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**The Influence of Teachers' Ethics on Students' Achievement:
case of 3rd year EFL students at Tlemcen Univesity.**

**Extended Essay submitted to the Department of English as a partial Fulfillment
of the requirements for the "Master" in English (DAELE).**

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DEDICATION

This work is dedicated to my **parents**

To my sisters Manel and Asma

To my brother Tarik

to my little princesses kamilya, Lydia and Razan

to all my friends.

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I would like to express my great thankfulness to my supervisor
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department.

ABSTRACT

Students' performance, behaviour, reactions and achievements reflect personal thoughts towards their teachers. i.e. their learning process will be affected by teachers behaviour and ethics . As result. the positive relationship causes positive results.

The aim of this work is to show how teachers' ethics influences learners' achievement. The present study aims also at investigating the role of EFL teachers in enhancing learners achievement. It attempts to examine the possibility of improving EFL learning process. To do so, a case of third year EFL learners at Tlemcen University was conducted. In this case study, qualitative and quantitative data were collected through a structured interview with teachers and a questionnaire for learners. The obtained results revealed that positive teachers-students relationship is the key factor that leads to better achievements.

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GENERAL INTRODUCTION

Generally, education is any act or experience that has a formative effect on the mind, character or a physical ability of an individual. Therefore, education can be termed as the basic needs of one's life. It cures the different social evils and discrimination from the society. An educated person contributes great share in the national development. Education promotes brotherhood, fraternity, liberty and establishes justice. It is a process of rediscovering oneself and contributes to bring peace and harmony in the society especially when it includes Ethics.

Ethics are a critical element in teaching as they play an important role in a teacher's personal life and professional carrier. A teacher's ethical stance will govern how he or she instructs and assesses students. They also contribute to increase the students' achievements in the learning process. However, some learners are affected negatively by the miss behaviour of teachers. The stated problematic situation leads the present work to follow an exploratory approach in order to determine how students perceive the information, and what influence their learning achievement (positively and negatively)

To reach the research objectives the following research questions were raised :

- a) What are the teacher's roles in the learning process ?
- b) What sorts of ethics a teacher should have in class ?
- c) How do teacher's ethics influence students' achievements ?

The research questions generated the following hypothesis:

- a) The use of affective teaching approaches, methods and techniques is regarded to be crucial.
- b) Verbal assault, deaf wordsetc; are said to be part of daily classes.
- c) Students achievement is influenced in a way or another by the teacher's ethics.

This work is divided into two chapters. The first one provides a theoretical overview about how can teachers influence their students either positively or negatively. It imparts brief definitions regarding ethics, the two processes the teaching and the

learning process, teacher-student relationship and the influence of teachers ethics. Finally, it provides a hint about the impact of negative and positive influence.

The second chapter, which concerns the practical part, clarified the real effectiveness of teachers' ethics on students' achievement. And students' opinion about how they see their teachers and how they react when they are facing them.

1.1 Introduction

This chapter deals with a theoretical overview concerning the influence of teachers' ethics on students achievement in university. It attempts first to impart an idea about the general meaning of ethics, and ethics in education. In addition, it clarifies types of processes, and the role of teachers' ethics on them, it demonstrates the relationship between students' achievement and teachers ethics and what kind of relationships should exist between them since the learning process is emotionally driven (affected by teachers behaviours).

1.2 Ethics Defined

Ethics is concerned with what is good for individuals and society and is also described as moral philosophy. Merriam- Webster defined Ethics as “ **the discipline dealing with what is good and bad and with moral duty and obligation .**” Potter Stewart defined Ethics as “ **..knowing the difference between what you have a right to do and what is right to do** “, i.e. Ethics is based on well founded standards of right and wrong that prescribe what humans ought to do . In Oxford dictionary “ **Ethics is moral principles that govern a person's behaviour or the same as following the law .**” Kant said “ **In law a man is guilty when he violates the rights of others . In Ethics he is guilty if he only thinks of doing so** “. Ethics is concerned with other people's interests , with the interests of society , with God's interests , with “ **ultimate goods**” , and so on .Ethics is not only about the morality of particular courses of action, but it is also about the goodness of individuals and what it means to live a good life i.e. virtue Ethics is particularly concerned with the moral character of human being . To sum up , Kerry stoker said “ **ethics or simple honesty is the building blocks upon which our whole society is based** “ i.e. Ethics is the basic concepts and fundamental principles of decent human conduct .

1.3 Ethics in Education

Ethics are well founded standards that make the action right and wrong. It helps categorize different values such as integrity discipline and honesty among others and apply them in daily lives , while the importance of ethics can't be ignored in any walk of life it's imperative that they are practiced in the field of education. Ethics in education are essential as they help run the system smoothly, it sets the standards of what is acceptable and what is not hence protecting the interests of both the education and the learners. It has been given a lot of importance over the years and institutions are designing courses that help students aware about these ethics. Ethics in education are applicable on both teachers / instructors as well as the students. While it is the teacher's job to make the student aware about these ethics, the school management often takes it upon them to familiarize the instructor with the ethics that are relevant to their profession . Teachers should treat every student equally and do justice while taking an action . Ethics in education does not allow teachers to hold grudges and to intentionally treat students unfairly and also it requires a student to respect the teacher and abide by the rules set by them. In conclude ethics in education provides both students and teachers to realize what is right and to make good decisions and it helps regulate the education system and ensures that this practice positively contributes towards human welfare. Soleil said **“to have a sense of education ethics is important“**.i.e. Ethics is an essential tool for education.

1.3.1 Teaching process

Teaching is fundamentally a process, including planning implementation, evaluation and revision. The process of teaching is regarded as a complex nature teaching as an intended activity can be recognized, in Brown's definition (2007, p . 8) as **“ showing or helping someone to learn how to do something , giving instructions , guiding in the study of something providing with knowledge causing to know or understand”**. Doff considers teaching as **“a three way relationship between the teacher , the materials he or she is using (e.g. the text book) , and the student “ (1995, p. 138).**

This means that this process is formed by three basic elements. Somebody who teaches (the teacher) , something that is taught (the material or the content) , and the one who is taught (the student or the learner). To help learners with the teaching process teachers need to choose the most appropriate texts and activities. An article from Lesley Barker (2001), has stated about teaching the following:

“ keep your students interested and engaged in lessons by making them interactive while the classroom will be a bit noisy and perhaps even seem disorganized , when you know how to manage these teaching techniques , you will notice more participation in the classroom . In addition, the students may discover that learning is more fun than they previously thought”.

