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The effect of teacher-student relationship in promoting EF learners educational outcome.

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Dedication

Every challenging work needs self-efforts as well as guidance of elders, especially those who are very close to our heart. I am honored to dedicate this work to everyone offered me the unwavering support during this journey.

It is with genuine gratitude and warm regard that I dedicate this work to my source of strength, my beloved parents Aisha Djerra and Said Roudjel who have always been a source of inspiration to go along with my research. Besides, their love, encouragement and prayers made me able to get such success in completing my higher studies and facing the eventualities of life with enthusiasm, and I want also to dedicate this work to my lovely sisters Besma, Dounia, Souhila and Ammar who really supported me in my educational career.

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Abstract

This research explores relationships in classroom, specifically interactions between teachers and students; this interaction has an important effect on students' attitudes and achievement. Initially, the research examined an overview of teacher-student relationships and factors that contribute to these interactions. This overview included both teacher and student perceptions and personal characteristics and then examined the effect of teacher-student relationships on promoting EF learners' oral skills and how teacher and student behaviors affect educational outcomes. The aim of this research is to investigate whether fostering positive relationships between teachers and students effects on students' academic achievement. To achieve this goal we used a mixed method quantitative case study and a qualitative research method, analyzing the impact of teacher-student relationship on learner's academic achievement. The results show that teachers and students value a supportive and caring relationship between them and interaction is essential to the teacher-student relationship.

Key words: Teachers, students, Teacher-Student Relationships, Interactions, Positive Relationships, Promoting, Oral Skills.

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List of Abbreviations

EFL: English foreign learners

SDT: Self-determination theory

Etc.: Et cetera

Eg: Exemple

General Introduction

Every individual's life is built on the foundation of receiving a good quality of education. It is then essential that students have the resources they need to succeed, including inspiration and motivation. However, motivation is not necessarily intrinsic for all students. As a result, it is the responsibility of others to lead students through their educational journey, here comes the role teachers. The relationship between teachers and students is the most significant outcome in the process of education, as well as a special kind of interpersonal and social relations, that is important to students' academic, social and emotional growth, and can have a significant impact on the educational environment. Hallinan (2008) writes "Learning is a process that involves cognitive and social psychological dimensions, and both processes should be considered if academic achievement is to be maximized".

This research will be investigating the lack of "Effect of teacher-student relationship in promoting EF learners' academic achievement"; this study took place in Abbas Laghrour university of Khenchela, English department, with the second year English student's (group 4). The number of student in this class was 32. We managed to do a questionnaire for students.

1. Statement of the problem

One of the greatest issues facing student's willingness in learning is that lack of interest in what they are learning and from whom they are learning. The teacher plays a big role in this issue, yet it is his job to solve this issue and try to build up a good atmosphere for his students in order to make them more concerned about studying. The essence of this problem characterized on the type of teacher-student relationship, the lack of connection between the instructors and their learners affect negatively on students production, and that causes the lack of interest in learning, which eventually decrease their educational outcome.

2. Research questions

Our attempt to study this research issue has raised the following questions:

- Does the teacher-student relationship influence the level of learning?
- How do fostering positive teacher student relationships enhance learners' engagement in the classroom?

3. Research aim and objectives

The aim of this study is to conduct a case study of the different types of teacher student relationships and its influence on enhancing students' academic achievement, our objective are as follow:

- To investigate the influence of teacher-student relationship on EF learners educational outcome
- To investigate the different strategies used by teachers to enhance the teacher student relationship
- To investigate the role of teachers in promoting their connection with students

4. Research methodology

The aim of this research is to investigate whether fostering positive relationships between teachers and students effects on students' academic achievement. In this study we used a mixed method quantitative case study and a qualitative research method, analyzing the impact of teacher-student relationship on learner's academic achievement. Case study research is a qualitative approach in which the investigator explores a real-life, contemporary bounded system (a case) over time, through detailed, in-depth data collection (Creswell, 2013). Yin (2009) writes that the case study's unique strength is its ability to deal with a full variety of evidence sources such as documents, artifacts, interviews, and observations – beyond what might be available in other types of qualitative methods.

5. Methodology instruments

Operational Definitions:

Below are the definitions for all relevant variables and concepts used in this study:

1. **Relationships:** The way, in which two or more people connect through their interactions, relationships will be defined as either positive or negative.
 - **Positive Relationships:** These relationships include teachers who think about their practice and search for ways to improve it. These teachers give students power and choice in the classroom. These teachers make their students feel a sense of belonging.
 - **Negative Relationships:** These relationships include teachers who do not foster a welcoming environment. They hold all the power and students do not feel a sense of belonging or control.
2. **Achievement:** Achievement is defined as the level of academic skills demonstrated through both oral and written contributions.
3. **Low Achievement:** Low achievement is defined as a student not meeting grade level expectations in the curriculum and is based on both oral and written contributions.
4. **Teacher-Student Relationship Building Intervention:** The teacher will modify the conditions of the classroom by greeting students at the door at the start of class and saying goodbye at the end of class. Additionally, the teacher will amplify interactions with participants by engaging them in supplemental, individual conversation before the class period begins.

Chapter One

Theoretical Background

This chapter is concerned with the important aspects of the theoretical background and it reviews some relevant literature in relation to the current study. It is divided into two main sections that explore several points respectively related to the effect of teacher student relationship in promoting EF learners oral skills. The first section is concerned with the relationship between teaching and learning .Meanwhile, the second section is about teacher student relationship.

Section One: The Relationship between Teaching and Learning

In this section, we will be investigating the relationship between teaching and learning with focus on the main types of teachers and its roles, as well as by shedding light on learners' differences and styles.

1. Teachers Profile

In this section, we will investigate the different types of teachers and also the verity of teaching methods and strategies.

1.1 Definition of Teaching

To teach is to involve students in their learning; consequently, teaching is including students in the active development of knowledge. A teacher must be knowledgeable not just about the subject matter, but also about how students learn and how to transform them into active learners. So, good teaching necessitates a commitment to a systematic knowledge of learning. The goal of teaching is to turn students from passive recipients of other people's knowledge to active constructors of their own and other people's knowledge. Of course, the instructor cannot alter without the student's active engagement. Teaching is essentially about

providing the pedagogical, social, and ethical conditions in which students choose to accept responsibility for their own learning, both individually and collectively (C. Roland Christensen. et.al 1991).

1.2 Types of Teachers

Types of teachers are divided into two kinds according to the scholar Glasser (1998):

1.2.1 Boss Teacher

An authoritarian type of teachers creates respect and fear spirit. Specific features such as dictating procedures, giving orders to students and berating them when they do not complete the task, characterize them. They are intolerant with mistakes, severe and discipline-maker. They seem to be impatient and sometimes look loathing their profession as well as being ineffective with today's students.

1.2.2 Leader Teacher

A democratic type of teachers provides a stimulating learning environment. This kind of teachers characterized by encouraging students, helping them as much as possible, dealing with them as a friends, giving rewards, they are open-minded and easygoing teachers. They are most effective with today's learners.

