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**Title:**

**The Effect of Student-Teacher Relationship on EFL Learner's  
Achievement**

Dissertation submitted in partial fulfillment of the requirement for the Master's Degree

**Submitted By:**     - rekaia DAHRUR  
  - ibtissem MEHAYA

<b>Dr. mohammed BENGHAZALA</b>	<b>President</b>	<b>University of ghardaia</b>
<b>Dr. smail HADJ MOHAMMED</b>	<b>Supervisor</b>	<b>University of ghardaia</b>
<b>Dr.malika KOUTI</b>	<b>Examiner</b>	<b>University of ghardaia</b>

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﴿ وَكَانَ اللَّهُ عَلَىٰ كُلِّ شَيْءٍ رَّقِيبًا ﴾

الآية 52 من سورة الأحزاب

﴿ وَقُلِ اعْمَلُوا فَسَيَرَى اللَّهُ عَمَلَكُمْ وَرَسُولُهُ  
وَالْمُؤْمِنُونَ وَسَتُرَدُّونَ إِلَىٰ عَالِمِ الْغَيْبِ  
وَالشَّهَادَةِ فَيُنَبِّئُكُمْ بِمَا كُنْتُمْ تَعْمَلُونَ ﴾

الآية 105 من سورة التوبة

## **Dedication**

I dedicate this modest work to:

My source of power, my mother

"Souad GHRASLIA"

My father Nouredine

My sweet sister Amina and her daughters Aya

and Kaoutar and her son Mohammed

and her husband Mourad Binouna

My sister Hadjer and her little family

My brothers Ismail, Imad and Ahmed.

**DAHRUR REKAIA**

## **Dedication**

To my parents, whose sacrifices and belief in my abilities have shaped me into the person I am today, I am eternally grateful.

To my beloved husband, your patience, understanding, and unwavering support have been my rock during this arduous journey.

To my two dearest daughters.

To my sisters and my brothers who always support me.

To my best friends Khadidja, Souad and Amina who always push me forward.

**MEHAYA IBTISSEM**

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Rekaia & Ibtissem.

## **List of Abbreviations:**

EFL: English as foreign language

ESL: English second language

L1: first language

LMD: License – Master - Doctorate

STR: Student-Teacher Relationship

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## Abstract

This study seeks to investigate the effect of student -teacher relationship on EFL learners' achievements. Accordingly, it assumes that good student-teacher relationship is beneficial and promotes student learning and that positive interaction creates peaceful environment where EFL learners feel more comfortable but negative interaction leads to instability. The study is carried out in the English department at University of Ghardaia during the academic year (2022/2023). The tools that are used in this research are the questionnaires for students and interviews for teachers.

The method of this research is describ that is, it aims to describe two aspects of student- teacher relationship and its effect on EFL learner's achievement.

**Keywords:** student-teacher relationship, EFL learners, achievement, second-year LMD students.

## **General Introduction:**

The human being is considered as “a relational being”. This dimension constitutes us deeply because we come from a relationship. Indeed, the human person in his nature is never self-sufficient: he is driven by an aspiration to give and he has a need to receive, like breathing.

In the context of student-teacher relations, it should be mentioned that the intellectual construction of students does not come by itself; the student needs interactions to learn. The teacher plays an important role and marks his future. The educational situations contribute to his intellectual maturity, to his support and encouragement for a greater contribution to the development of learning.

The purpose of this chapter is to give a theoretical account on the student-teacher relationship by highlighting its importance in EFL learning and teaching. It also sheds light on the concept and nature of student-teacher relationship. Then, it provides an outline of the role of both teacher and student in the classroom. Next, it presents importance of effective classroom management. Finally, it outlines some tips for building a strong teacher student-teacher relationship.

### **1) Statement of the problem:**

"One reason for that is students tend to be more motivated to learn and be engaged in the classroom when their teacher likes and cares about them , positive teacher student-teacher relationships change student behavior, and in this study, if we found building those positive relationships actually leads to better teaching ,too. The main problem is if the effect of student-teacher relationships on EFL learners achievement beneficial.

