University of Tlemcen
Faculty of Letters and Languages
Department of English

Teacher-Student Relationship and its Impact on Students' Attitudes and Achievement
The Case Study of Third Year EFL Students at Tlemcen University

PRESENTED BY: **SUPERVISED BY:**

Ms.Benkaddour Hamida   Dr. MESSAOUDI YOUCEF

Ms.Mediene Asma

BROAD OF EXAMINERS

Dr.MESSAOUDI YOUCEF   Supervisor
Dr.ELOUCHDI ILHEM   PRESIDENT
Dr.DJENNANE TOUEFIK   Examiner

Academic Year: 2018-2019

Dedication

This work is dedicated to all whom I loved for their prayers, support and advice.

Hope you are proud.

Asma Mediene

Dedication

For my mother the strong and gentle soul who was always there for me, supported me and never let me down.

For my lovely sisters Imene, Souhila, and Lamisse and my little brother Mohammed Rayane

For the best friend that I ever had Ismahen

and for my life partner Hichem

Hamida Benkaddour

Acknowledgements

Abstract

Teacher-student relationship plays a significant role in the teaching-learning process. However, the establishment of a positive relationship is still a challenging step for both teachers and students. Along this line of thoughts, the present investigation aims at exploring the nature of the relationship between educators and learners, focusing on the most important variables to create a positive relationship between both parts. In addition, it examines the influence of the teacher-students relationship on the teaching-learning process. For this purpose, an exploratory case study was conducted addressing third year EFL students in Tlemcen University. The data collection relied on students' questionnaires addressed to forty three informants who were randomly selected, and a semi-structured interview with EFL teachers. The quantitative and qualitative analysis of data revealed the existence of poor relationship between teachers and students that lacks for emotional and social dimensions. Furthermore, results showed that teacher-student relationship influence students' behavior in general and attitudes and achievement in particular. The outcomes of this work raise awareness among teachers and students on the basic elements to keep this relationship on a positive framework in order to reach a successful teaching –learning process.

TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURES

General Introduction

A number of studies have found that teacher-student relationship plays a significant role in the teaching-learning process (Da luz,2015). For years, teacher-centered approaches have been dominant at schools where the primary emphasis was on the teachers' authority to control all the students, while students were viewed as passive components in the class(Ive,2017). However, Serin (2018) argues that teacher-centered approach creates a handicap in the cognitive and the behavioral development of students. Nowadays, learner-centered approach is implemented at schools. The instructional goal in this approach is based on authentic activity while it creates a learning environment where knowledge is constructed by teacher and students rather than transmitted directly by the teacher (Garrett, 2008). The demand to apply this approach in affective ways is to develop an interpersonal relationship between the teacher and students. In other words, the cornerstone that should be first guaranteed is the establishment of a positive teacher-students relationship since it presumably lessens the need for control and become the foundation for all interaction inside the classroom (Garrett,2008). In fact, the teacher-students relationship has impact on the students' behavior in general and attitudes and achievement in particular. DaLuz (2015) claims that by having a stable relationship with students, teachers can provide to students opportunities to be motivated and they will be engaged actively in the learning process instead of being passive. Conversely, Huan et al. (2012) suggest that negative relationship between students and the teacher results negative academic and behavioral outcomes.

The present study inspires its area of concern from the above stated contributions; however, taking into account another important variable which is the role of teachers in improving students' performance in the classroom. According to Skinner and Belmont (1997), cited in Huan et al. (2012)"Teachers are instrumental in influencing student's quality of behavioral and emotional engagement in school".

The main objective in teacher's practice in developing a positive environment inside the classroom by being aware to emotional and academic needs.

Including all these factors, the main worry of the current research is to get a deeper insight into the nature of the teacher-students relationship existing in third year EFL classroom at the university of Tlemcen, focusing on variables that most make this relationship positive and to raise awareness among teachers and students of the importance of this relationship in the teaching –learning process.

Intending to examine the above complex variables of teacher-students relationship at the University of Tlemcen, the researchers attempt to answer the following questions:

1- What is the type of teacher-student relationship existing in third
year EFL classrooms?

2- To what extent teacher-student relationship influence students' attitudes and achievement?

Building on these two research questions, two hypotheses were generated to be tested in the current research:

1-Teacher-students relationship in third year EFL classrooms lacks emotional and social dimensions

2-Teacher-students relationship influence students achievements in a deeply manner that it can obstruct or stimulate them socially and academically.

To fulfill the goals set in the beginning of this work, the researchers started an exploratory case study at the English Department, Tlemcen University dealing with third year EFL students. To conduct this study, two research instruments were adopted: Students' questionnaire and teachers' interview. This multiplication of sources resulted both quantitative and qualitative data.

This current study is divided into two chapters. The first chapter started with an over view about teacher-centered approach and learner-centered approach. Then, it goes to provide some of the most variables to establish positive relationship between teachers and students. In addition, it shed light on the impact of this relationship on the teaching learning process. The second chapter is a description of the methodology used in this work including the research design and instruments used for data collection, in addition, data analysis and discussion of the main findings which led to answer the research questions and test the hypotheses. Finally, the researchers provide some suggestions and recommendations to improve teacher-students relationship in the EFLclassroom.

Chapter One:
Literature Review

Review of Literature of teacher-student relationship

1.**1Introduction**

1.2 The Importance of Teacher-student Relationship

1.3Teacher- centeredness vs. Learner centeredness

1.4The Role of Ethics in Teacher -Student Relationship

1.5Teacher behaviors

     1.5.1Teacher's Caring

     1.5.2 Teacher's Trust

     1.5.3 Teacher's Creativity

1.6 **Student's behaviors**

     1.6.1 Student's Engagement

     1.6.2 Student's Motivation

     1.6.3 Student's Confidence

     1.7 Emotion Inside the Classroom

1.8The power of Language inside the Classroom

1.9 Conclusion

Chapter One:

1.1 Introduction

Effective teaching is essential for achieving the mission of education. The foundation to this is the combination between the teacher, the student, the learning environment and the relationship sustained in the classroom environment.

This chapter deals with the theoretical analysis of the teacher-student relationship and its importance inside the classroom. It is also concerned with how it affects thestudents' attitudes and achievement either in a positive manner or a negative one. For instance, this chapter includes: the Importance of teacher-student relationship, teacher creativity and student engagement …

1.2 The Importance of Teacher-Student Relationship

The relationship between a teacher and a student is defined as formalized interpersonal association between an authority figure and a subordinate who interact on nearly a day to day basis. It is generally agreed that good teaching involves good communication between the teacher and the student and also among students. The best productivity in classroom comes from effective co-operation between the teacher and students. In fact building a relationship between the teacher and students is not really easy.Martin (2014) states that*:*

> *The basis for student-teacher relationships, like all close relationshipsare interpersonal linking and trust. Student feels they belong in school when teachers express involvement and warmth.*

A supportive relationship between the teacher and students in the classroom can improve the teaching-learning process inside the classroom.

Teachers can offer to students chances to be motivated and feel engaged in the learning process. Therefore, Students will be engaged actively in the learning instead of being passive learners.

Chapter One:

The sense of caring and being supportive from teachers motivates students to become more interested learners. Students benefit when their teachers create a safe trustful environment. Also, the methods used make students feel engaged and stimulated to participate in the learning process. The students have in their mind that good relationship with their teachers positively impacts their interest and motivation in school which contributes to the enhancement of the learning process. Therefore, The teacher`s role can be vital to affectivity of learning.

A supportive teacher is the one who creates efficiently a positive classroom environment, and who encourages students to behave well in classroom and to be motivated. Supportive teachers also emphasize on the learning process by giving every student the chance to construct their learning and be engaged with the content. To give students the chance to build knowledge and develop skills, teachers should shift from traditional teaching methods to methods and strategies focused on communication, instruction and cooperative learning.

Improving students' relationship with teachers has important, positive and long lasting implications for both students academic and social development. Those students who have close, positive and supportive relationships with their teachers will attain higher levels of achievement than those students with more conflict in their relationships.

Students who receive constructive guidance and praise rather than just criticism from this teachers are likely to show more engagement in learning, behave better in class and achieve academically higher levels.

Teachers can establish positive relationship with students by communicating with them and properly providing feedback to them; feeling enthusiastic when learning and teaching will encourage students to seek and interact in school.

Chapter One:

1.3Teacher-Centered vs. Learner-Centered Approaches

To enable students to succeed in learning English as a foreign language, teaching and learning have witnessed a number of paradigm shifts in the areas ofteaching methodology and pedagogic aims. These paradigms include the one between the teacher-centered and learner-centered approaches.

For many years the traditional teaching style or specifically, teacher-centered instruction, has been dominant in higher education (Ahmed, 2013). However, this approach has been replaced by learner-centered approach (Multaq Al-Zube, 2013). By definition, teacher-centered approach, the curriculum relies on the teachers to use their exercise in helping the learner understanding and making connection. On the other hand, learner-centered approach also known as child-centered approach is where students are directly involved in the learning process (Ahmed, 2013). This approach focuses on how students learn instead of how teachers teach. The two paradigms differ in a number of ways, each one with own methods and style. Concerning the teacher-centered approach, the students are viewed as passive components while the teacher is the sole leader who makes all decision. Garrett (2008: 35) describes educators in this approach to be "highly controlling, employing punitive sanctions, highly impersonal relationships with students, attitudes of general mistrust and a major focus on the maintenance of order". In contrast, student-centered approach focuses on learning rather than teaching. Leadership is shared between students and the teacher. This way, teaching and learning becomes an enjoyable and friendly active and rewarding activity. Hence, the demands to accomplish this approach is to create a classroom climate in which "active interaction and communication, close relationship with students, mutual respect and positive attitudes are assured." (Willower, Eidell& Hoy, 1967) cited in (Garrett, 2008: 35).

To conclude, advocates of a student-centered approach propose to establish a positive relationship between the teacher and students for the sake to stimulate self-reliance and confidence. Therefore, students will actively engage in the learning process.

1.4 The Role of Ethics in Teachers-Students Relationship

Building a positive relationship between teachers and students needs specific procedures that can control this relationship. Ethics are where they can set forms and rules related to interaction and behavior inside the classroom which comprise the basis for a positive relationship (Marzano,Marzano and Pickering, 2003). When developing a healthy relationship between teachers and students, certain factors need to be taken into account. One of these important factors is teachers-students ethics inside the classroom. Etymologically, "Ethics is a term derived from the Greek term *Ethos* which means customs, characters, it is related to virtues and values" (Gulcan, 2014: 2623). Therefore, teachers' and students' behaviors inside the classroom are the subjects of ethics.

Ethics are the fundamental pillars of building a strong relationship between educators and learners. The purpose and the role of ethics are to regulate and monitor teacher-student relationship inside the classroom with the appropriate behaviors and the right decisions. Ethics manage the relationship through promoting and translating ideals, values and principals into teachers-students behaviors (Curko et al., 2015). Ethics are well founded standards that influence behaviors and allow teachers and students to act in the right way.

The importance of ethics cannot be ignored in the classroom otherwise it will be difficult to manage teachers-students relationship. The relationship between instructors and learners is a sensitive one that must build on strong foundation and the highest of ethical standards. It is imperative that ethics should be practiced between teachers and students. For example, teachers should treat every student equally, while taking an action they need to show patience to their

students despite their learning ability. It is important that instructors understand the students' differences and evaluate on the same basis. At the same time, students are required to respect the educators and abide the rules set by them. Students should acquire academic integrity and responsibility as well as practicing self discipline.

Practicing ethics by both teachers and students helps to structure their relationship by promoting a sense of respect, trust and cooperation. They prevent and resolve possible conflicts, stimulate ethical dialogue and ensure peaceful and positive environment inside the classroom which contributes towards teachers' and students' healthy relationship.

1.5 Teachers' Behavior

The teacher is considered as the most variable social power inside the classroom. Teachers are instrumental in influencing students' quality of behavioral and emotional engagement in school (Skinner and Belmont, 1993). The teachers' character can influence students' behavior positively or even negatively. Therefore, teachers' role inside the classroom is not only to enhance students with a subject matter, but also to develop an emotional and social interaction inside the classroom. High-quality teachers are thought and expected not only to raise test scores, but also to provide emotionally supportive environments that contribute to students' emotional and social development (Cohen, 2011; Lampert, 2001; Pianta and Hamre, 2009), cited in (David and Kraft, 2016).

Teachers need to be responsible for their actions and behaviors inside the classroom. For instance, when the teacher is in bad mood such as anger, he can influence students' performance in a negative way such as fear and stress to participate during the lecture. In contrast, Students are more comfortable and motivated when their teachers reward them and encourage them. (Hank et al, 2000). Importantly, when teachers behave in a positive way, it will reflect on the students' reactions which will lead to build a solid relationship between teachers

and students. Marzano and Marzano (2003) explain that in order to foster a positive relationship, the teacher need to be aware not only on academic needs but also on their emotional needs which includes empathy that refers to approved level of acceptance and caring also respect by being sincere and professional.

1.5.1 Teachers' Caring

There are abundant researches exploring what makes a good teacher show the importance of caring in the eye of students. According to Camp (2011): "Effective teachers care about their students and demonstrate that their students aware of it". Camp (2011) defines caring as an act of bringing out the best in students through affirmation and encouragements.

