

effort help the students achieve their goals.

The teacher's willingness to communicate and to instigate communication with the

students on all levels is prime in creating good relationships in the classroom (Teven & Hanson,

2004). The idea of being cared for and esteemed by another person is important to individuals,

and it is this type of attention that causes them to want to collaborate and cooperate in the

endeavor at hand (Coopersmith, 1967; Dreikurs, 1968; Maslow, 1970).

The Greeting - Each teacher in this study demonstrated the ability and desire to reach out

to their students first through the greeting they offered at the opening of every class. One of the

simplest and most effective ways a teacher can gain the confidence and good will of any student

is to talk with them voluntarily when it is not required (Morganett, 1991). One point in the day

when this can absolutely occur is during that period of time before the beginning of class in those few minutes when students arrive early. Thus, the classroom greetings of each teacher observed in this study were noted as the opening communication time and the daily beginning of the teacher reach-out to the students. The teacher greeting is made up of two basic elements; verbalization and body language.

In an article authored by Allday and Pakurar (2007) which addressed the effects of the teacher's greeting on student task behavior, it was proven that the teacher greeting actually improved the on-task behavior of the students by as much as 27%. The teacher greeting is referred to as an antecedent behavior on the part of the teacher that gives students a sense of acceptance and belonging into the community of the classroom. It is this sense of belonging that elevates the students' attitudes towards the teacher and the class and promotes the idea that because they are accepted by the teacher as individuals they are worthy of being a part of any and all classwork performed.

Verbalization - All three teachers in this study not only conversed with their students during this short time period based on any questions the students had about current or upcoming writing assignments, but they also laughed and joked with them about life in general and the ins and outs of college life as freshmen here at Liberty University. Even though every student was not there early enough to get to participate in a whole conversation with the teacher, he/she could still catch the remnants of the conversations their teacher was having with their fellow students as they entered the classroom near the time of beginning and join in vicariously.

Non-verbal communication – Non-verbal communication is that which we communicate to another without using words. In fact, non-verbal communication has been researched and some experts have found that two-thirds of our communication is non-verbal. Some have gone

as far as to say that 93% of what we communicate is non-verbal with only 7% being conveyed using word (Miller, 2005). During the teacher greetings there were various types of non-verbal communication occurring. Sometimes the teacher would physically walk out into the classroom to get closer to the individual with whom they were talking; sometimes he/she would meet the students near the entrance of the room when handing out the graded papers; and sometimes, he/she would simply stand at ease at the front of the room leaning against the dais or the writing board and have a relaxed conversation with those students who were present. All of these greeting activities in each classroom during this research was teacher initiated.

Thus, the greeting each day in and of itself helped to set a tone of acceptance for the students on behalf of the teacher and additionally helped to create the working atmosphere accept that greeting as welcoming or real was up to each individual student.

Questioning strategies – Questioning strategies are the most used tool a teacher has when communicating with the students in the classroom. It is primarily used to teach information to the class as a whole, keep the attention of the students and most importantly, build a relationship with the class (Zuosheng, 2012).

In today's more democratic classroom the psychological distance between students and teachers is ever shrinking. The questioning strategies of the teacher should nurture student curiosity, should allow for the sharing of student insights, and should be a meaningful avenue for not only teacher/student communication but for student/student communication as well (Zuosheng, 2012). Additionally, questioning strategies should be used to bring a sense of the elements of writing that are most important in the writing objectives at hand during any writing project. What students perceive as important for their learning highly influences their reception of the directives they receive from their teacher (Huang, 2010). This sense of importance can be

transferred to students through the content and types of questions asked by the teacher during the class lecture.

The teachers in this study used questioning strategies every day in each classroom to enhance student learning, to bring humor into the classroom, to find out just what the students did and did not know both before and after lecturing, and to end their teaching points and close out a class period. Questioning strategies and the resulting answers were the greatest percentage of teacher/student communication during each class period.

Teacher availability and accessibility – Research has proven that once a teacher's credibility has been established (Teven & Herring, 2005), availability must become real as far as the students are concerned or teacher credibility will be lost (Morganett, 1991). Providing help at the very time that students needed the help because the teacher was always available, is what students wanted most during writing assignments. The teachers in this study were physically available to anyone who asked for help in the classroom and their availability outside of the classroom was laudable. This is due to the fact that the teachers in this study were readily available through e-mail on in to the night hours during each day of the week, had regularly scheduled small group conferences with small groups of students, if the scheduled students so desired to attend, and were available for personal, individual conferences upon student request. This is effective availability (Morganett, 1991).

Recent research has shown that an atmosphere where incorrect questions and answers are just as acceptable as correct questions and answers helps to facilitate communication between the student and the teacher (Morganett, 1991). Teachers in this study accepted any and all questions of students and were just as patient with wrong answers given as they were with correct ones. Many times the fact that students raised their hand to ask a question was received with "yea!! a

question" or "good, good, good"! Also, G1 and G3 would consistently say, "Thank you for that question" or "good question", no matter the correctness or incorrectness of that question at the time.

Another suggestion resulting from recent research is that students who work together in pairs or groups with assigned responsibilities have greater retention of the objectives taught and expand their own creative talents by experiencing what other students have written or created (Morganett, 1991). In this study, student peer review days not only allowed the teacher more time to work with students individually on their rough drafts but presented the opportunity for students to read one another's work on a given assignment and to discuss each other's progress up to that point in the writing assignment.   Student peer review days were a success from both the teacher and the students' point of view because there was always nearly 100% participation and the activity time served as a foundation for facilitating communication between the teachers and the students who needed help.

Teacher praise and acceptance- Much of the value of feedback on student writing has to do with the relationship and rapport the student perceives they have with that teacher. For example, if students feel that the teacher is simply evaluating the work for pure right and wrong identification, whether it be content or grammar, usually the feedback is generally ignored. These students may actually feel hostility towards the teacher and try to maintain authority over their writing by disregarding all teacher feedback, both positive and negative (Silver & Lee, 2007). However, if students feel that the teacher is genuinely interested in helping them improve their writing and is actually trying to encourage them rather than simply telling them right and wrong in their writing, students feel a regeneration towards their work and tend to re-write giving credibility to teacher feedback (Silver & Lee, 2007).

Acceptance and effect of teacher feedback on writing varies, of course, from student to student. However, it has been found that constructive criticism, or that which is not totally negative, when mixed with praise is best. Additionally, if the student perceives that the praise is superficial and condescending, then the criticism of the writing will not be accepted as genuine either and the teacher has wasted time making any comments whatsoever (Silver & Lee, 2007).

