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**The Impact of Student-Teacher Relationship on the
EFL learners' Motivation and achievements.**

*Dissertation submitted to the Department of English as a partial fulfilment of the
requirements for the degree of Master in Didactics*

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Dedications

I dedicate this work with all my love to my parent, for their encouragement and caring.

To my sisters and brothers.

To all my friends.

Hanifa

Acknowledgments

First I express my gratitude to ALLAH for having helped me to accomplish this research work. And then to my supervisor Prof. Amin BEN MAKKI who helped me achieving this work, through providing valuation advise; and devoting much of his time in guide me. Iam reallygrateful to him for being available.

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Abstract

The aim of this study is to give information about the impacts of student-teacher relationship (STR) on the EFLs motivation and achievements. In other word the researcher wants to determine whether the relations between student and teacher effect positively the learning process or not .To achieve this end, two research instruments was used:a questionnaire for Middle school teachers and an interview for student. The case was conducted in deferent middle schools dealing with students of the third year .The data collected was analyzed both qualitatively and quantitatively. The obtained results of this work revealed that the Student-teacher relationships have enormous effects on EFL learners' motivation and achievements. In a way these relations make student more harmonious and engaged in/ with the school environment and classroomatmosphere; what positively affects the way student's deals with theirstudy. The present research attempt to reveal ifthe EFLs motivation and achievements can be effected by the student teacher relationships.

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Acronyms

EFLLs: English Foreign language learners.

Abbreviations:

STR: Student-teacher Relationship.

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General Introduction

Emotions are integral influential factors in human being; they are not only personal dispositions, but also social or cultural constructions, influenced by interpersonal relationships and system of social values. Emotions have been also taken into consideration in the educational contexts; in a way many believe that feelings and emotions have a vital role in the development of learning. These emotions can be embodied for example in student-teacher relationships. Good teaching is an equation comes true when teachers deal with students both academically and emotionally; in a way students will be stimulated spiritually and mentally. Teachers become effective when they create opportunities for students to be closer and making relationships with them inside and outside the school environment.

This research explores if the emotional interaction between student and teachers has a role in creation a spirit of motivation which considered as a process of determining, leading and controlling the academic position of EFL learners and achievement. There for the present research attempt to answer the following research questions.

- ❖ Is there a connection between Student-teacher relationship and EFL motivation?
- ❖ Is there a relationship between motivation created among student and teacher and EFLs achievements?
- ❖ The two above questions led to suggest the following hypothesis:
- ❖ There might be a connection between STR and EFLs motivation.
- ❖ There might be a relationship between motivation created among student and teacher and EFLs achievement.

To nullify or confirm the hypotheses a case study of third year middle school student is undertaken. Two research instrument was conducted “ a questionnaire for teacher and an “interview fir student” relying on different sources of qualitative and a quantitative data .

This work is divided into three chapters the first chapter is the theoretical overview of student-teacher relationship. It consist some definitions and titles related to the

subject. And its importance in student motivation and achievement .The second chapter is the practical part which tackles the research design and methodology , sampling and instrumentation. The results of the investigation are discussed and analyzed at the end of the chapter . The researcher attempts to answer the research questions and confirm or nullifying the research hypothesis .

The third chapter provides some recommendations and suggestions for teacher and school staff concerning STR. This chapter also shed light on the boundaries that teacher and student should respect. And then the significance of STR in classroom management.

Chapter One

Theoretical Aspects of STR and its Effects

Chapter One: Theoretical Aspects of STR and its Effects

- 1.1. Introduction.
- 1.2. The Concept of Student-Teacher Relationship.
- 1.3. Student-Teacher Relationship and motivation.
- 1.4. The Importance of Student-Teacher relationship and learning achievements.
- 1.5. Teacher-Student expectations Vs Student-Teacher expectations
- 1.6. The Role of Teachers' Empathy.
- 1.7. The significance of emotions in education.
- 1.8. Conclusion.

1.1. Introduction:

In the present chapter , we will deal with the theoretical part regarding student-teacher relationship and its effects on the EFLlearners ‘motivation and achievements .We will mention some titles that mayprovide a great background concerning the present study . First it is worthshedding light on the significance of emotions in teaching, then we will identify the concept of STR,and we will indicateSTR and students’ motivation.

Also mentioning the importance of Student-Teacher Relationship and learning achievements .In addition to this we will introduce the expectations of students and teachers. And finally we will speak about the role of teacher empathy.

1.2. The significance of Emotions in Teaching.

Hargreaves (1998)states that teaching is an emotional activity, That is to say teaching without emotions is incomplete equation. In same line Baida et Al (2007) investigatethe relationship between emotions and cognition in teaching, about 33 teachers and 2000 students involved in that study;the study examines the role of emotions and its effects on the teaching and learning process; results of the study reveals the importance of create a balance between the affection and the cognition for a successful education.

It is common that teaching is a process of transferring a set of information components with vivid emotions rather than transferring dry instructions; according to Hargreaves (1994):

Good teaching is charged with positive emotions. It is not just a matter of knowingone’ssubject, being efficient, having correct competencies, or learning all the right technique. Good teachers are not justwell-oiled machines they are emotional, passionatebeingswhoconnect with their student and feel their work and classes with pleasure, creativity, challenge and joy.(P.835)

Certainly, good teaching is what leads to build relationships in order to support student and motivate him to perform effectively.

John Dewey (1933) focuses on the need of embrace the students' feelings , he believes that the right education is what translate guidance , ideas and knowledge in an emotional form(p.188) . A recent wave has recognized and praised the importance of the emotional intelligence and a focus on all aspects of education "cognition& emotions".

A number of researchers believe that the duty of teachers is to deal better with the emotional and the cognitive responses of their students during classroom. As it is necessary for that teacher to anticipate the students 'responsesfrom; for example, classroom tasks or a specific topic or an exam. The result reached by those researchers is that taking the student's emotions into account will provide and achieve a comprehensive understanding for teachers.

Hargreaves (2000, 2005) emphasizes the importance of close relationships between teachers and students in a way he sounded the alarm, pointing out that education without these relationships will prone the teacher to an emotional misunderstanding.

In same line Lashey(2005) says that a teacher who is struggling to communicate with students , and create a safe environment for them is more satisfied about his job and what he is doing , because he believes that this openness will benefit the students academically and emotionally.