Students need to feel affirmed and to be assured they are valued. Noddings (1995): suggests that "Students will not achieve academic success unless they believe that they are being cared for". Most students do not fail due to their cognitive abilities but because they feel unwelcomed, isolated or unengaged from the educational environment.

Therefore, it is important to have a teacher who cares for the students' needs and strengths. Garza (2009) cited in (Cheung Chan, 2012): highlights the most dominant themes of teachers' caring:

- ✓ Exhibit a kind of disposition including having good sense of humor.
- ✓ Being available outside the class to help students succeed.
- ✓ Show personal interest in students' well being.
- ✓ Do whatever is necessary to provide them with the academic and emotional support.

In parallel with these characteristics, a caring teacher is supposed to help his students with their work school, be tolerant and to encourage them to succeed and develop their talents and habits, besides to listen to them and engage with them in topics of interest such as: drugs addiction, immigration and values…

In addition, many studies showed that students attain better academic results when teachers demonstrate caring actions. Da luz (2015), found that a teacher who cares about students transmit knowledge effectively. Since students are motivated by the teachers' caring behavior, they find learning meaningful and they perform better in terms of academic achievement.

Teachers' caring behavior are purposeful actions exhibited by teachers who are passionate enough about the well being of their students; consequently, teachers are remembered when they effect change, stimulate growth and more likely to be successful at teaching their students.

1.5.2 Teachers' Trust

Building trusting relationship is crucial to promoting authentic teacher-student relationship. The importance of trust in the educational context has been increasingly recognized, and a growing body of literature supports the idea that trustworthy relationship between teachers and students is fundamentally important. Trust is the basic foundation to expand and develop teacher-student relationship (Yuniarti and Kim, 2012). It is defined as the subjective feeling of security that allows putting oneself in the hands of other persons (Schulte-Pelkum, 2014). The most widely accepted definition for trust held among scholars is that trust is a psychological state comprising the intention to accept vulnerability based on positive explanation on the intention of another (Rousseau et al., 1998).

Like any other teaching practice creating a classroom cutler where students and teachers trust each other takes time and commitment. However, the teacher, as the leader in the class, needs first to acknowledge that students believe in him. If students believe in their teachers, they will trust them; consequently, trust and belief need to be reciprocated (Bruney, 2012). Then, teachers must be prepared to not present themselves as superiors being designated to treat their students like subjects. "Teachers need to exercise their position and authority in a student-

friendly manner" (Bruney, 2012). Teachers should also create structures and processes that promote interaction, dialogue, collaboration and engaging student to attend the dynamics of social interaction in order to foster trust inside the classroom. In addition, sharing teacher' strength, weakness and personal experiences is also helpful to provide a climate trust.

The efforts of teachers to establish trust environment in the classroom can lead to positive results for both the student's ability to learn (Raider-Roth, 2005; Schweer and Bertow, 2006) cited in (Schulte-Pelkum, 2014) in and as well as for effective teaching. Within a trustful relationship, teachers can anticipate students' behavior and feel more secure in their pedagogical decisions and students can be engaged and encouraged to actively participate in the lesson without the fear of being compromised by the teacher (Gregory, Ripsky, 2008 and Schweer, 2005) cited (Schulte-Pelkum, 2014). As a result, trusting teacher-student relationship facilitates the teaching and the learning experience. Unfortunately, several facts reveal teachers' abandon the trust granted to students including assaults to students, deception of other legal violation, as well as common cases of poor teaching competence (Yuniarti and Kim, 2012); therefore, the students' trust diminish or vanish and low level of trust will eventually lead to weak relationship as well as to weak academic results. Basic trust growth when the recipient feels consistent, predictable and reliable pattern. In contrast, mistrust will emerge when this condition are not met.

Trust is the fundamental element in the process of learning and teaching through a sense of trust. Students will embrace an empowering sense of freedom and pursuit the knowledge, and the exercise of this freedom requires a risk on behalf of students based on the trust of their learning experience they provide.

1.5.3 Teachers' Creativity

Teachers have great influence in the classroom; this influence is directly related in the pedagogy of teaching (Camp, 2011). Teachers not only influence students how they treat them, they also influence students how they teach them. Traditionally, teachers transmit knowledge and give lectures in a routine method. However, students often feel bored and unexcited in the classroom. According to a study made by Larson and Richard (1991): "student experience boredom 32% of the time they spend in the class." Therefore, studies confirmed that student does not learn much by setting in classes listening to teachers and memorizing pre-packaged assignments. They must be active and engaged in a creative educational environment.

Unfortunately, there is a lot emphasis on memorization but a little on creativity. Torrance (1970), a pioneer in the study of creativity, suggests that "creativity is to produce something novel, with the stamp of uniqueness upon it." Specifically, creativity in the classroom measures the ability to accomplish goals and help to make students more active. Therefore, creativity is essential; teachers are responsible to create creativity. A creative teacher is the one who encourages reasonable risk and unpredictable situation (Morais and Azevedo).

According to Camp (2011), Teachers as the vital role in the classroom need to plan for creativity, motivate students during lessons, provide specific and appropriate feedback and differentiate learning to promote the interest and skills of all students. creative teacher make learning more interesting and effective. The National Advisory Committee on creativity suggest that the first task in teaching for Creativity is to encourage young people to believe in their creative potential, to engage their sense of possibility and to give their confidence to try. In order to foster student's creativity, courses should be creatively transformed. Students like a teacher who shares the desire to learn new things, which open their minds to new ideas. In addition, recognition students' achievement and encouraging them with motivational phrases (García et al. 2013). If students perceive this

attitude, they may be more willing to have a closer relationship with their teachers.

Consequently, an educational creative environment provides the students with opportunities to express their ideas freely and enjoy thinking. There is a Chinese proverb goes "one taken on the color of one's company"; it tells us the importance of environment that can affect one's behavior. The inspiration of creativity can flourish in an openness environment; therefore, the teacher-student relationship influences student's creative growth and makes them express their ideas freely and easily.

1.6 Students' Behavior

Researchers agreed that teacher behaviors have a significant impact on students' attitudes (Nussbaum, 1992). In addition, learner 's behaviors is considered as a result of teacher's behaviors or the surrounding environment result revealed that confident student are more motivated to perform classroom tasks, and they feel more competency in the classroom, find the required tasks more meaningful, and feel they have an impact on their learning process

Further, researchers such as Scarborough and Dobrich (1994) have called for more research on student motivational factors such as engagement and interest. Academic engagement is the state of being involved in school work .skinner and Belmont's (1993) that engagement has both behavioral and emotional components on the task at hand, remain alert and show a high degree of effort .engaged student also show emotional involvement. They display enthusiasm, interest, and positive effect.

Previous research had demonstrate a link between teacher behaviors and student achievement .skinner and Belmont, (1993) have proposed a chain, and they believe that the relationship between teacher behaviors and student engagement is reciprocal and is mediated by both teacher and student perceptions.

Chapter One:

1.6.1 Students' Engagement

Students' engagement is vital to academic achievement. Engaged students are attentive in class discussion, they exert effort in class activities, and they exhibit interest and motivation to learn, (skinner and Belmont, 1993). However, Disengaged students are disruptive, and are less likely to aspire to higher educational goals. They are more likely to drop out of school, (Peck, Kalpan and Peck, 1997). Students who are not engaged also are more passive learners and report being bored, anxious, or even angry about being in the classroom (skinner and Belmont, 1993).

Effective learning is therefore contingent upon the extent to which students are engaged in the classroom learning activities (Finn and Rock, 2005). Students' engagement and academic achievement are often viewed as individual students' attributes or traits but not as outcomes of how teachers structure their teaching, (Urdan and Schoenfelder, 2006).The instructional and organizational aspect of classroom environment are well studied and include a teachers' ability to encourage higher order thinking, connect and integrate prior knowledge into instruction, and set well-defined parameters for classroom behavior.

The most immediate and persisting issue for students and teachers are not low achievement, but student's disengagement. The most obviously disengaged student disrupts classes, skip them, or fail to complete assignments. More typically, disengaged students behave well in school, they attend class and complete the work, but with the little indication of excitement, commitment, or pride in mastery of the curriculum, In contrast, engaged student make a psychological investment in learning: they try hard to learn what school offers and they take pride not simply in earning the formal indicators of success (grades), but in understanding the material and incorporating or internalizing it in their lives.

For teachers, the challenge is how to get students to do academic work and to take it seriously enough to learn. For students, the challenge is how to cope with teacher`s demands so as to avoid boredom to maintain self-respect, and at the same time to succeed in school.

Chapter One:

Meaningful learning cannot be delivered to students like food to be consumed or video to be observed. Lasting preparation develops largely through the labor of student, who must be enticed to participate in a continuous cycle of studying, producing, correcting mistakes and starting over again. Students cannot be expected to achieve unless they concentrate, work and invest themselves in mastery of school tasks. This is the sense in which student's engagement is critical to educational success. To enhance achievement, one must first learn how to engage students.

1.6.2 Students' Motivation

Some students seem naturally enthusiastic about learning but many needs-or expect-their instructors to inspire, challenge and stimulate them. As it was said by Erikson (1978:03): "Effective learning in the classroom depends on teachers' ability...to maintain the interest that brought students to the course in the first place". Whatever level of motivation the students bring to the classroom will be transformed, for better or worse, by what happens in that classroom.

Unfortunately, there is no single magical formula for motivating students. Many factors affect a given students' motivation to work and learn as interest in the subject matter, perception of its usefulness, general desire to achieve self- confidence and self-esteem, as well as patience and persistence (Sass, 1989). However, not all students are motivated by the same values, needs, desires, or wants. Some of students will be motivated by the approval of others, some by overcoming challenges. Researchers have begun to identify those aspects of the teaching situation that enhance students' self-motivation (Kluwe, 1987).To encourage students to become self-motivated independent learners, instructors can do the following:

● Give frequent, early positive feedback that supports students' beliefs that they can do well.

●Ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult.

●Help students find personal meaning and value in the material.

●Create an atmosphere that is open and positive.

●Help students feel that they are valued members of a learning community.

Researchers has also shown that good everyday teaching practices can do more to counter student apathy than special efforts to attack motivation directly (Erichsen, 1978).

Most students positively to a well-organized course taught by an enthusiastic instructor who has a genuine interest in students and what they learn, thus, activities you undertake to promote learning will also enhance students' motivation.

1.6.3 Students' Confidence

Confidence can be seen broadly as an individual belief in the ability to do something in a situation and to feel accepted (Dutton and Snowdon, 2004). Moreover, confidence is one of the attitudes possessed by each individual who has a positive outlook on himself and his situation. It is the belief of self-ability and a mental attitude that trusts or relies on oneself.

In this context, confident students feel they can accomplish what they set out to do in their class and beyond when they have to use their language skills in the real world. Confident students are also the students who believe that they are able to pass tests, participate in discussion, complete and hand in work on time. Self-efficacy is similar and can be thought of as confidence in a particular area. For example, a student may be confident about school because of the sense of self-efficacy about completing academic work, or forging relationships with peers and teachers. These minor episodes of self-efficacy can lead to increased confidence.

In classroom, teachers obviously look for both self-efficacy and confidence, and realize the relationship between the two. Simply put students that lack confidence or strong sense of self-efficacy are far less likely to self-direct themselves in their own learning, or to fulfill a teacher's requests. In contrast, confident learners participate more, speak more, do not necessarily make fewer mistakes, but feel confident they can communicate effectively, and they can say what they want to say. Confidence is not exactly linked to accuracy. It is all about attitude which help students get their point

across, no matter how many times they stumble or make mistakes. It is important to feel confident because if they do not they simply do not learn as fast or gain the fluency they need. Students who lack confidence often complain or say things like "I can`t do it", "I don`t know how to say that", Therefore, efforts should be made to improve students confidence. One of the solutions offered by researchers is using collaborating learning model. According to Laal (2012), collaborative learning is that involves grouping students to work together in solving a problem, task, or product creation.

Students in the group decide and find out for themselves how they are solving problem, task or product without direct direction from the teacher. Therefore, the freedom given in collaborative learning really emphasized students to actively participate in joint tasks. This will certainly make students better understand and can develop student self-confidence.

In addition,Goodsell, Maher, Tinto (1992) state that ideally collaborative learning make students more focused on expressing ideas in the classroom. They build their confidence and expertise in expressing ideas they have in learning when answering questions, listening and responding questions from others. They build their ability to stay focused maintain an idea, build relationship with some students and learn how to politely reject or accept other students opinions.

1.7 Emotions Inside the Classroom

Classroom is emotional settings. Students can experience positive emotions such as pleasant, enjoyment, excitement, hope and pride. However, they can also feel unpleasant such as anger, anxiety, bored and ashamed. These emotions can impact on their ability to learn. Pekrun (2014) claims, Emotions control the students' attention and influence their ability to learn. Therefore, it is important for teacher to understand and deal with the emotions experienced by students.