The majority of the students in the current research project stated that they had reached a level of "comfort" with their teacher due to the level of communication to be had in the classroom. Elizabeth stated that Mr. Frank was firm but not rude; Andrew stated that Miss Hanover was very interactive communicatively with him; Beatrice stated that she felt that she could talk with Miss Hanover about many matters in writing other than just that which had been assigned, which brought a sense of understanding in her relationship with Miss Hanover; Ann and Camilla both stated that having the ability to go to Miss Hanover before and after class with any questions they had brought them a sense of confidence; and Diana's personal e-mail access to Miss Hanover with *any* question she had brought her a sense of relief and comfort.

The development of self-efficacy – During the writing process as it is currently taught beginning in the elementary years, the level of teacher support in the act of student writing is wholly teacher centered. As students move in to the writing experience at the secondary level, the teacher becomes a guide or overseer and of course the evaluator. At the college level, the teacher presents the writing assignment for understanding and then encourages the students as they write, as well as answering questions along the way. The evaluation which the teacher gives at the college level should be aimed at student improvement and student self-efficacy (Lam & Law, 2007) when moving towards the end product.

When self-efficacy is developed students feel that they can succeed at a task before they begin it (Lam & Law, 2007). It is teacher involvement during the writing process at any level that helps students improve for a particular project, but it is also teacher involvement during the conferencing period that aids students the most in their writing improvement overall for future writing projects (Davis & Fulton, 1997).   During the personal student interviews in this study, Elizabeth, Andrew, Margaret, Ann, George, Beatrice, and Dianna all stated that their teacher had given them comments which helped them improve in their writing. Elizabeth stated that it is the group e-mails that Mr. Frank sent out some time before the paper was due with detailed instructions that helped her to improve her writing on her own. This gave her a greater feeling of independence when writing the next paper. Andrew stated that he developed greater self-efficacy because in one of his personal conferences with Miss Hanover, she went over his writing line by line telling him how and why it could be improved. He stated that because of her honest support in criticism, his writing has improved. Margaret stated that her writing has improved because now that she understands what Miss Hanover wants in her papers, "I want to do my best to show her that I understand what she wanted and what she taught us." Margaret further states that as her understanding of what Miss Hanover wants has improved, so have her grades. Beatrice states that Miss Hanover is not a controlling teacher of writing. She gives her [Beatrice] the room and freedom she needs to be expressive in her writing and this freedom has helped her want to improve in the writing she does for this class.   Ann states that it is the detailed clear instructions that Miss Windsor sends out before a writing assignment is due that has helped her become self-effective and more independent in her writing. Ann further stated that she has slowly improved in her writing because of the improved understanding she has of Miss Windsor's good communication about what it is that needs to be "fixed". George states

that it is Mr. Frank's hard grading that has helped him to become more self-effective at writing. The hard grading has encouraged George to work hard and pay attention to Mr. Frank's criticisms. This has made George pay more attention to his errors and has made him want to improve. Also, when Mr. Frank sends his support by answering George's e-mails, this is encouraging. Diana stated that she knew she would always get a better grade when she took her [Miss Windsor's] comments into consideration on the next paper. Also, Diana stated that it was just as much of Miss Windsor's personal encouragement as anything that made her try harder to improve her writing. She stated, "When I paid more attention to the negative comments on my paper, my grades went up."

The desire to improve on the part of the student translates, always, into student writing improvement. Consequently, the teachers who have the ability to communicate with the students who need the extra support from the teacher and who get it, help their students most to improve their writing end product (Graham & Perrin, 2007).

In one of the latest studies on what is most effective in the teaching of writing, researchers point to the teachers who directly teach students how to use self-regulation procedures to manage the steps in the writing process and set sub-goals for themselves as the most effective teachers (Graham & Perrin, 2007).

The importance of peer review - Writing research in recent times has found that setting sub-goals for students to reach on the way to completing the larger end product helps their organization skills and helps them to identify weaknesses in their own writing. Also, when teachers set up personal one-on-one conferences, such as those set up for students during this study, it was noted that students are more likely to improve in their writing due to the

personalized instruction received from teachers in sentence combining and content structure when it is given on such an individualized level (Graham & Perrin, 2007).

During this study, each teacher visited the peer review groups and gave as much individualized help as possible during the 50 minute class period. This was also a time when students could ask personalized questions about their content and structure in order to meet the assignment objectives. During the teacher visits much help was given and students stated that this was part of the open communication that helped each of them so much during the writing process. It was a part of the accessibility to their teacher that was so vital to them in completing each assignment.   Teacher feedback is imperative in student writing development and achievement (Pathey-Chavez & Ferris, 1997) and having a peer review day aided in the teacher/student intercommunication process.

Teacher confidence and process– In this study Edward stated during his personal interview that Miss Hanover "lacked confidence" and he therefore did not have the impression that if he did ask her a question she would have the right answer. Consequently, he never did reach out to Miss Hanover and get the help he needed but stated that he just did the best he could to get the writing done. He also stated that this lack of confidence projected by Miss Hanover and his lack of desire to reach out to Miss Hanover due to her lack of confidence continually brought on low grades during the course. Jane stated that Miss Hanover was not "aggressive enough in her communications with the students" due to her lack of self-confidence and therefore, Jane saw no point in approaching Miss Hanover for help. Jane further stated that she just reached out to her friends for explanations of the writing assignments and hoped for the best. Additionally, Harry also stated that he did not feel comfortable around Mr. Frank because Mr. Frank never made an effort to reach out to him as an individual in order to get to know him as a

person. He believed that Mr. Frank might know what he is doing as a teacher but because of Mr. Frank 's continual lack of effort to get to know him [Harry], Harry believed that there was really no help to be gotten from Mr. Frank and therefore did not try to communicate with him. Harry stated that he just felt disconnected and therefore did the best he could on his writing assignments without help from Mr. Frank.

The more confident a teacher is in his/her own abilities to write and to teach, the more able that teacher is in identifying student writing needs, and thus are found to be more willing to reach out to those students who are struggling in their class (Troia & Maddox, 2004). Additionally, it was found that teachers who had a high sense of their own teaching ability preferred to teach by means of a writing process considerable more so than teachers who had a lesser sense of their own teaching ability (Graham, Harris, Fink-Chorzempa, & MacArthur, 2001). During the research carried out for this study, each teacher taught students how to write by a prescribed process which had previously been set up by the head instructor for English 101 at Liberty University. This prescribed process allowed for students to communicate with each teacher as each writing step was completed.