1.3.2 Learning process

Learning is an energetic procedure in which students must be engaged as genuine members (Danielson, 2002). Holliman (2008, p.271) affirms: **“learning is a process that involves cognitive and social psychological dimensions, and both processes should considered if academic achievement is to be maximized”**. According to IGI Global’s an online book stone learning process is a process that people pass through to acquire new knowledge and skills and ultimately influence their attitudes , decisions and actions , it is the process of in which an individual or group uses, adapts and reproduces structures or appropriates the structures . It is also a process that consists of several mental processes in changed behaviour this is the activities carried out by students to achieve educational objectives . They are carried out individually , although this takes place in actual and social context , in which students combine their new knowledge with their previous cognitive structures .

According to Lindsay & knight (2006) The language Learning Process can be divided into five stages :

INPUT → NOTICING → RECOGNIZING PATTERNS AND RULE →
MAKING → USE AND RULE MODIFICATION → AUTOMATING.

Learning can be an autonomous process, i.e. the learner learns independently of the formal classroom process, or a collaborative process, where the learner and teacher work together. Both processes are described in the five stages below.

Input

first of all learners need input , Input is all the target language that a learner is exposed to , both spoken and written , inside or outside the classroom, formal (from a classroom activity that introduces new language) or informal (from other classroom activities or from something heard or read outside the classroom) . sources of input can be the teacher, friends, news papers, TV programmers, the internet, films, course books, novels dictionaries , and soon , some input will contain language which the learner does not understand and / or cannot use.

Noticing

Learners will notice only some of the language they are exposed to. Some of this they will already know and some may be new.

In this case the learner may notice a gap in their learning, or the gap might be brought to their attention by their teacher. For example, an elementary learner might start to notice that some verbs end in (ed). Alternatively the teacher might decide that their learners are at the stage where they are ready to put together expressions using the past tense and introduce the (-ed) ending using a written and /or spoken text.

Recognizing patterns and rule making

The learners might then start to notice that the pattern of these verbs often refer to the past and start to develop a rule for themselves “ verbs ending in (ed) refer to things that happen in the past “. In classroom, the teacher might tell the learners the rule and then give them a chance to use it in a writing or speaking activity , for example , telling a short story. Alternatively the teacher might give learners examples of (ed) being used in a conversation or story and encourage them to discover patterns and rules for themselves.

Use and rule modification

The individual learner, having generated their own rule, starts to use the rule to produce their own sentences, as their rules do not include the exceptions of irregular verbs, they will make mistakes. They might then be corrected and modify the rule to include irregularities. Alternatively they might notice for themselves that some verbs referring to the past do not end in (ed) and modify their rule accordingly. In the classroom the teacher has the choice of giving their learners the whole set of rules for forming verbs in the past tense or limiting the explanation to regular forms first and providing a further explanation when regular forms start to occur in texts.

Automating

Eventually the learner will be able to refer to the past using both regular and irregular verbs without consciously thinking of which ending are needed. At this point the language has become **automatic**, by which we mean that the learner is beginning to use English intuitively, more like the way they use their L1. This means that language has to be stored in the memory so that it is immediately accessible and remains there. Learners need to keep using new rules and language in order to maintain this stage. Lindsay & knight (2006, p. 11, 12)

To conclude learning process is to empower people to guide themselves through their personal learning and development journey.

1.4 Teacher-Student Relationship

One of the most challenging tasks to achieve is teaching language. The way a teacher teaches is an important factor learners prefer teachers who encourages them there numerous factors that may facilitate the successful accomplishment of this tasks; it is believed that the teacher - student relationship helps tremendously while teaching or acquiring a specific language

According to Lindsay & Knight **“Personal relationships also play a big part in classroom learning. A good rapport between teacher and learner is likely to be beneficial to the learning process”** (p9).i.e. relationships are very important to the learning process According to Payne (2001):

“relationships always being as one individual to another. First and foremost in all relationships with students is the relationship between each teacher and student, than between each student and each administrators, and finally, among all of the players, including student-to-student relationships”(p111).

The relationship between the a teacher and a student, therefore, is the foundation upon which learning rests . for many students, their successes or failures are largely dependent upon the relationship they enjoy or fail to enjoy with their teachers.

Pianta (1999,p62) defines this kind of relationships as the **“ emotions–based experiences that emerge out of teachers on going interaction with their students”**. In other words, the thoughts, feelings, interactions and communications are needed between the two. In the same vein, Leitão and Waugh emphasize that teachers- students rapport is **“characterized by mutual acceptance, understanding, warmth, closeness, trust, respect care and cooperation”**. (2007,p.3) Teacher-student relationship is recognized to be a formalized interpersonal association between an authority figure and a subordinate who interact nearly a daily basic (Larson et al, 2002; Bartlett,2005). **“The higher positive behavior of teachers towards their students led to the higher academic achievement of the student”** (Mehdipour & Balarmulu, P.223) Downey (2008) conducted a study synthesizing educational research on factures that affect academic success. The rational for the study was the examine classroom practices that made a difference for all students, but in particular for students at the risk for academic failure. What was determined was that a teacher’s personal interaction with his/her students made a significant difference.

The recommendations from Downey's analysis were that **“student need teachers to build strong interpersonal relationships with them focusing on strengths of the students while maintaining high and realistic expectations fro success “** (p.57). These interactive relationships should be based on respect, trust, caring and cohesiveness.

1.4.1 Principles

A teacher who cares about their students transmits knowledge affectively and has a good interaction with them. In addition he/she also provides the students the opportunity to create an emotional link. Allen, Gregory, Mikami, Lun, Harme, and Pianta (2013) suggest that **“ improving the quality teacher-student interactions within the classroom dependents upon a solid understanding of the nature of effective teaching for adolescents”** (p,77). Allen et al, 2013cites Brophy, 1999; Eceles and Roeser , 1999 ;Pressley et al , 2003; Soar and Soar , 1979 who studied a number of descriptions of classroom environments or quality teaching discussed in the educational and developmental literatures listing factors likely to be related to student learning (p,77). Allen also notes that Hamre and Pianta developed an assessment approach that organizes features of teacher-student interactions into three major domains: emotional supports classroom, organization and instructional supports (p, 77). The emotional link makes the students feel comfortable in front of the teacher and class, which is essential, the student's success or failure , Classroom organization is the way teachers manage the classroom in order to achieve several goals, first of all classroom goals , which encompasses the way that teachers physically arrange the classroom for learning. Instructional supports are important to help teachers to provide the best stages, support which will better help them to differentiate instruction and meet all students needs and promote their engagement in the learning process.