1.3 Teachers' Roles

Within the teaching process, the teacher is supposed to have many roles according to the given situation. Hedge distinguishes the roles of the teacher by saying that s/he is considered as a controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words; as corrector of pronunciation; as organizer in giving instructions of the pair work, initiating it, monitoring it, and organizing feedback; as promoter while students are working together and as resource if students need help with words and structures during the pair work. (2000, p. 26)

Hedge had bestowed on us by some of the teacher's roles in summary. Whereas, Harmer views teachers' roles as the following classification in details:

1.3.1 **Controller**

The teacher is the main responsible during the teaching-learning process, in sorts of presenting lectures and giving activities to students. Being a controller is like a boss because of his orders and questions. Harmer himself explains that role as: "Controllers take the roll, tell students things, organize drills, read aloud, and in various other ways exemplify the qualities of a teacher-fronted classroom." (2001, p.58)

1.3.2 **Organizer**

Harmer considers this role as the most important one, where the teachers have to set up many things in the classroom. By organizing pair- group work, giving necessary instructions, saying from where to start and where to stop. Harmer (ibid, p.58) claims that: "the most important roles that the teachers have to perform is that of organizing students to do various activities, this often involves giving students information, telling them how they are going to do the activities, putting them into pairs or groups, and finally closing things down when it is time to stop."

1.3.3 **Assessor**

A main part of a teacher's job is to assess and evaluate the students' work, which s/he has to correct, provide them with feedback, and show them their strengths and weaknesses. Davies &Pears assert: "Inform the learners about their progress, trying to combine encouragement with honest evaluation and useful feedback." (2000, p. 127). This assessment allows learners to know whether they improved their level or not.

1.3.4 Prompter

Sometimes learners are exposed to certain situations in which they do not find the right words to express themselves due to the lack of what is called vocabulary. The teacher should encourage them to think creatively and use their own knowledge. By acting as a prompter, the teacher has to avoid helping his students to let them depend on themselves, which paves the way to make them creative in learning. "Prompter could refer to the teacher's role in helping a student to remember and formulate a point." (Hedge, 2000, p. 29).

1.3.5 Participant

An active discussion will be more effective if the teacher takes part of it. He should be active more than being passive. He should be involved in learning tasks, and eventually correct the mistakes. Harmer confirms by saying: "it means that we can enliven things from the inside instead of always having to prompt or organize from outside the group. When it goes well, students enjoy having the teacher with them, and for the teacher, participating is often more instantly enjoyable than acting as a resource."(2001, p. 61).Nonetheless, teachers should pay attention to avoid dominating the proceedings.

1.3.6 Resource

The ultimate goal of the teacher is to elucidate, explain and answer students' questions. For example, when it comes to how to say formally a certain expression, innovations or arguments, he should constantly show them the proper way so that to commence his/her roles as a provider of a certain source. However, the teacher must assist them with help so that the learning process becomes frequently easier. Harmer (ibid, p.61) pointed out: "Students might ask how to say or write something or what a word or phrase means. They might want to know information in the middle of an activity about that activity or they might want information about where to look for something a book or a web site for example. This where we can be one of the most important resources they have."

1.3.7 Tutor

According to Harmer, tutor is when the roles of a prompter and resource are being used in the same time. He explains: “When students are working on longer projects, such as pieces of writing or preparations for a talk or a debate, we can act as a tutor, working with individuals or small groups, pointing them in directions they have not yet thought of talking. In such situations we are combining the roles of prompter and resource, acting as a tutor.” (2001, p. 62).

1.3.8 Observer

Observation is one of the most crucial roles that any teacher should apply in any different occasions, especially in oral communicative strategies. According to Harmer (ibid, p.63): “When observing students we should be careful not to be intrusive by hanging on their every word, by getting too close to them, or by officiously writing things down all the time.”

2 The Learner Profile

In this section we are going to deal with the learner’s definition, types of learners and learners’ differences.

2.1 The Definition of Learner

Oxford Word Power Dictionary defines the learner as “The person who is learning” (446). However, learning is “To get information or knowledge about particular subject from studding” (446). Nonetheless, the learner is supposed to be the one who gains and acquires a certain piece of knowledge. Learning usually takes place in school and universities under what is known as formal settings.

2.2 Learners' Differences

Learners may be characterized by different features which affect their performance during the learning process or while acquiring a specific language. Such differences could be summarized in age, gender, aptitude, language levels, learning styles and learning strategies.

2.2.1 Age:

Age is meant to be an important factor because every learner has his own degree of intention when it comes to concentration; this is why it is strongly agreed that children have the fastest abilities to learn than adults do. The latter is clear in what Harmer expresses, it “has something to do with the plasticity of a young brain.” (2001, p. 37). Pinker (1994) also spoke about the great ability the young people have when it comes to acquiring a foreign language, he said “acquisition...is guaranteed for children up to the age of six, is steadily compromised from them until shortly after puberty, and is rare thereafter.” (as cited *ibid* p. 38) It is better for the teacher to take into consideration the difference between both adolescents and adults, to be able to decode their level of interests. Thus, it is argued that adolescent learners are extremely hard to be convinced and satisfied, whereas adult learners are seen to be cooperative, disciplined and respectful.

2.2.2 Gender

Talking about gender leads us to label the two universally shared human beings, males and females. Though, it is crucial to differentiate between them when it comes to interests, the degree of motivation, the way of thinking, the way of acquiring and learning languages and their performance in the classroom while dealing with a second language acquisition or a foreign one. Sunderland (2000) explains this factor as: “a wide range of language phenomena, such as literacy practices, language tests, test performance, self-esteem, styles, and strategies that have been shown to be gendered, since male and female students tend to be represented

or to behave or feel differently. The potential for gender to affect language learning can therefore not be ignored.” (As cited in Griffiths, 2008, p. 74)

2.2.3 Aptitude

McDonough (as cited in Arabski and Wojtaszek 2011, p.49) defines this concept as: “aptitude is a disposition to be able to do something well.” As a matter of fact, there are some learners have a flair for acquiring a specific languages, or even more specifically, they have a good ear on languages. Aptitude is a crucial element in language learning, it makes that process much easier and joyful instead of hampering it.

2.2.4 Language Levels

Harmer (2001) distinguished three main levels of language learners: beginner, intermediate and advanced. These levels are divided into subcategories as it is clarified in the following diagram:

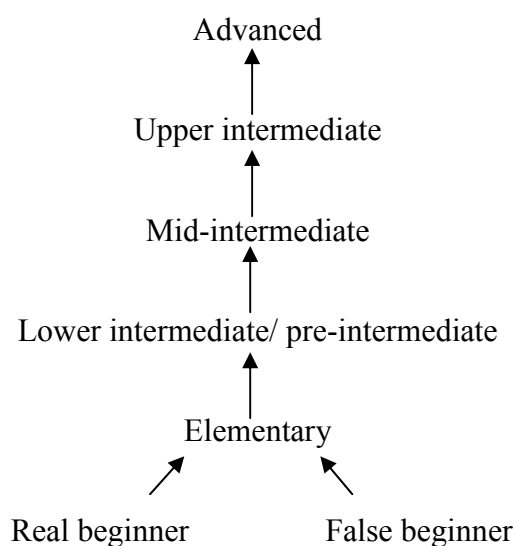


Figure1.1: Representing different students levels (Harmer, 2001. figure 11, p44)

The teacher should be aware of these different language levels. As a result, he will avoid using a high language style and complex words regarding to the low learners.

2.2.5 Learning Styles

It is commonly known that learners think differently. So, they have different personalities and styles. A lot of researchers tried to give an appropriate definition to the term learning styles, which refers to learner's "natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills" (Reidas cited in Lightbown and Spada, 2006, p. 59). Also it is defined by Sternberg (as cited in Hewitt, 2008, p.50) as: "qualitative differences among individual students' habits, preferences or orientation towards learning and studying."