Teacher feedback - The type of teacher feedback students receive is an important element in the writing process. Students who received more detailed and comprehensive feedback in one-on-one oral conferences about the content of their work with the teacher instead of mere written comments on their work were found to improve greatly on the clarity of what they were writing about. Student interaction during these conferences, such as asking questions and clarifying meaning for greater reception and understanding, is important (Telceker & Akcan, 2003). As far as grammar is concerned, teacher written feedback was noted to positively affect

improvement in this aspect of student writing more so than oral conferencing with the teacher (Telceker & Akcan, 2003).

It is very important that each student talks about their writing with the teacher rather than only receiving written feedback on papers that are returned to the student (Davis & Fulton, 1997; Englert, Raphael, & Anderson, 1991; Hawthorne, 2007). It is during the teacher small group and personal one on one conferences that teachers are able to model their "inner dialogue" when writing (Englert, Raphael, & Anderson, 1991). Inner dialogue when writing refers to the thinking process that must occur before effective, clear writing can occur. The inner dialogue of every individual is completely different, but the manner in which it is used and the fact that it is used by students cues them in to the idea that good thinking produces good writing. When they are able to access their teacher doing their own personal inner dialogue, students are then able to develop their own inner dialogue and become familiar with their own thought patterns before putting words to paper.

Because each student had options for personal one on one conferences and small group conferences as well, they received both written and oral comments that addressed the content of their writing and the grammatical correctness of their writing also. Oral commenting from the teacher also occurred during the peer review sessions for each writing assignment. These conferences are so important because students can hear their content mistakes and experience their content errors first hand rather than seeing the red marks on their papers. This ability to have one on one conferencing refers back to the importance of teacher accessibility in communication during the writing process, which all of the students in this study stated they did have. Although three of the students in this study did not take advantage of this level of

communication with their teacher, all three stated that they did have this level of access to their teacher.

Three pedagogical principles - There are three pedagogical principles important to the teaching of writing. These are: (1) "offering cognitive apprenticeships" that aid students in their writing assignments; (2) providing facilitators (teachers) to help students scaffold their cognitive thinking and support them as they actually write; and (3) developing a community in the classroom which supports and encourages students as they complete a given writing assignment. Each of these principles requires the direct involvement of the teacher (Hawthorne, 2007). Students must be nurtured and supported during all three of these steps in their writing process. Teachers should model their metacognitive thinking in front of the students in the classroom as he/she demonstrates how to write in a particular genre (Hawthorne, 2007).

Miss Windsor in her writing lectures did in fact compose several writings on the power point screen as students watched in class to demonstrate the type of thinking that had to occur for the writing in that assignment to take place. She made herself vulnerable before the students, which does endear students to a teacher, and aided them in learning how to consider, thoughtfully, the steps in thinking before writing each particular paper. Miss Hanover did this as well for one writing assignment but not for ensuing assignments. In both of the above mentioned situations, students were on the edge of their seat watching as the thinking was spoken aloud and the writing took place on the power point screen. This activity helped them not only improve their thinking and writing but also aided them in getting started and organizing their own thoughts into a written product.

If Miss Windsor and Miss Hanover had not been willing to communicate their own vulnerability as a teacher in front of their students, this insight would not have been gained by the students.

Gender sensitivity - Additionally, studies have shown that girls perform better than boys on more than 85% of the writing tasks assigned in the classroom. Therefore, teachers must be willing to reach out to the males in any writing class to balance the gender scale (Hawthorne, 2007).

During this study two of the males expressed frustration with their teacher because he/she did not reach out to them on an individual basis and did not show an understanding that they needed help in their writing tasks. Rather than go forward and reach out to the teacher, both of these young men chose to withdraw and "just do the best" they could on each paper. Both did receive at least one or two decent writing grades and were totally surprised when they did so. However, a lot of the tension and aggravation with the teacher that was expressed by these two young men during this study could have been reckoned with and possibly erased had the teacher only reached out to them on any level to give them the help they needed and desired.

Writing teachers need to be sensitive to the needs of their students much more so than teachers of other disciplines because of the types of thinking and concurrent activity that takes place during the process of writing (Hawthorne, 2007).

Implications

This study has significant implications for those English teachers who want to be effective classroom writing teachers who consistently help their students improve at the collegiate level and even at the secondary level of education. The various charts that have been

developed from the data as a result of this study all led up to the development of the final model which delineates the ways in which the teacher/student relationship effects student writing. This final model provides a paradigm of the most prominent factors involved in the teacher/student relationship during the writing process and how each is utilized in order that students may produce the most communicative end written product possible and one that fulfills the directives given for each assignment with the greatest level of confidence and efficaciousness. It is important to note that there was a type of reverse recourse which took place when those elements most important in the teacher/student relationship were noted in this study. In particular, those entities indicated in this study as most conspicuous to student improvement in writing and the students' writing of the most effective end product are also those entities which some students found lacking in their relationship with the English 101 teacher. Thus, the teacher/student relationship deficiencies were blamed as being the core reasons by those students who noted these deficiencies for producing a student writing process and end product that was far below what these students thought they were capable of in English 101.

Perhaps the most difficult task these three GSA teachers had was to carry out the teaching of each assigned element of the writing process as prescribed by Mrs. Towles, head instructor for English 101 at Liberty University. This is performed here at LU so that students at the masters of English level can help to pay for their degrees and get much needed experience in the classroom as well. Because they are working on their masters of English degree, they do not have a lot of extra time to prepare teaching lessons; thus, they must teach a pre-set, planned course that requires little of their own creativity as individual teachers. They must find a way to personally "buy in" to the course objectives in order to become involved with their students in the much required communication for good writing in English 101. In short, there are some

good qualities and some negatives in teaching English 101 in this preformed manner. However, during this study it was their individual personalities that made a difference when carrying out these teaching mandates and strangely enough held them back in some areas of the classroom at the same time.

In this section, the researcher will be delineating the most significant themes in the data in order to describe the implications of this study's findings for the identification of those factors in the teacher/student relationship which effect the student writing process and/or the student end written product.

Communication - It is important to note that English 101 is a very purposefully planned course and is based on the latest research in teaching the writing process in order to get the best written work possible. The three teachers in this study used very similar practices in each of their classrooms as prescribed for them by the English 101 head instructor. For instance, each teacher used a dialogic strategy between themselves and the students in the classroom prior to and during the writing process (Englert, Raphael, Anderson & Anthony, 1991). In what is known in the teaching of writing as the zone of proximal development, teachers of writing should actually discuss different topics with their students as they relate to the topic/s of the upcoming assignment. These discussions allow students to think individually about the topic/s assigned in ways that they would not do so ordinarily as individuals alone sitting in their room in front of a blank computer. However, when the teacher has led and allowed a full class discussion which brings out other topics and information on many levels about the topics at hand for writing, students are able to develop these discussions in their minds even further for more fully developed personal input into their writing. These types of discussions were carried out in each of the three classrooms involved in this study by each of the three teachers with those

students who were willing to communicate back and forth with them and with each other.