1.4.2 Way of Developments

It was once commonly held that it is not important for students to like their teachers but they must respect them. Fay and Funk (1995) point to a convention of psychology that states:

“Human beings will perform for the person they love. If a person loves himself [or herself] , he [or she] will do it for himself [or herself]. If he [or she] does not have that high self-esteem or belief in self. He [or she] will have to do it for someone else until the time comes that he [or she] does love himself [or herself].” (p.20)

According to Jones (1987),” **if the student like you, they will go along with almost anything.**” (p.191). effective teachers understand that they can create and maintain a positive learning environment by developing positive relationships with their students. Developing such relationships takes time but this investment of time can set the stage for meaningful learning because students want to work hard for teachers that care for them. For Jackson and Davis (2000):

“The quality of relationships between school staff members and [children], and among all the adults within the school community, makes an enormous difference in the ability of a school to amount van effective instructional program.0 positive relationships based on trust and respect, nurtured over time by supportive organizational structures and norms of interaction, are the human infrastructure within a school that enables effective teaching and learning to occur.” (p.222)

Enjoying positive and supportive relationships with teachers are essential to classroom success (Sornson, 2001). Building an early relationships enjoyed with their parents , students’ sense of belonging and acceptance at school enhances their ability and opportunity to learn and perform well in school (Jackson and Davis, 2000). This need is recognized and addressed in Ernest Boyer’s Basic school (Boyer, 1995). Where each classroom is a community where teachers become listeners and learners a long with their students.

What matters most is not the amount of talk but the quality of the communication. The same can be stated for relationships. What matters is having a positive productive relationship. Any other kind is counterproductive. A tenet of the Basic school (Boyer, 1995) is that it must be a **“caring place, where the principal, teachers, and students are respectfully attentive to each other”** (p.26). Strong (2002) suggests praising students, reinforcing positive behaviors, and establishing trust helps to build caring and respectful teacher-student relationships.

The research supports that relationships between teachers and students are crucial for academic achievement and school success. According to its 2002 set for success report, the Ewing Marion Kauffman Foundation (Blankstein, 2004) asserts, “positive relationships are essential to a child’s ability to grow up healthy and achieve higher social, emotional, and academic success”. (p.59). Teachers influence students by how they teach them and how they communicate with them during this teaching. Positively influential teachers teach with effective strategies, plan for motivating lessons and motivate students during these lessons, provide specific and appropriate feedback, differentiate learning to promote the interests and skills of all students, manage the classroom effectively and efficiently, and practice effective and positive discipline procedures, and these are also ways of development of teachers/students relationship. Strong (2002) also asserts that:

“ teachers can effectively motivate most students by encouraging them to be responsible for their own learning maintaining an organized classroom environment, setting high standards, assigning appropriate challenges and providing reinforcement and encouragement during tasks” (p.18).

1.5 The Influence of Teachers’ Ethics On Students’ Achievement

Teachers need to be ready to organize the session and know how the lesson will progress. Poor behaviour can reduce the learning process and may affect learner’s achievements. The teacher plays a significant role in the classroom. Bruner (1997) argues that the teacher as a model, that he or she is a personal symbol of the educational process, a figure with whom students can identify and compare

themselves. Teaching as an intended activity can be recognized in Brown's definition (2007;p.8) as **“showing or helping some one to learn how to do something, giving instructions, guiding in the study of something providing with knowledge, causing to know or understand”**. So the teacher is a person who transmits knowledge and gives a lesson and instructions to students in classroom context to improve their levels in learning. According to Lindsay and Knight **“The teacher's job is to help learners to learn. This relates both to the formal classroom process and learning outside the classroom.”** (p.3). And they affirms **“Teachers are responsible for a large amount of what happens in the classroom. What is taught, the resources used, the type and order of activities, classroom management, assessment, feedback, correction; and so on”** (p.3).i.e. every action happens from the teacher is essential for the learners and it affect his result. It is also part of the teacher's task to encourage learners to take responsibility for their own learning and become **“active learners.”** Hallinan (2008) after an extremely organized study claims the following: **“Research has shown that students who like school have higher academic achievement.”** (271) i.e. when the teacher completes his task correctly and ethically the learner will like his school and he will have higher academic achievement. Students need to feel affirmed and to be assured they are valued. They need to be challenged and they need to know they can succeed at a high level of expectation. Teacher expectations can be very powerful and can influence a student's attitudes and actions and lead to success or failure (Tomlinson & Edison, 2003; shalaway, 1989).

1.5.1 Positive Influence

Moos (1979) and Goodenow (1993) suggest teachers who show personal involvement with students show those students that they are respected these feelings of respect motivate and engage students toward increased positive productivity and academic achievement (Wentzel, 1997). According to Davies (2003):

“Operating as socializing agents, teachers can influence student’s social and intellectual experiences via the abilities to instill values in children such as the motivation to learn; by providing classroom contexts that stimulate students’ motivation and learning; by addressing students’ to belong, and by serving a regulatory function for the development of emotional, behavioral, and academic skills...” (P.207)

Hallinan (2008) after an extremely organized study claims the following: **“research has shown that students who like school have higher academic achievement”** (p.271). This desire of going to school which is primarily engendered from the positive influence offered by the teacher aids learners to get better outcomes.

1.5.2 Negative Influence

Recent studies abundantly showed that student who hate going to school have lower academic results than those who like it. Hallinan (2008). Unethical behaviour of a teacher can cause a depression and many aspects in learners’ personal life will be negatively changed and affected and also can influence learner’s achievement negatively, negative teachers attitudes can impair academic achievements and increase students’ psychological disorders and physical symptoms of stress. Teachers who use humiliation or sarcasm can leave a child feeling bullied. Discipline by fear and intimidation can be harmful to the student’s future success. Teachers who are harsh in their display of authority or are indifferent toward their students and lessons can leave a lingering feeling and negativity with the student. An educator’s attitude can affect reading comprehension and literacy and this will affect student’s achievements.

1.6 Conclusion

This chapter clarified how teacher’s ethics can influence learner’s achievement either positively or negatively. It discussed the main points that draw learners and teachers to the better. It explained how students can be ethically affected, and how it affects their learning achievement. The following practical part will provide the

analysis in interpretation of the collected data, and discussed the main results revealed by a structured interview designed for EFL teachers in university and a questionnaire addressed to third year EFL students at Tlemcen University, in order to answer the research question by either confirming or disconfirming the generated hypothesis.

2.1 Introduction

This chapter is designed for the sake of achieving a deep understanding of the relationship between teachers' behaviours/ ethics and learners' achievement. It tends to determine how students can be affected by teachers' ethics during the session and how that can influence their results. To reach these objectives, a group of EFL teachers and students were addressed by putting them under a set of precise and concise questions. A structured interview was designed for teachers, and a questionnaire was distributed for students. The case study took place at Tlemcen University.

2.2 Research Objectives

From a pedagogical perspective, education and psychology cannot be mentioned separately. To this fact, the target of this work is to describe how students can be affected by their teachers. It seeks to determine the sources of these feelings and how they influence students' achievement.