Research has shown that teachers' emotions are strongly connected to positive interaction with students (Hagenauer, Hascher and volet, 2015). Similarly,

Pekrun(2014) suggests that, teachers' emotion have important effect on students' emotion. Teachers emotions' can stimulate students' motivation to learn as well as regulate their self –discipline and behaviors. It is crucial to display and promote an emotional link inside the classroom. Labaree (2000) states that, it is helpful to establish an emotional link to encourage students to engage actively in the learning process.

Pekrun (2014) states that building a trustful relationship with students help them to share their emotions with their teachers. Alternatively, teachers can understand students' emotion by using their own experience as a student's Therefore; teachers can contribute to attaining emotions related to educational goals by helping to organize schools and education systems in emotionally sound ways.

1.8 The Power of Language Inside the Classroom

Words have power; they can either boost or paralyze the human ability to work. Specifically, as Rosyada, Widyastuti, Ramadhianti (2018) claim that teachers' language is crucial tool to encourage students and create a positive environment. However, with the challenging role to help students develop linguistic knowledge. They can sometimes feel become frustrated. Even though, teachers must treat their students with care not only by establishing routines and rules, but also the language, used to communicate with students.

Teacher's word can have long lasting effects on learners. Rosyada, widyastuti, Ramadhianti (2018: 2) argue: "Teacher language is a tool to lift the students up to their highest potential and in the other side; it is also a tool that can tear them down". Effective teachers use positive language motivates students to learn, it can be said that effective language teaching is promoted by positive statements (Rosyada, Widyastuti, Ramadhianti, 2018). In addition Denton (2013) citied in (Rosyada, widyastuti, Ramadhianti,(2018) formulates five guiding principle for positive language in supporting effective language teaching classroom which is: "Be directed, covey faith in student's abilities and intentions focus on action not abstraction, keep brief and

know how to be silent". Teachers can restate or reframe negative statement into positive one for instance: Every one, stop talking now, sit down! This can be turned into a positive language saying: We'll begin once every one is seated and quit. Students who regularly feel insecure, embarrassed or angered by a teacher's communication aren't learning effectively. Implementing positive words may strongly effect on how students think and act, consequently, how they learn. When learners stimulating positive language by their teacher they can be highly motivated, much more interested, and experience more fun and challenging process of learning inside the classroom (Rosyada, Widyastuti, Ramadhianti, 2018).

Therefore, language is tool that can help teachers articulate a vision, convey faith that students attain it, give feedback that names students' strengths and often offer guidance that extends learners' skills. In short, better language makes batter teachers ultimately better learners.

1.9 Conclusion

Creating positive relationship between the teacher and students is the key element for successful teaching-learning process. It has also a great impact on the students attitudes and achievement. Many researchers in the literature about the interest of positive and supportive teacher-student relationships. Therefore, this chapter is a collection of theoretical contributions made by different scholars connected to the topic of teacher-student relationship and it affect on the students' attitudes as well as highlighted some of the important variables to create a positive relationship between the teachers and students such as the role of ethics, the power of language teachers caring and trust …

Chapter Two:
Data Analysis and Main Results Discussion

Chapter Two

Data Analysis and Discussion

2.**1 Introduction**

2.2 Research Design

2.3 Sample

2.4 Proper Study

2.5 Data Analysis

      2.5.1 Students' Questionnaire

      2.5.2 Teachers' Interview

2.6 Discussion Main Results

2.7 Conclusion

2. 1 Introduction

This section presents procedures of the investigation which targeted the third year EFL students at the University of Tlemcen about the relationship between teachers and students in the classroom, and how the relationship effect and improve students' performance.

This chapter describes the nature of the study. Then, it introduces the sample population and justification for the selection of participants'. The current chapter also provides a detailed exposure of data analysis process in its both quantitative and qualitative dimensions. Finally, this chapter is concluded by stating some limitations that was encountered during the research study.

2.2 Research Design

This research is designed for the purpose of exploring teacher – student relationship and the effect of this relationship on students' achievement. The reason behind choosing this topic is to shed light on the fact that the teacher-student relationship affect in a way or another the students' attitudes and achievements, especially nowadays teachers and students ignore the fact that good relationship is the foundation of healthy learning environment which is combined by a good teacher and active student. Yet, this combination cannot be achieved only if the two sides of this relation interact positively and effectively.

The first research question was formulated to demonstrate the kind of relationship between the teacher and students. This question leads us to find out if there is a teacher-student relationship which is characterized by either positive or negative aspects.

The second research question goes behind this relation and tries to investigate the extent of the impact of this relation on students' achievement and attitudes.

In the hypothesize, we try to find the close answers to this question and start investigating and studying this topic in order to prove this hypothesis. To accomplish

this purpose, an exploratory case study was conducted using both quantitative data in forms of multiple choice questions and even qualitative data in forms of open-ended questions, in order to provide and accomplish an integrated study .According to Katrin Niglas (2000) "The integrated use of different methodologies can advance our understanding about the phenomena under the investigation"; thus, by mixing both quantitative and qualitative data, the study gains in breadth and depth of corroboration and understanding.

2.3 Sample

This topic is so interesting for both students and teachers of all levels or branches, as it was stated before that a successful learning process depends on the healthy learning environment.

Teaching a foreign language is based on communication and interaction and EFL students need to increase their confidence and self-esteem in order to get motivated and ready to express themselves in the target language. This can happen when the teacher encourages, supports and motivates student, and when he is flexible and patient with them. However, a teacher who just delivers his message, without giving the student the chance to interact, decreases the ability of the student to enhance his level.

The participants of this study include teachers and third year EFL students at the University of Tlemcen. The criterion which distinguishes these target populations is to study the relationship of both teachers and students from each side point of view. Therefore, a questionnaire was designed to address forty three students, while ten teachers were asked to be interviewed. We chose the third year EFL student because they have more experience in university, and also they are supposed to have the writing skill that we need in order to get the maximum amount of variable data from students. As well as for teacher of third year level who are more familiar with their students because they already taught them 2 years before and get in touch with their capacity and can estimate the relationship between them.

2.4Proper study

The current master research was in 2017, when we spent the first year master1, trying to find an interesting subject to study and understand it. The following academic year (2018/2019) was concluded by deciding on the final research questions around which the study will undertaken and proposing hypothesizes upon which the study will be tracked. It is widely approved that understanding the researcher is not less important than understanding the research itself. It is very common that the researchers' own belief and values would subjectively influence the procedure and results of the study if not carefully controlled (Bryman and Teevan, 2015).

In 2018 we started collecting data by conducting the University-based questionnaires with third year EFL students. After piloting and refining the instruments. We decided to administer the questionnaires directly before the first semester exam in November 2015. We simply went to see third year timetable and search the rooms that we can found the third year students there and we started to administer the questionnaires in order to get guarantee a maximum return. We insisted on the following the students answering the questionnaires till the end. While always providing help and explanation if ever required. When we have finished analyzing the questionnaires we began to work on the EFL teachers which required a more important role from the researchers in comparison with questionnaires.

First, we were required to be well prepared to effectively play the role of the interviewer especially that the interview demands more skills of probing and canalizing discussion. Before opening the interview, we have first piloted the record devise (a smart phone) to assure that it is positioned in a place that will ensure high quality sound recording. The recording process did not prevent that we were continuously jotting down remarks mainly about respondents body gesture, as well as preparing and formulating follow up questions to test the reliability of previous answers. As we were students at this department, we have benefited a lot from teachers whom are familiar with us so they have facilitated our task by giving 10 min to 20 min in answering and providing new data. The following researchers' role was to

orthographically transcribe the interview corpus to be ready for consultation and analysis.

2.5 Data analysis

After collecting data, different results were ready to be analyzed and measured, for the purpose to answer the initial research questions and test the hypothesizes. According to the tools of research, these results are divided into two parts; students' questionnaire and teachers' interview.

2.5.1 Students' Questionnaire

The questionnaire was designed to address third year EFL students at the University of Tlemcen. As EFL students are the core population of this exploratory investigation, their opinions and feelings about the relationship between their teachers are considering an important element in the investigation study.

For such kinds of studies, questionnaires proved to be commonly used since it is easy to tabulate and analyze, and feasible to administer in different locations .It provides an insider view about the issue. Questionnaire also gives ample time for respondents to answer while always assuring the autonomy of the population, Wray and Bloomer (2006).

 the design of the questionnaire was divided and organized into different rubrics.

Each part seeks to a specific idea. (see appendix A)

Rubric one*: Teacher -student interaction.*

This rubric aimed at collecting data of students feelings of their relationship with teacher through teachers' behavior .their answers were based on four options (Never, Rarely, Sometimes, Always).

Table(1.2): teacher-student interaction

	Never	Rarely	Sometimes	Always
Question 1	0	8	30	5
Question 2	2	8	27	6
Question 3	1	10	25	7
Question 4	11	16	13	3
Question 5	0	3	14	26
Question6	3	8	12	20
Question 7	1	2	10	30
Question8	1	11	21	10
Question9	0	2	14	27
Question10	3	10	26	4
Question11	0	12	26	5
Question12	0	5	15	23

The table above illustrates the overall distribution of answers (never, sometimes, rarely and always) on the 12 question of rubric one. However each question is analyzed as follows:

Question1: I feel belong and engage at the classroom.

The first question was meant to evaluate the student interaction inside the classroom. As digraph (2.1) illustrated 69.7% of the respondents choose the options sometimes.
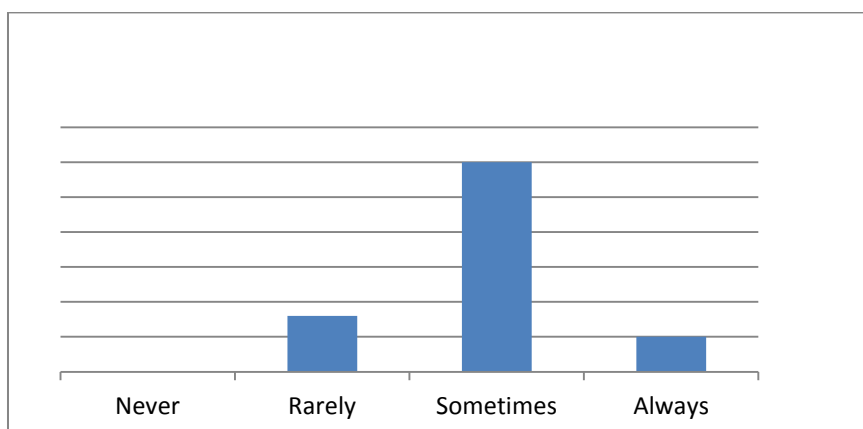
Figure (2.1) Students' Engagement Inside the Classroom

Qusetion 2 : I feel that my teacher enjoy teaching us.

This question was asked to asses teachers' enjoying their job. As showen in digraph (2.2) the majority of answers were in the option somtimes by a frequency of 62.7%.
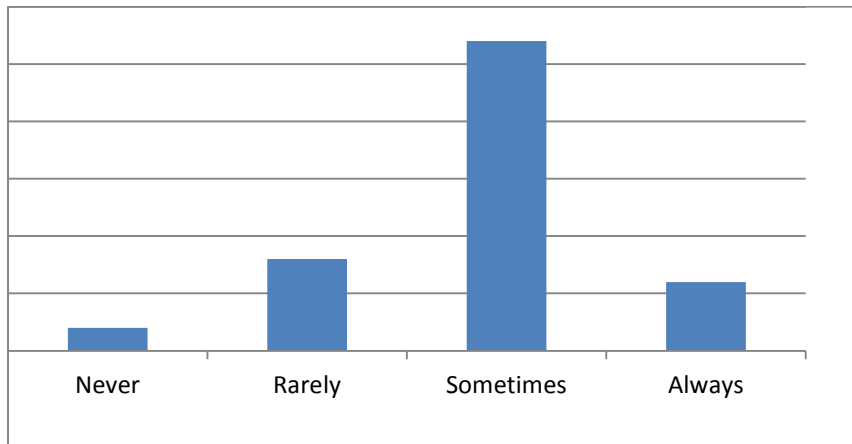

Figure (2.2) Teacher Enjoy Teaching

Question 3: I feel comfortable during the lecture.

The question was related to the students comfortable during the lectures. More than half students claimed that they are sometimes comfort with a frequency of 58%.
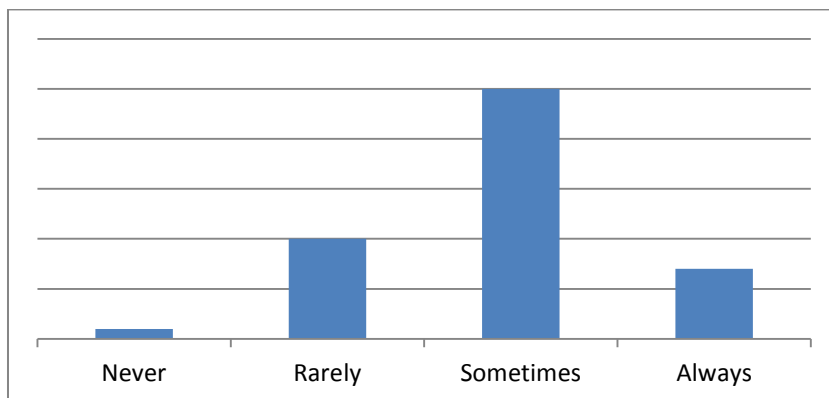
Figure (2.3) Students'Comfort Inside the Classroom

Question 4: I feel that I have a close relationship with my teacher.