Mostly it took place in the form of questions and answer sessions during which each teacher

asked probing questions and waited for a student response or provoked a student response. This

type of back and forth conversation of questions and answers with the teacher is known as

authenticating the topic (Graves, 1993). Each teacher in this study did this with those students

who were open to it.

Student proposed questions – The teachers in this study were very supportive of student

asked or student motivated questions during the class time. This coincides with the latest

research which shows that those students who are inherently motivated from within because they

are more self-confident, or they feel the course is worth their time, or they are just achievement

oriented, perceive their teacher to be more supportive of their questioning and their writing

efforts in general and thus will tend to ask questions of their teacher at will. Conversely, those

students in this same research who did not indigenously have these positive, self-motivating

traits and who did not see their teacher as supportive or helpful on any level maintained a low

level of motivation throughout the course (Karabenick & Sharma, 1994). Those several students

in this study who were unable to connect with the teacher in any fashion apparently had this

same lack of motivation.

Trust in the classroom - Trust is the most salient element in the teacher/student

relationship because without it teacher/student communication becomes stagnantly robotic since

all conversations relate strictly to the business at hand in order to get the job done, which in the

"non-trust classroom" is all that is important – work! When the first evidence of trust in a

teacher is discovered by students, the teacher/student relationship becomes genuine at all levels

and the improvement in communication transforms the classroom. Everyone feels they can ask

anything and get a real answer. This leads to an open classroom; one in which students become specially connected to their teacher. In the open classroom students are more productive, are more willing to work hard, and are more committed to the discipline itself. Showing concern and care to those students who are struggling is a way to manifest teacher-care to an entire class. It affects the whole class because those who are not struggling would actually like to reach out and help their classmates, so when the teacher voluntarily sees the need and moves to help, this endears him/her to ALL of the students (Jonson & Moon, 2014). Also, trusted teachers have many students in their classroom who do not want to disappoint their teacher in any manner and thus will work hard to prove that they have learned what that teacher has been trying to teach them (Bain, 2004).   The teachers in this study were trusted by their students with the exception of only a few. In her personal interview, Margaret mentioned that as the course moved forward in the semester, she worked hard to prove to Miss Hanover that she understood what was being taught because she did not want to be a disappointment to Miss Hanover. Ann and Camilla felt overwhelmed in the course at first but stated that as they go to know and understand Miss Windsor, they were able to become more confident in their writing and felt positive about their eventual grade. Trust was developed by most. Overall the teachers in this study did reach out to the students in need. Miss Windsor especially tried to build rapport with her students and did so. Those students who did poorly in the course did not blame Miss Windsor for any of their problems. Miss Windsor's students all stated that she tried so hard to teach them and to get them to understand (Nilson, 2010). Those who were troubled took responsibility for not doing well in the course on their own shoulders. They did not blame any of their lacking on the teacher as some disgruntled students in the classes of Mr. Frank and Miss Hanover.

Mr. Frank and Miss Hanover did have a few disgruntled students who stated that they needed "more aggression" from the teacher or "more" in general.   Miss Windsor did not have this complaint from anyone.

Personability – As the latest literature suggests, the greeting is a time when the teacher has an open invitation to build rapport with his/her students (Jonson & Moon, 2014). It is a time when there is an expectation on the part of everyone that matters not related to the course will be discussed. During the greeting, the teacher can learn about students' goals, students' major/s and especially students' names. During this study, each teacher had various greeting styles that were used to advantage. Miss Windsor was especially good at greeting the students by name, which added to the level of accountability of each student (Jonson & Moon, 2014). She made herself open to discussion by literally discussing many issues with her students both personal and task/discipline related in front of the class. However, she seemed to become so engrossed in these conversations at the front of the room that she failed to say hello to those students who typically arrived a little later. Reaching out to those students sitting in the back of the room would have served her well. Mr. Frank also stayed near the front of the room during the greeting time except for paper return days, at which time he would greet students much closer to the entrance of the room. In accordance with the latest literature, each teacher made every effort to daily call as many students as possible by their first name during the greeting time and class as well. Miss Windsor was better at getting out the name of everyone for every class more so than the other two teachers. However, each teacher was available in the classroom for the students' greeting and just watching the teacher confer with other students in a personable manner is often a tension reducer for other incoming students on any given day.

Humor in the classroom - Research has found that there are five reasons why teachers choose to use humor in their classrooms. Most use humor to help make everyone in the classroom feel comfortable, to help relieve any tension that might be lurking in the classroom, to maintain student interest during lecture, to help get rid of student boredom and just plainly to have a good time (Civikly, 1985). Humor helps to advance the development of interactions between people in both a social and a psychological manner. Obviously it is used in the classroom to aid in not only communicating with students but relating to them in a non-academic way to build the teacher/student relationship (Darling & Civikly, 1986).

All three teachers in this study enjoyed laughing with their students on a regular basis, about anything, and actually could have used humor even more. Mr. Frank liked to tell jokes with a punchline, Miss Hanover found humor in things the students said in class and also laughed at her own expense as she laughed at faux pas she made involuntarily, and Miss Windsor laughed constantly at students' jokes and her own as well. The humor in these classrooms was both a product of the communicative relationship these teachers had with their students and a communication builder for them at the same time. Humor is the result of much trust between individuals (Jenson, 1960). There is no hostility nor are there any defensive attitudes in a classroom that is randomly filled with humor, and each of these teachers had a majority of the students in their classes involved in the laughter. There were some students who were just tuned out in both Mr. Frank and Miss Hanover's classes and it is to these teachers' detriment that they did not approach these students and draw them in at some point. However, all of the teachers showed the capacity for humor in the building of their teacher student relationships.

Teacher encouragement – Teachers have the ability to raise or lower a student's sense of self-worth academically through the use of encouragement. Encouragement from a teacher is the most significant element in aiding students to find their own resources from within to complete an academic task or to improve in an academic area. Teacher encouragement also broadens a student's sense of belonging in the classroom and helps to promote his/her connections to other students in the classroom as well (Khan and Siraj, 2012).