2.3 Research Design

This research is designed for the sake of gathering a reliable amount of qualitative data in order to identify and analyze EFL students' emotions towards teachers' ethics (positive/ negative ethics) for third year EFL University students. It follows an exploratory approach which tends to answer the questions how do students react while dealing with unethical teachers ? and what are the sources of these reactions ?

The core of this study is to achieve a deep understanding of the influence of teachers' ethics on students' achievement, be they positive or negative result. It attempts to find out suitable strategies which promote positive relationships and overcome the negative ones in order to increase positive outcomes.

2.4 Context Description

This investigation took place at Tlemcen University. At this University around one thousand one hundred fifty eight EFL learner study English as a second foreign language. Among them two hundred fifty three are in the third level. They are divided into ten groups. The participants of the study will be described in the following part.

2.5 Participants' Profile

In order to collect reliable data, the researcher interviewed seven EFL University teachers and questioned twenty- eight third year EFL learner at Tlemcen University. Regarding teachers, they have between four to twenty-one years teaching experience and they hold magisters and Ph.d diploma . in addition, twenty-eight students in the third level were, also, questioned to identify their learning needs and requirements. They are between twenty and twenty-six years old, they were exposed to deal with EFL learning process at University as speciality.

2.6 Data Collection instrument

In this research, two research tools were used for collecting qualitative and quantitative data. A questionnaire was designed for students and a structured interview for teachers. the questionnaire comprised ten questions. They were addressed to identify students' reactions towards teachers' behaviour. On the other hand, the interview was a set of five questions they took a form of conversation. The core of this latter was about the real reasons that affect learners' achievement. As aforementioned, the researcher used two research instruments namely a structured interview for EFL University teachers and a questionnaire distributed for third year EFL learners at Tlemcen University.

2.6.1 Teachers' Interview

The interview included seven concise questions to see teachers' opinions about what kind of relationships is useful to have better achievement of the students. Moreover it aimed at discovering techniques used by teachers to build meaningful teachers-students relationship that lead to better results. Furthermore, the conversation tried to

demonstrate the challenges or difficulties teachers came across while they try to overcome the barriers they have with their students.

2.6.2 Students' Questionnaire

The questionnaire was composed of ten questions. They were addressed to twenty-three students. It was designed for achieving a deep understanding of students' perceptions about teachers ethics and its influence on their achievement at Tlemcen University. It aimed at identifying the nature and sources of students' feelings towards their teachers' ethics especially when they learn English as speciality.

The target of this questionnaire was to determine the positive and the negative factors affecting students' achievement. Furthermore, it attempted to collect data on learners' opinions concerning teachers' way of presenting lessons, and their behaviour in class. Students' answers were varied and the results achieved are presented in the following analysis.

2.7 Results

In this part the results' achieved are well presented in the following results' analysis

2.7.1 Interview Results' Analysis

QUESTION ONE :

_ How many years have you spent in teaching ?

The aim of this question was to see whether teachers are experienced teachers or not to have an idea about how experienced teachers act with learners. The results achieved revealed that most of them are experienced ones. 57.14% teach between four to seven years, and 42.85% teach between ten to twenty-three years.

QUESTION TWO :

_ What kind of relationship do you offer to your students ?

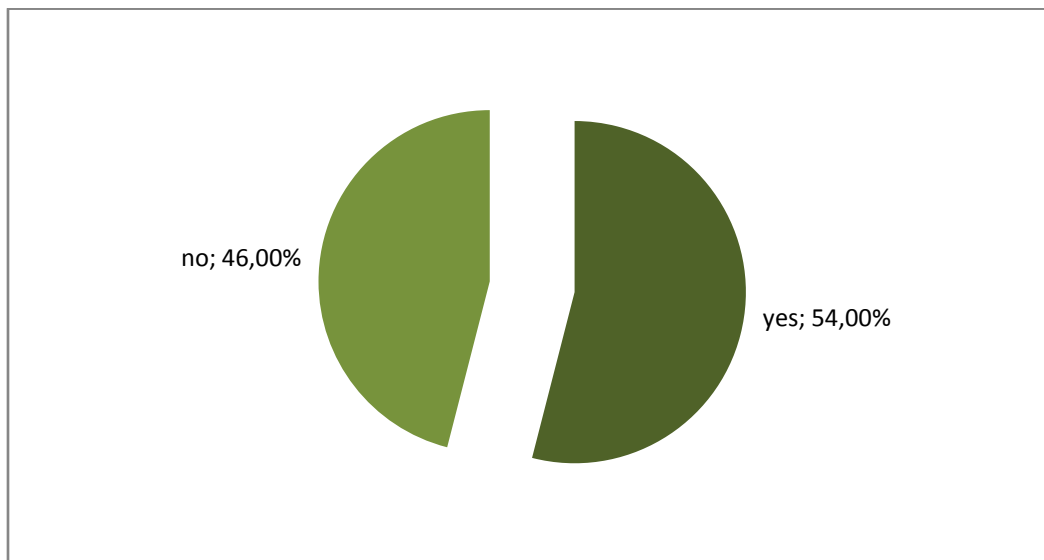
The results obtained from the interviewees reveal that 52% of teachers mentioned that it is respectful relationship, 36% of teachers said that they have kind of friendly

relationship with their students , and 12% of them mentioned that the only relationship any teacher should have with his student is the interest of what each one of them want.

QUESTION THREE :

_Do you care about the needs of students ?

The answer obtained from this question indicate that 54% of teachers said yes and 46% of them said no.

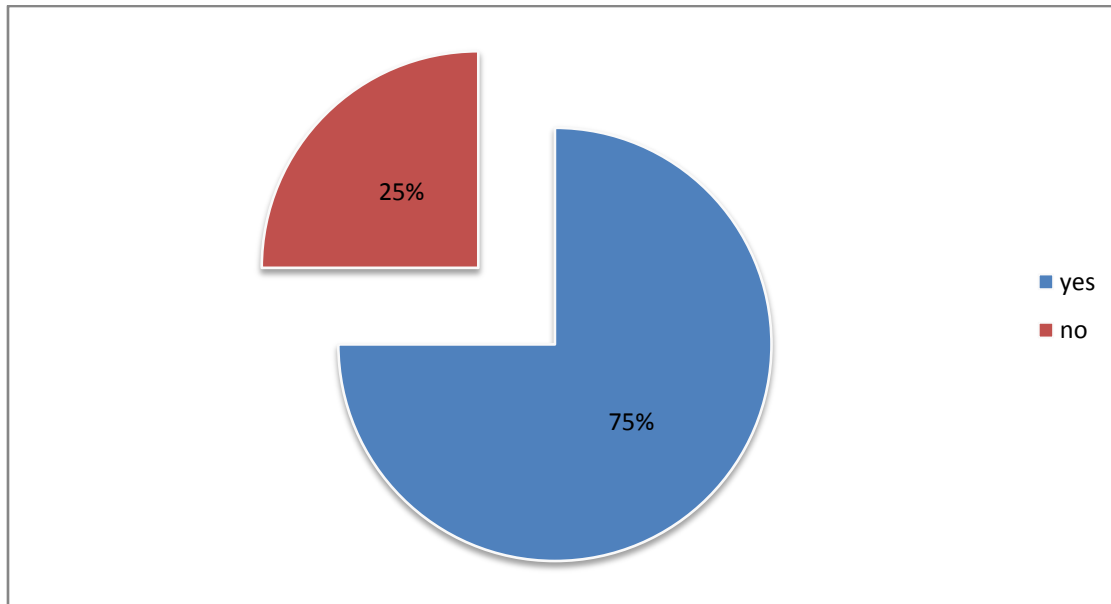


Figures 2.1 teachers awareness about students' needs.