### **2)Purpose of the Study:**

This study investigates the effect of teacher-student relationship on the learning process of EFL students at university of Ghardaia during the academic year 2022 2023. The study also investigates the ways in which this relationship can enhance learning in order to promote the students' academic achievement. Moreover, the study provides the main strategies to cultivate strong and supportive teacher-students relationships in EFL classrooms. Therefore, the purpose of this study is to contribute to improving the outputs of teaching-learning process at the Algerian University

### **3) Motivations:**

The rapid pace at which educational researches are advancing is offering a great opportunity for university teachers. In order to stay ahead and keep up to date, higher education in Algeria should take advantage of such researches and find appropriate ways to integrate their recommendations into their daily practices. To help improve the teaching and learning process, investigating teacher-student relationship is of major importance. Yet, the

educational relationship within university is a relatively unexplored field of research in the Algerian context. For that reason, the researchers elected this topic due to the relevance of teacher-student relationship for the students' achievement and success.

#### **4) Research Question:**

This study is designed to answer the following questions:

- What is the nature of the teacher student-teacher relationships within a university classroom?
- What is effect of student-teacher relationships on EFL learners achievement Sub Questions:(if any)?
- How may this relationship affect students motivation?
- What are the aspects to take into account to build a good teacher student-teacher relationships?

#### **5) Hypothesis :**

- The nature of the teacher student-teacher relationships may be positive or negative
- Students can achieve good grades by having a good relationship

#### **6) Sample and population:**

We have decided to choose second year LMD student of English at the university of Ghardaia are the whole population we dealpart with one hundred (100) students our of the total population the are male and female,and they are chosen randomly.In addition we have selected some teachers interview to help us to accomplish this work.

#### **7) Structure of the Dissertation:**

This dissertation is constructed of a general introduction, two chapters, and a general conclusion. It starts with a general introduction in which the study background, the purpose of the study, and research questions are presented.

The first chapter deals with the theoretical part of the dissertation, it reviews the relevant literature on the topic of student-teacher relationships and its impact on EFL learners' achievements.

On the other hand, the second chapter deals with the practical part of the study. It outlines the research design, data collection, and data analysis methods and procedures. This chapter also discusses the findings in relation to research questions and hypotheses proposed in the study.

The dissertation ends with a general conclusion which draws the general picture of the research findings. It also provides some suggestions and recommendations for fostering good study practices with learners.

# **Chapter one**

## **Student-Teacher Relationship**

## **Student-teacher relationship:**

Since the beginning of time, there have been ties between students and teachers. Teachers are expected to have great relationships with their students all around the world. Educators The goal of creating lifelong learners cannot be accomplished if there is hostility between teachers and students.

when teachers interact with students, higher mental functioning is socially created and culturally transmitted. Other studies have shown that "Ige" communication between professors and students improves cognitive growth. This chapter presents the theoretical underpinnings for the subject of our study.

### **1-1 what is student-teacher relationships:**

Student achievement depends in large part on having healthy teacher-student connections. (Klem & Connell, 2004, pp. 262-273) Effective teacher-student interactions are frequently related to. Successful teacher-student bonds are frequently characterized as ones in which the teacher earns the student's trust and in which the student feels emotionally safe, feels supported by the teacher, and is challenged to excel academically (Gregory & Ripski, 2008, pp. 337-353) .

It is a relationship that emphasizes constructive guidance sustained by praise rather than persistent criticism (Marzano, Marzano, & Pickering, 2003)

Optimal teacher-student interactions reduce interference-causing disruptive behavior with instruction, consequently creating a climate favorable to learning for all students in the classroom (Parsonson, 2012, pp. 16-23).

Such positive relationships reduce student anxieties that can lead to a desire to escape an environment perceived as aversive and to higher rates of absenteeism and academic failure (Moos & Moos, 1978, pp. 263–269).

Increases in student achievement and quality of life outcomes are linked to positive teacher-student relationships.

### **2. The nature of the student-teacher relationship:**

It appears that educators today are just concerned with conveying the content without checking to see if it has reached the students' minds when they hold their courses for the purpose of spitting out an idea or sharing some knowledge.

(Boukechiche, 2019, pp. 6-7) stated that: "thus educators learn about teaching subjects but not about the essential importance of connected relationships to the learning process of young human beings."



(Boukechiche, 2019, pp. 6-7)« Hold on to your kids: Why parents need to matter more than peers»

This means that teachers spend their time and efforts figuring out and scavenging for topics and subjects that they might find interesting to present for the students in the classroom, whereas they should be striving for reaching and understanding how young human minds think.