The teachers in this study all demonstrated their power of encouragement through voice usage, facial expressions, positive verbal expressions, humor, body language, and non-academic aids brought as rewards to the classroom. In alignment with educational research on this topic, every single day during this research, each teacher reached out to encourage one or more students in their classroom in some way (Evans, 1989). Voice usage was a positive force because the raising of the pitch when students achieved a goal or answered a question correctly was used each day. Facial expressions were important because as the voice pitch was raised so was the level of eye contact, especially with the student being praised. Additionally, raised eyebrows and smiles were expressed to at least several students every single day from these teachers. These types of responses are important in a classroom not only for the student to whom they are directed but also for the whole class who sees and hears this teacher encouragement and subconsciously sets out to earn some of it for his/her own self. Also, the giving of praise and encouragement to students shows the magnanimity of the teacher and presents a caring attitude from the teacher that each student improve in their work. Positive verbal expressions were used each day by each teacher, although some more than others, to promote a favorable atmosphere when students asked/answered questions in the classroom, when students participated in the reading aloud of parts of their papers in class, and when students volunteered to write at the

board in order that the class may get a full teaching picture of the writing objectives. Humor was used not only on the teacher's part, but some of the students brought in funny little jokes to tell the teachers every once in a while. Also, these teachers were secure enough within themselves as young adults that they could even be the brunt end of a student joke every once in a while. None of the teachers failed to laugh at something that was funny or comical, and allowing students to dress for Halloween and enjoying each of their costumes, was a great way to bond with these students. Even when something was written incorrectly or a mistake was made in content, teachers used this to their advantage in a humorous way by reading it from the power point or the board work aloud; however, these mistakes were always identified in an anonymous way so that no one student's work was identified. Consequently, the message was still sent that this type of writing was an error, but everyone still got to laugh at the situation. The body language used by each teacher was done to show acceptance of the students in the classroom. Some samples of this body language was the teacher walking out and over toward a student when the student was asking or answering a question, the teacher bending down to maintain individual privacy during peer review days to work with individual students, and the teachers' movement back and forth across the front of the room and occasionally down the middle aisle during lecture to help maintain students' interest and attention. Body language was also used for positive and negative reinforcement by these teachers or just to show a relaxed/accepting mood to the students, one in which teachers were willing to talk less about academics and more about the students themselves.

Another way the teachers reached out to create a positive atmosphere and bond with their students was through the non-academic motivators brought in to the classroom on particularly rough or long academic days. By bringing in candy or baked goods as a kind of "hard work

reward" on peer review days, colorful markers to help students differentiate the usual various errors found by their peers on the rough drafts, and background music DVD's/humorous videos which were used to bring a relaxed atmosphere of enjoyment and laughter, these teachers all showed their empathy, their concern, and their sympathy with the students. The students reacted positively to all of the above-mentioned stimuli, still got their work done, and very importantly did not become the teacher's pet or "best friend" in the classroom.

Limitations

There were several delimitations that occurred within the research of this study so that the goal of understanding the effect/s of the teacher/student relationship during the writing process and effect/s on the student end written product could be identified and claimed as at least one of the results of this study.

First, the study was limited to three freshman English 101 classes which were only the breakouts of the much larger English 101 section with a head instructor directing the students and the GSA teachers in that larger section. The limitation here is that there may have been a more strongly developed relationship between all of the students in this study if they had been under the tutelage of one particular instructor in each of their separate classes for three days a week during each week of the semester rather than two days a week with the GSA and one day a week with the head instructor. This dividing of loyalties to the overall course goals and paper objectives may have effected some of the teacher/student relationships in a negative way before this study even began.

Another restrictor of this study was that there was not a differentiation of assignments to be had at the different levels of the English discipline. The teacher/student relationships between teachers of upper level English (300's and above) and their students is completely different from

the beginning of a course as compared to those in this study. Upper level English teachers experience students in their classes who are English majors and have a very positive attitude toward the discipline and the teacher before a class ever commences. Also, the writing assignments vary greatly in the upper levels but all are literature bases, which was not the case for any of the writing assignments in this study. As a rule there are no non-writers in an upper level English class as there are in English 101.

Another limitation of this study was that all of the participants were students or teachers at the same university. Had the study included other universities, there may have been a greater differentiation amongst the type and number of writing assignments. Also, other universities do not pray together each day with their students before class begins. This act in and of itself is a tremendous relationship strengthener and could have affected the outcome of this study greatly. Additionally, taking this study to the secondary level would most likely have affected the outcome of this study, although it is doubtful that the differences would have been massive. Teacher/student relationships in a writing classroom, according to the educational literary research done for this dissertation, have a number of traits in common no matter the level of education at which the students are to be found. Being at the same university under the same lead instructor means that the teachers are in similar organizationally structured circumstances, having in common some such configuration of activities as the limitation of topics to be chosen by students based on the similarity of objectives for each assignment, the number of small group writing conferences to be had with students, the prescribed number of rough drafts for each paper, and the lack of research allowed in English 101 here at Liberty University.

Additionally, it is possible that the researcher's own bias as the research instrument of qualitative research (Creswell, 2007) could have had a skewing effect on the data analysis and

the emergent theory because the researcher works as an assistant professor here at Liberty University in the college of general studies with the head instructor of English 101 as a colleague. Although, every assurance was taken to guarantee that the head instructor of English 101and the researcher had no outside discussions before, during or after the research for this study nor was any contact made between the participants and myself before, during, or after this study.

Another part of the biasing effect could be the fact that this researcher has taught writing in the English classroom in English 101 here at LU. However, this researcher has not knowingly or intentionally shown partiality to any emergent ideas or theories that have come to the fore as a result of this study. No outside help was sought at any time during the course of the research of this study in gathering, analyzing or coding the data. Code names and code numbered ID's were used in this study to maintain as much objectivity as possible amongst the participants. This researcher had no previous knowledge whatsoever of the GSA participants or the student participants who helped carry out the research of this study, nor has any contact been had with any of these participants regarding the outcomes of this study since cessation of the data gathering. Therefore, there has been no relationship build up between the participants and the researcher as a result of this study.

One limitation that did become apparent as the study advanced was the lack of input the students had in the classroom as far as demonstrating their "half" of the teacher/student relationship. All observations resulted in the gathering of much rich data on the teacher's effort to have a relationship that worked with each student, however, the students' part of the relationship had to be defined on their behalf by them in another setting outside of the class room because the teacher was largely in control during class time for each class period. The personal

interviews carried out with the researcher and each student participant were totally a personal take or definition of the teacher/student relationship as each student saw and defined it. These personal thoughts and observations on the part of the students were verified as much as possible by the observations made in class with the teacher present, however, the students' opinions that refer to the teacher's attitude regarding them can sometimes be biased. To help avoid any interference through personal bias, each student received the same set of pre interview information and the exact same questions regarding their relationship with their teacher.

A final limitation of the study is the fact that these teachers had not been in the classroom as teachers at all before the commencement of this research. They had never had the normal student teacher experience that most English teachers have before walking in to the classroom as the teacher in control. If they had ever been in the classroom prior to this study, perhaps each would have known that reaching out to withdrawn students is part of their job. Perhaps there would not have been the communication lacking with some of the students in the classroom and perhaps the confidence level of each would have been greater, at least in the eyes of the students involved in this study.