Brown (2007) distinguishes between three different learning styles:

- **Visual learners:** who prefer information to be presented visually, they focus on reading and studying charts, drawings, and watching films.
- **Auditory learners:** they seem to learn best by ear, they benefit from conversations, lectures and audiotapes.
- **Kinesthetic learners:** will show a preference for demonstrations and physical activity involving bodily movement. While Willing (1987) describes them as the following:
 - **Converges:** this type of students is meant to be reclusive, in other words, they made their own decisions and try to solve issues by their own. In addition, their abilities allow them to lead the way when it comes to learning by using their own structure of learning style.
 - **Conformists:** the terms itself describes how these type of students really work. They are portrayed as learners who focus and give more attention to language over the actual use of it in communicative situation. Moreover, they are independent and self-reliant in doing their tasks. Such a type of learners constantly needs well-organized teachers.

- **Concrete learners:** are meant to be realistic, they enjoy learning from direct experience, so that learning afterwards becomes clear, simple, understandable and enjoyable. Their main interest is language use and language as communication.
- **Communicative learners:** this type of students is known as communicators, because they would love to make interactions outside their classrooms. Such a step would give them the so-called confidence. By which, they take risks which their colleagues may lack. Most importantly, the analysis of how language works is less important concerning the actual use of it. (as cited in Harmer, p. 43)

To put in a nutshell, the knowledge of the different learning styles that exist in a classroom is very important for teachers since it allows them to fulfill their learners' needs, which may lead to better results and make teaching more effective.

2.2.6 Learning Strategies

O'Malley and Chamot (1990, p. 1) define learning strategies as "the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information." While Riding and Rayner (1998) describe the term as "a set of one or more procedures that an individual acquires to facilitate the performance on a learning task." (As cited in Hewitt 2008, p. 18)

Many researchers studied the term learning strategies which are used by learners while acquiring a new language. Consequently, learning strategies got different categorizations without any fundamental changes. O'Malley et al. (1985) classify language learning strategies into three main categories:

- **Metacognitive strategies:** this kind of strategies includes making arrangements for learning, pondering the learning procedure as it is occurring, checking of one's perception, and assessing learning after an activity is finished.

- **Cognitive strategies:** Brown (2007, p. 124) describes that kind of strategies as: “more limited to specific learning tasks and they involve more direct manipulation of the learning material itself.” He mentioned some of the most important cognitive strategies such as: repetition, resourcing, note taking, recombination, elaboration, transfer and translation.
- **Socioaffective strategies:** Brown (2007, p. 124) says that: “Socioaffective strategies have to do with social-mediating activity and interacting with others.” It means that talking with native speakers, listening or watching TV programs in the target language and doing tasks in groups are considered among this kind of strategies.

Section Two: Teacher Student Relationship

This section aims at defining teacher-student relationship and its different types, and also teachers and students' different types, all these elements and concepts are going to be discovered and discussed in details.

1. Defining Teacher-Student Relationship

Teacher-student relationships are defined by a few dimensions, which indicate the complex nature of this construct. On average, students spend six and a half hours at college each day for 180 days throughout the year. Therefore, it comes as no surprise that teachers have an enormous amount of influence on their students. This influence, or power, can significantly influence the learning environment, which, in turn, affects a student's achievement in college. The most powerful weapon teachers have, when trying to foster a favorable learning climate, is a positive relationship with their students (Boynton, 2005). There are many factors that effect on the relationships between teachers and students, yet one point is clear.

Multidimensional relationships in school play a significant role in developing the learning environment. According to self-determination theory of motivation (SDT), there are three universal, innate psychological needs: autonomy (ownership, responsibilities, and self-actualization), belongingness (close relationships, interpersonal regard, and support), and competence (feeling capable to bring out desired outcomes and effectively cope with challenge). This theory has been widely applied to the study of motivation and well-being, and fulfillment of these basic needs for students contributes to intrinsic motivation and academic motivation and achievement (Spilt et al., 2011). Teachers can fulfill these needs by building and maintaining relationships with their students. Students need to experience an emotional involvement from their teachers to know their teachers care and can provide structure and support.

1.1 Perception of Relationships:

Student perception plays an important role in incentive. In fact, research suggests that the most powerful predictor of a child's motivation is the child's perception of control. Perceived control is the belief that one can determine one's behavior, influence one's environment, and bring about desired outcomes. Because students already have a history of experiences with whether adults are attuned to their needs, teachers build on these experiences (Skinner and Greene, 2008). Therefore, a student's perception of the teacher's behavior influences the relationship. Students who feel their teacher is not supportive towards them have less interest in learning and are less engaged in the classroom (Rimm-Kaufman and Sandilos, 2012). Moreover, students and teachers influence each other. When a student perceives that he is welcomed and wanted in the classroom, he is more likely to be engaged and motivated. Thus, the role the teacher plays in the classroom affects the perception the student has on the relationship and the classroom environment, which ultimately contributes to achievement. Students who perceive that their teachers are supportive have better achievement outcomes on standardized math tests and English grades (Gehlbach et al., 2012). In the early years of school, students' perceptions of their relationships with teachers and teachers' perceptions of those same relationships are very similar. Yet as students develop and age, the gap between students' perceptions of teachers and teachers' perceptions of students grows and ideas (Rimm-Kaufman and Sandilos, 2012). Therefore, it is essential for teachers to reflect on their relationships as well as their practice. Teacher perception is just as powerful as student perception when constructing relationships. In order for teachers to build and improve upon their practice, teachers need to reflect and think about their teaching. Teacher thinking results in teacher teaching (Kennedy, 2008). Reflection is imperative for the classroom environment each lesson should be tailored to the needs of the students who are currently present in the classroom. When the classroom environment is structured to meet the students' needs, teachers are also able to fulfill the three universal, innate psychological needs of the

students' autonomy, belongingness, and competence. Because teachers play important roles in children's lives, teacher well-being, at least indirectly, has significant effects on children's socio-emotional adjustment and academic performance (Spilt et al., 2011). Yet, teacher well-being is affected when teachers feel unprepared to handle a diverse group of students, especially when there are discipline concerns. These concerns, as well as a lack of classroom management skills, can hinder teachers from helping their students succeed academically (Price, 2008). When teachers experience negative relationships or negative interactions with their students, teachers feel stress and internalize these feelings. Teachers also feel negative effects when their relationships are characterized as disrespectful or distant (Spilt et al., 2011). An internalization of negative interactions can then lead to a negative teacher perception; thus, the relationships do not improve and the classroom environment is not fulfilling for either the teacher or the students.

1.2 Contributing Factors

Personal characteristics of both teachers and students contribute to the interactions and relationships between the two groups. As stated above, teacher well-being plays a role, teachers who have a higher sense of self-efficacy and believe that classrooms should center on student interests and needs tend to create a classroom environment that fosters better relationships (Jerome and Pianta, 2008). The nature of the interaction that takes place between a teacher and student affects the relationship. Because the way teachers communicate plays a critical role, teachers who are friendly and positive develop better relationships with their students. Teachers who respond in different ways depending on the student are less likely to maintain positive relationships and will have interactions that are more negative. Thus, teachers have a responsibility to welcome all students and create an air of respect between them so that positive relationships can be formed.

Students who have had past negative experiences have a more difficult time forming positive relationships with teachers. These experiences can include interactions with prior teachers or

other adults, and these relationships are sometimes affected by the student's socio-economic status. Children who come from less economically and socially advantaged families are at risk of having poorer relationships with teachers and parents. Unfortunately, students who have poor relationships with their primary attachment figure, such as a parent, are likely to have poor relationships with their teachers (Jerome and Pianta, 2008). In addition, students who have behavioral problems are more likely to have conflict with their teachers. It is more difficult for teachers to form positive and supportive relationships with students who misbehave and elicit negative attention. On the other hand, when a student has positive relationships with teachers each year, it improves the likelihood of forming good relationships with future teachers. These students feel a sense of control and security. Additionally, students who achieve at higher academic levels have positive relationships with teachers. Because these relationships are formed in the school setting where the main objective is to be academically successful, it is possible that teachers invest more time in relationships with students who are more likely to succeed (Jerome and Pianta, 2008).