This would assist them in creating classes based on what the students would find useful (student-centered learning). on the academic side and the emotional side because most teachers are relatively older than their students and they would think that their standard way of teaching is adequate and appropriate for their students. There are two main categories of student-teacher relationships: weak relationships and strong relationships.

## 2.1 Poor relationships:

(Xplore, 2013) said that: "What students lack in school is an intellectual relationship or conversation with the teacher." (Xplore, 2013)« William Glasser quotes » This suggests that there isn't much interaction between the teacher and the learner, which makes connecting difficult. If this keeps happening, the teacher runs the risk of losing both the respect and credibility of his or her students. A teacher's attitude and appearance both tell students whether or not they can expect them to listen to what they have to say or contribute to the classroom. In some cases, problems like these can also result in unhealthy relationships that don't work out. As (Tucker, 2018)said in her article : "A lack of awareness on the part of the instructor leads to poor teacher-student relationships." (Tucker, 2018)

This affirms that some teachers can be careless and cold-hearted, this leads them to get distracted from their student's needs and wants in the classroom and these teachers are advised to investigate with each student to extract what kind of content and presentation they want to see in courses and lessons.

(Tucker, 2018)also said in the same article that: "Not all students respond the same way to lessons, and some require personalized educational practices." (Tucker, 2018)

This means that teachers should not only focus on the minority that understands the lesson but also on other students who have a difficulty in understanding because of the way the teacher is the delivering the lesson. Teachers have to customize their methods so that they can target the whole classroom; it would save time and energy.

It is argued that students can start disliking their instructors because of ignorance which is avoidable if the teacher makes effort to connect with those students who were left forgotten; these learners are mostly introverts who have a hard time speaking for themselves because an introvert will never approach their teacher if they are not approached first.

## 2.2. Strong relationships :

(Buffet, 2019)« Strategies for teachers to develop positive relationships with students Successful classrooms are linked to respect and trust ». Teachers who respect their students get that respect in return, this respect strengthens the relationship and students become more

responsible for their duty as students and the teacher will not be having a hard time fixing his relationship with each student.

In fact, teachers are educators, and respect is a trait that both students and teachers should show in the classroom. This mutual respect in the classroom means showing appreciation, attention and consideration which will influence and encourage the students to have this mindset throughout their lifetime.

Trust is another sign of strong student-teacher relationship because it allows teachers to believe in their students and make them believe in themselves and plants confidence inside them; also students would have faith that there will be progress and level improvement. Learners are affected by this careful behaviour because it reveals that their teacher is observing and monitoring their level and is concerned by it so the student will automatically grow academically and personally. (Meador, 2019)

(Shanika, 2021) stated that “It’s easy to teach the same lessons year after year simply because they have worked in the past, without giving much thought to students’ current interest level. But even the strongest curriculum still needs some variety once in a while to make learning fun”.

(Shanika, 2021) « 5 Strategies to make learning fun .

This affirms the necessity for creativity and fun in lessons from time to time because repetitive ways of teaching will cause boredom and disconnection from the student’s side. It is argued that teachers who have good relationships with their learners are the ones who are easy-going and open for some interruptions to produce at least 5 minutes of fun. These teachers often connect lessons to real-life stuff to attract the attention of the learners, through storytelling and drawing about the lesson which would loosen the stress and intensity of the lesson. Educators argue that sessions should not always be serious and depressing. On the other hand, fun lightens the mood in the classroom.

Often, there are teachers that have this kind of trait naturally, they always have smiling faces and a positive attitude, and it gets reflected on students because a positive attitude is always contagious.

### **3) Teacher's role in the classroom**

Teachers are educators and mentors and their role does not only consist of delivering lessons to students and leave, it is more than that.

(Cox, 2020) stated that “a responsive teacher counsels their students to use the knowledge they learn in school to become valuable members of society. They advocate for being informed and productive citizens by educating about social justice and current events. Teachers must always be aware, ethical, equitable, and engaged.”

(Cox, 2020) « What is the role of the teacher? »

This statement emphasizes the importance of helping young pupils grow into responsible, mature adults who can contribute to the prosperity of their society. Through numerous tests,

the teacher's main duty is to make sure that the lesson is taught and retained by the student. The teacher is also responsible for providing feedback, grading, and pointing out faults made by the students.

errors and then correcting them to make sure to provide a safe, comfortable and learning environment. Alongside these roles and tasks the accountability for managing the student's social abilities and skills outside of the classroom. The teacher would be considered as close as a parent who guides the learners through the various positive traits and ethics that a good citizen must have. The teacher has also the role of showing the students how to handle the daily social situations that they encounter daily and to try and make sense out of this world. All these actions that the teacher performs bring him/her closer to the student.