Teaching writing is asking someone to expound on an idea, to reach into their own mind and pull out everything available on a particular topic or line of thought and then to write it down from one's own mind, or information from outside sources as the class may require, in a fashion that is comprehensible by many who have some/no knowledge on that same topic. There is no other academic discipline or area where this type of teaching occurs. Gleaning content, organizing content, communicating that content with word choices, and writing it all out in an acceptably grammatical form requires a motivator, a coach, a friend, a cheerleader, a nurturer, and above all a communicator. All of these traits must be found in an English teacher who

expects to teach a writing course. Any element in this study that may have hindered the out-play of any of these aspects of the teacher personality, was a delimitation of this study.

The final figure developed (Figure 10) encompasses all that could be found during this research, but the elements of this figure are transferrable in the fact that if any English teacher houses all of these traits or a part of all of these traits, the success that he/she has in the classroom should bring a high level of effectiveness as a teacher in the writing classroom.

Recommendations for Future Research

Based on the outcome of this study, there are several opportunities for continuing research on the effect/s of the teacher/student relationship on student writing during the writing process and in evaluating the student end written product.

First, much research should be carried out on incoming freshmen who come to college directly out of their high school experience. This test should be a statewide test that rigorously looks in to the writing abilities that are in place immediately after high school. The test should not affect any student's graduation from high school one way or the other, but should give a tangible type of result about that student's writing abilities. It should be statewide in that every high school in any state should be able to advise the colleges within their region, or at the very least within their state, what each student's graduating abilities are so that the colleges will not have to re-test the students with an entrance exam the next fall. In this way, the students will be placed according to their writing skills into freshman English with students of the same writing ilk and ability. Teachers will know who they are dealing with when it comes to their writing abilities and will know how to scale out their own efforts in each class as a teacher.

More studies should be carried out at the elementary levels on class size as it relates to the teacher's ability to relate to each student when teaching the art of writing. Writing is such an important form of communication throughout an individual's educational career that all care should be taken in the early years of a student's ability development to bring out the best that can individually be produced. At the very least, teacher helpers should perhaps be hired to ensure that each student receives the adequate amount of attention in the writing classes for full development.

There should be continuing studies of how best to teach the process of writing. Perhaps the process should be somehow slowed down in the elementary years so all students can perform this activity well. Students should be taught from the very start that writing is a series of steps not just a one-time sit-down experience to throw some ideas out just to get a grade. We do everything to ensure that all students can read with programs like No Student Left Behind, which is great, but when students express themselves on paper, we seem to just let them muddle through it the best they can. The three R's were once reading, 'riting, and 'rithmetic. It seems that we have taken much care with the reading and 'rithmetic, but somehow the 'riting got lost in between.

More studies should be carried out on student motivation in general. Obviously, student motivation to put the words on the paper is of the utmost importance in getting an assignment completed. However, even if students know how to write, the motivation to begin writing another project is often lacking. Psychologists need to do further brain research in this area and then share it with educators in a real world way. Students should be motivated to do their best whether the teacher is cheerleading for them or not. If psychologists could locate the

motivational area of the brain and then identify everything that motivates it, educators everywhere would receive a boon, not just the teachers of writing.

Also, there should be more psychological research on just what takes place in the brain during the writing process. There has been much brain research in recent years and those areas which deal with writing and thought coordination during the writing process should be developed so that writing/English teachers can be aware of what they need to change in the writing process as it currently exists to be more logically in line with what is going on in the student's brain and thinking processes in general.

Finally, there should be more long term research on how English teachers of writing are being trained to teach students how to write. Research has shown that most teacher candidates do not see themselves as strong writers, much less those who have mastered the skill. Thus, they have a penchant not to want to delve into the task of how to teach writing in later years to their own students. This writing teacher research should include how the teacher training actually effects the teaching of writing in later years when these trained teachers are in the classroom and should produce evidence of what is effective and what is not when teaching students how to write.

The Grounded Theory

Student writing growth and improvement occurs only when the student perceives that he/she has access to effective communication with the teacher at all points during the writing process. Students who feel alienated from the teacher or from the daily events that occur in the writing classroom, no matter the reason, will falter in their understanding of each of the requirements for any given writing assignment. Thus, in their own estimation they cannot, and for that reason do not, produce a written product that shows improvement and comprehension

because they are unable to perceive of a way to communicate their needs for understanding to the

teacher, or they sense that communication with that teacher is hopeless, or at the least

unproductive, in meeting their comprehension needs. It is the teacher's responsibility to closely

monitor all students' participation both in and out of the classroom during the process of students

achieving a written work so that identification of those students who require extra personal help

in understanding how they can execute the requirements of a writing assignment can occur.

These identified students can then receive the needed assistance from the teacher in order to

maximize their personal success in writing growth and improvement.

Conclusion

This study researched how the teacher/student relationship in the English classroom

effected the student writing process and the ensuing student end product. Through classroom

observations of different teachers and a number of their volunteer student participants in several

different classrooms at Liberty University over the period of one semester, as well as personal

interviews with the volunteer student participants this study concluded that the teacher/student

relationship is the core motivator or de-motivator for freshmen as they complete their freshmen

writing assignments. (See Figure 10 above).

Without a relationship with the teacher, students feel they cannot even begin a writing

assignment much less complete it to the best of their individual ability. Without open

communication with the teacher, students believe that trust cannot and is not built and therefore,

access to guidance during the writing process is hopeless. Without teacher/student

communication skills, the students are uncertain about everything from content to sentence

placement in the paragraphs. Students stated that access to the teacher and a student-perceived

sense of understanding from that teacher are prime after a writing assignment has been begun. If

the students feel that the teacher does not understand them or does not have a motivation to try and understand them, there is no encouragement to be had and students feel they must either do the best they can on their own or find a friend who might be able to help them. Completion of a writing project under these circumstances occurs, but students feel that they will not be receiving the best grade they could have achieved if there had been open, honest communicative access to their teacher during the writing process.

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Appendix A

Liberty University Institutional Review Board 1 2

Application for the Use of Human Research Participants

Non-key Personnel:

Name and Title: **Dr. Janet Brown, Associate Professor of Psychology**

School/Department: **College of General Studies/Psychology**

Telephone: **592-4035**   LU Email: **jmbrown@liberty.edu**

Consultants:

Name and Title: **Dr. Russel Yocum, Associate Professor of Graduate Education**

School/Department: **School of Education**

Telephone: **592-5462**   LU Email: **ryocum@liberty.edu**

Liberty University Participants:
Do you intend to use LU students, staff, or faculty as participants or LU student, staff, or faculty data in your study? If yes, please list the department and/or classes you hope to enlist, and the number of participants/data sets you would like to enroll/use. If you do not intend to use LU participants in your study, please indicate "no" and proceed to the section titled "Funding Source."