The teacher willingness to blend the professional and the emotional sides , and try to blur boundaries between them , is one of important components that appear the teachers 'identity , and show his principles that push him to believe in building relationships humanly and accept unplanned teachable moments . Personal and academic development are strongly linked, complementing each other and upgrade student achievements.

1.3. The Concept of Student-Teacher Relationships

As Sarason says (1999) “the starting point of all learning is to know the minds and hearts of your learners” (p.110). Actually that might happen by close interaction between students and teachers, and by building student-teacher relationships.

Student-Teacher Relationship is one the most important basic of EFL students’ success and teachers’ development, it is considered as the ability of both teacher and student to communicate.

Student-teacher relationship is an “academic” interaction between student and teacher ; it can be also described by Newbery and Davis (2008)as “ the emotional bond student and teacher share with each other”(p.58), where the quality of the relation is determined by how strong the bond is.

Relations between students and teachers are the key that increase academic and emotional developments of students , this may effects positively the atmosphere inside schools ; Pianta and Hamre content that student- teacher relationship “provides a unique entry point for educators working to improve the social and learning environments of schools and classrooms”

What should considered during the study of STR is what each part (student /teacher) expects from the other, that determining to what level they reach satisfaction. Indeed, The more the parties are satisfied the more opportunities to build positive relationships are available.

Sociologists and pedagogies have agreed that the basic function of education is to create a grateful relationship between students and teachers in order to enable them to learn in an appropriate environment.STR is not only an embodiment of personal relationships, but also a characteristic of teaching management .

1.4. Student- Teacher Relationship and motivation.

It well known that good teaching depends on good communication and positive interaction between students and their teachers. Relation between students and teachers is considered as a key factor to student motivation ; in a way , when student

have a positive and supportive relationship with his teachers , he will feel more motivated ,encouraged to work effectively and being active instead of being passive .

Eshenmen (1991) and others suggest that when a teacher devotes some time to build relations with his students , and communicating with them , he absolutely helps them to be motivated to learn .In same line Wtaker(2004) views that a teacher should believe that these relations are very important to achieve the motivation process.

The EFL student's sense of comfort towards his teacher and the school environment is what motivate him to build different relationships and enhances his academic abilities and social skills .These relations not only achieve the motivation process , but also improve the student's sense of safety and protection ;which create a sense of emotional warmth. What aids the teacher to get the student's interest ; Pianta & Hamre(2001)states that “forming strong and supportive relationships with teachers allows students to feel safe and more secure in the school setting , feel more competent , make more positive emotions with peers and make greater academic gains” (p.72)

Healthy relationships enable the teacher to motivate his student , and that is considered as one of most important goals pursued by the teaching profession(Nugent ,2009) . STR effects positively the quality of student's motivation and in general the quality of teaching; according to Davis (2003):

Operating as sociology agrees, teachers can influence students' social and intellectual experiences via their abilities to instil values in children such as the motivation to learn , by providing classroom contexts that stimulate students' motivation and learning ; by addressing student's need to belong ; and by serving a regulatory function for the development of emotional , behavioural, and academic skills .

He adds:

Moreover, supportive relationships with teachers may play an important developed role during the translating to and through middle school. However, developing relationships with early adolescent unique challenges to middle school teachers. (P.207)

Teacher has strong touch in students' instructional life , and that by giving them a safe environment where they feel motivated and protected . This confirm that the relation between students and teachers is a key factor for the teaching and learning development. Davis emphasizes that middle school students and teachers who experience supportive relations; can easily deal with the classroom setting .

When EFL students build supportive with his teachers , as said before they become more motivated and engaged in the learning setting , what pushes them to work harder , accept criticism and cope better with the school atmosphere(Little&koback .2003). A safe emotional environment is very important for EFLstudents, as it enables them to show their competencies and helps them to exchanging their experiences.

Mazer (2012), notes that the student who get sufficient affections from his teacher is positively affected “Students who experience heightened emotional interest are pulled toward a content area because they are energized, excited, and emotionally engaged by the material”. (P.99)

In same line Koplw (2002) proes that STR increases the student's confidence and make them participate positively in classroom. Where this relation creates a warmth atmosphere like a home environment; this will enhance the students' sense of safety and inspire them to work harder (Wiseman & Hunt, 2001). Teacher is the key factor, one that has to believe they can make a difference. “Student motivation increases when teachers establish classrooms that are focused on their students” (2001, p.11) , in same line Labaree (2000) states that “ they also need to establish an

emotional link to motivate the student to participate actively in the learning process".(p.229)

1.5. The Importance of Student-Teacher Relationship and Learning achievement

Studies have found that STR has significant role in EFL student's learning and improving the quality of teaching. Marzano (2003) suggests that the best question can be asked to understand the factor that effects the student level is "what influence does an individual teacher have on a student apart from what the School does?" (p.72). He points out that most researchers agree that the influence of teacher on students and his decisions are more important than the administrations' instructions .

Relationships between EFL students and teachers is one of the most fundamental factor that can save students from school failure ; according to Downey(2008) " teachers need to know their daily work in classroom can be infused with interactions and instructional strategies that research has shown can be make difference in the lives of students who are at risk of academic failure"(p.56). A major factor effecting students' achievements, school engagement and academic results , it is a relationship from the basis of the social content in which learning take place .

Studies consider the STR as a predictor of EFL students' achievements , and thus , as a gauge of deferent academic measures to/ on the effects of these relations , for example ; Hamre and Pianta determine an influence for the conflict of relation between student and teacher that conflict have estimated in the first grade on achievement 7year later with controlling the basic characteristic of the student .

Huges and Cohen(2011)state that The most important achievements of STR is that it enhances the student's sense of belonging to the school, also it motivates him to participate in classroom and to be effective when working in groups. (P.278).

When EFL student has a strong positive relation with his teacher, this will instil a great trust in the students' spirit toward his teacher , and motivate him to change his behaviours to the better; as well achieve excellent results . As Marzano

(2003) determines “ an effective teacher-student relationship may be the key stone that allows the other aspect to work well ”(p.91).

Relations that teachers develop with their students have an important role in students’ academic growth .