Because most people base their judgments on the first impressions they get of others, the student's emotions are crucial., teachers must be gentle and caring when it comes to emotions, for example: taking time to listen to what a specific student has to say and encourage them to unleash and show their best-self and that will increase their motivation and may make them be successful.

Teachers who fulfill these responsibilities gain the learners' respect, and their efforts will be recognized; there is a trend on social media that consists of honouring the teacher with a gift at end of the year, which shows that being a good mentor for young minds comes along the way and is rewarded, even the feeling of being appreciated is satisfying and pleasing.

"We think of teacher-heroes that taught us the academics but we don't often think of those teachers that taught us life's lessons." (Prabhakar, 2017)

Teachers must present a positive image of a successful teacher because they are also role models for their students, and show positive traits and features which the learner will imitate whether it's an unstoppable smile, clean clothes, good physical students, spreading love and care and to overall show the students how does a good sane human being behave.

#### **4) Student's role in the classroom**

Students are the piece of the puzzle that completes the teacher in the classroom and in order to connect that piece successfully students have an obligation in the development of a quality learning environment. Following individual rules or expectations is just the beginning. In addition to complying with posted rules, students should be expected to show respect for self and others and meet all behavioral and academic expectations." (Bradley, 2020)

(Bradley, 2020)« Roles of students in classroom management»

The role of the student can be divided into two fields (academic and behavioural). Academically students are expected to be attentive and interactive in the classroom and being able to complete the activities and tasks that the teacher provides. Also, they are asked to prepare the predicted lesson at home and attend class fully loaded with information which will help the student's contribution in during the session and make the teacher's job much easier; in this case, the teacher's input would add the necessary details for future tests to. Being a critical thinker is also a characteristic that teachers would like to see in their students. It is

about asking questions constantly to obtain information that everyone would benefit from in the classroom, and to be curious about little details. Students are expected to read more often, especially for foreign languages students, as it would enlarge the vocabulary inventory and would help gain additional benefits of the item being read

On the behavioural side, students are obliged to attend classes and not be late to avoid any disruption that would interrupt the teaching process.

(Ferland, 2019) affirms that students respect teachers who they feel respect them. The more students respect teachers and believe that teachers have their best interest at heart, the easier it is to facilitate a culturally sustaining learning environment.

(Ferland, 2019) Another trait a student must have is respect towards the teacher, and automatically the student will be respected in return as it is mutual from both sides, this is demonstrated in little acts such as: raising hands to participate, talking using formal language, greeting the teacher when entering the classroom, etc. Good behavior, then, might strengthen the relationship between the educator and the learner.

One of the acts to avoid for a student is noise-making. It is the most common problem that each class has; it is mostly performed by students that are careless and irresponsible for their education; this action can result in getting dismissed from the class and even more severe punishments can follow if it continues daily

## **5) The importance of effective classroom management**

Effective classroom management is very important to the success of the learning process. It allows the teacher to promote student motivation, a disciplined work climate and spontaneous regulation of behaviors in the group. It will also significantly limit the frequency and intensity of interventions aimed at managing indiscipline.

Moreover, effective classroom management keeps students on task. It also leads them to become aware of their ability to learn.

Classroom management requires the teacher to have theoretical knowledge of adolescent psychology and group dynamics - classroom. Above all, it requires a certain pedagogical know-how and interpersonal skills, all of which are essential to the correct execution of this task.