2. Types of Teacher-Student Relationship:

The types of teacher-student relationship are important to both parties (teachers and students). The better the relationship in terms of mutual respect, knowledge, trust, shared values and perspectives about education, life, time available and better will be the amount and quality of knowledge to the student which is sometimes transferred in both directions is very important and where such relationship is poor the teacher ability to and the student is more likely to distrust the proposed knowledge (Timothy, Charity, 2004). Furthermore, hardworking and committed to responsibilities, biological (sex) factors as well as several economic factors affecting human relationship in any situation (Okafor 2008). The relation between teachers' acceptance expressed in teachers' differential behaviors toward students and their academic outcomes can operate directly without involving students' interpretative processes (Weinstein et al. 1987). However, the contributions of teachers' perceptions to changes in students'

academic outcomes are probably mediated through students' perceptions of their teachers' support (Kuklinski and Weinstein 2001; Skinner et al.2008; Weinstein et al. 1987). This mediation depends on two conditions: (1) the differences in teacher acceptance of students are expressed in the degree of teachers' supportive behavior and (2) students have the capacity to perceive the expressed level of teacher support. With regard to the first condition, Babad (1990) reported a discrepancy in students' and teachers' perception of teachers' emotional support for students regarding their achievement: students perceived that the high achievers receive more emotional support, whereas teachers reported being more supportive toward low achievers. Although both perspectives can be regarded as valid, this result could also imply the possibility that teachers are unaware of their differential behavior. Also, Kuklinski and Weinstein (2001) reported that: teachers' propensities to treat high and poor achievers differently vary, according to the study: in some classrooms, teachers' differential conduct is more apparent than in others. The second requirement, namely, students' ability to notice teachers' unequal treatment, is dependent on the developmental level of the students .However, Weinstein et al. (1987) reported that even first graders identify classroom differences in the degree of differential teacher treatment toward high and low achievers.

2.1 Positive Relationship

According to educators, a positive relationship with student is close and supportive, but not overly dependent. In positive teacher-student relationships, Payne (2005) states “emotional deposits are made to the student, emotional withdrawals are avoided, and students are respected” (p.111). A teacher who cares about his or her students believes that everyone can learn, but differently and at different rates, sets high expectations, is warm and trusting, and strives to keep the relationship conflict-free. He or she also uses humor and admits their mistakes, sets clear boundaries, and is open, honest, and approachable.

Students told researchers that good teachers listen to and take personal interests in students' lives. They show respect, value the individuality of each student, and are kind and polite. A caring teacher gives honest, but kind feedback, and offers second chances. They help students with schoolwork, manage the classroom well, perhaps most importantly, they plan fun activities like giving them a chance to have a task off behavior and so on.

At the university level, students prefer professors who are approachable, usually exchange thoughts during the class, and even stay after to talk to students, they also set high expectations, are fair, honest, trustworthy, respectful, open, supportive and encouraging. Teachers usually share their personal experience with their student which eventually becomes a motivation source to keep students up to give more and get good advices.

In addition to giving lectures and taking exams, today's teacher's responsibilities include organizing, supervising, leading, evaluating, and assessing students. And, in order to achieve their goals and objectives, the teacher must engage the student by committing to them and building a relationship with them.

2.2 Negative Relationship

The quality of teacher- student relationship is the keystone for all aspects of classroom management (Marzano, 2003). The vast majority of teachers are dependable and guided by a moral framework. They conduct themselves in a professional manner and hold themselves and their students to very high standards. They would never violate the precious trust of students, instructors, or the public. However, a small but growing number of male and female teachers have disrupted the teaching profession's roots by participating in unpleasant or inappropriate relationships with students. If they are caught, they usually pay a high professional and, in certain cases, legal price. Glasser 1998 addressed in his book "building classroom disciplines", that there is seven deadly habits that teachers could mistakenly make while teaching, that could prevent the establishment of caring relationships between teachers

and students. The seven deadly habits are criticizing, Blaming, Complaining, Nagging, threatening, punishing, and rewarding student to control them.

Young, inexperienced and immature teachers who are new to the profession frequently create the first form of negative teacher-student relationships. They become overly nice or familiar in an attempt to obtain acceptance and favor from students. They treat students like peers and allow them far too much freedom. The second form of negative and inappropriate teacher-student relationship is one that isn't physically sexual and is indeed inappropriate. It happens when teachers, even experienced ones, fail to keep a professional boundary between themselves and their students. They go too close to students and become too personal with them. In contrast, the third type of negative teacher-student relationship occurs when students believe, whether or erroneously, that their teachers do not care about them and are uninterested in whether they pass or fail their exams. Students who don't trust their teachers are more likely to withdraw from the subjects they're taught or seek extra help elsewhere.

Last but not least, in every classroom there must be diversity in between students who have positive and negative relationship with their teachers.

2.3 Personal Relationship

The essence of building teacher student relationship is to understand the basic needs of each student in order to provide them with the necessary acquaintance to reach their potential. Approximately, there is another type of that appears when teachers break some of the relationship boundaries that eventually become somewhat personal. In each classroom teachers may find 1 to 3 students who suddenly suffer from some health conditions like anxiety, stuttering, lack of self-confidence and other conditions or let's say difficulties that student may face during their educational career. Students who feel strong personal connection to their teacher, talks with their teacher frequently, and receives more constructive guidance and praise rather than just criticism from their teacher. The student is likely to trust

their teacher more, show more engagement in learning, behave better in class and achieve at higher levels academically. Personal teacher-student relationship draws students into the process of learning and promotes their desire to learn.

3. The Significance of Teacher-Student Relationship

The importance of what is called connectedness between every single human being to another is considered one of the most vital aspects for having positive and good results in every different field of our lives. This is why Borba comes out to elucidate and clarify that the relationship should be having a sense of love, care, and understanding. “The importance of interpersonal relationships in our lives cannot be overstated. We all need to feel a sense of connectedness to another human being—particularly to those whom we consider to be important and significant.” (1989, p. 163)

One cannot discard the critical importance of teacher-student relationship in increasing the students’ attraction to school. This feeling helps tremendously to achieve better results. Recent studies abundantly showed that students who hate going to school have lower academic results than those who like it. Hallinan(2008)after an extremely organized study claims the following: “research has shown that students who like school have higher academic achievement.” (p. 271).This desire of going to school which is primarily engendered from the positive relationship offered by the teacher aids learners to get better outcomes.

Additionally, Sarason (1999) looks at teaching as a performing art, and discusses the “art of teaching” and the role that teacher interaction plays in creating a “productive learning” environment. He stressed that the productive learning can be reached by means of being close to learners by saying. “If you do not know the minds and hearts of learners, you subvert productive learning” (p.110). Therefore, the teacher has to be capable of understanding, evaluating, motivating, interacting, and even creating situation which makes the learner more spontaneous and more effective in interactions during acquiring knowledge in the classroom.

Also, some metaphors are suggested to stress the significance of teacher-student connectedness and to emphasize its basic role that permits alternate perspectives to function admirably. Marzano (2003) clarifies that: “an effective teacher-student relationship may be the keystone that allows the other aspects to work well.” (p. 91).

All in all, the quality of teacher-student relationship is one of the most crucial skills a teacher can possess for the reason that it helps to get a greater degree of learning in the classroom. And it may be considered as a major environmental aspect in changing a student’s educational path.