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” (p.271). In same line Conner et al (2005) assume that the teachers’ concern in students interests and behaviours in an appropriate emotional atmosphere is closely linked to the students’ academic outcomes . Also Meyer and Turner (2002) commend the importance of the emotional interaction between students and teachers during the instructional term they determine that “through studying student-teacher interaction , our conceptualization of what constitutes motivation to work increasingly has involve emotions of essential to teaching and learning”(p.30).

When a teacher shows interest in students a person , he will positively influence his learning achievements. Researchers confirm the importance of the relationship between the students and teachers whereas it is considered as a source of assistance to student which makethem engaged in the academic pursuits and achieve the highest grades; Hamre and Pianta note that STR is the most relevant factor to the students’ academic level“from 8th to 12thgrades”. The positive impacts of STR is agreed by most of researchers, pedagogies and psychologist studies .

The positive relationship between students and teachers plays an important role in influencing students' interests in school and thus their level of achievements .Studies show that teacher educators are a good step to enable students to achieve their goals better and to motivate their interest and respond to their teacher's guidance; thus creating a positive atmosphere in the classroom

It can be concluded with the statement of Leitão et Waugh (2007),“Teacher-student relationship greatly influence student’s ability to adjust to school, to do well at school, and to relate to peers” (p.82).

1.6. Student-Teachers' and teacher-students' Expectation:

It is important to consider some factors when building relationships in school. These factors affect the relations between students and teachers; one of these factors, students' and teachers' expectations.

The teacher expects student develop not only the academic and learning skill, but also the social skills and skills needed to be an active person in his society. These expectations effects the teachers' behaviours and his practice as well as his relations with his students .

Bordia ,Wates Pittman , and Gallois (2006) claim that “ the fulfilment of students' expectations may be directly linked to motivation and performance in language learning ”(p.3) . As an example , the way in which student and teachers behave influence by what each part expects from the other

There are two aspects that the student expects to see in his teachers, the first is humanity; in a way the student wants his teacher to care about them and interest in them not only as a student but also as a person“ what is the duty of teacher if not to aspire , unfortunately many teachers think that their duty is only to teach, it is then that they lose the connection with the student”. The other aspect is professionalism; according to a student in Narvaez'sstudy; this refers to the teachers' commitment, diligence and dedication.

Students want a teacher who make his self available ,in a manner they find him every time they need help , and never put barrierswhich make students think that their teachers are should never try to be closer to them,thus create a feeling that prevent students to communicating and getting close from their teachers .

Downey states that “student needs teachers to build strong interpersonal relationships with them,focussing on strength of the student while maintaining high and realistic expectation for success” .p57

Students like teachers to who combines the professionalism and humanity and who does not see his work just as a source of money . When he love his profession he love his students.

1.7. The role of teachers' empathy :

Teachers must take into account the emotional and the logical sides of students, as well as the levels of their mental ability and motivation; in order to be able to adopt a correct method of teaching, and to deal easily with students.

From what is mentioned above the emotional side is one from the most important teaching necessities; unfortunately, a large number of teachers neglect this side. However it is very essential to containment students in the school environment.

What a student wants is to feel important and seeing that in his teachers' eyes, in his gestures and his way to communicate with them; Fosnot (2005) points that "the way a teacher listens and talks to children helps them to think critically and deeply"(p.102). That what can be called the teachers' empathy. Empathy in general defined by Hoffman as the ability of a person to put his self in the situation of another person ; and feel what he feels . Adler (2012) defines empathy as when a person puts his self in someone else' place, feels by his heart, hears through his ears and looks through his eyes. According to Cohen (2004) "empathy is about spontaneously and naturally turning into the other persons' thoughts and feelings, whatever these might be"(p.11).

Also Davis (1996) Define empathy as:

A set of constructs having to do with the responses of one individual, to the experiences of another. These constructs specifically include the processes taking place within the observer and the affective and no affective outcomes which result from those processes.(P.12)

Teachers' empathy is the ability of teacher in showing interest to his students ,it is one of the most important elements of a successful relationships ; where these last are very important for students 'who spend most of their time in school . Teachers' empathy has a great role in make the classroom interaction more easy in a way Gibb ,1961; Hays 1970 state that " classroom communication climate is dependent largely on whether students consider their instructors to communicate with them in either a

supportive or a defensive manner” (as cited in Myers et al , 2012:389) . According to Bolman & Deal (2002) Good teachers put snags in the river of children passing by, and over time, they redirect hundreds of lives... There is an innocence that conspires to hold humanity together ...”(p.124)

The students’ sense of comfort is related to his feeling of having a good relationship with his teacher , which enables the student being active and motivate him to engaged in the learning process .Students state that they like teachers who care about them,. In same line Sarason (1999) states that“*If you do not know the minds and hearts of learners , you subvert productive learning* ”(p.110)

The emotional level of students and their ability to exchange experiences with others are influenced by in which extent the teacher shows his empathy and caring; according to Collier (2005) “*caring facilitates a sense of connection from which spring opportunities for learning*”(p.352). Many indicate that empathy is an important property of teachers, as it enables them to easily communicate with their student in the learning process. Emotional competencies are a significant component of teacher success in performing their professional roles.

The teachers’ attitude of empathy is a key to creating an atmosphere that is appropriate for the student, where he feels adopted and respected. The development of the empathic abilities of teachers helps them in understanding their students, expecting their behaviours and wants.

Teachers’ empathy is the basis of the emotional intelligence of student, as a teacher helps his student to learn empathy by interact with him empathically ; without any angry behaviours or words. Langer (1997) writes “*if the source of information is someone we respect, we are more likely to be influenced and retain the information than if we view the source as untrustworthy*”(p.86)

Teaching is one of the most important profession in which it is necessary to build and create empathic relationships between teachers and students. This kind of empathy plays a significant role in making teachers a good example .Environment surrounded by caring and empathic teachers makes student fell more comfortable and safe as well as allows them to improve their abilities and work hard ; according to

Collier(2005) “ caring facilitates a sense of connection from which spring countless opportunities for learning “ (p.352).