To achieve successful educational outcomes, teachers must be able to manage their students' behavior in the classroom and in general. Although sound behavior management does not guarantee effective instruction, it establishes the environmental context that makes good instruction possible. Reciprocally, highly effective instruction reduces, but does not eliminate, classroom behavior problems (Emmer & Stough, 2001, pp. 103-112)

Although the importance of effective classroom organization and behavior management is widely acknowledged by educators, many new teachers report inadequate training and little assistance from colleagues and supervisors in establishing positive and productive classroom environments (Baker, 2005, pp. 51-64). Teacher educators insist that their preparation

programs teach classroom organization and behavior management skills, but the indication is that such skills are not taught thoroughly or with adequate supervision in a real classroom context (Baker, 2005, pp. 51-64). Many instructors are much less effective because they lack supervised experience and professional development in the crucial skills of classroom organization and behavior management, especially new teachers (BERLINER, 1986, pp. 5-13)

## **6) Importance of student-teacher relationship**

As previously said, strong student-teacher interactions are crucial for a successful classroom. Particularly, student-teacher interactions are crucial to students' short- and long-term educational success. Student-teacher relationships are important in the short term because it creates a thriving classroom environment, helps students develop self-worth and improves student mental health. In the same manner, these positive relationships may decrease behavioral problems and promote academic success. Relationships between students and teachers support students' academic progress. In the light of this, student-teacher interactions benefit learners in the near term. These relationships support students for the specific year they spend in that educational setting with the educator (Buffet, 2019). Likewise, a positive student-teacher relationship is very important in the long term because it gives students confidence as well as ensuring that they know that their ideas are valuable. In turn, this allows students to carry this confidence throughout their future years pursuing academics. Additionally, the social and emotional facets of a student's life can be perceived to reflect this confidence and sense of value. Positive teacher-student interactions also impart to students the lesson that mistakes are a sign of progress in learning. Learning is ongoing and students are able to identify this through the production of positive student-teacher relationships. This type of relationship will foster confidence in the long-term for the student.

## **7) How to build a strong teacher student-teacher relationship?**

There are numerous strategies that can be applied to establish solid relationships between students and teachers. One of these strategies lies in talking with students, and asking about their day. Another way could be by listening to them; this can be done by hearing their opinions, by understanding each student's individual learning patterns and taking into consideration their preferences. Moreover, teachers can develop mutual trust with their students, such as providing them with choices and always having their best interest in mind. In addition, teachers should always have to be respectful and fair with each and every one of their students.

It worths to be mentioned that treating all students equally and not favoring any one student is extremely important. Additionally, instructors are advised to give their students positive words of encouragement and constructive (Vanner, et al., 2022). This is important due to the fact that it creates trust with your students, as they know they can rely on you to be honest. Of course, there are many other alternative ways to build a positive student teacher relationship, but these are some great examples of how to start.

**Conclusion:**

The first chapter was the theoretical part of the study; it tried to shed light on the relation between the teacher and the student and its importance in promoting a positive psychology in classroom and increasing students' engagement, confidence, and motivation. Likewise, by fostering these connections, teachers are honing their interpersonal and professional abilities.

In conclusion, positive student-teacher interactions create a welcoming environment and result in success for both the learner and the teacher.

section two:

**The Effect of Student-Teacher  
Relationship on Learner's  
Achievement**

For the educational process to be successful, teaching must be done well. In order to establish a positive relationship that would foster an environment conducive to learning in the classroom, it primarily depends on the efforts of the teacher and the student. The teacher and student have a unique rapport in the English as a Foreign Language classroom, which could influence learning. This chapter provides the theoretical underpinnings of our research topic.

### **1.1)EFL and ESL learning :**

The goal of both English as a second language (ESL) and English as a foreign language (EFL) is to use English by speakers who have different mother tongue languages. The difference concerns the way they are being taught by teachers and the difference in reaching the student's minds.

(Nordquist, 2020) said that :

" EFL is usually learned in environments where the language of the community and the school is not English. EFL teachers have the difficult task of finding access to and providing English models for their students. ... As the number of ESL students has increased in schools across North America, more classrooms and schools have become more like EFL than ESL environments". (Nordquist, 2020)

According to the quotation above, one of the issues with teaching EFL is the number of challenges teachers face in coming up with the right concepts and role models to raise students' language proficiency. On the other side, ESL takes place in an English language speaking country with students from all different backgrounds such as China, India and Philippines; teachers in ESL face fewer difficulties when dealing with their student's language level.

People began to think of the phrase EFL as if English were given less importance since speakers sometimes confuse the terms EFL and ESL in places where English is not a native language; this would cause major setbacks for learning the language components and this is why they are distributed based on each country's state of language.

English as a foreign language might provide certain challenges for learners. They frequently produce pronunciations and accents based on the native tongue. For instance, a French student studying Spanish will not have problems because the French language is closely related to Spanish whereas a Dutch student would face bigger obstacles while learning it Language students tend to commit a bunch of mistakes and errors in terms of vocabulary and pronunciation, and grammar is the most difficult for the learner to grasp and memorize when exposed to the language at the very beginning of the learning process in EFL classroom.