4. Establishing a Positive Relationship

Due to critical importance of positive teacher-student relationship on the students’ achievement, nowadays teachers are obliged to introduce it in teaching process. This relationship can be accomplished by means of some characteristics such as: caring, empathy, knowing students as individuals, listening and the use of humor.

4.1 Caring:

When building a solid relationship between teachers and students caring is at the forefront. This term indicates the act of furnishing or offering affection for students. Therefore, teachers have to look after their students since this trait is seen as a way of bringing out the best in students; it includes listening, gentleness understanding, warmth and loving the students. As a result, a good relationship between the two will be created, the guarded boundary which may lead the learners to feel alienated with an uncaring teacher will be destroyed, students will be more motivated to succeed and even the constructive criticism will be accepted from them because they know that it comes from someone they trust and love. Caring must be introduced to realize effective teaching, according to Strong et al (2004,p.33).“Caring is an important attribute of effective teachers, and students must be able to hear, see and feel that caring in their daily contact with teachers.” Also, it is seen as a key element for successful teaching, it

plays a central role in enhancing learners' confidence, and paves the way for better outcomes. Thayer-Bacon and Bacon (1996, p. 255) assert that: "Teachers who care about their students are remembered, effect change, stimulate growth, and are more likely to be successful at teaching their students."

4.2 Empathy

It is considered as a main factor in creating meaningful teacher-student relationship. It is defined as "the process of putting yourself into someone else' shoes" (Brown, 2000, p. 164) Thus, being close from learners must go through the ability of understanding their emotions and entering into their personalities. It is also defined as "a process of comprehending in which a temporary fusion of self-object boundaries permits an immediate emotional apprehension of the affective experience of another" (Guiora et al., 1972, p.142, as cited in Brown, 2000, p. 164). Empathy should be introduced in the classroom setting since it pushes the learners to do their best and motivates them to get the instructor satisfaction. The more teachers know and understand their students the harder they will work for them.

4.3 Knowing Students as Individuals

This feature has a great effect in founding a solid connectedness with the learners. It's better to know the personality, interests and the way of learning of each student and not to view the class only as a class. The teacher has to learn students' names and to believe in each one as an individual with potential. Letting students know that they are valued and appreciated makes them loving their teacher and working with less fear of taking risks so that ideal teaching environment will be existed.

4.4 Listening

Is not less important than the other facto

rs in bridging the gap between the teacher and the student. The former has to pay attention to his learners when they are speaking or expressing their points of view, which encourages them to participate since they do not feel neglected. It is an effective solution for teachers to overcome the unwillingness to speak because learners speak most when they feel really listened to. Listening to students is not restricted to the classroom issues but also to the students' problems outside the school as a result they feel themselves close to their teacher and more gains will be achieved.

4.5 The Use of Humor

Humor is seen as a necessary and useful tool for teachers to create a good relationship and to shorten the distance with their students. Joseph Gatt (2000) explains it best: "It is the 'breathing-out of the soul'. When during the lesson the pupils only listen to the teacher, who may be teaching in the same tone, then it is as if they only breathe in and have no opportunity to breathe out. They need humor; which the teacher can find in very different places. Therefore the teacher must bring in humor during his lessons and this humor should result from the vitality and momentum of the lesson." (As cited in Chee, 2003) Hence, using humor is needed to refreshes learners' minds during the class and ignites their boredom, stress, depression. Besides to the strengthening teacher student rapport, using humor makes the learning process more active and drives the learners to be interested in what is being said by the teacher, in addition to the fact that the information presented humorously will be memorable.

5. Conclusion

All what have been presented in the literature review above can be summarized as follows. Teaching and learning are two different concepts that have a tight relationship. The terms have been introduced from different perspectives and several definitions of multiple researchers have been reviewed. Both teacher/learner profiles have been examined briefly. Moreover, teacher-student relationship has been investigated in two different perspectives. In other terms, we talked about the ways by which a strong and positive connectedness between them both can be found, which could result in high academic outcomes. Whereas a failure is the result of an unstable weak negative relationship. After that, we managed to elucidate and explain the significance of this relationship during teaching profession and the best ways for how to strengthen the relationship.

This chapter shed light on the issue of the study from a theoretical point of view. However, the following one takes a practical destination to investigate the effect of teacher-student relationship on the students' achievement.

Chapter Two

Method, Results and Discussion

Introduction

This chapter is concerned with the method, results and discussion of the findings of the study. Thus, it is divided into two sections. The first section introduces the method selected in conducting the present study, sampling and research instruments. The second section deals with the analysis of data. Then; it discusses the findings and answers the research questions.

Section One: Research Method

As the first section of the second chapter which deals with the practical aspect of our study, this part is concerned with introducing the method used in conducting this research, as well as, the sampling of the current study and the analytical frameworks.

1. Method

1.1 Research Approach

This research is an attempt to investigate whether fostering positive relationships between teachers and students effects on students' academic achievement. In this study we used a mixed method quantitative case study and a qualitative research method, analyzing the impact of teacher-student relationship on learner's academic achievement.

1.2 Sampling

This research takes place at Abbes Laghrour, University in Khenchela, with second year students (English department). The whole number is 32 and all of them were chosen as a representative sampling.

1.3 Research Instruments

The researcher used one questionnaire for students for the sake of gathering data.

1.3.1 Students' Questionnaire

The students' questionnaire consists of eighteen (17) questions which are arranged in a logical way. There are five closed ended questions requiring from the students to choose «yes » or «no» answers while the rest fifteen questions are multiple choice questions where the students are required to pick the appropriate answer from a number of choices.

The questionnaire is divided into two sections. The first section devoted to the background information of the students consists of five questions, two close ended questions, they were asked about their gender and their choice of choosing English as specialty in university, the rest three are multiple questions about their level in English. The second section is about effect of teacher students relationship, in this section, there was thirteen questions, three of them are close ended, nine of them are multiple choice questions used to investigate how do students see their teachers and how they behave in the classroom.

Section Two: Data Analysis and Discussion

This section tackles the practical elements that are: the analysis of the data and the findings of students and teachers questionnaire, and the discussion of the results.

2.1 Data Analysis

After the data was collected from the questionnaires, the researcher analyzed them according to the participant's responses.

2.1.1 Analysis of Students Questionnaire

Question 1: what is your gender?

Options	Male	female	Total
Number	11	21	32
Percentage	34.3%	65.6%	100%

Table 1.1: students' gender

The table illustrates that 65.6% of the chosen sample are female. This percentage equals twenty one (21) girls; while, the rest of the sample are male students. Their number equals eleven (11) boys. The percentage which illustrates the number of male students is about 34.3%. This may be due to the fact that females are more interested to study foreign languages and English language particularly than males who often choose to carry on scientific studies.

Question 2: Was learning English a free choice of yours?

Options	Yes	No	Total
Number	29	3	32
Percentage	90.6%	9.3%	32

Table 1.2: Choice of learning English

The table shows that 90.6% of the student from the chosen sample, chooses to learn English as a free choice, the percentage equals twenty nine (29) of students who said yes, the rest

three that represent 9.3% from the sample said no, this shows that English was a free choice for most of the students studying in this field, this also means that students who are motivated and have the will to learn English are more than those who don't.

Questions 3: How would you describe your level in English?

Options	Bad	Average	Good	Excellent
Number	0	6	16	10
Percentage	0%	18.2%	50%	31.8%

Table 1.3: students' level of English language

We notice that the level of the majority of students' self-assessment in these classes is good with (50%). However, (18.2%) of respondents see their level in English is average; this may refer to the difficulties that face them in understanding English vocabularies. While few of them (31.8%) are excellent and no one has a bad level.

Question 4:How often do you participate in class?