1.8. Conclusion

From what has said before, we come to a conclusion in which we can say that STR is the communication by which it removes the barriers that can hind the development of teaching and learning. The present chapter dealt with an overview of STR and its importance in improving the students’ motivation and achievements. The expectations of students and teachers also highlighted, and then the researcher explained the teacher’s empathy and ends the chapter with the title of emotions and education. In the next chapter, the researcher will deal with the practical part in which the collected results will be discussed and analysed in order to confirm the hypotheses or nullifyit.

Chapter Two

Research Methodology and Data Analysis

Chapter Two: Research Methodology and Data Analysis

2.1. Introduction

2.2. Research Methodology and Design

2.3. Sample Population

2.4. Data Collection Instruments

2.4.1. The Teachers' questionnaire

2.4.1.1. Design of questionnaire

2.4.1.2. Results of questionnaire

2.4.2. The students' interview

2.4.2.1. Design of interview

2.4.2.1. Results of interview

2.5. Discussion of the main results

2.6. Conclusion

2.1. Introduction:

This chapter deals with the practical study in which we present the sample population, the research designed and instruments. We obtained data from a variety of sources, a teachers' questionnaire and an interview for students; the methodology of each one are explained. The data we gathered are analysed both quantitatively and qualitatively. Finally

2.2. Research Methodology and designs:

This research is a case study involving 24 students studying at middle school . And 5 of middle school English teacher. According to Yin (1984) a case study is “ An empirical inquiry that investigates a contemporary phenomena within its real life context , especially when the boundaries between phenomenon and context are not clearly evident [and] relies on multiple sources of evidence are used”(p.13). Researcher use case study to examine a specific group or phenomena , relying on different sources of information .

In present research, the researcher uses this methods to know if there is really a connection between STR and students' motivation and achievement .

2.3. Sample Population:

The entire population in this research encompasses of third year students of middle school ,and English teachers were selected randomly from different middle schools during the academic year (2018/2019) .

2.4. Data collection instruments:

Data collection is the process of gathering and measuring information for a research work . In this study , the researcher used two research instrument ; a questionnaire that was directed to a number of English teachers at middle school , and an interview which was designed for middle school students .The aim of using two research instrument is to have a variety of data sources .

2.4.1. The Teachers 'Questionnaire:

The questionnaire is a research instrument that the researcher uses for collecting data. Richard (2005) says that:

Questionnaires are one of the most common instruments used . They relatively easy to prepare , they can be used with large number of subjects and they obtain information that is relatively easy to tabulate and analyse . They can also be used to elicit information about many deferent kinds of issues , such as language use , communication difficulties , preferred learning styles , preferred classroom activities and attitudes and beliefs .(p.60)

Questionnaire is helpful instrument in a way it helps to gather reliable data from varied and large number of participants. In this line, Wray, Trott and Bloomer (2006:158) view “the questionnaire is useful for surveying a lot people in many different locations”.

2.4.1.1. Design of the questionnaire:

In order to understand the effects of STR on the EFL learners’ motivation. The researcher administered 5 questionnaires to middle school English teachers. This questionnaire is divided in to three rubrics; the first two rubrics consist of 3 questions for each one, however; the last one consist of 2 questions (see appendices).

The structure of this questionnaire was arranged from the general to the specific. The design of the devised questions was as follows :

- Question 1: asked teachers to judge their relations with their students .
- Question 2: asked teachers to describe their EFL learners’ motivation .
- Question 3: the question is intended for teachers to give a general idea about motivation process.
- Question 4: asked teachers if they think that the kind STR improve the student’s’ motivation.
- Question 5: this questions is intended for teachers to evaluate the effectiveness of students who are in close contact with them.
- Question 6: the teacher was asked whether he have problems with students who have no relation with.

- Question 7: asked about the way the teachers motivate his students in his beginnings.
- Question 8: in this question, teachers were asked to give some recommendations to their colleagues .

2.4.1.2. Results of the questionnaire :

This questionnaire is divided in three rubrics the results were as follows:

- *Question 1:* Do you think that your relation with your pupils is “very good”, “good”, “sufficient” or “need improvement”?

The results of this question illustrated in the following figure:

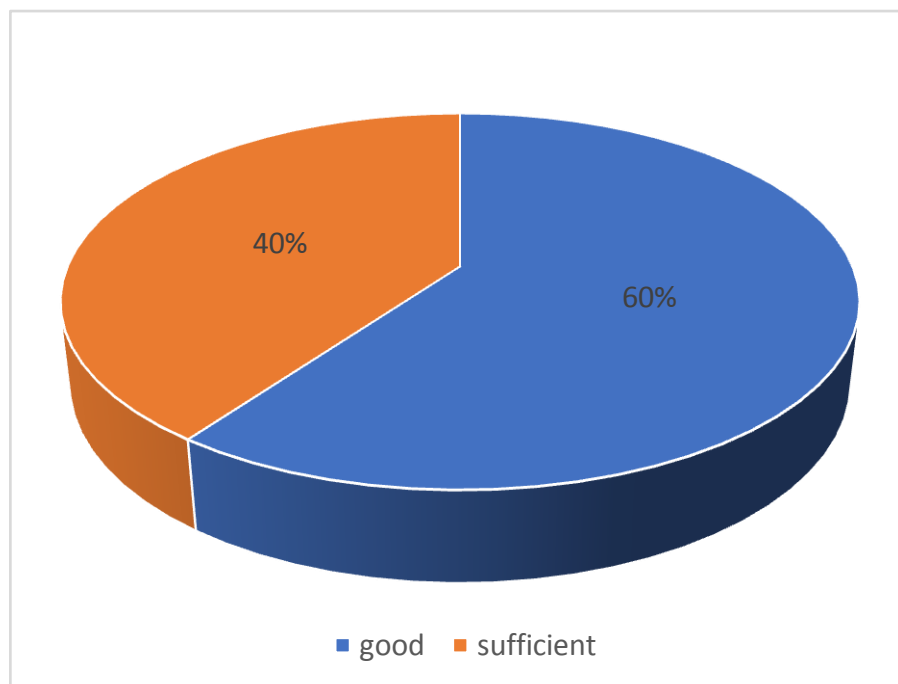


Figure 2.1. Teachers' evaluation of their relation with their students.

The results of this question showed that 60 % of teachers said that their relation with students is good while the remaining 40% said that it is sufficient.

- *Question 2:* can you describe your EFL pupils motivation in few aspects?