QUESTION FOUR :

_Do you care about students' personal and academic future ?

The aim of this question was to see whether teachers provide instructions to their students, the majority of teachers (75%) said that teachers should care about students' personal and academic future. On the other hand (25%) said we do not interfere in students' life.



Figures 2.2 teachers' awareness about students personal and academic future.

QUESTION FIVE :

_Do you think that the negative relationship with your students affect their behaviour in the class ?

The answers obtained from this question indicate that the entire informant (100%) stated that students changes their behaviour into the negative when the relationship is negative.

QUESTION SIX :

_What are the most important factors in building meaningful teacher-student relationship ?

As for the results, a high percentage of teachers (85%) indicate that they teach with enthusiasm and passion and they confirm that this is the most important factor to build a meaningful teacher-student relationship. In contrast, the remaining (15%) seriousness is the most essential factor.

QUESTION SEVEN :

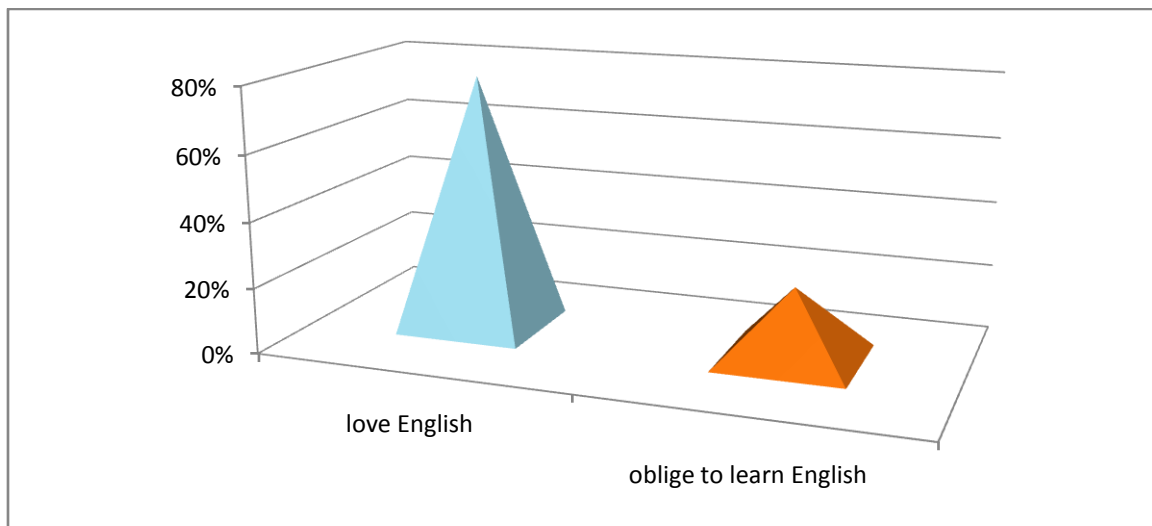
_what are the behaviours that may lead to a negative relationship with students ?

This question attempted to obtain an idea about the behaviours that are used by teachers which lead to negative behaviour. they said that verbal assault and deaf words are behaviours that lead to a negative relationship.

2.7.2 Questionnaire Results Analysis :**QUESTION ONE :**

_ Do you like learning English ?

The result obtained from this question show that 78.17% of students want to learn English. Indeed, 21.83% were obliged to learn it.



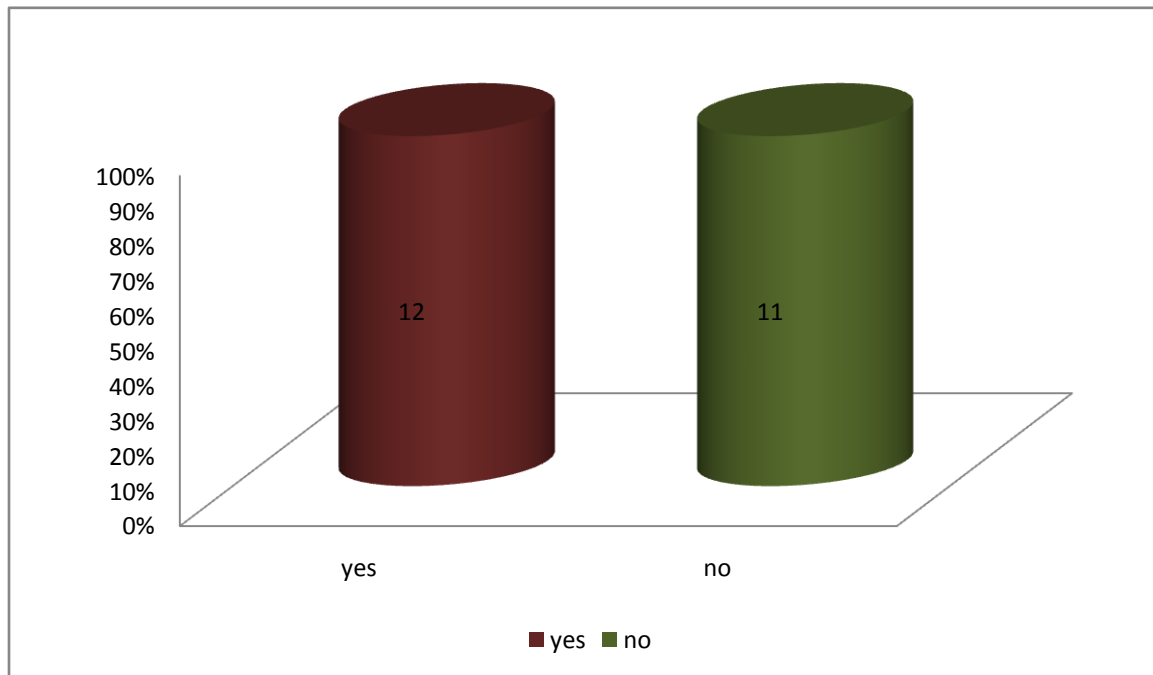
Figures 2.3 students feelings toward learning English.