As bar graph is shown, the students answer was spread and dispread between (Never, sometimes, and rarely) with a percentages of 25.5% in the option never 30%in the option sometimes and 37% in the option rarely. However, always embodied a percentage of 6.9% since the results were slightly close. It indicates that it was difficult for student to answer the question.
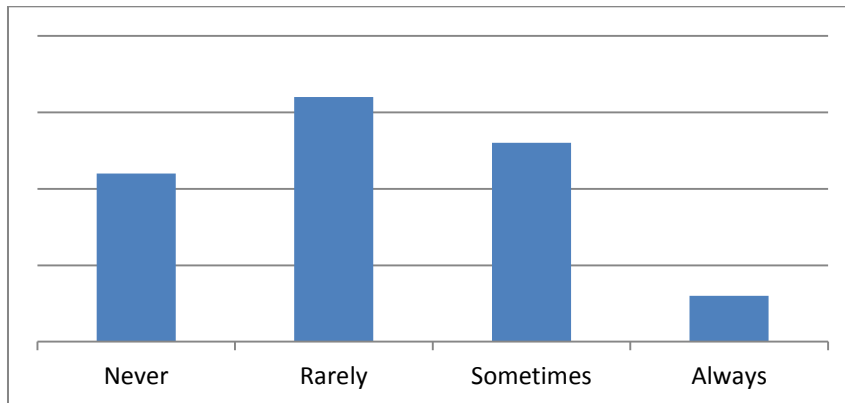
Figure (2.4) Teachers Closeness to Students

Question 5: I feel motivated when my teacher cares about me.

This question was coined to test student's motivation according to the teachers care as digraph illustrated a very high percentage of 60.4% in the option always. The results confirmed that students are always motivated when they have a teacher who care.
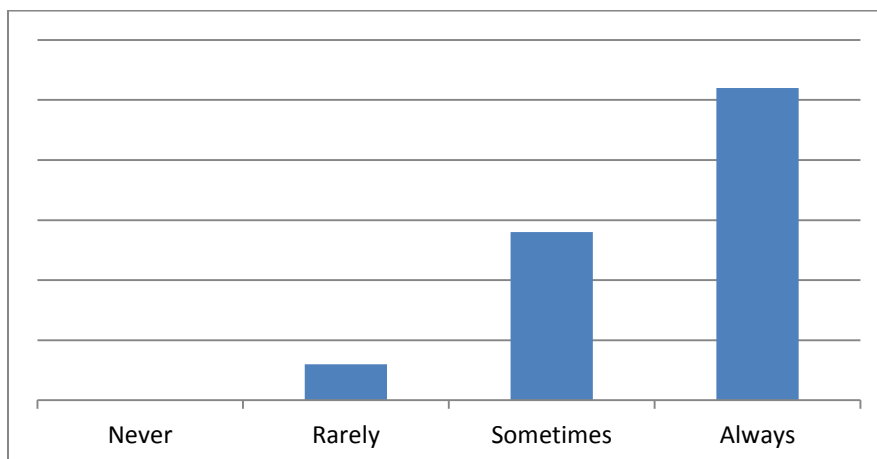
Figure (2.5) Teachers Encouragements Students' Motivation

Question 6: I feel demotivated when my teacher is careless and cold.

This question was asked to evaluate students demotivation when the teachers are careless. Though the digraph (2.6) represented 46.5% of the students' answer choose the option always. This indicated that students are less motivated when their teachers are careless.
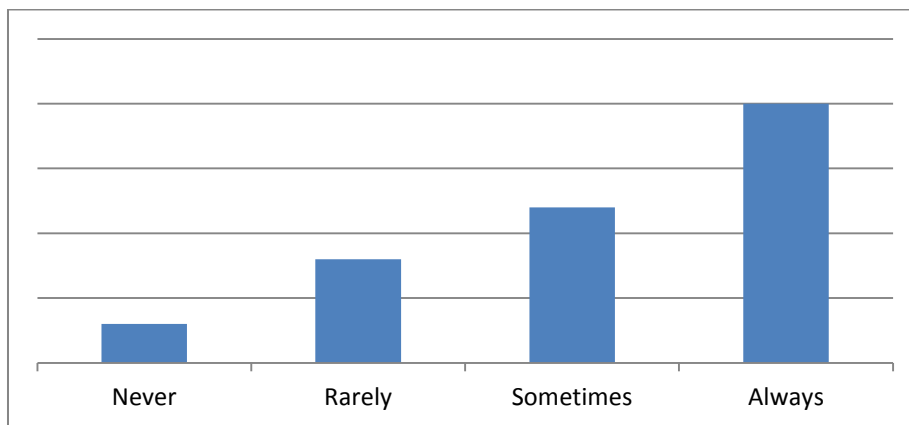
Figure (2.6) Teacher Careless and the Students Demotivation

Question 7: I feel confident when my teacher asks me politely.

The question is related to student's confidence especially when teachers asked them in a polite manner. The majority of students agree to be asked politely by choosing the option always with a percentage of 69, 7%.
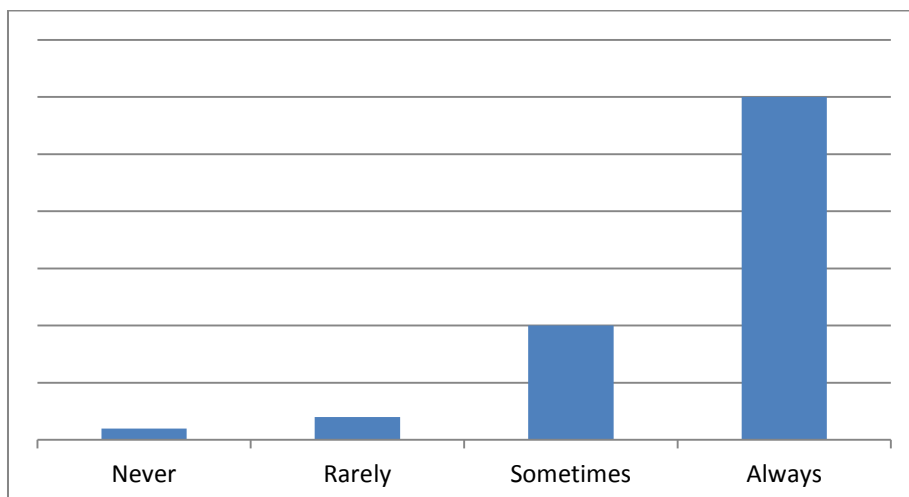
Figure (2.7) Teachers' Politeness and Students Confidence

Question 8: I ask my teacher for help without fear or embarrassment

The question revealed that 48.8% of respondents are sometimes feel afraid or embarrass to ask the teachers.
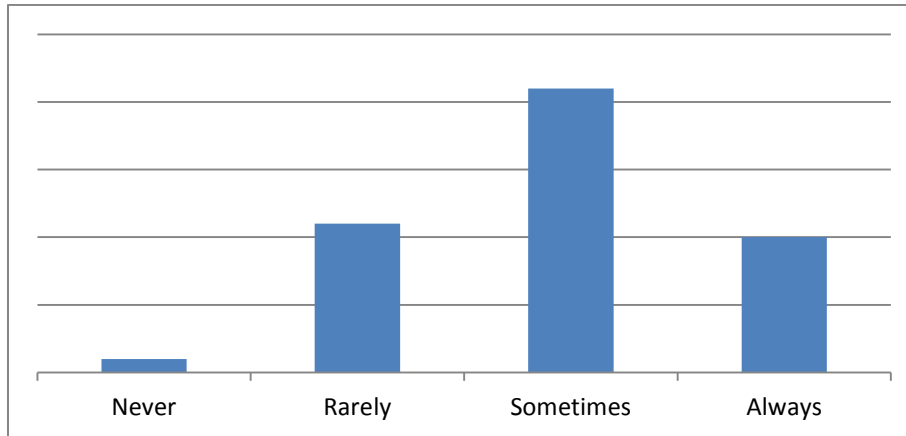
Figure (2.8) Students' Embarrassment to Ask the teacher Help

Question 9: my teacher treats me with respect.

The question was attempted to assess teachers respect. According to digraph (2.9) 62.7% of the students claimed that the teachers are always respectful.
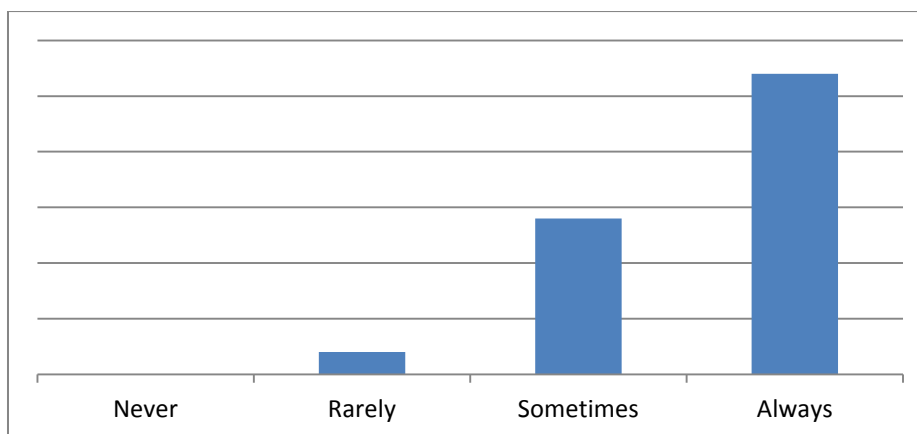
Figure (2.9) Teacher's Respect

Question 10: My teacher is familiar with our names

As far as it is important to call students with tier names to feel more familiar with their teachers. Digraph (2.10) indicated that 60.4%of teachers are sometimes familiar with the student's name.
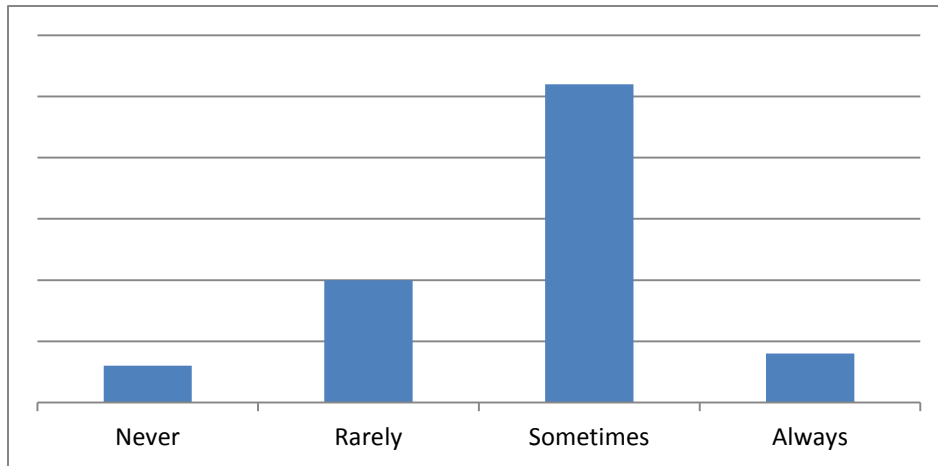
Figure (2.10) Teacher Familiarity with the Students' Names

Question 11: My teacher hold a supportive relationship.

The question was concerned to assess whether teachers hold a superlative relationship with the students .though 60.4% of the response were in the option sometimes.
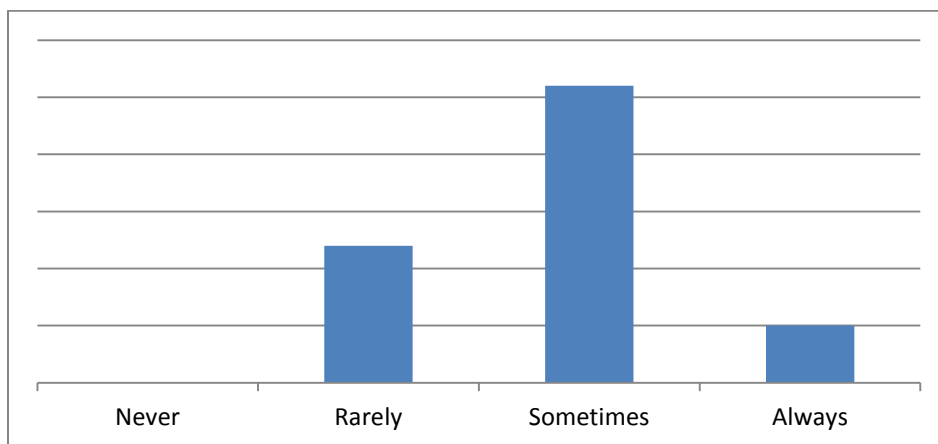
Figure (2.11) Teachers' Supportive to Students

Question 12: The way of pronunciation and speaking of my teacher attracted me.