Answers to this question are shown in the table below:

Table 2.1 Teachers' descriptions of their students' motivation

Teachers	Their description about their learners motivation
Teacher 1	Some of them are motivated and some other are not
Teacher 2	My students are very motivated , they make the teaching process much more easier
Teacher 3	There is a lake of motivation inside my classroom because of the large number of students
Teacher 4	I see my EFL learners' motivation in when they come to class with positive energies , prepared their lesson and participating with high confidence .
Teacher 5	In their competition

- *Question 3:* what can you say about motivation process ?

What we have understand from teachers,two of them consider motivation as an emotional process they push people to doing things with positive and powerful desire and emotions. While the two other see that motivation is an active process which give much opportunities to exploit chances .And the last teacher said that motivation is very important especially for students during grammar lectures which tends to be very boring

- *Question 4:*do you think that the kind of relationship between pupils and their teachers can improve the motivation process?
- The result revealed that all teachers 100% agreed that the kind of relation between students and teachers can improve the motivation process.
- *Question 5:* How do you evaluate the effectiveness of students that have a close relation with you?

The result of this question is represented in the figure below:

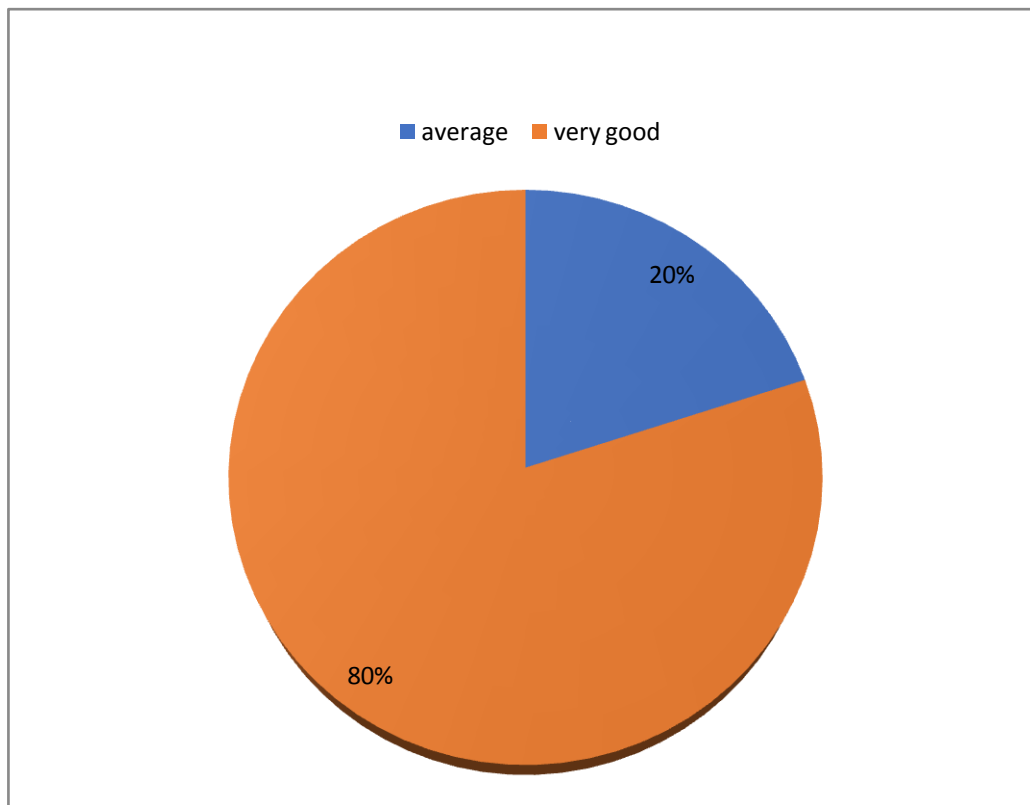


Figure 2.2. Teachers evaluation of the effectiveness of their students who are closer to them

The figure shows 80% of teachers said that the effectiveness of their student who interact with them closely is “very good”, while the other 20% said that it is “average”.

- *Question 6:* Do you face problems in classroom with students who have distant relation with you?

Results of this question illustrated in the figure:

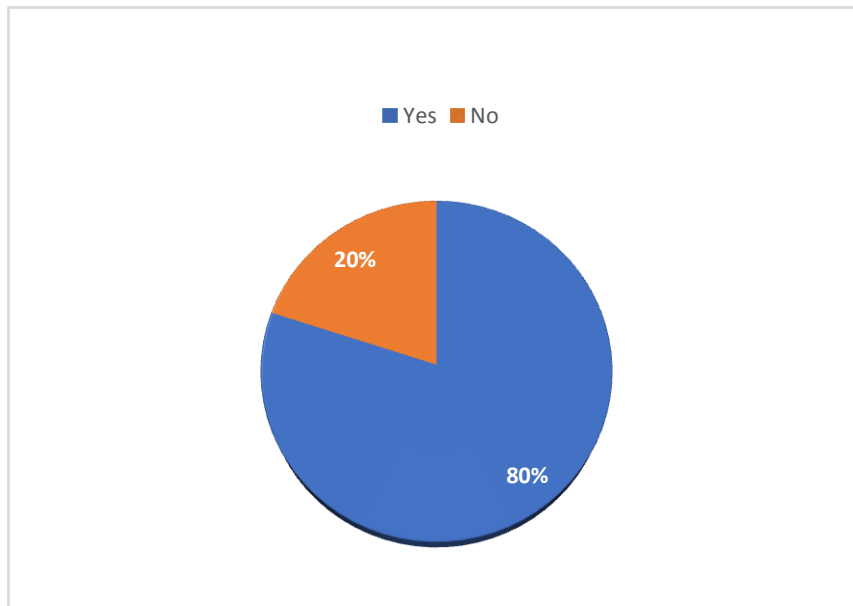


Figure 2.3 Percent of teachers who face problems with students who have no relation with

The result of question 6 showed that the most teachers 80% have problems with their pupils do not interact with them, and only 20 % stated that they have no problems with those students.