Options	Always	Sometimes	Often	Rarely	Never
Number	9	10	9	3	1
Percentage	27.3%	31.8%	27.3%	9.1%	4.5%

Table 1.4: participation of students in classroom

This table illustrates that 31.8% from the whole sample do sometimes participate in class which equals 10 students, 9 students from the sample do participate always during the sessions that equals 27.3% of the total sample, approximately 80% of this class usually do participate frequently, either always, sometimes or often, the rest do participate but rarely.

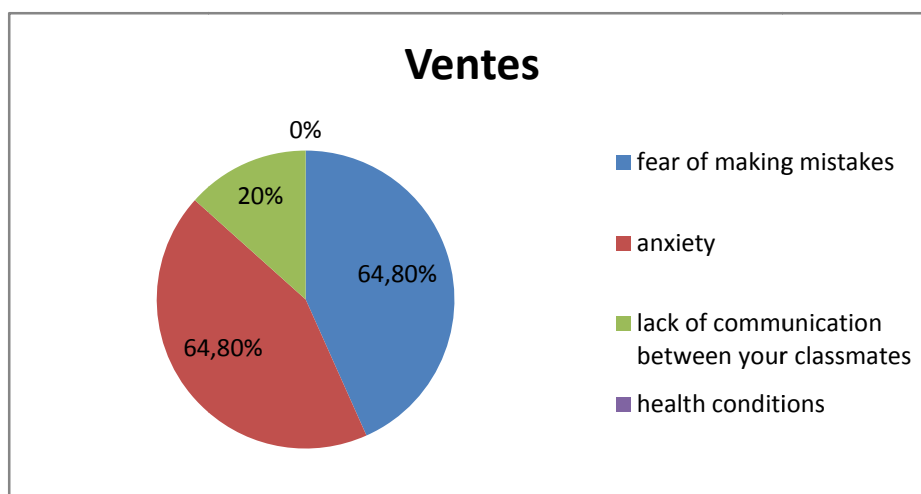


Figure 1.2: difficulties facing students while speaking English

Questions 5: What are the difficulties you face when you attempt to communicate in English?

The figure 1.2 shows that 64.80% of our sample faces a fear of making mistakes and anxiety as well while, the rest 20% said that it is because of the lack of communication between classmates. For the last option we notice that no one was facing health conditions.

Question 6: How do you see your relationship with your teacher?

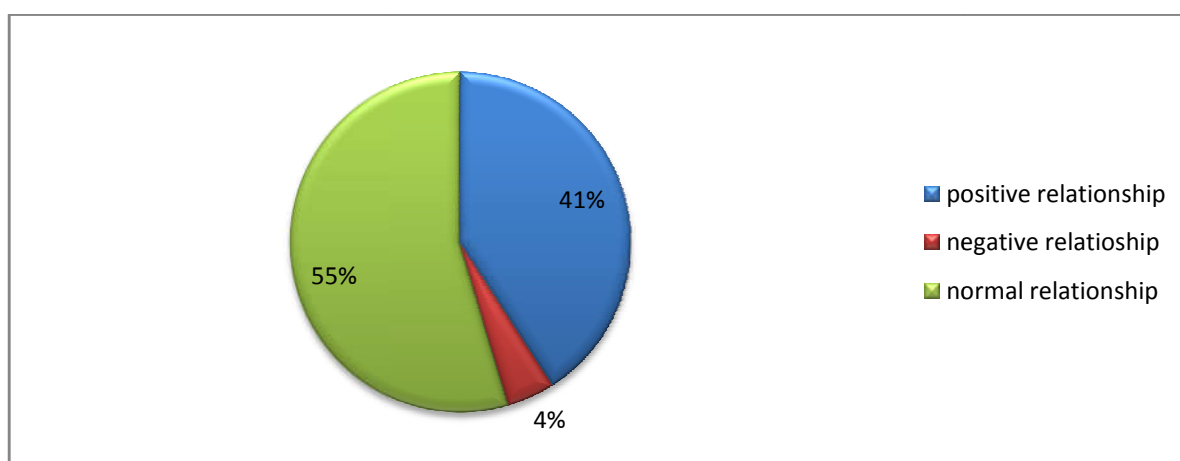


Figure 1.3: Teacher-student relationship

The figure below shows that 55% of students have a normal relationship with their teacher, while 41% of students said that they have a positive relationship with teachers, and the rest of

students (4%) have a negative relationship. Based on these research results, it can be concluded that the majority of students have a good relationship with their teacher.

Question 7: Does your positive or negative relationship with your teacher affects your educational outcome (speaking and listening)?

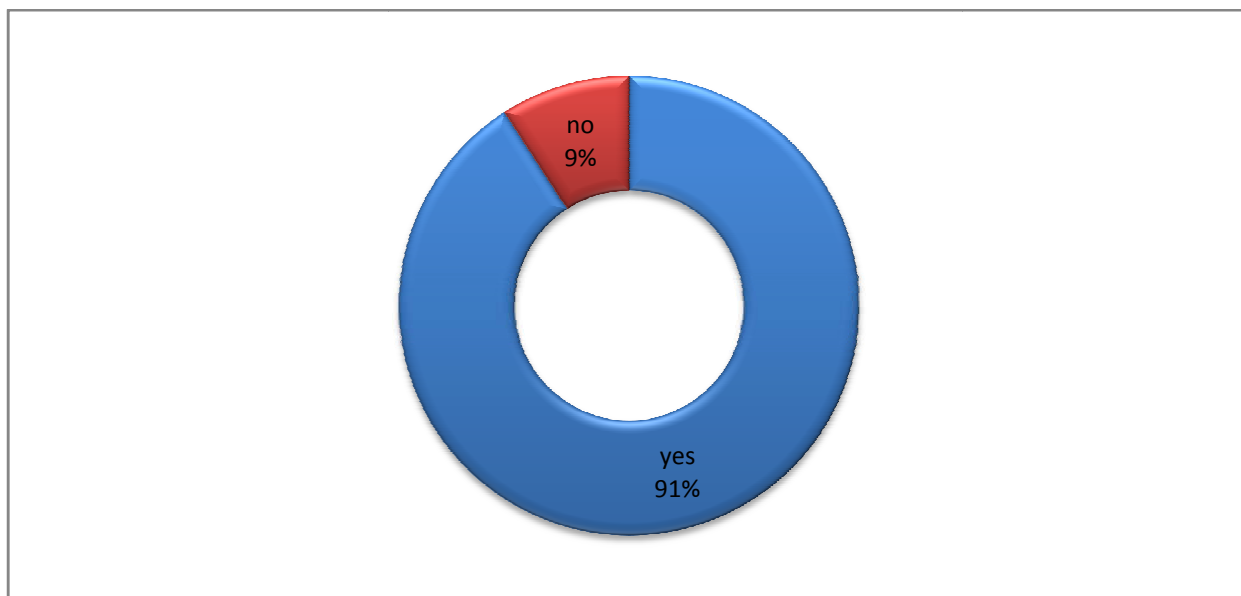


Figure 1.4: The effect of teacher-student relationship

From the figure above we noticed that 91% which is the majority of our sample declared that a positive or negative relationship with teacher affect the educational outcomes, while 9% said “No”. This shows that there is a strong affect on students’ educational outcomes depend on their positive or negative relationship with their teachers.

Question 8: does your teacher notice your absence?

Option	Always	Sometimes	Never
Number	6	16	10
Percentage	18.75%	50%	31.25%

Table 1.5: Teacher awareness towards his students

As we can see in table 1.5 that 16 students of our sample (50%) said that the teacher notice their absence sometimes. 10 students said never which equals 31.25% from the sample. And only 6 students said it is always. This study results shows that teachers are not always fully aware and care about the presence of their students.