Teacher use of a clear pronunciation is an important element to build a strong relationship with the student .as it is illustrated in the digraph bellow the majority of students agree that they are more attracted in the way of pronunciation with a percentage of 53.4% in the options always.
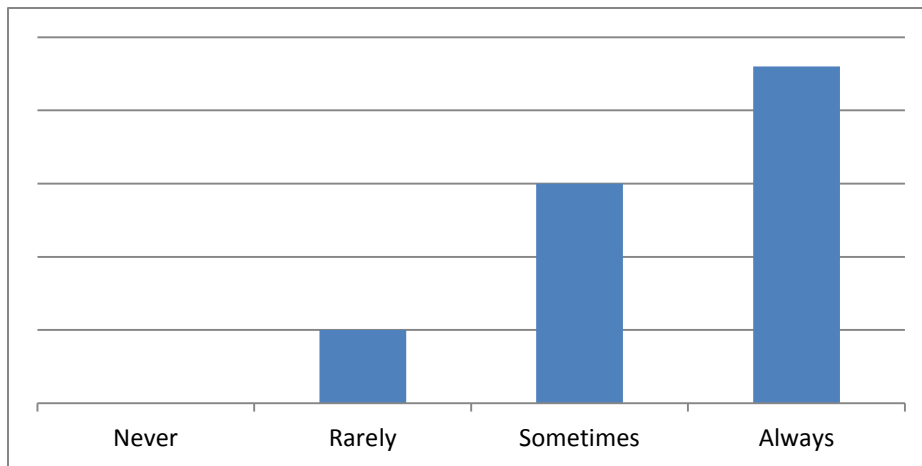
Figure (2.12) Teachers' Pronunciation

Rubric 2: The Impact on Achievement

This rubric is organized in number of questions that shed light on facts that the teacher behaviors effect the student achievement, its dealing with 11 questions that aims to investigate the impact of teacher behavior on student achievement.

Table 2.1: The Impact on Achievement

	Never	**Rarely**	**Sometimes**	**Always**
Question 1	0	10	25	8
Question 2	2	8	23	10
Question 3	2	14	21	6
Question 4	1	3	16	23
Question 5	1	13	18	11
Question 6	15	16	11	1
Question 7	0	6	30	7
Question 8	9	7	20	7
Question 9	4	3	11	25
Question10	1	13	25	4
Question11	8	12	20	3

The table above illustrate the overall distribution of answers (never, sometimes, rarely and always) on the11 questions of rubric2. However, each question is analyzed as follows:

Question1: Students Participation during the Lecture

This question was meant to see if student participate and react during the lectures following the bar graph (2.1) the majority of answers formed by 58, 13% in the option "sometimes", whereas we notice that no one of the informants choose the option "never"
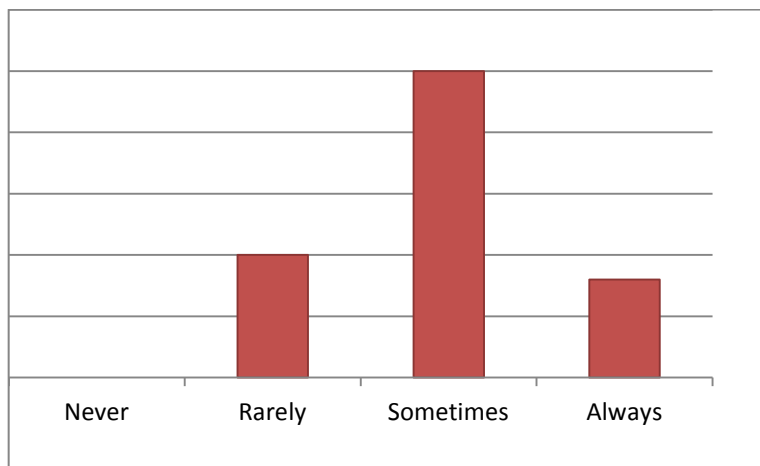
Figure2.1: Student Participation during the Lecture

Question 2: I feel confidence to tackle the hard work.

The question number 2 designed to examine to which extent students feel confident to tackle the hard work, the bar graphs show that 53, 48% of students choose the option "sometimes", while the remaining students were divided on the other choices. Nevertheless, the option" rarely" and" sometimes" scored remarkable percentages of answers with 18, 60% and 23, 25% respectively.
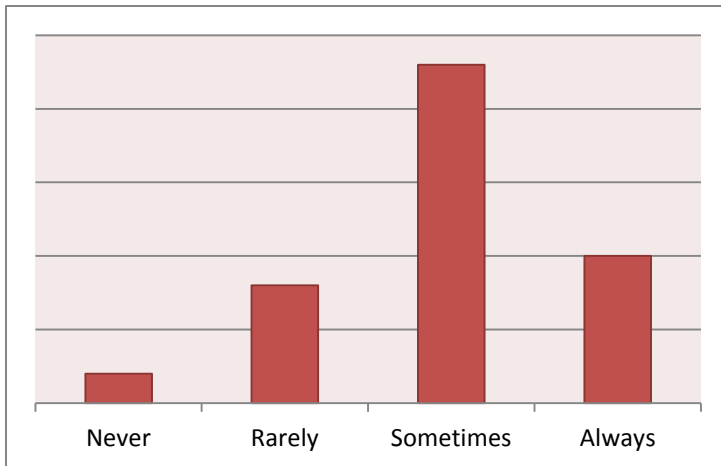
Figure2.2: Student Confidence to Tackle Hard Work

Question3: *I feel excited to attend the lecture*

The purpose of this question was to explore if students feel excited to attend the lectures, the majority of the informants 48, 83% confirmed their moderate excitement about attending the lectures "sometimes", whereas there are minority of students who confirmed that they "never" feel excited to attend the lectures. However, an important percentage of 32, 55% did not deny that they are rarely excited attendance.
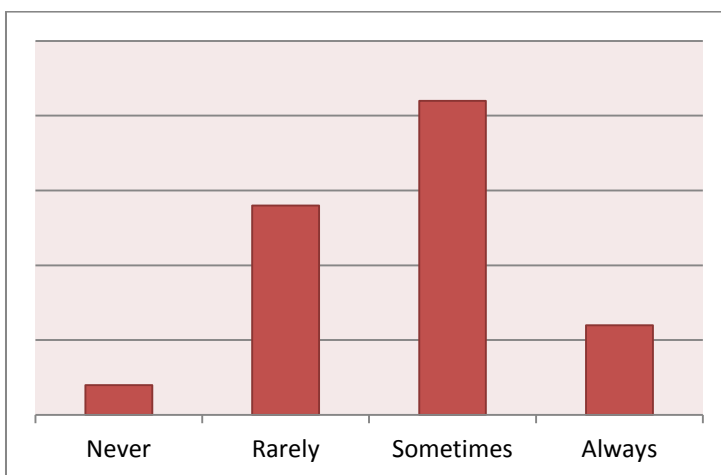
Figure2.3: Student Excitement to Attend the Lectures

Question4: I feel happy and excited

This question was formulated to learn about how the students feel when the teacher praises them. 53, 48% of respondents say that they always feel happy and excited when the teacher praises them, whereas 37, 20% confirmed that sometimes they feel happy when the teacher praises them. In the other words, the greatest majority of students have a positive attitude about teacher's praise.
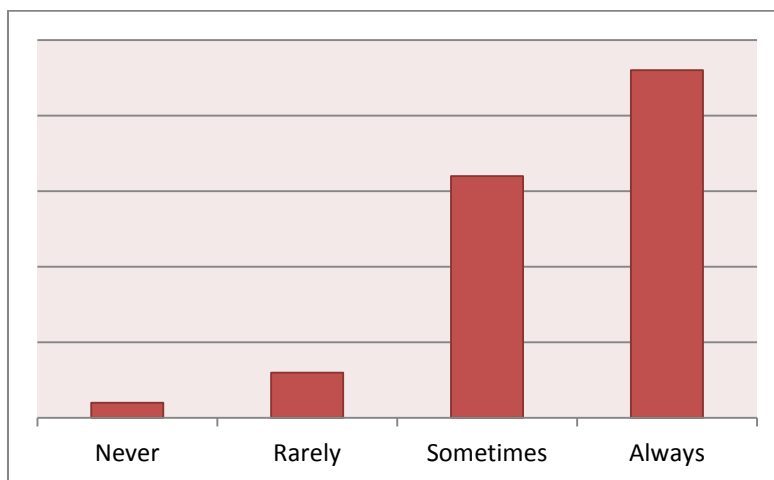
Figure 2.4: The Impact of Teacher's Praise on the Student

Question5: *My teacher encourages me to speak and react.*

The aim of this question was to investigate if teachers encourage the student to speak and interact inside the classroom. 41, 86% of students choose the answer "sometimes" when the teacher encourage them to interact, while the remaining students gave different answers between "rarely"30, 23%"always"25, 58% and "never"2, 32%.
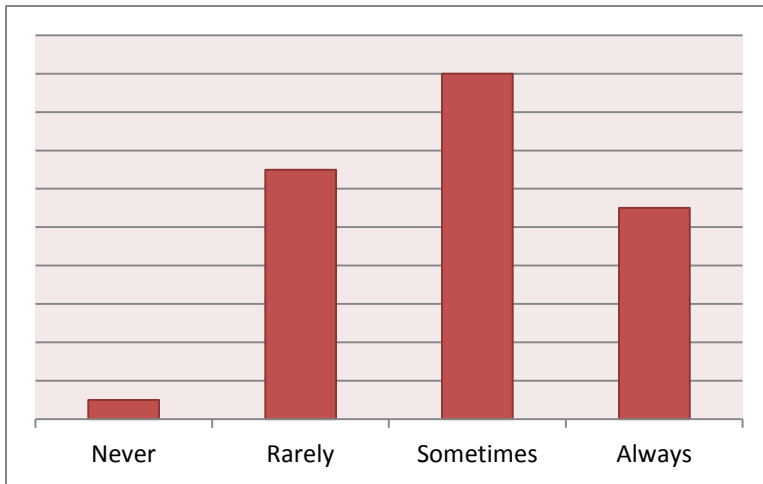
Figure2.5: Teacher Encouragement to Speak and Interact

Question6: My teacher asks me how I am doing in my studies.

The aim of this question to explore if teachers care about student's studies. The results revealed that the answers of students were so closed by 37, 20% for "rarely" and 34,88 for the choice "never" ,while the option sometimes 25, 58% the students percentage goes to the choice "always" with 2, 32%.
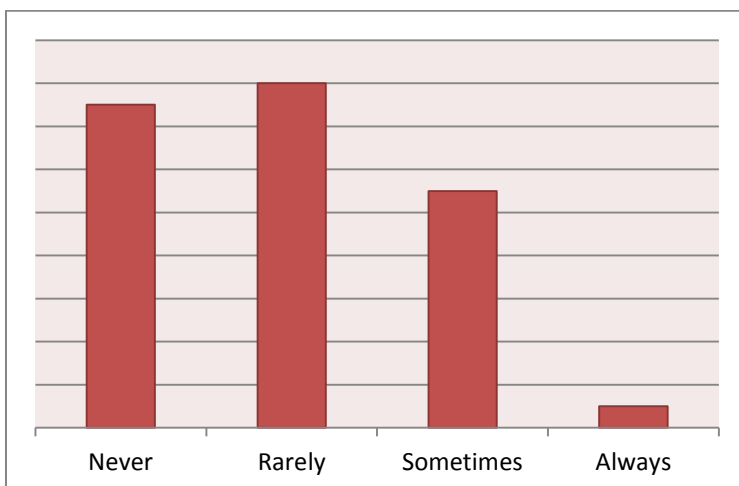
Figure2.6: Teacher Care about Student Studies

Question7: My teacher makes the lesson interesting.

The aim of this question was to know if the teacher make the lesson interesting, The great majority of students representing 69, 76% said that "sometimes" the teacher makes the lesson interesting, whereas by 30, 23% of the students answers were so closed and divided between "rarely" and "always".
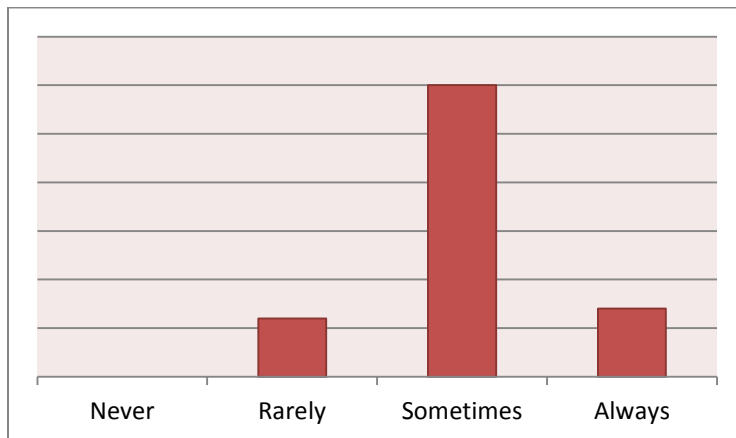
Figure2.7: The Teacher Make the Lesson Interesting

Question8: I feel afraid because of the teacher reactions.