- *Question 7: when you were a novice teacher how did you improve your EFL pupil's motivation?*

The figure below shows the results of this question:

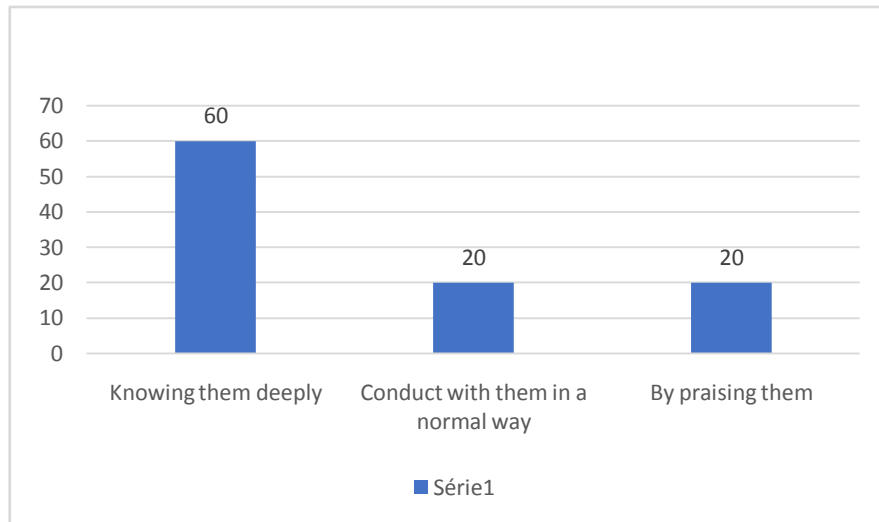


Figure 2.4 ways novice teachers use to motivate their students

The largest number of teachers (60%) said that in their beginnings they were struggling to know deeply their students, and 20% said that they conducted with them in a normal way, while the other (20%) said that they were praising their students in order to improve them.

- *Question 8:* What recommendations do you suggest to your colleagues concerning the STR and pupils' motivation?

Teachers suggested different recommendations for their colleagues concerning relations between students and teachers and motivation

- ✓ Never hurt students' feelings with words or even with gestures
- ✓ Being serious, human and empathic
- ✓ Give more importance to STR and try to adopt students both academically and emotionally.
- ✓ Teachers should show interest in every student in his class not just a specific group.
- ✓ Teachers have to deal with his students in the same way he expected his teachers to deal with him.

2.4.2. The students' interview:

Interview is typically a conversation between a researcher and a participant in order to gathering a set of opinions and information for a study. Cohen et al (2000) define it as follows: "interviews – be interviews or interview to discuss their interpretations of the world in which they live in, and to express how they regard situations from their own point of view." (p.267). There are three types of interview "structured interview, semi-structured interview and unstructured interview. In this work, the researcher used "structured interview". Structured interview is a research method that enables the researcher to follow certain

Bryman(1988) defines structured interview as follow:

A structured interview, sometimes called a standardized interview, entails the administration of an interview schedule by an interviewer. The aim is for all interviewees to be given exactly the same context of questioning. This means that each respondent received exactly the same interview stimulus as any other. The goal of this style of interviewing is to ensure that interviewees replies can be aggregated and this can be achieved reliably only if those replies are in response to identical cues. (p.110)

2.4.2.1. Design of the interview:

The structured interview addressed to the third year student of middle school , aimed to knowing and understanding how students appraise the STR and how this relation effects their learning and achievements .

The instrument of research attempted also to show the students' opinions concerning what they expect from their teachers.

- Question 1 was asked to know what motivate a student to achieve high degrees .
- Question 2 asked the student about the subject they are often failing in .

- The question 3 was asked to know whether the students interest in a subject depends on the kind of emotions they have towards the teacher .
- Question 4 asked the student about his favourite subject ?
- Question 5 was asked to see if a cared teacher have a positive effects on the student achievements.
- Question 6 was asked to know the cause that pushes students to prepare their lessons.
- Question 07 asked students if their teachers try to knowing them as a person or not?
- Question 08 was asked to know if students wish to have a close relation with their teacher or not.
- Question 09 was asked to consider what a student expects from his teachers.

2.4.2.2 Interviews' results:

The results are summarized as follows:

- ✓ *Question 01: As a student what is motivating you to achieve high degrees?*

Table 2.2 represent what motivate students to achieve high degrees

Number of students	11	9	5
What motivates Them	A good teacher	Their parents	Competition

In this Question, students were asked about what motivate them to achieve high degrees. The table below represent the result of this question :

- ✓ *Question 02: what is subject matter you fail in frequently?*

The results of this question revealed that seven students fail in mathematics, six students fail in French and five students in English. While four students said that they fail in physics and only three students fail in Arabic .When student were asked about the reason behind their failure in these subject matters ;14 students claimed that the main cause make them fail “their teachers” , they said that teachers of these subjects are too cruel ; in a way , they treat them as machines not as humans . One of those

student said that he was excellent in mathematics, but his level dropped when his teacher left and was replaced with another one. Another one from the fourteen students confessed that his teacher made him hate everything related to English, saying that that teacher always makes fun of his clothes in front of all the classroom.

- ✓ *Question 03:* Does the degree of your interest in a certain subject depend on the kind of emotions you have toward its teacher?

In this question pupils were asked to see whether their interest in a subject matter has a relation with their feeling toward the teacher of that subject. Twenty-one of the pupils answered "yes", saying that the good teacher is what makes them interested in the subject he teaches and vice versa. While only four pupils said "no", saying that they should not relate emotions with their study.

- ✓ *Question 04:* What is your favourite subject matter?

The results of this question revealed that seven students chose Arabic as their favourite subject matter, four pupils chose English and four others said that their favourite subject matter is Math. Also four pupils chose geography and history, the remaining three; two of them recognized physics as their favourite subject matter and just one chose Islamic science. Ten "10" of those students claimed that the reason why they chose these subjects is their teachers, they said that those teachers make them love what they teach even though these subjects might be difficult. And nine "9" of the students said that they chose these subjects because it is easy while the remaining six "6" students claimed that they have a deep passion toward these subjects.

- ✓ *Question 05:* Will you feel motivated to improve your achievements when you have a teacher who cares about his students? If yes, is that help you?

In this question students were asked if they feel motivated when having a caring teacher. Results revealed that all 25 students said "yes", they believed that a teacher who makes them work effectively and improve their achievements. While only 4 students said "no".