QUESTION TWO :

_Do you enjoy being in class ?

As for the results, 12 student answerd with NO, they state that teachers are making them feel in bored, on the other hand,11 of them claimed that teachers' attitudes make

the learning very amaizing.

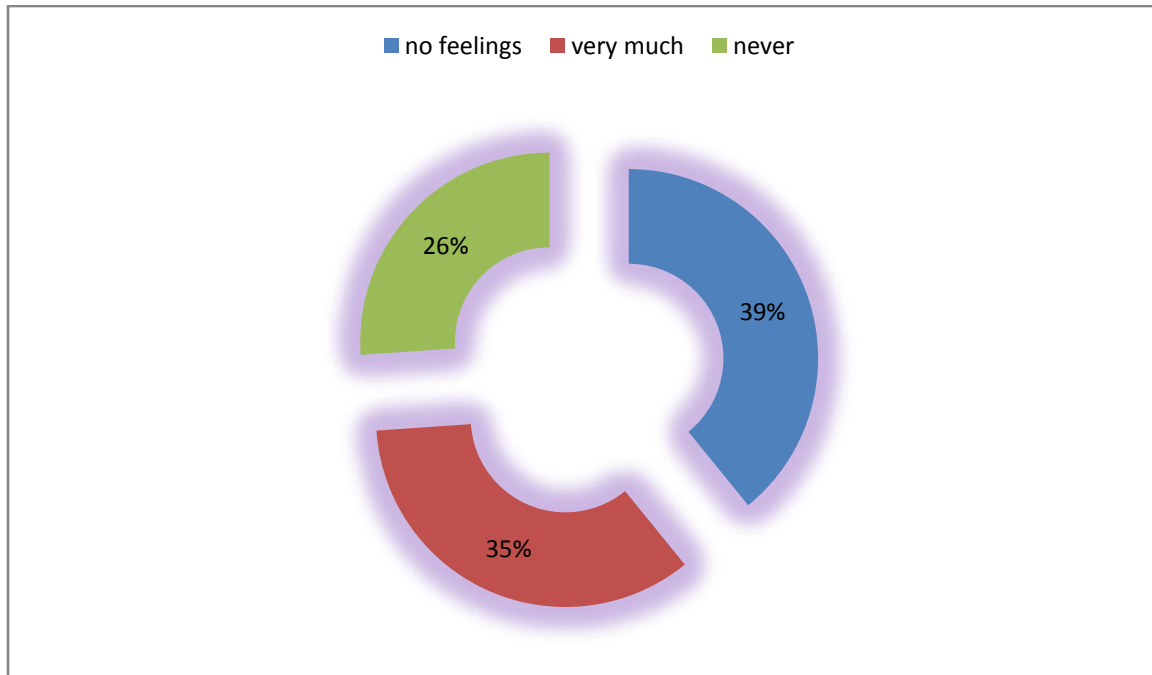


Figures 2.4 students feelings towards being in class.

QUESTION THREE :

_Do you love your teacher ?

The target of this question was to identify the nature of students' feelings towards their teachers. Indeed 9 informants stated that they have no feeling. Whereas, 8 informants said that they love their teachers very much. However, the remaining 6 informants answered with never.



Figures 2.5 students' feelings toward their teachers.

QUESTION FOUR :

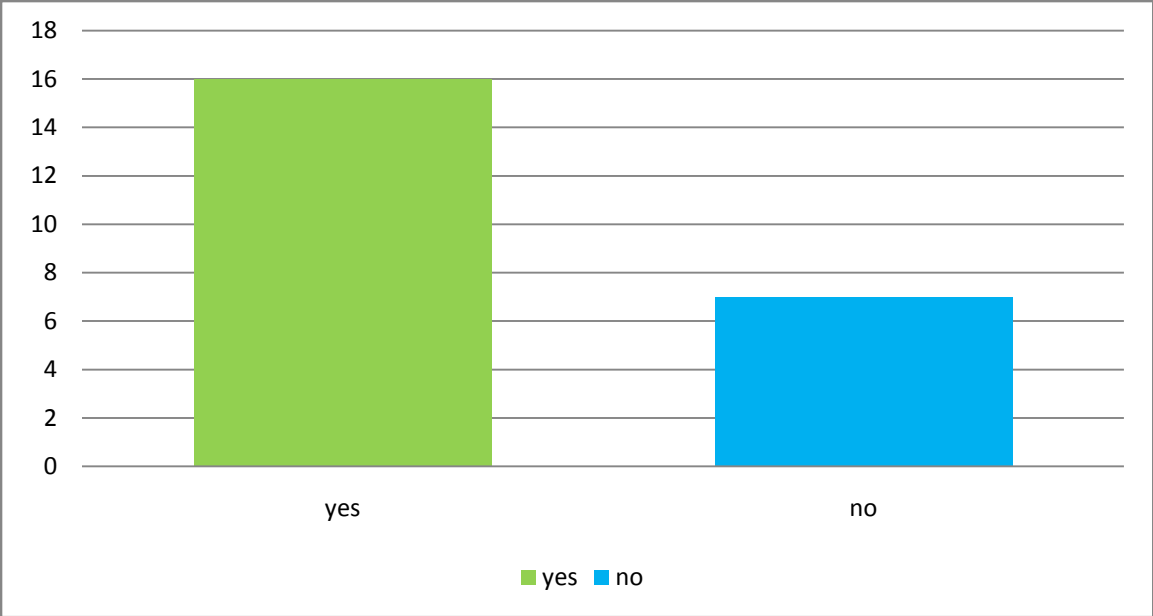
_How do you feel when you are facing your teacher ?

The result found show that 65.21% of the participants confused when the teacher is facing them. Indeed, 26.07% of them relaxed. In addition, 8.69% are pleased to face their teachers.

QUESTION FIVE :

_Does your teacher behave ethically in class ?