This question aims to revealed how often student feel afraid from teacher reaction. The results indicated that 41, 51% of student feel afraid because of teacher's harsh reaction.
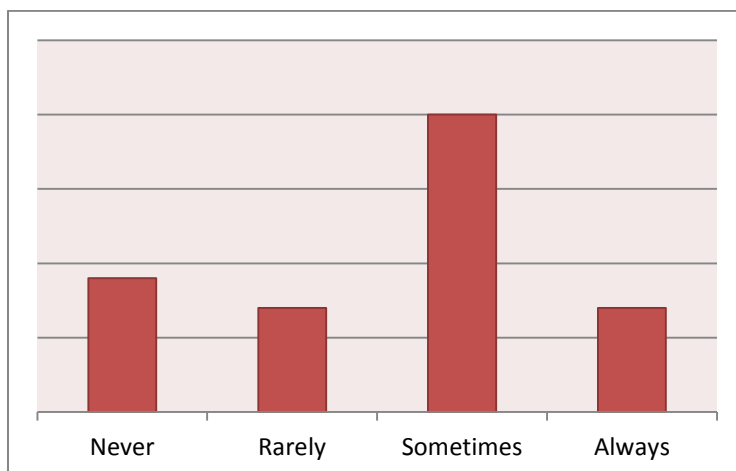
Figure2.8: Student's Fear as a Result of Teacher Reaction

Question 9: I feel angry when my teacher insulted me.

This question intended to uncover the feel of anger that the student feels when a teacher insulted him. 58, 13% of students claim that they always feel very angry when teacher insults them loudly in front of their classmates.
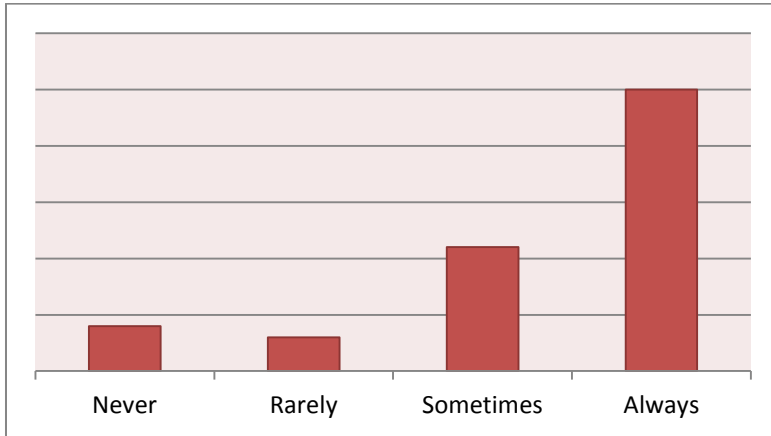
Figure2.9: Student's Anger when Teacher Insults Them

Question10: I feel bored to attend the lectures

This question aims to know how often students feel bored to attend the lecture 58,13% of informants confirmed that they feel bored attending lectures "sometimes", while 30,23% of them said that its "rarely" when they feel bored to attend the lectures.
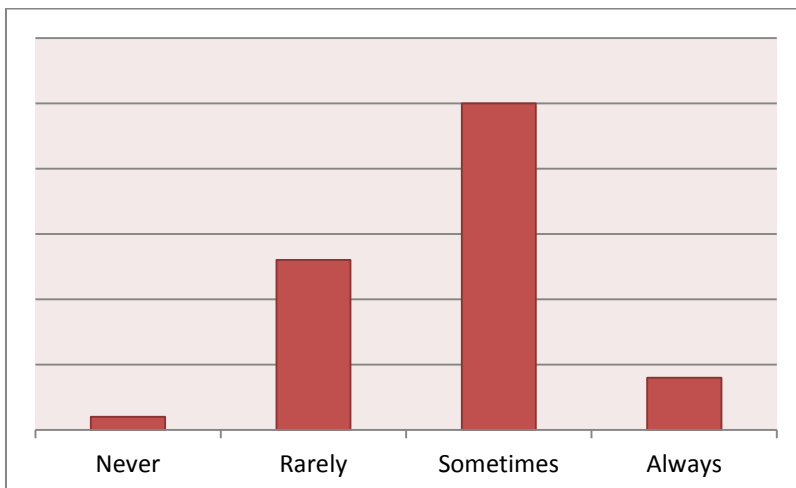
Figure 2.10: Feeling Bored to Attend the Lectures

Question11: I feel that my teacher doesn't care about me.

In this question the students asked to describe how often they feel that the teacher is careless about them. 46, 51% of students feel that teachers doesn't care about them, and the rest of them divided on the other choices "rarely"27, 90% ,"never" 18,60% and "always" with 6, 97% .
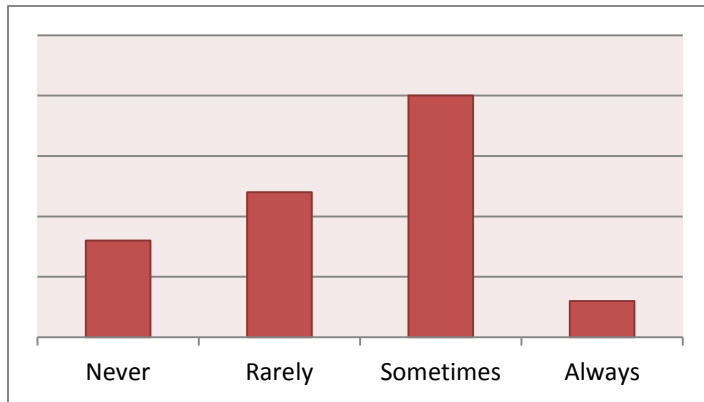
Figure 2.11: Teacher's Carelessness about Students

Rubric 3: Student's Satisfaction.

This rubric contain only of one question which aims to explore to what extent the student feel satisfied about their teacher's behavior. According to the pie chart 63% of students' answers were with the option "moderate" while 25% answer with "high"

Table 2.3: Students' Satisfaction

Very low	low	moderate	High	Very high
1	2	27	11	2
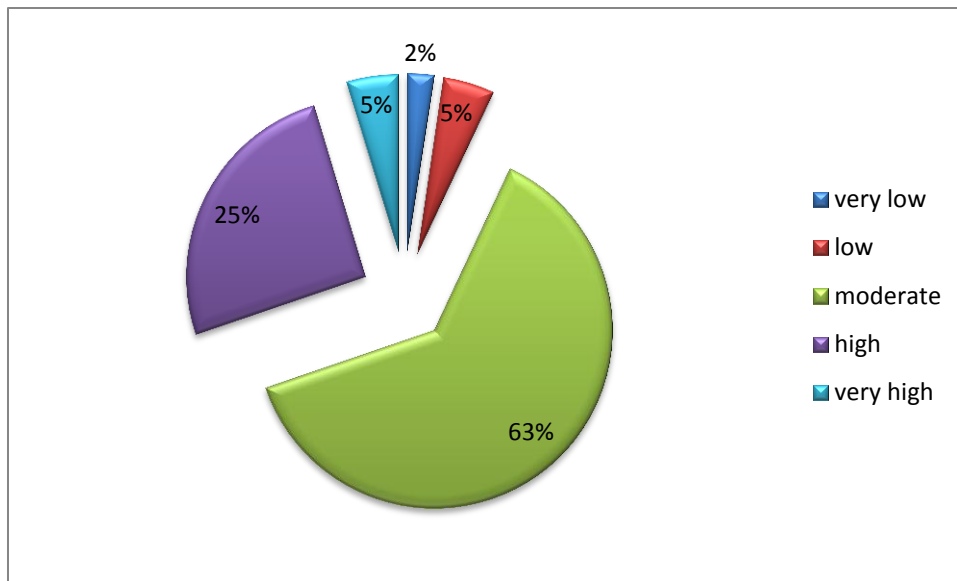
Figure 2.1: students' satisfaction

RUBRIC FOUR : Open Questions.

The last part of this questionnaire was in the form of an open question in which respondents were given a free space to mention anything they thought or they want to add. This space was divided into two sections(**Teacher' behaviors are liked by students and Teacher' behaviors are disliked by students)**

a)Teachers' behavior which are liked by students: informants express their needs and wants which resulted in a number of behaviors they like to see in their teachers. They emphasize first on helpful teachers, who support their students emotionally and educationally. Then, most of informants like respectful teachers who treat their students in a polite way and use a peaceful language . Also , the majority of students insist on caring teachers who listen to their students ,value their opinions and encourage students to succeed.

Moreover, informants claims for passion teachers who enjoy teaching and create new methods to learn such as games and discussion rather then repeated ways of addressing lectures. In addition, results showed that students wish to have a funny teacher who incorporate humor and jokes into lesson plans that create a positive energy inside classroom. However, some students argue to have a strict and clear

teacher who ensure effective discipline skills and manage the classroom in proper way. Furthermore, some students like to be treated as friends for their teachers and consider them as ground up.

   b)Teachers' behaviors which are disliked by students: The second category addressed a number of behaviors which are disliked by the students. First , the majority of students refuse to be disrespectful or insulted by bad words or even bad behaviors. They dislike angry teachers who use violence to solve problems inside the classroom. Then, most of the informants mention that they feel less important when their teachers are careless about the students such teachers who does not even notice when one student among many does not understand, or even does not make efforts to communicate individually when necessary. In addition, a lot of informants argue of racism inside the classroom which they consider not fair to be treated according to their names or faces or if they are rich or poor. Furthermore, students have difficulties in understanding when their teachers speak fast or with unclear accent. They also feel bored when teachers start to speak about their lives. Moreover, students feel less confident when their teachers treat them with ignorance and underestimate since the teacher is a source of knowledge who share his experience with pleasure. The students also criticize teachers who do not accept critical thinking or disappreciate students' efforts or even make them feel embarrassed when asking questions.

2.5.2 Teachers' Interview:

   This interview was addressed to third year EFL teachers at university of Tlemcen to confirm the studies which indicate that the student-teacher relationship and Student Satisfaction interaction has great impact on student's attitudes and achievement. It is a semi structured interview that contain of 9 questions each question address specific idea. (see appendix B)

Creating Positive Learning Environment inside the Classroom.

The first question in teachers' interview was about how do teachers create a healthy relationship between student and teacher that is mainly characterized by motivation trust support and caring. Intact, teachers' ability to create such an environment was distinctive. Three participants out of five agree on the fact that teaching needs first to have a good relationship with students, as one participant claimed that the first step to establish relationship with the students is to try to understand the students' situation and feelings by using communication as a tool towards any achievements whether personal or academic. The participant said that "I started teaching in 1997 and I still have the feeling of a student."

In the same train of thoughts, another participant also confirmed that having a strong relationship with students helps the interaction inside the classroom by breaking the obstacles between the teacher and the students, considering the teachers as a learner that resulted a comfortable environment during lectures.

Another interviewee, shade light on psychology of student, that the teaching process requires establishing psycho pedagogy inside the classroom, He claimed that providing the students with space to express themselves and showing to them that their opinions matter, and interacting with the students without authoritative attitudes make the teaching more easier and smoother.

However, three out of the five participants mentioned the difficulties of maintaining a healthy environment because of the quantity of the students and the different mentalities and attitudes as one interviewee said "when the number of students is huge, honestly we do not care too much, I care about teaching and only teaching, finish my lecture then I leave."

In addition, the participants also claimed that for the quality of the students whether they are active or passive since they affect the teacher' performance inside the classroom positively or negatively. Therefore, teachers rely on the different information at the level of lectures and providing oral questions to manage positive environment.

To sum up , this question includes that the teachers' opinions were divided on one hand, to having a teacher students relationship that counterpart for sharing feelings experiences and transmitting knowledge and from the other hand, practicing teaching process as more less a job of developing lectures.

The Influence of Positive Environment on the Teaching-Learning Process

When asked, about the influence of a healthy environment on the teaching learning- process, all the participants agreed on the positive impact of positive and relaxed atmosphere inside the classroom.

 The participants claimed the obligation and the importance of establishing a comfortable classroom environment. Where the student feels at ease and the teacher is more flexible with students so they will be motivated in their path to reach success .Therefore, a healthy environment impact not only the learner's performance but also the teacher's capacity to be creative to transmit knowledge.

Then, another participant asked for providing the students with freedoms of opinions and open discussions during lectures but at the same time respecting each others, consequently learners and even teachers will feel themselves as a team which is tied by collaboration and partnership. In other words, the students will help in the teaching process and the teacher will give more explanation and more different method to explore things. This why, the participant insisted on having debates and open, in the chance for students to be learner- centered

In addition, when the students feel comfortable in the class , their motivation increase and will be more self confidence to participate , also they will feel the pleasure to attend lectures since their teacher succeed in creating a positive image about the module

Therefore, the majority of the interviewees summoned for applying positive energy inside the classroom since everything turns around psychology and healthy environment.

The Influence of Negative Environment on the Teaching-Learning Process

During the interview, when we discussed the issue of unhealthy teaching environment, all the participants confirmed the negative influence of this unhealthy environment on the teaching –learning process.

The interviewees mentioned many psychological problems where they feel less comfortable inside the classroom, and feel afraid to attend their lectures .In such situation, anxiety and stress will increase and motivation and self confidence decrease. As a result, there will be a lack of achievement.