☐ No   ☒ Yes   **18** Number of participants/data sets

College of General Studies - English (English 101)   **5 students per class)/3 GSA's**
in 3 separate   3
separate data sets
Department   Class(es)

In order to process your request to use LU participants, we must ensure that you have contacted the appropriate department and gained permission to collect data from them. Please obtain the original signature of the department chair in order to verify this.

Signature of **Department Chair**   Date

Funding Source: If research is <u>funded</u> please provide the following:

Grant Name (or name of the funding source):

Funding Period (month/year):

Grant Number:

Anticipated start and completion dates for collecting and analyzing data: September, 2013 to Dec. 2013

Completion of required CITI research ethics training courses:

School of Education,Basic Course
             05/31/13

Appendix B

Consent Form

Understanding the Effects of the Teacher Student Relationship on the Writing Process and Product

Principal Investigator: Jean M. Tweedy

Liberty University

College of General Studies

You are invited to be in a research study which will investigate those elements of the teacher student relationship which most affect the writing process and product. You were selected as a possible participant because you are a volunteer and you are a student in English 101 at Liberty University and have never taken this particular course of English prior to this time. I ask that you read this form and ask any questions you may have before agreeing to be in the study.

This study is being conducted by Jean M. Tweedy, English lecturer, College of General Studies.

Background Information:

The purpose of this study is to identify those elements of the teacher student relationship which most affect the teaching of writing and the written product of the student. It is assumed prior to the beginning of this study that there are identifiable elements of the teacher student relationship during the writing process. The question that is presented for answer is whether or not the effects are positive or negative when taking the written product of the student into consideration.

Procedures:

If you agree to be in this study, I would ask you to do the following things:

A. Please be present as much as possible in your English 101 breakout sessions

B. Please allow me to silently observe you and your instructor in the English 101 classroom, intermittently, over the period of one semester. These observations will not be intrusive to the classroom procedure nor will I identify you in any way during or after any class in which I am an observer.

C. Please allow me to write down any and all observations and conversations you may have with your instructor.

D. Please allow me to keep all written communication regarding interactions with your teacher and yourself in complete privacy under lock and key. Participants will not be allowed to view any of the notes taken until after the study is complete.

E. Complete a post-study questionnaire as honestly and fully as possible. The post-study questionnaire will be e-mailed to each participant after the study is complete. It is estimated that

it will take no longer than 20 minutes for each participant to complete the post study questionnaire and e-mail it back to the PI.

Risks and Benefits of being in the Study:

The risk to participants during this study and after this study is completed is no more than one would encounter in everyday life. The only perceived risk of being in this study would be any self-consciousness it may cause student participants. However, it is assumed that once the participants get used to the PI's presence in the English 101 class, any self-awareness will be fleeting and temporary at the beginning as the study moves forward.   No other students will be aware of who is involved in the study and who is not at any time during the research.

There is no direct benefit to the participants who are involved in this study.

Compensation:

Each participant will be compensated for their willingness to be involved in this study with a gift certificate from O'Charley's, Logan's, Olive Garden or Pizza Hut. This gift certificate will cover the cost of a meal for two people (the participant and a guest of his/her choice). The amount of the gift certificate will be $20.00 for each participant.

Confidentiality:

The records of this study will be kept private. In any sort of report I might publish, I will not include any information that will make it possible to identify a subject. Research records will be stored securely and only the researcher will have access to the records.

After notes have been written during the classroom observations, all information will be transferred to 5x7 note cards that evening. The 5x7 cards will be stored in a locked filing cabinet in the PI's personal office. Since each participant will be assigned a code name by the PI, which only the PI will ever have access to, there will be no breaches of confidentiality.

Also, since compensation is being handled through the use of gift certificates, no social or personal information will be required of any of the participants.

Voluntary Nature of the Study:

Participation in this study is voluntary. Your decision of whether or not to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to avoid answering any question you so desire, and you are able to withdraw at any time without affecting any relationships.

Contacts and Questions:

The researcher conducting this study is Jean M. Tweedy. You may ask any questions you may have now. If you have questions later, you are encouraged to contact her at jtweedy@liberty.edu, or call her at 434- 582-2190, or you may visit her office during regular office hours. The faculty advisor for this study is Dr. Sharon Hahnlen. Any questions may be referred to her by e-mail at sbhahnlen@liberty.edu or by phone at 434-582-2277.

If you have any questions or concerns regarding this study and would like to talk to someone other than the research, you are encouraged to contact the Institutional Review Board, 1971 University Blvd., Suite 1837, Lynchburg, VA 24502 or e-mail at irb@liberty.edu.

You will be given a copy of this information to keep for your records.

Statement of Consent:

I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

Signature:_____Date:_____ _____

Signature of
Investigator:_____Date:_____

IRB Code Numbers:

IRB Expiration Date:

Appendix C

CONSENT FORM

Understanding the Effects of the Teacher Student Relationship on the Writing Process and Product

Jean M. Tweedy

Liberty University

College of General Studies

You are invited to be in a research study about the writing process in the classroom. You were selected as a possible participant because as an English 101 student you are just beginning your college career and have no preconceived expectations about the college writing experience. I ask that you read this form and ask any questions you may have before agreeing to be in this study.

This study is being conducted by Jean M. Tweedy, Education Specialist, in the College of General Studies.

Background Information:

The purpose of this study is to identify and comprehend all aspects of the teacher/student relationship during the writing process. It is the goal of this study not only to understand those elements of this relationship which most promote an atmosphere conducive to excellent student performance on written assignments but also to make note of those elements of the relationship which might be avoided to allow for a more productive environment in which students can work.

Procedures:

If you agree to be in this study, I would ask you to do the following things:

1) Please allow me to assign you a code name for the purposes of confidentiality and objectivity during this study.

2) Please attend the breakout sessions of your English 101 class each time the class meets.

3) Please allow me to observe you as you learn and work in the English 101 classroom. Know that being your normal self in class is most important to this study.

Risks and Benefits of being in the Study:

The risk of being involved in this study as a participant is minimal and is no more than one would encounter in everyday life.

T The only risk may be as follows:

1) You may not feel free to act as you normally would because of your awareness of the observations taking place during the English 101 class.

2) You may become curious about elements of the study and want to inquire about possible outcomes before the study is complete.