The results denote that 16 student answer with yes, while 7 of them answerd with no. The answers are well presented in the following bar graph :

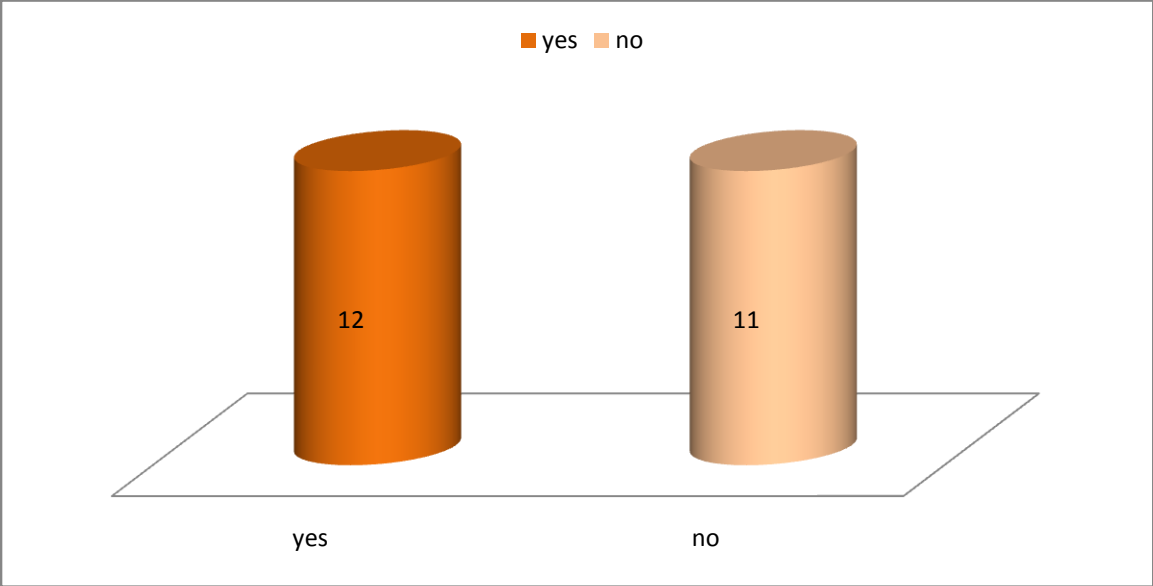


Figures 2.6 teachers' behaviour in class.

QUESTION SIX :

_Does your teacher helps you in the learning process ? why ?

The answers obtained from this question reveal that some teachers helps their students in their learning process, in addition the rest of them do not help in the learning process. and they claimed that teachers do not care about them.



Figures 2.7 teachers help in the learning process.

QUESTION SEVEN :

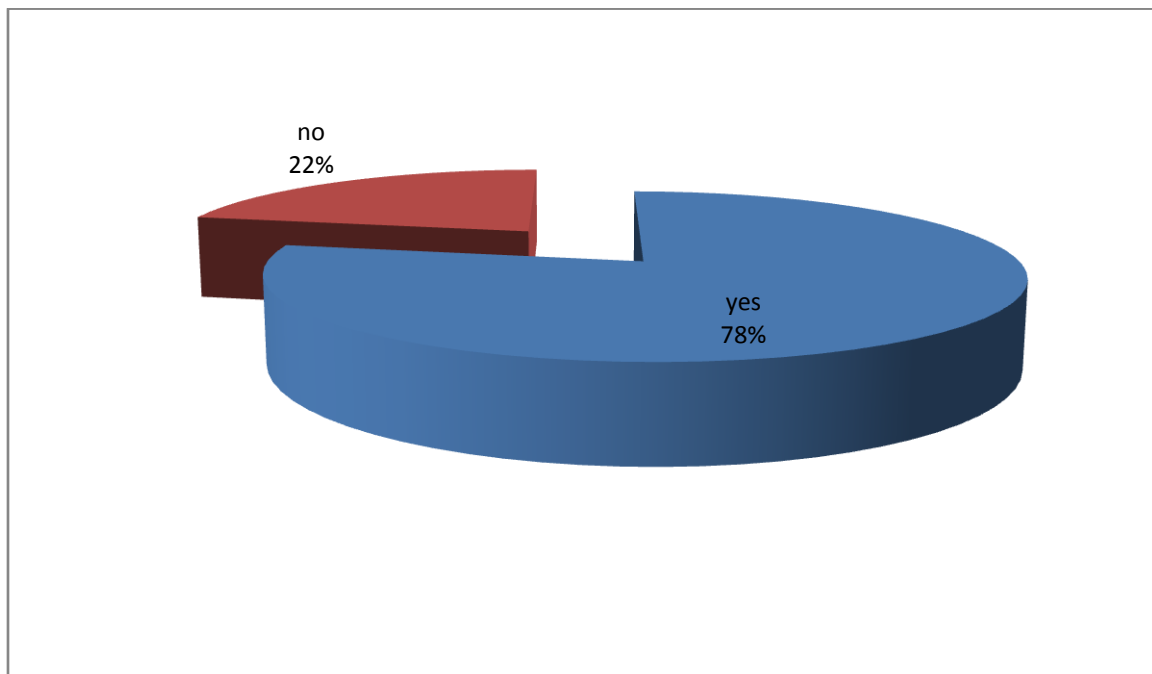
_Do you think that the kind teacher affects your lecture understanding ?

As for the results, the entire informant(100%) answer with yes, the kind teacher affect the lecture understanding.

QUESTION EIGHT :

_Do you participate in the class ?

In this question the results denote that 78% student answer with yes. While 22% of them answered with no.



Figures 2.8 students' classroom participation.

QUESTION NINE :

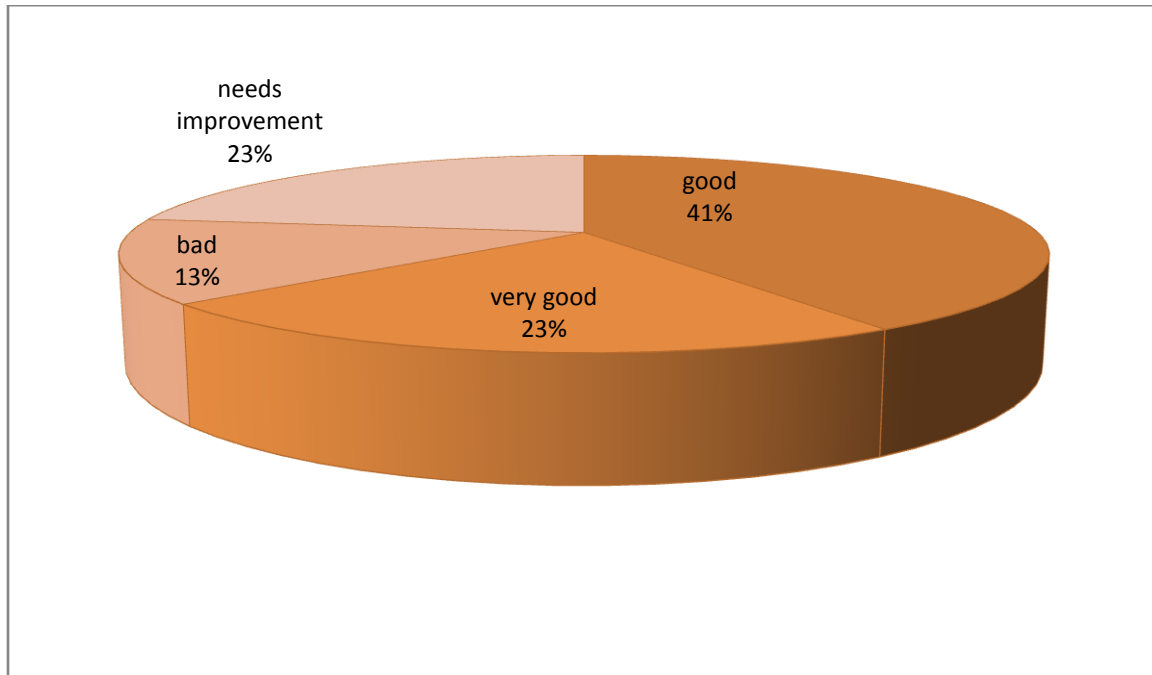
_What may hinder you to participate ?