One participant added that negative environment impact also the teacher performance, For instance when the student disrespect his teacher, this will affect his behavior by being less serious in his job or more angry when dealing with the students which causes difficulty of transmitting information.

However, another participant went beyond all this, and tackled the influence of negative teaching environment on the long term in which he illustrated a real situation that could happen to a student who have problem with his teacher, this participant claimed that such a student may quite his studies completely then, the future needs will makes him regret. Therefore, a negative environment impacts not only the teaching –learning process but also the student's life beyond the classroom.

The Power of Supportive Language On the Student's Learning Improvement

Because we are interested in the way teachers speak to their students and how they use language inside the classroom, we ask the interviewees about what is supportive language and how it can enhance the student' learning.

In fact, almost participants agreed on the importance of using language to support the students, such as verbal awarding and praising the learner performance to increase motivation and achieve a successful learning process.

In addition, one participant claimed that supporting the students is required not only when he performs well but also when the learner feels less confident inside the

classroom. therefore, this participant recommend to try to communicate with such a student individually and encouraging him and share experiences with him, will help him to overcome the issue and improve himself.

Another interviewee, insisted on positive evaluation that teachers need to choose the right words to correct the student' mistakes especially in front of their classmates, also avoiding bad terms and insulting language which leads to create an unhealthy environment and disrespect between the teacher and the students.

However, a different point of view was tackled by another participant in which it was highlighted that remarking the student must be applied in direct way in order to correct his mistakes but not in a continuous way that will lead him to feel useless and less confident to participate during lectures.

At the end, only one participant who claimed that using the destructive language more than the supportive one for the sake of forcing the students to work better and improve their learning process, may be useful

The Challenges to Build Teacher-Student Relationship

The challenges faced by teachers to have a healthy relationship with their students were almost shared by all participants in which they mentioned the issue of students' quantity which means the huge number of students that embodies different mentalities, personalities and behaviors which they considered as difficult task for the teachers to cope and deal with the individual differences.

Another issue was pointed to by the participants which are the misinterpretation of this relationship since some students may go beyond the lines and disrespect the value of teacher –students relationship. In addition they may profit from it by not attending the lectures or do their home works

problems of evaluation were also tackled as one participant claimed that low marks does not allow the teacher to have a good relation with the students since it makes the students think they had oppressed by their teacher.

One participant pointed out the problem of prejudges by student towards their teachers ,some students create a wrong image about the teacher that he cannot understand them and he is always against them, so students build a barriers between them and their teacher that makes the interaction difficult between the teacher and the students.

Teachers Believe About Having a Friendship Relationship with Their Students

Thought this question was not planned by the interviewers, it seemed interested to be tackled during the interviews. However, the distinctions between the participants' thought was clear to the fact that each one provides a different point of view.

Two out of the five participants supported the idea of friendship relationship with the students as one of them claimed that teacher is still a learner and there is no high levels between the two parts such as having a coffee with students outside the classroom or joking with them does not affect the teaching- learning process rather they respect each other more.

A totally different answer was provided by an interviewee who refused having a friendship relationship with the students and that teachers should be attached from the learner by being more serious but at the same time sharing human values with them. The friendship relationship could affect the teaching process in a negative way.

 However, other two participants shade light on having a good teacher-student relationship that characterized by human aspects such as respect, love, kind and humor sense but without crossing the boundaries between a teacher and a students.

Student's Critical Thinking and Teacher's Reactions

Concerning student's critical thinking during lectures, in fact, all the participants had welcomed the student's questions and their free opinions, They claimed that is the teachers duty is to clarify all the students' confusions and to give them the chance to express their ideas freely and open discussions during lectures to make the learning more interested so that the students will improve their capacities

through practicing the language since they are EFL students. Therefore, as one participant said "debates during lectures are one element of healthy environment."

However, three out of five participants pointed out that asking a lot of questions by students is sometimes disturbing since there is a lack of time to finish the syllabus adding to that these students may do not give the opportunities for their classmates to participate, that is why it is the teachers' job to manage the classroom and find the right balance.

The Relationship between the Teacher and the Student's Attitudes towards the Module

The fact that taking into account teachers' influence on the student's attitudes towards the module was tackled in the interview, almost participants claimed that it could partially influence, In other words it depends on the student's capacity to learn and to react. For instance some students may be interested to the lectures just because they like its teachers and the way he/she behave with them. others may not well perform to that module only because they found it difficult, however, others have the same attitudes towards all the modules, for the reason that they like to learn and they do not look for excuses to continue learning.

In addition, one participant mentioned that teachers' personality and behavior affect the teaching process as the interviewee said "some teachers who have excellent level of knowledge but in term of personalities they are the worst." Some teachers behave in a rude manner with their student because they experience bad situations as students so they use it as they are teachers. The teacher who is usually strict and harsh with the students risks that his module will not be loved by his students. Another point was tackled that is pedagogy it means teachers who have difficulties in transmitting the message and applying pedagogy in the correct manner, even though they behave in appositive way with the students they still have the problem of sending information.

Teachers Feeling Beloved by Their Students

Teachers doubted about the fact if they are loved by the students. They could not give a clear answer to confirm this case even thought. They mentioned that they see most students present during lectures and interact with them in a positive manner inside and outside the classroom. Then, they spoke about students who overcome the issue of having bad marks and dealing with their teachers in respectful and loved way. Participants appreciated to be loved by students and this fact makes them improve personally and academically.

2.6 Discussion the Main results

This research work was designed to study the issues in building positive teacher-students relationship and its impacts on the teaching-learning process. This study held both the students' questionnaire and the teachers' interview which provided a variety of findings. These results facilitate to drawing a clear picture of the way creating a healthy environment inside the classroom. It also enabled the researcher to answer the questions aroused in the beginning of the work and test the validity of hypotheses. The following will set forth the main conclusion obtained from the study in correspondence with the research questions.

Research question 1: What is the type of teacher-student relationship exist in third year EFL classroom?

This question was coined to study the essential aspect to build positive relationship between the teacher and students. In other terms, it is a way to determine the teachers' and the students' perspectives about this relationship.

However, from one hand, results of the student's questionnaire revealed that a significant number of teachers did not hold a supportive relationship with the students. This latter results lead to the fact that most students did not have a close relationship with their teachers. The majority of teachers were not familiar with many students' names. Findings showed that many teachers did not care for the student. All these facts

lead to negative aspects on the student's feelings and attitudes namely: boredom, excitement, the fear of rejection and embarrassment and demotivation ... All these findings can be translated in the dissatisfaction noticed among the students' answers who overtly expressed their social and emotional demands. According to them, they liked a teacher who cares for them not just as students but also as persons, as well as. They want a teacher who not considers his profession only as a job. They need for helpful teachers who encourage their students academically and emotionally. From the other hand, results revealed that all teachers agreed on the importance of establishing a positive relationship with students. However, there are some difficulties to create such relationship which prevents teachers to have a close relationship with the students. Findings showed that the huge number of students besides the different mentalities and personalities of students, the lacks of time to finish the program, in addition to the misinterpretation of this relationship by the students, these facts entail the challenges to establish healthy relationship with students. However, the most striking result was that most teachers were interested to finish the syllabus and deliver the lectures. This fact can be noticed in most of teachers' answers during the interview. These facts resulted that most teachers are aware only about student's academic needs and neglecting their emotional demands. The conclusions above go hand in hand with and confirm what the researchers suggest in the first hypothesis which claims that the teacher-students relationship in third EFL classroom lacks for emotional and social dimensions

Research question 2: to what extent the teacher-student relationships influence student attitudes and achievement?

The second question was formulated to demonstrate the impact of teacher-student relationship on student's attitudes and achievement. The findings showed that teacher-student relationship has a large impact on students learning. The results of the second rubric of student`s questionnaire which is concerned with the impact of this relationship on student's attitudes and achievement revealed that some of teacher`s negative behaviors effect the students in a negative manner as a lot of them feel that their teachers do not care about them or support them. Students who had a positive

relationship with their teachers were excited to attend lectures, participate during the sessions, and feel more confident to tackle the hard work and enjoying learning. adding to that, teachers care, praise and encouragement of students resulted higher progress in student`s learning and give them a lot of motivation to work hard. In contrast, student who had negative relationships with teachers were demotivated to learn and less confident to work or participate. Sometimes many of students feel afraid from teachers reactions as anger and insulting .to sum up, student`s motivation and determination to learn increases or decreases according to the type of this relationship.

The teachers interview showed that almost all teachers agree on the fact that teacher-student relationship effect student achievement and attitudes. Many teachers claim that creating a healthy learning environment that is characterized by motivation, trust, support and caring make the learning process more effective and more successful. The majority of teachers summoned for applying positive energy inside the classroom since everything turns around psychology and healthy environment. Teachers also mention many psychological problems. Negative learning environment impacts also the teacher's performance which causes difficulty of transmitting information. Therefore, teacher-student relationship enhancing students' self-esteem and increase students motivation and ambition to learn and enjoy during lectures.

Finally, it is worth mentioning that all the above results of teacher-student relationship go hand in hand with and confirm the second hypothesis which assumes that teacher-student relationship influence student achievement in a deeply manner that it can obstruct or stimulate him whether personal or academic.

2.7 Conclusion

53

This second chapter gathered the research methodology, data analysis, discussion the main results and different suggestion and recommendation. It set forth used both student's questionnaire and teachers' interview and their quantitative and qualitative data. The main part of this chapter was devoted to the analysis and discussion of the obtained results. Based on these results, the researchers provide some recommendations that may play a principle role to build a positive relationship between the teacher and students to reach a successfull EFL teaching-learning process.

2.8 General Conclusion

Positive teacher-student relationship is the key for a successful teaching-learning process. Teachers can play a vital role in establishing a healthy relationship with their students. Therefore, there is a sharp need for supportive teachers who can influence students' social and intellectual experience via their ability to instill values in students such as motivation to learn, developing better ways to behave in the social context, and improving their academic achievement. The rationale behind this research is to examine the nature of relationship between teachers and students, focusing on the most important aspect, that makes this relationship positive. In addition, it shed light on the influence of this relationship on the students' social and academic achievements.

To attain the aim of the study, a triangular approach to data collection was applied, including two research instruments to assure maximum data. Consequently, third year EFL classes were addressed in addition to their teachers to enrich the sources of data. A mixed qualitative-quantitative approach was followed to analyze the collected data. As to quantitative analysis, it was meant mainly for the questionnaire. Concerning qualitative investigation, it was devoted to the semi-structured interview. These procedures yield many results that lead to answering the research questions and testing the validity of the proposed hypotheses.

As to the outline of this work, this Masters' thesis is divided into two chapters. The first chapter is initiated by collections of theoretical contributions made by different scholars connected to the topic of teacher- student relationship and its effects on students' learning as well as highlighting some of the important factors that help to create a positive relationship between teachers and students. The second chapter illustrates all the steps fulfilled in this research. It includes the design and the explanation of the processes of data collection, sampling, data analysis and the discussion of the main results.

As a major result of these processes, it was unveiled that the relationship between the teacher and students is purely content-centered; teachers focus more on the mastery of content taught and are detached from any interpersonal relationship with their students. Therefore, the relationship between learners and instructors is characterized of the time by mistrust, carelessness and frustration between both parts. These facts were predictable by the researchers in the first hypothesis, in which it was suggested that teacher-students relationship lacks emotional and social dimensions.

Light was also shed on the influence of the teacher-students relationship on the students' attitudes and achievements. Positive interaction between instructors and learners develop social and intellectual experience between both parts which lead to successful teaching-learning process. Conversely, a negative relationship can be the reason behind decreasing teachers' production in general and students' achievements in particular. Therefore, the teacher –students relationship can be a determinable factor to either boost or paralyze students' ambition to learn. Concerning the latter detail, it confirms the second hypothesis that the teacher- student relationship influence students achievements in a deeply manner that obstruct or stimulate them socially and academically.

As to the limitations of this study, one of the main restrictions that were encountered during the process of study is the difficulty to manage the interview with teachers, since some of them did not accept to be interviewed. This fact is reflected on the number of interviewees, in addition to the small group of students who were questioned. Consequently, questions about the generalizability of the results of this research can be raised.

As far as the significance of this research in concerned, the importance of the current study emphasizes on the role of the teacher –students relationship to create a successful teaching-learning process. In the light of the above- listed results and conclusion which revealed a number of gaps and shortcoming in the relationship between teachers and students. The researcher offers a number of recommendations to create a positive teacher- student relationship thus develop a successful teaching-learning process. The following suggestions are listed as follow:

✓ Understanding students' needs and differences such as personalities, interests and preferred learning styles.

✓ Engage students in classroom discussion

✓ Hold students' attention by implementing new techniques of teaching

✓ Incorporate humor into lesson

✓ The use of positive reinforcement

✓ Possess high expectations' and improve positive attitudes towards the students.

This study raises awareness among both teachers and students to practice their role in appropriate manner and stimulates good behaviors, in order to build a solid relationship between them and reach better achievements. Also, this work can be said to serve a base ground of data for future research to undertake studies related to this topic such as: the influence of friendship relationship between teachers and students, the quality of teachers to create solid relationship with students and the role of emotions inside the classroom.