The benefits to participation are:

1) Learning the outcomes of the study before any articles are written

2) Being part of a study that may help teachers become more proficient at teaching writing

3) Being part of a study that may uncover new steps in the writing process

4) Being part of a study that may help students become more proficient at writing

There are no direct benefits to you as an individual participant in this study.

Compensation:

You will receive compensation in the form of a gift certificate for a dinner for two at a local restaurant such as O'Charley's, Olive Garden, Logan's, etc. The amount of the gift certificate will be $20.00.

Confidentiality:

The records of this study will be kept private. In any sort of report I might publish, I will not include any information that will make it possible to identify a subject. Research records will be stored securely and only the researcher will have access to the records. Each subject involved will be assigned a code name by the research that not even the subject himself/herself will know.

After the recording of all possible elements from each observation has taken place, notes will be broken down into factual data which will be recorded on 5x7 note cards.   All notes from the observations and the resulting notes cards will be stored in a locked filing cabinet within the office of the PI in the College of General Studies at Liberty University.   As categories develop from the notes, cards will be filed under subtitles of developing categories. All data will remain in the locked file cabinet of the PI in the faculty suite of the College of General Studies at Liberty University for at least three years following the completion of this study.

Voluntary Nature of the Study:

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to not answer any question/s or withdraw at any time without affecting those relationships.

Contacts and Questions:

The researcher conducting this study is Jean M. Tweedy. You may ask any questions you have now. If you have questions later, you are encouraged to contact Jean M. Tweedy at 582-2190 or write an e-mail to jtweedy@liberty.edu. . The faculty advisor for this study is Dr. Sharon Hahnlen. Any questions may be referred to her by e-mail at sbhahnlen@liberty.edu or by phone at 434-582-2277.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, you are encouraged to contact the Institutional Review Board, 1971 University Blvd., Suite 1837, Lynchburg, VA 24502 or e-mail at irb@liberty.edu.

You will be given a copy of this information to keep for your records.

Statement of Consent:

I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

Signature:_____Date:_____

Signature of Investigator:_____Date:_____

IRB Code Numbers: 1652

IRB Expiration Date:

Appendix D

Observation Protocol: Date   Classroom   Obs. #:SA (Teacher) Activity (movement, voice tone, directives given, any noticed body language, reactions to student input, repeated phrases or terms used when addressing students)

_____
_____
_____
_____
_____
_____
_____
_____

Teacher Classroom presentation/s (teaching tools used, method of teaching identified, reactions to student input during the teaching time, noted attitude of teacher and student/s)--------------------
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Appendix E

Open Codes	Enumeration of open code appearance across data set	Themes
		The Greeting
Teacher location-front of room	23	Teacher location
Teacher movement down middle aisle	15	
Teacher initialized verbalization	90	Teacher verbalization
Teacher jokes/laughter with students	73	
Teacher request for student prayer needs	27	
		Verbal Communication
		Whole Class Questions
Quests. to check for gen. understanding	30	
Quests. to check for student knowledge of facts	41	
Quests. to check for effectiveness of lecture	29	
		Questions for proof of understanding
Quests. to check for individual understanding (may not have been paying attention)	4	
(reaching out to someone struggling in the class)	9	
Quests. of why a concept is right or wrong for an assignment	11	
		Teacher response to and use of student initiated questions
Teacher ans. to student "why" questions	8	
Teacher ans. to student "what" questions	15	
Repetition of a student quest. to whole class for reiteration of facts	43	

Teacher repetition of student quests. for student encouragement–good question	47	
		Silly Questions
Student asked questions to get a laugh	5	
Teacher asked questions to make ironic point	4	
Teacher asked questions to get a class laugh	7	
		Handling incorrect student responses
Teacher asks student to repeat their answer	13	
Teacher asks student why they gave a particular answer	5	
Teacher asks student to explain their response	4	
		Re-teaching and repeating
Students did not understand assignment-incorrect work	1	
Students ask questions in a wrong direction after lecture	2	
Student misconception of MLA formatting in written work	8	
No one knows the answer to a basic fact question	5	
		Questions without answers and seemingly no purpose
Rhetorical questions to evoke thought	32	
Repeating a question for student memory	18	
Teacher questions that end with "Right?"	42	
		Disciplinary Communication

"Stop talking please"	3	Teacher response to negative behavior
"Stop doing other classwork during English class."	2	
One on one teacher/student chat after class	4	
		Voice Usage and Intonation
Loud for control	9	
High pitched for control	9	
Enthusiastic-positive yelling to students in class	9	
Calm, controlled, disciplined voice usage	18	
Sarcastic intonation for humor or control	20	
		Classroom Humor
Jokes told by teacher	4	
Humorous videos shown	12	
General laughter at subject matter	7	
General laughter at self-imposed criticism by teacher	9	
Teacher laughter with class at student jokes	3	
		Reading aloud in class
Teacher reading text/ppt.	37	
Student volunteers to read text/ppt.	10	
Teacher assigns student to read aloud for whole class	18	
		Complimentary, explanatory and ameliorative language

"We have a new topic today!"	11	Introducing new or difficult topics
"This is difficult, but we"ll take it step by step."	6	
"This is new and it's going to be different."	4	
"We can get this done together"	12	
		Cheerleading the students
"C'mon, you can do this"	12	
"If you need help, I'm here"	27	
"Class on the whole you did a great job"	8	
"Thanks for working so hard"	14	
"Schedule an appointment with me if you need help"	24	
		Encouragement during student "crunch time"
"Don't give up now"	7	
"I know you're tired but hang in there"	6	
"Have a great weekend and get some rest."	12	
		Non-Verbal Communication
		Teacher body language during lecture
Walking across front of room	54	
Walking down middle aisle	39	
Hand usage/arm waving	52	
Pointing to power pt. screen	41	
		Teacher body language when students ask questions

Teacher moves toward student	66	
Eye contact with student	39	
		Teacher body language during paper returns
Teacher pats student on back/shoulder	27	
Teacher leaning down to compliment the student privately	30	
Teacher moves to each student personally	26	

		Teacher body language during peer review
Teacher visits to individual student seats	33	
Teacher picking up individual's paper and reading	24	
Teacher reading over student's shoulder	39	
		Non-academic classroom events
Opening prayers	(see Greetings above)	
		Class closing each day
Good by	27	
Take care	27	
See you next time	14	
Don't forget to do your work	18	
		Teacher allowed/provided elements of relaxation for peer review days
		food

Teacher brings in bagged candy	5	
Teacher brings in homemade brownies	4	
		Music
Students choose from teacher provided list of music	2	
Students allowed to bring in their own music	1	
Teacher chooses music from student provided list	6	One to one conferences/personal e-mails to student
Personally scheduled meetings	6	
Personal e-mail responses	8	
Short conversations with teacher after class for special help	39	