The results found show that 55.21% of the students are afraid of punishment which hinder them to participate. Indeed, 31.73% of them have lack of knowledge. In addition, 8.69% shyness is their reason, and 4.37% have no problem.

QUESTION TEN :

_what type of relationship exists between you and your teacher ?

The result achieved concerning this question show that 41% students said that it is good. Besides,23% answered with very good. In the reverse, 13% of them answered bad, whereas, 23% said that it needs improvement.



Figures 2.9teacher-student relationship.

2.8 Discussion of the main results

Consistent with the first hypothesis, research instruments findings revealed that the majority of students affected by teachers' ethics in their studies. In accordance with some trachers' opinions, the strong relationships which existe between teachers and students helps to facilitae the teaching process and the learning process and it will lead to better achievements. As far as the questionnaire is concerned, students' positive learning environment. This fact was reinforced by teachers' responses to the interview,who pointed that they have positive relationships with teir students and they care about their students needs and about their academic future, as it worth stating, some teachers indicate that they do not want to interfere in students life so they teach the cours and that is all. This truth was supported by students' answers who claimed

that teachers do not care about them. Regarding the second hypothesis, teachers' answers reject that they behave unethically during the course and this is proved by students' answers. Furthermore, teachers attempt to overcome students' negative feelings and relationships and bad stereotypes by treating their weaknesses positively, increasing remedial work and compensate students' negative relationship. In addition to the third hypothesis, teachers' answers confirm that the students' achievement is influenced in a way or another by the teacher's ethics. The results achieved from the research instruments confirm and ascertain the first and the third generated hypothesis successfully, in contrast it refutes the second generated hypothesis.

2.9 Conclusion

This chapter clarified the real effectiveness of teachers' ethics on students' achievement. And students' opinion about how they see their teachers and how they react when they are facing them. The results achieved from research instruments revealed that learners' positive results are triggered by teachers' positive attitudes that create a positive learning environment by incorporating humor into lessons and selecting motivating learning activities. In addition, the use of honorific and enthusiastic expressions in classroom communication has an important role in promoting positive results.

GENERAL CONCLUSION

Ethics has an important place in all areas of life. Education is also a fundamental process of human life. Therefore, in education ethics has a very important and effective role. In order to be a good human, ethics should be present in education. Teaching with ethics is very important. Teachers' role in this context is to deal with both academic curriculum, on one hand, and be aware of learners' psychology, on the other hand, and tries to manipulate them appropriately. Make a very good relationship between teachers and students is an essential issue; it helps the students to have better result. This work tried to demonstrate that students' emotions in EFL classes cannot be neglected, and being aware of them benefits both teacher and learner. The main purpose of this research was to describe how students feel while dealing with their teachers and how they influenced by their behaviour, and how that can affect their achievements (positively and negatively). This work was divided into two chapters, theoretical and practical parts.

Regarding the practical part and consistent with the stated research questions; the collected data revealed that some students claimed that their teachers make them feel bored, disgust, anxious while learning, and they highly affected by their teachers' ethics, and they face many difficulties in the learning process. The positive and the negative relationships have a great role in their achievements. This fact makes them fear of unexpected results, peers mocking and confused while participating. Consequently, they feel sad. In contrast, some learners claimed that they have good and some of them said very good relationship with their teachers as they try to improve it. As far as the questionnaire is concerned, students' positive feelings are inspired from teachers' positive attitudes, and positive learning environment. This truth was reinforced by teachers' answers who confirmed that this type of learners are happy, exited, confident, interested and relaxed during the session, curious for knowing more. On the other hand, teachers use some systematic strategies in order to overcome the learning difficulties. They claimed that they promote positive feelings by using honorific expressions during the session, and use some enthusiastic expressions in classroom communication, and incorporate humor into lessons in order to minimize

boring sessions. Regarding the negative feelings, teachers attempt to treat pupils' weaknesses positively. As it worth stating, the results achieved from the theoretical part revealed that students' performance is related also to their differences in terms of aptitudes, motivation, gender, personality...etc. The research project was not free from limitations. The biggest challenge was the limited time and the deadline, and the lack of references especially books in the library of the university and even in bookshops outside. On the other hand, the sampling used was a small group because the research instruments were used at the end of the term when most of students were absent. To this end, this work can be developed more in the future by other researchers and reach a considerable value.

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APPENDIX (A) : Teachers interview :

I would like to ask you some questions in order to know your opinions about teachers-students relationship, your answers will be helpful for my research project, with my great thankfulness.

1/ How many years have you spent in teaching ?

..... years.

2/ What kind of relationship do you offer to your students ?

Respectful Friendly No relationship

3/ Do you care about the needs of students?

Yes No

4/ Do you care about students' personal and academic future?

Yes No

5/ Do you think that the negative relationship with your students affect their behaviour in the class ?

Yes No

6/ What are the most important factors in building meaningful teacher-student relationship ?

7/ what are the behaviours that may lead to a negative relationship with students ?

APPENDIX (B) : students questionnaire

Dear students, Please fill in the following questionnaire as part of our dissertation. This questionnaire is solely formulated for research purpose and rights of participants would be kept confidential. This research aims to improve the teacher-student relationship so that the suitable classroom environment and better academic achievements can be reached. Your complete responses will be most useful and helpful. With my great thankfulness.

Rubric 01

1/ Do you like learning English?

Yes No

2/ Do you enjoy being in class?

Yes No

3/ Do you love your teacher?

Yes No

4/How do you feel when you are facing your teacher?

Pleased Confused Worry Relaxed

5/Does your teacher behave ethically in class?

Yes No

6/ Does your teacher helps you in the learning process?

Yes No

7/Do you think that the kind teacher affects your lecture understanding?

Yes No

8/ Do you participate in the class?

Yes

No

9/What may hinder you to participate?

Lack of knowledge

Shyness

Punishment

No problem

10/What type of relationship exists between you and your teacher?

Bad

Needs improvement

Good

very good