Bibliography

Bibliography

Ahmed Khaled, A. (2013)**.** Teacher-Centered Versus Learner-Centered Teaching Style. The Journal of Global Business Management, 9, 22-32.

Belkaddas, M. Z. (2010). Creative Teaching To Increase Students' Learning And Achievement The Case Of English Teachers.(Master Thesis). Mentouri University of Constantine

Benazzouz, W. (2017). The Psychological Effect of Teachers' Behaviour On Learners' Performance The Case Study: Third Year Literature And Philosophy Secondary School Puplis. (Master Thesis). University Of Tlemcen, Algeria.

Benlamri, F. (2013). Creative Teaching to Increase Students' Achievements In Speaking: The Case Of Oral Expression Teachers. (Master Thesis). University Of Biskra, Algeria**.**

Bernaus, M. Wilson, A. Gardner, R. (2009). Teachers' Motivation, Classroom Strategy Use, Students' Motivation and Second Language Achievement. University Of Autònoma De Barcelona and Western Ontario, Spanish.

Blazar, D. & Kraft, A. M. (2016). Teacher and Teaching Effects on Students' Attitudes And Behaviors. Author Manuscript, 39(1), 146-170.

Blazar, D. (2016). Teacher and Teaching Effects on Students' Academic Performance, Attitudes, and Behaviors. (Doctoral Dissertation). Harvard Graduate School of Education.

Bruney, G. (2012). The Teacher-Student Relationship: The Importance of Developing Trust and Fostering Emotional Intelligence in the Classroom. (Master Thesis). The University of Toronto, Canada.

Camp, M. D. (2011). The Power of Teacher-Student Relationships in Determining Student Success. (Doctoral Thesis). The University of Missouri Kansas

Chen Tsai, K. (2017). Teacher-Student Relationships, Satisfaction, And Achievement Among Art And Design College Students In Macau. Journal Of Education And Practice, 6, 12-16.

Bibliography

Cheung Chan, T. (2012). Teacher Caring As A Classroom Management Strategy. Journal of Education And Humanities, 3, 1-12.

Cremin, T. (2009). Creative Teachers and Creative Teaching. 36-46.

Ćurko, B. Feiner, F. Gerjolj, S. Juhant, J. Kreß, K. Mazzoni,V. Mortari, L. Pokorny, S Schlenk, E. & Strahovnik, V. (2015). Ethics And Values Education - Manual For Teachers And Educators. Ljubljana, Erasmous.

D. finn, Donald A rock (1997) academic success among student at risk for school failure. Applied psychology 82(2)221

D. Kalpan, B. peck,(1997) decomposing the academic failure-dropout relationship Education research 90(6)331-343

Da Luz, F.S. (2015).The Relationship between Teachers and Students in the Classroom: Communicative Language Teaching Approach And Cooperative Learning Strategy To Improve Learning. (Master Thesis). University Bridgewater State.

Daschmann, E. C. (2013). Boredom In School From The Perspectives Of Students, Teachers, And Parents. (Doctoral Thesis).University of Konstanz.

Deteso , J. A. (2011). Student-Teacher Relationships as Predictors Of Reading Comprehension Gains In 2nd Grade. (Doctoral Thesis). University of Columbia.

Dutton, snowdon (2004), catching confidence .leicester.

Ellen A skinner, michael J Belmont (1993) motivation in the classroom. Educational psychology 85(4), 571

Eryilmaz, A. (2014). Perceived Personality Traits and Types of Teachers and Their Relationship to The Subjective Well-Being and Academic Achievements Of Adolescents. Educational Sciences: Theory & Practice, 14(6), 2049-20

Fredricks, Blumenfeld, (2004)school engagement: potential of the concept, state of evidence 74(1),59-109

Gablinske, P.B. (2014). A Case Study Of Students And Teacher Relationship And The Effect On Student Learning. (Doctoral Thesis). University Of Rhode Island.

Bibliography

García Sánchez , C.A. Gillings De González , B.S. & López Martínez, C.J. (2013). The Impact Of Teacher-Student Relationships On Efl Learning**.** Teachers of English, 116-129. (20, October 2013).

Garrett, T.(2008). Student-Centered and Teacher-Centered Classroom Management: A Case Study of Three Elementary Teachers. *Journal of Classroom Interaction,* 43 (1), 34 – 47.

Gluchmanova, M.(2015). The Importance of Ethics in the Teaching Profession. Procedia - Social and Behavioral Sciences, 509 – 513.

Goodsell, Maher, Tinto (1992) collaborative learning. National center on postsecondary teaching, learning and assessment at Pennsylvania state university.

Gülcan,N.Y. (2014). Discussing the Importance of Teaching Ethics in Education. Procedia - Social and Behavioral Sciences. 174, 2622 – 2625. (Http://Creativecommons.Org/Licenses/By-Nc-Nd/4.0/).

Hagenauer, G. Hascher ,T. & Volet ,S.V. (2015). Teacher Emotions in the Classroom: Associations with Students' Engagement, Classroom Discipline And The Interpersonal Teacher-Student Relationship. Psychology of Education, 30(4) (2 March 2015).

Hocini, N. & Hadj Abdel Kader, F.Z. (2017). An Exploration of Teacher-Student Relationship: The Case Of First Year Efl University Classroom. (Master Thesis). University Of Tlemcen, Algeria.

Https://Doi.Org/10.21512/Lc.V12i3.4081

Huan, V.S. Lang Quek, C.Ch. Seeyeo, L. Ang. R.P. & Chang, W.H. (2012). How Teacher- Student Relationship Influenced Student Attitude Towards Teachers And School. Asia-Pacific Education Research, 21(1), 151-159.

Huang, Moon (2009), a multilevel analysis of teacher characteristics and student achievement in low performing school .educational assessment 21(3), 209-234

Hussain, N. Nawaz, B. Nasir, Sh. Kiani, N. Hussain, M. (2013). Positive Teacher-Student Relationship and Teachers Experience-A Teacher's Perspective. Global Journal Of Management And Business Research Interdisciplinary, 13 (3)

Bibliography

Ive, E. (2017). Teacher-Centered Or Student-Centered Learning Approach To Promote Learning. Jurnal Sosial Humaniora**. Volume 10, 59-70. (30 November 2017).

Kluwe, (1987), metacognition, motivation and understanding

Kurnianingsih, S. Yuniarti, K.W. and Kim, U. (2012). Factors Influencing Trust Of Teachers Among Students. International Journal of Research Studies in Education**, 1,** 85-94.

Laal, (2012), benefits of collaborative learning. Procedia-social and behavioral sciences 31,486-490

Larson, R. W., & Richards, M. H. (1991). Boredom in the Middle School Years: Blaming Schools versus Blaming Students. *American Journal of Education, 99(4), 418-443.*

 Lunenberg, M. Korthagen, F. Swennen, A. (2017). The Teacher Educator As A Role Model. Teaching and Teacher Education. Www.Elsevier.Com/Locate/Tate

Martin, (2014) interpersonal Relationship and students academic and non academic development, interpersonal relationship in education, 9-24.

Marzano, R. J. Marzano, J. S. & Pickering, D. J. (2003). Classroom Management That Works Based – Strategies For Every Teacher. Virginia Usa : Alexandria .

Morais, M.F & Azevedo,I. (2011). What Is A Creative Teacher And What Is A Creative Pupil? Perceptions Of Teachers. Procedia - Social And Behavioral Sciences,12, 330-339.

Mutlaq Al- Zu'be, A. F. (2013). The Difference between The Learner- Centered Approach And The Teacher- Centered Approach In Teaching English As A Foreign Language. Educational Research International, 2, 24-31.

Messaoudi,Y. (2017). An Evaluation of Higher Education-Based pre-Service Training and School-Based Initial Preparation of EFL Teachers. (Doctoral thesis). University of Tlemcen. Algeria.

Bibliography

Noddings, N. (2005). Caring In Education. *The Encyclopedia of Informal education*. Www.Infed.Org/Biblio/Noddings_Caring_In_Education.Htm.

Pekrun, R.(2014). Emotion and Learning. Unesco

Petegem, K.V. (2018). Relationship between Student, Teacher, Classroom Characteristics And Students' School Wellbeing. (Doctoral Thesis).

Prentice, R. *(2014).* Teaching Behavioral Ethics. *Legal Studies Education,* 31(2), 325–365.

Redif, B. *(2016).* The Teacher-Student Relationship To Optimize Learning: The Case Of First-Year Lmd Students At Tlemcen University.(Master Thesis). University Of Tlemcen, Algeria.

Rosyada, A. Widyastuti, A. Ramadhianti, A. (2018). Implementation of Positive Language To Promote Effective Language Teaching Classrooms For State Junior High School. Lingua Cultura, 12(3), 241-246. (7 February 2018).   Rousseau, D. M. Sitkin, S. B. Burt, R.S. & Camerer, C.(1998). Not So Different After All : Across-Discipline View Of Trust. Academy Of Management Review, 23, (3), 393-404 .

Sass (1989) motivation in the college classroom, teaching of psychology 16(2), 86-88

Schulte-Pelkum, J. Schweer, M. K. W. & Pollak ,B. (2014). Dyadic Trust Relations Between Teachers And Students – An Empirical Study About Conditions And Effects Of Perceived Trustworthiness In The Classroom From A Differential Perspective. Beziehungen In Unterrich Und Schule. 1-13

Serin, H.(2018) A Comparison Of Teacher-Centered And Student-Centered Approaches In Educational Settings. International Journal of Social Sciences & Educational Studies, 4, 164-167. (1 September 2018).

Seyyed Behrooz, H. (2013). Language Learners' Attitudes and Beliefs: Brief View Of The Related Literature And Frameworks. International Journal on New Trends In Education And Their Implications, 4(4), 63-70.

Skinner, E. & Belmont, M. J. (1993). Motivation in the Classroom: Reciprocal Effect of Teacher Behavior and Student Engagement across The School Year. Educational Psychology, 5(4), 571-581.University of Constantine, Algeria.

Bibliography

Urdan, Schoenfelder (2006) classroom affect on student motivation. School psychology 44(5), 331-349

Yuniarti, K. W. & Kim. (2012). Factors Influencing Trust Of Teachers Among Students. International Journal of Research Studies In Education, 1(2), 85-94. (24 January 2012).

Zohar, Dori(2003)higher order thinking skills and low achieving students. The learning sciences 12(2).145-181

Appendix A: surdents' questionnaires

Dear student,

We kindly ask you to take a few minutes to fill in this questionnaire. The information you will provide us with is essential in helping us with our study. We would be very grateful for your help.

Rubric1: Teacher-student Interaction

Choose one option (never, rarely, sometimes or always) **for each question to describe your relationship with your teacher.**

	Never	**Rarely**	**Sometimes**	**Always**
1-Ifeel belong and engage at the classroom.				
2-I feel that my teacher enjoy teaching us.				
3-I feel comfortable during the lecture.				
4-I feel that I have a close relationship with my teacher.				
5-I feel motivated when my teacher cares about me.				
6-I feel demotivated when my teacher is careless and cold.				
7-I feel confident when my teacher asks me politely.				
8-I ask my teacher for help without fear or embarrassment.				

	Never	Rarely	Sometimes	Always
9-My teacher treats me with respect.				
10-My teacher is familiar with our names.				
11-My teacher holds a supportive relationship				
12-The way of pronunciation and speaking of my teacher attracted me.				

Rubric 2:Impact on Achievement

Choose one option (never, rarely, sometimes or always) for each question to describe the impact of teachers' behaviour on your achievement**.**

	Never	**Rarely**	**Sometimes**	**Always**
1-I participate and react during the lecture.				
2-I feel confident to tackle the hardwork.				
3-I feel excited to attend the lecture.				
4-I feel happy and excited when my teacher praises me.				
5-My teacher encourages me to speak and react.				
6-My teacher asks me how i am doing in my studies.				
7-My teacher makes the lesson interesting.				
8-I feel afraid because of the teacher reactions.				

9-I feel angry when my teacher insulted me.				
10-I feel bored to attend the lectures.				
11-I feel that my teacher doesn't care about me.				

Rubric 3: Student's Satisfaction

To what extent you feel satisfied about your teacher's behaviour?	**Very low**	**Low**	**Moderate**	**High**	**Very high**

-Rubric *4: Open* Questions

Please, mention any other behaviour that you **like** to see it in your teacher?

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………

Please, mention any other behaviour that you **dislike** to see it in your teacher?

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
…………………………………………

Appendix B : Teachers' Interview

Many studies indicates what takes in the EFL classroom in term of student-teacher relationship and interaction has great impact on students' attitudes and achievement; to this end, this interview is addressed to EFL teachers to confirm these facts.

1- How do you manage as a teacher to create a healthy learning environment: environment which charactersed by support, trust, caring and motivation…?

2- How a healthy environment impact the teaching-learning process (with examples)?

3- How an unhealthy environment impact the teaching-learning process (with examples)?

4- How can a supportive language improve students' learning and achievement?

5- What are the challenges that you face in term of building relationships with students?

6- Do you agree to have a friendship relationship with your students?

7- How do you react with students who always ask questions and think critically?

8- Do you believe in the fact that students like a module only if they like its teacher?

9- Do you feel you are loved by your student?