Question 9: Does your teacher ask about your personal problems?

Option	Always	Sometimes	Never
Number	3	18	11
Percentage	9.3%	56.2%	34.3%

Table 1.6: Teacher awareness about students' personal problems

As we noticed from the table above only 18 students from the whole sample (56.2%) stated sometimes teacher ask about students' personal problems, while 34.3 % said it is never. And only 3 students said it is always. The results indicate that teachers are not serious about their students' personal problems.

Question 10: what do you prefer?

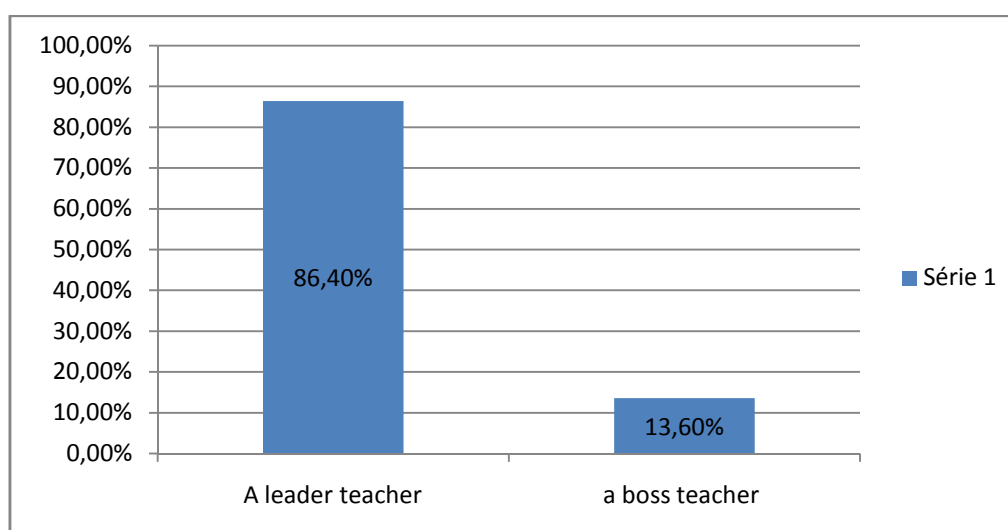


Figure 1.5: Types of teachers preferred by students

The figure above illustrates that 86.40 % of students prefer a leader teacher, while the minority of students 13.60% prefer a boss teacher. The results prove the importance of leader teacher who possess excellent class management skills and who are more capable of driving students toward academic success.

Question 11: Does the age of the teacher matters to you?

Option	yes	No
Number	19	13
Percentage	59.5%	40.5%

Table 1.7: Students opinion about teachers' age

As shown in table 1.7 the majority of our sample 59.5% said that the age of teacher matters, however, 13 students said that the age doesn't matter. From this result we conclude that the age of teachers play an important role for driving students toward academic success.

Question 12: What do you prefer?

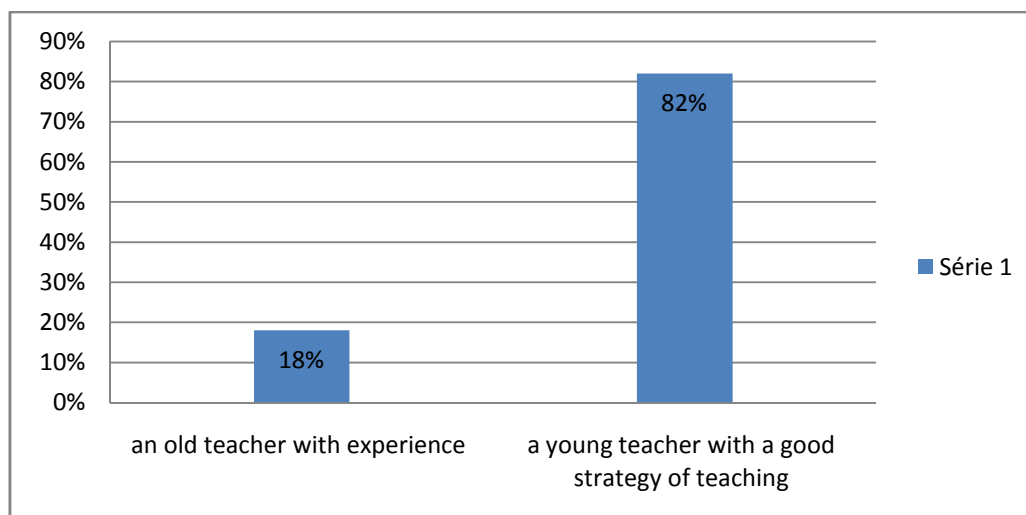


Figure 1.6: students' perspectives of teachers experience and teaching strategy

From the shown figure above, we noticed that the majority of our sample that equals 82% prefers a young teacher with a good strategy of teaching. And only 18% of students prefer an

old teacher with experience. This shows that young teacher is the most wanted by students because of his innovative methods and techniques of teaching.

Question 13: Does the gender of the teacher matters to you?

Option	Yes	No
Number	13	19
Percentage	40.5%	59.5%

Table 1.8: Students perspective about teachers' gender.

The table 1.8 shows that 19 students from the whole sample (59.5%) does not care about the gender of teacher. While 13 students said that the teacher gender matters (40.5%). This shows that teacher's gender plays an important role in the process of learning.

Question 14: Do you prefer a male or a female teacher?

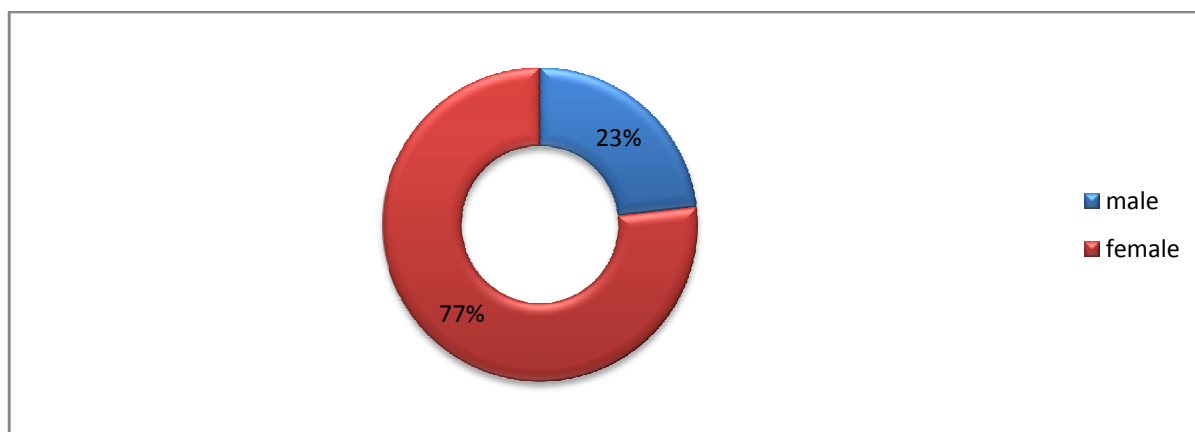


Figure 1.7: Students inclinations towards teachers' gender

This pie chart show that 77% of students prefer female teacher while, perhaps unsurprisingly, only few students (23%) prefer male teacher. This results shows that female teacher have a good relation with students.

Question 15: according to the options below, what kind of a learner you think you are?