✓ *Question 06:* why do you prepare your lessons?

In this question students asked about the cause that pushes theyprepare their lesson.

The results of this question represented in the table below:

Table 2.3. represent causes that make students preparing their lessons at home

Number ofStudents	Reasons pushing students to prepare their lessons.
10	Not to disappoint their teachers
10	In order to participate
5	Because they are obliged

✓ *Question 07:*Does any teacher get to know you as a person?....if yes is that help you ?

21of students said “yes” claiming that teachers’ attempt to know them as people help them to work hardly and push them to control their behaviours inside classroom in order not to disappoint the teacher who was good with them even outside classroom ,and theyalso recognized that all what they said before will affect positively their achievements.

✓ *Question 08:* do you wish to have a closer relationship with yourteachers?

Students were asked if they have a wish to be closer to their teachers and build relationships with them.Results of this questions revealed that all students said yes”, saying that making relation with their student make the learn8ng process more comfortable.

✓ *Question 09:*what do you except from your teachers?

Some of students ‘expectations are similar and some others are different the researcher summarizes them as follow:

Students said that they except their teachers to know them as people , to understand their minds and except their needs . Also they said that they want their teachers to

draw closer to them both academically and emotionally, to be fair and interact with everyone in class not only with a particular group. They claimed that they have expectations towards teachers not to embarrass them in front of their colleagues.

2.5. Discussion of main results:

In the beginning of this work, it was suggested two hypotheses. The first one said that there might be a connection between STR and EFL learners' motivation. After collecting data using two research instruments (a teacher's questionnaire and students' interview). The result revealed that student-teacher relationship effects positively the EFL learners' motivation, so the first hypothesis is confirmed.

The second hypothesis suggested that there might be a relation between motivation created among students and their teachers and EFL learners' achievements. According to what students claimed in the interview, the researcher noticed that the most students recognized that they are completely motivated to achieve high degrees and to improve their levels when they have a teacher who is close to them emotionally. These results confirmed the second hypothesis.

2.6. Conclusion

This chapter presented the analysis of the data collected, both quantitatively and qualitatively. All findings of this research were discussed. The result of this research revealed that the STR is an important factor in improving the students' motivation and achievements. The second chapter also involved a set of recommendations and suggestions given by teachers and students concerning student-teacher relationship and some ways to building healthy relations. These suggestions inspired the researcher to adopt in the next chapter some recommendations that can help both teachers and students in the school environment.

Chapter Three

Suggestions and Recommendations

Chapter Three: Suggestions and Recommendations

3.1. Introduction

3.2. Suggestions and recommendations

3.2.1. Suggestions for Teachers

3.2.2. Suggestions for school staff

3.3. Boundaries of Student-teacher Relationships

3.4. The role of Student-Teacher Relationships in Classroom Management

3.5. Conclusion

3.1. Introduction:

The present chapter tries to provide some recommendations and suggestions to teacher and school staff in order to build healthy relationships with students. Some boundaries of STR to help teacher avoid behaviours that can effect these relation negatively. In addition to shedding light on the importance of STR in classroom management.

3.2. Suggestion and recommendations:**3.2.1. Suggestions for teachers:**

To developing STR , teachers can adopt students in classroom atmosphere by giving them a kind of freedom and providing opportunities to participate in making decisions and motivating them to share their views ; according to Stipek (2006) “ by giving them choices in assignments engaging them in developing classroom rules and encouraging them to express opinions and classroom decisions” (p.13)

It is also good idea for teacher to take step of knowing his students’ hobbies and be interested; for example, both student and teacher can take a part in these activities.As this is very essential in building good relationship.

Some steps to develop good STR:

- ✓ Showing interest by calling students in their names and interacting with them with smilingface.
- ✓ Positive comments on students’ strengths and praising them.
- ✓ Most of what students expect from their teaches is a strong belief in their abilities and that are competent to carry out their duties and face the difficulties.
- ✓ It is good if teacher cares about his student’s success and failure.
- ✓ Set specific laws and ethical behaviours for student to follow, that could be make classroom management much more easy as well as student stay far from teacher’s angry mood .
- ✓ Improve the sense of belonging in student’s spirit.
- ✓ Teacher should be faire in giving opportunities.
- ✓ Teachers should balance between being kind and being serious.

- ✓ Greeting students and ask them about their
- ✓ Teacher should respect his students.
- ✓ Communicating with student by knowing
- ✓ Teacher should make his self available.

Some behaviours should be:

- ✓ Never call students with funny names.
- ✓ Do not be a friend for your students in order to maintain a positive relationship and prevent the discordant behaviours that happened between friends.
- ✓ Teacher should not make himself the centre of the classroom.
- ✓ Never do comparison between students.
- ✓ Never and ever comment on the appearance of students.

3.2.2. Suggestions for school staff:

The most important thing that can be done by school staff is the adopting of the idea of building STR and providing the opportunities and appropriate environments for that. This idea can be true by making teachers more aware and trained. Ellie considers that as an essential step to educate teachers about what are these relations and how to deal with it during class. In the same line Hamre and Pianta (2006) emphasize that school staff should encourage the interaction between students and teachers “ways to build solid teacher- student relationships should be explicitly targeted in school intervention plans”(p.56)

Bruner (1977) also thinks that schools have to take into consideration the importance of the emotional side in teaching; he says that “school must also contribute to the social and emotional development of the child if they are to fulfil their function of education”(p.9)

3.3. Boundaries of Student-Teacher Relationships:

Boundaries between people are defined as the physical and emotional limits that individuals must not overstep while interacting with each other. Boundaries is a term considered as a healthy behaviour that indicates professionalism, which is transmitted during the interaction of teachers with students as an example.

Teachers' awareness of boundaries is a key element of building healthy and positive relationships with students. That will be achieved by setting clear picture of those relationships and transparent boundaries before build these relations ; in a way each part consider his limits while interacting

The responsibility of educating student about the nature of relationship that should be built among students and teacher is the responsibility of teachers; regardless the students' behaviours.

Putting boundaries and respect it is not mean living in isolation, but it is a step to a positive student-teacher relationship.