## 1.2)EFL learning in Algeria:

English has become a compulsory subject for almost every country, and it is implemented in the educational system of most countries around the world; this is due to the fact that it has become the most spoken language in the world.

According to (Lyons, 2021):

”Out of the world’s approximately 7.5 billion inhabitants, 1.5 billion speak English — that’s 20% of the Earth’s population.”

(Lyons, 2021) This huge spread of English as an international language is due to the colonial campaigns that Great-Britain performed in the 16th century and also the United States of America is now the ‘world leader’ .

Following the conclusion of the cold war, English language was added to practically every country's curriculum on every continent, including Algeria, where pupils began learning it in their first year of middle school in order to become a part of the global community, and be able to communicate with strangers.

English in Algeria continues to spread each year and there are rumours on various social media about it replacing the French language as a secondary language after the Arabic language.

## 2)The effect of student-teacher relationship on EFL learners achievement :

Positive student behavior in the classroom can be influenced by the student-teacher connection.The development of a student's motivation to learn is significantly influenced by the learning environment. If the basis for a good relationship is weak, it will have a negative impact on the behavior of the students.. students will resist rules and procedures,and they will neither trust teacher nor listen to what they have to say if they sense that the teacher doesn't value or respect them ( Boynton & Boynton, 2005)

The quality of the relationship between a teacher and student is influenced by the nature of their interactions.

Teachers tend to have more negative encounters with students who are less complete behaviorally or who are rejected by their peers.unfortunately, this interaction not only effect the relationship that the teacher has with the student bu also influences other classroom relationship (Jerome & Pianta, 2008, pp. 158-165)

Taking time to build positive relationship with students can have profound effects on that child's school experience and both within out side of the classroom.

### 3) Motivation :

Motivation has long been a major problem for most teachers of English as a Second Language (ESL) or as a foreign language not only in the Arab World but also elsewhere.

Motivation in the ESL/EFL classroom is easily one of the most important factors. The main reason is that most of students have low motivation to learn English. In addition to that, while most of them have a vague sense that whether "English will be useful for their future" or not, they don't have a clear idea of what that means, nor is that a very strong motivator; it's too vague and too far off.

The first step in tackling the problem of motivation is that the teachers need to understand and appreciate the role and importance of motivation in any learning. In the context of second language learning .(Ways of motivating EFL/ ESL students in the classroom., 2009)

#### Ways of motivating learner in the classroom:

Good teachers recognize that student motivation is necessary for success in learning and that teachers are in the perfect position to improve students' motivation. Here are some ways that can be used in the classroom to help motivate EFL learners:

- "Pair work" or "Group work"
- The seating of the students.
  - 1) Try and maximise eye contact
  - 2) Make sure students are seated at a comfortable distance from each other.
  - 3) Think in advance about how you will organise changing partners or changing groups.
- The Error Correction
- Role play
- Using realia, flash cards, Stories and songs in teaching
- Using audio visual material: cassette player, video, computer...
- Using the L1 in the EFL/ ESL classroom

#### 3.1) Learner achievement:

Learner achievement is the measurement of the amount of academic content a student learns in a given time frame. Each instruction level has specific standards or goals that educators must teach to their students. Achievement is usually assessed through frequent progress and comprehension checks and examinations, However, there is no consensus on how it is best evaluated or which elements of it are most important. Learner achievement is the extent to which a student has attained either short- or long-term educational goals.

Differences in academic success are strongly correlated with differences in personality and IQ. Students' levels of motivation, self-control, and self-efficacy have an impact on their achievement levels as well. (Student achievement definition and meaning, 2019)

### 3.2) Low achievement:

The low proficiency in the English language is a multifaceted and complex topic. It is crucial to first address the underlying causes of this problem in order to address the main issues and look for workable solutions. Several interconnected factors, such as learner-related variables, might be blamed for low English language achievement. (e.g., gender, motivation, and anxiety) to sociocultural variables (e.g., the influence of L1, society, culture, and religion). Additionally, factors related to issues with the educational system, such as overcrowded classes, a lack of teacher preparation, and a lack of technology, may also play a role in the poor EFL results. These variables include teacher behavior and practices, the curriculum, and the teaching method.