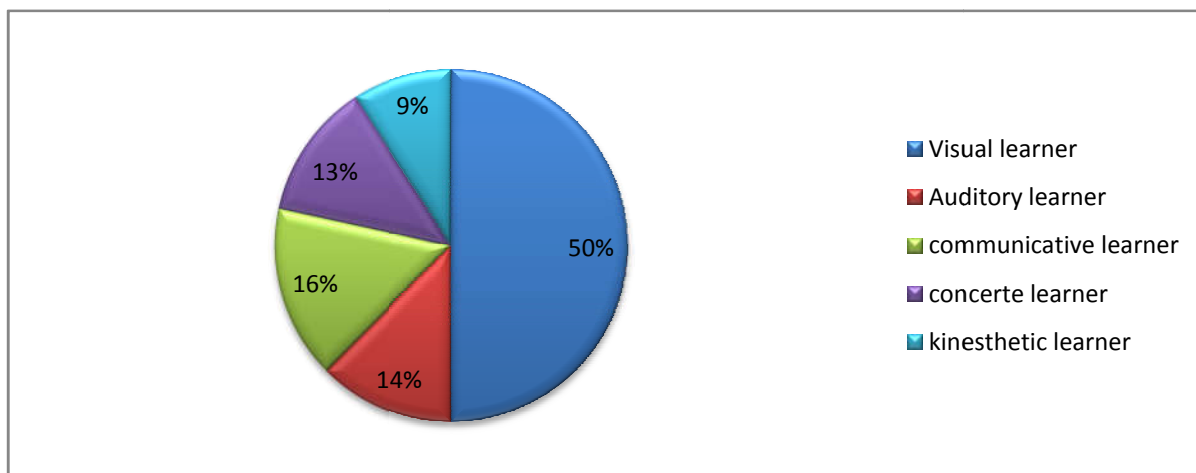


Figure 1.8: different types of learners

This pie chart shows that the most kind of learners are visual learners and it equals 50% while, 16% are communicative learners. 14% of learners are auditory learners. Thirteen per cent they are a concrete learner. Only a few are kinesthetic learners (9%). The result shows that the majority of learners prefer to learn by reading or seeing pictures.

Question 16: How often do you use English with your classmates (outside the classroom)?

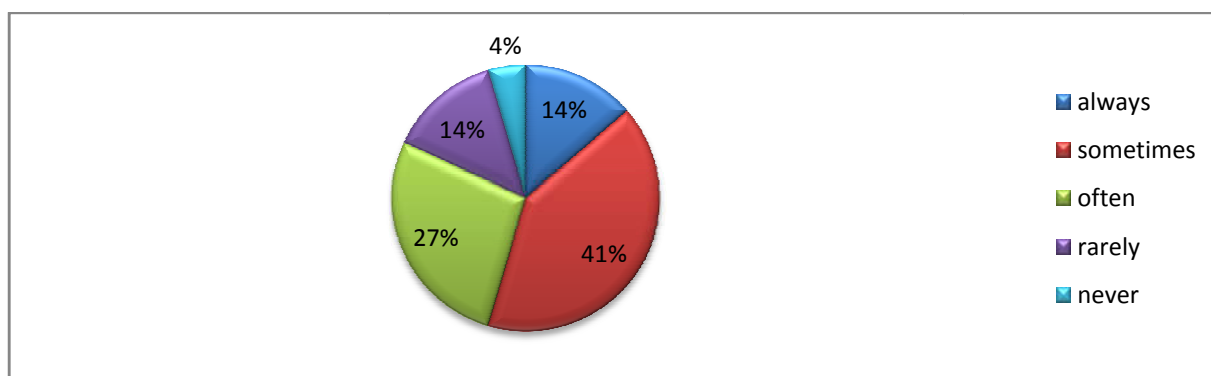


Figure 1.9: student use of English outside the classroom.

The figure above illustrates that 41% from our sample use English sometimes with his classmates while, 27% said it is often to use it. 14% said it is rarely, and only 4% said it is never. The results prove that one of the main reasons behind the problems of speaking English is the lack of communication the students.

Question 17: Does communicating with your classmates improve your level In English (speaking and listening)?

Option	Yes	No
Number	29	3
Percentage	90.6%	9.4%

Table 1.9: effect of communication in improving students' level in English

As we noticed in the table above that 29 students believe that communicating with classmates helps them to improve their level in English while, three students only said No and that equals 9, 4% from our sample. The results show that communicating with classmates is very effective for students to improve their level in English.

Discussion:

Relating to Grossman and McDonald (2008) suggested for future research direction in the field of teaching and teacher education, this study helps identify how relationships between teacher and student arise and develop over time and presented a description of changes in teacher–student relationships during the teaching career. This study also highlights the relational aspects of teaching and learning that can influence students’ and their teacher’s engagement in teaching and learning processes. It is apparent from the participants’ interpretations that a good relationship between teacher and a student develops with time. After getting experience, a person can better understand the psyche of the other human being and becomes able to fulfill the needs of the others. According to Hoffman and Leak, we cannot teach students if we do not know them well (Strengthening Teacher-Student Relationships). Learning about who your students are as individuals will ultimately help you to help them be successful in their learning. It will also make them feel closer to you as a person, not as a teacher, and they may be able to take more of the class lectures by heart. Consistent with previous research, this study also finds that positive teacher-student relationship develops trust, mutual respect, confidence, good communication and a better learning environment (Birch & Ladd, 1997; Hughes, Gleason, & Zhang, 2005; Pianta, 2001). Main problems the participants found in building a positive Teacher-Student relationship were traditional mind setup of the people in the institute, who don’t encourage building relationships with the students either prefer to follow an authoritative way of teaching. Second issue highlighted was the behavior of some challenging students. Studies show that teachers tend to have a good relationship with those who appear easier to instruct (Baker, 1999; Wentzel, 1993).

General conclusion:

International research could demonstrate the significance of teacher-student relationships in terms of students' social, psychological, and cognitive development. One of most challenging problem, however, remains a clear identification of what a teacher-student relationship implies, as well as a specific definition of its single characteristic that could highlight its quality and, lastly, methodological consistency. When compared to the impact that teachers' professional and didactic abilities can have on students' engagement and achievement, the emotional aspects of such connections have a higher impact. Teachers' empathy and closeness to their students make a difference in this regard. These results are fundamental if we account for students to cope with a period of greater emotional instability and give them the chance to build up identity in a healthy way. Not to mention the fact that, in inclusive learning environments, where the range of students' special educational needs becomes bigger and more complex, empathy and closeness can play a crucial role considering that students with special educational needs are tangentially more at risk of isolation.

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The Questionnaire:

Question 1: what is your gender?

Male female

Question 2: was learning English a free choice of yours?

Yes No

Question 3: how would you describe your level in English?

Bad Average Good Excellent

Question 4: how often do you participate in class?

Always Sometimes Often Rarely Never

Question 5: What are the difficulties you face when you attempt to communicate in English?

Fear of making mistakes

Anxiety

Lack of communication between your classmates

Health conditions

Question 6: How do you see your relationship with your teacher?

Positive relationship Negative relationship Normal relationship

Question 7: Does your positive or negative relationship with your teacher affects your educational outcome?

Yes No

Question 8: Does your teacher notice your absence?

Always Sometimes Never

Question 9: Does your teacher ask about your personal -problems?

Always Sometimes Never

Question 10: Do you prefer:

A leader teacher A boss teacher

Question 11: Does the age of the teacher matters to you?

Yes No

Question 12:What do you prefer?

An old teacher with experience

A young teacher with a good strategy of teaching

Question 13: Does the gender of the teacher matters to you?

Yes No

Question 14: Do you prefer a male or a female teacher?

Male female

Question 15: according to the options below, what kind of a learner you think you are?

Visual learner

Auditory learner

Communicative learner

Concrete learner

Kinesthetic learner