When teacher interacts with their students, they must be careful by controlling his behaviours and making sure that these behaviours serve the other part not him. Teacher's awareness of boundaries will help teacher to avoid some situations that can sabotage relations with student; for example, "romantic cases"

As mentioned previously, it necessary for teacher to understand the policy of boundaries and how to apply them accurately with all legitimate behaviours that are acceptable and non acceptable.

It is known they the closeness between teachers and students effects positively the learning process, but it is essential to remember each time these boundaries order to maintain positive relationships. Boundaries were determined in educational environment, to define what is appropriate and what is inappropriate in the process of building relations.

3.4. The Role of Student-Teacher Relationship in classroom management:

Most of studies that examined the student-teacher relationships confirm that the quality of these relations effects greatly the classroom management. In order to determine the quality of relations between students teachers , it is necessary to used and adopt the concept of "the sense of relatedness between the two parties .As s Furrer and Skinner (2003) state the concept of relatedness is " feeling of belonging inclusion, acceptance, importance and interpersonal support"(p149) This concept plays an important role in building a healthy relationship in a suitable environment.

This concept of relatedness also can be appeared in the teacher ability to make these relationships with student much more positive and emotional

According to Furrer& Skinner (2003) find that the sense of relatedness tends to “be linked to important academic outcomes , including self-efficacy , success expectations , achievement values , positive effect , effort , engagement , interest in school , task goal orientation , and school marks”(p.149) . Which reduce behavioural problems within classroom and enhance students’ participation and interaction .

Skinner (2003) notes that the negative relationships make student “alienated,apathetic,rebllious , frightened , or burned out , which turn people (students) away from opportunities for learning”(p.149) . Consequently , students become less active and less engaged in class , what make teachers ‘task of classroom management more difficult.Also Harries et al (2008) note that building relationships with students that based on care and support is a way to make classroom managementeasier.

In same line the study of Hoy and Weinstein (2006) that most students expect care and support of their teacher as a result teachers can easily controlthe classroom management. They emphasize that “extensive research demonstrates that when students perceive their teachers to be supportive and caring, they are more likely to engaged in cooperative responsible behaviours and to adhere to classroom rules norms”(p.6)

Weinstein et al (2011) “both common sense and research tells us that students admire likely to cooperate with teachers when they see as caring, trust worthy and respectful”(p.22). The theory of building relationship based on car may significantly contribute to teachers to dealing with management of their classes.

As a conclusion this research focuses largely on the positive relationship between teachers and students .According to Tauber (2007) “if you solve the relationships problem you solve the misbehaviour problem”(p.99)

3.5. Conclusion:

Current chapter is devoted to some suggestions and recommendations for teacher, and school staff in order to build a good student-teacher relationship. This chapter also has mentioned the boundaries that should be respected from the both “teacher& student” during their interacting. And finally this chapter dealt with the role of STR in classroom management.

General Conclusion

The research spots the light on the impacts of student-teacher relationships on the EFL learners' motivation and achievements. And the importance of emotional aspect that is neglected by teaching staff. This research focussed on the teacher role in adopting student both academically and "emotionally" and its effects on teaching and learning process.

Thus, the objective of the present work was to investigate if STR effects the EFLs motivation and achievements. In order to answer the problematic above the following research questions were proposed:

- ❖ Is there a connection between STR and EFLs motivation?
- ❖ Is there a relationship between motivation created from the interaction of student and teacher , and EFLs achievement

The researcher use two data sources (a questionnaire and an interview) in order to support the following hypothesis:

- ❖ There might be a connection between STR and EFLs motivation.
- ❖ There might be a relationship between motivation created among STR and EFLs achievements.

This research work was started with theoretical overview in the first chapter, dealing with the importance of emotions in teaching, defining the concept of STR and its effects on EFLs motivation and achievement. And the role of teachers' empathy, and expectations of both students and teachers from each other..

The second chapter was the practical part of this research, the data were collected and analysed in this chapter. The last chapter was deal with some suggestions, recommendations and values that can help to build good relationships between students and teachers.

Results are reached by analysing the students' interview and the teachers' questionnaires revealed that STR has a strong relation with the improvement of EFL learner's motivation and achievements. That is to say relationships and emotional interaction among students and teachers is a great deal to make teaching and learning processes easier and effective ; in a way students become more motivated and

interested what reflected positively in their achievements . Most of students emphasized that STR and emotions are essential for them to deal effectively with their study.

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Appendices

AppendixA: Teachers' Questionnaire

Dear teacher:we would be so grateful, if you could answer the following questions and give your point of view concerning the impacts of Student-teacher Relationship (STR) on the EFLs motivation and achievement. Your answers will be very helpful for the research project I am undertaking.

Rubric1: Teacher's perceptions about motivation.

1/ Do you think your relations with your students is :

A)Very good

B) Good

C) Sufficient

D) Need improvement

2/ can you describe your EFL pupils motivation in few aspect ?

.....
.....
.....

3/ What can you say about motivation process in general?

.....
.....
.....

Rubric 2 : Effects of STR on EFL pupils' motivation .

1/ Do you think that the kind of relation between pupils and teacher can improve motivation process?

Yes

No

Why?

.....
.....

2/ How can you evaluate the effectiveness of your students with whom you have closer academic relations?

.....
.....

3/ Do you face problems in classroom with to EFL pupils who have a distant relation with you?

Yes No

Rubric 3: Means to achieve motivation

1/ When you were a novice teacher, how did you improve the EFL pupil's motivation ?

You started to know them deeply	
You conduct with them in a normal way	
Motivating them by praising or giving gifts	

2/ what recommendations you suggest to your college concerning the STR pupils motivation?

.....
.....
.....

THANKS

Appendix B: Students' interview

1) As a student what is motivating you?

- your parent
- a good teacher
- the spirit of competition

2) What is subject matter you repeatedly fail in? Why?

3) Does the degree of your interesting in a certain subject depend on the kind of emotions you have toward the teacher of that subject?

4) What your favourite subject matter? Why?

5) Do you feel motivated by having a teacher who cares about his student? Explain?

6) What reasons push you to prepare your lesson?

- In order not to let down your teacher.

Or

- To participate in classroom.

7) Does any teacher get to know you personally? If yes is that help you?

8) Do you wish to have a closer relationship with your teacher?

9) What are your expectations from your teachers?