Recent research on learner individual variables (Lightbown & Spada, 2021) shows that low achievement in the foreign language learning is the result of a complex interaction of both internal and external factors. For example, a controlling, aggressive teacher is an external factor that negatively affects learners' motivations, while the anxiety that such teachers instill in their students is an internal factor that negatively affects students' learning outcomes. (Brophy, 2004) highlighted this fact by adding that although students arrive at school eager and motivated, they quickly lose interest when they are faced with certain external activities, such as answering questions from professors, completing their assignments, taking tests, and having their performances monitored, graded, and reported to their parents, learners may begin to find school anxiety-provoking and psychologically threatening

## **Conclusion :**

Understanding the behavior of the teachers and students in the EFL classroom can assist the students in increasing their proficiency, help them gain high grades in the class, and make the teacher's job much simpler. The job of a teacher entails more than just standing and giving lectures. In spite of the fact that instructors spend the bulk of their time in the classroom, a competent teacher knows that teaching requires more than simply being present; it also requires having the knowledge and skills to manage students' educational needs. But regrettably, there are some teachers who, in the EFL classroom, negatively influence their students through their attitudes, teaching strategies, and interactions with them.

**Chapter II**  
**Data Analysis and Research**  
**Results**

The relationship between students and teachers needs to be explored and investigated in order to find out in which way it can have a positive impact on EFL learner's achievement.

In this sense, the data will be collected from different sources through the use of two instruments including a questionnaire administered to second-year English foreign language students at University of Ghardaia, and an interview with some teachers. The data will be analyzed relying on a mixed approach which combines both quantitative and qualitative methods. This chapter is devoted to procedures of data analysis, and the interpretation of the results gathered from each instrument. Then, final results are discussed in relation to the hypotheses proposed by the researchers. Also, some suggestions and recommendations are given by the researchers.

## **1. Research Design:**

According to Kothari, "A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure." (Kumar, 1990, p. 31). To achieve the goals proposed during this study, data was collected using close-ended question as a quantitative data for student surveys, and a qualitative interview for teachers. Both methods provide the facts about the actual situation (The effect of student teacher relationship on EFL learners achievement) that will best help understand the research question.

### **2.1 The purpose of the study:**

The purpose of this study was to explore the relationship between students and teachers, and its impact on EFL learner's achievement. It has become evident that students learning increases with a proactive type of student teacher relationship. There is a need for adults at university to make it a priority to foster positive relationships with university students. Educators in Algerian universities can do a better job of connecting with students than is the current reality. This is a problem and because of this disconnect between students and teachers some students may not reach their full potential academically, socially, or developmentally if they are disengaged at university.

The following are the aims of research questions that were answered during this study.

1. The aim of the first question was to explore the nature of student-teacher relationship of second-year students at University of Ghardaia.
2. The second question was formulated to find out the effect of student-teacher relationship on EFL student achievement.

### **2.2 Sampling and Research informants:**

Sampling, according to Kothari, is defined as "... the selection of some part of an aggregate or totality based on which a judgment or inference about the aggregate or totality is made. In other words, it is the process of obtaining information about an entire population

by examining only a part of it". (Kumar, 1990, p. 152) Most teachers and students at University of Ghardaia were eligible and invited to participate. The sample was selected from the second-year classes. A number of criteria were considered when selecting this level of students, as they are more in contact with the university professor and deal with them closely and for long periods. Hence, their opinions may reflect a more realistic picture of undergraduate students. The student population is approximately 45 students, made up of 40% male students, and 60% female. We expect that they have lived many experiences with teachers.

### **2.3 Data Collection Instruments:**

The process of data collection typically involves several steps, including designing the data collection instrument or tool, selecting the sample or population to be studied, collecting the data, checking the data for completeness and accuracy, storing and organizing the data for analysis. Qualitative data were collected using a semi-structured questionnaire for second-year EFL students and an interview for teachers, the goal of the responsive interviewing is to add a solid, deep understanding of our study as it is mentioned before, the student–teacher relationship and its impact on EFL learner’s achievement.

#### **2.3.1 Students’ Questionnaire:**

In order to investigate the effects of STR on EFL learner’s achievement a questionnaire was designed for second-year EFL learners at University of Ghardaia. The questionnaire is a tool used to collect and record information about students ‘views on the research topic. In this sense, (Kazi & Khalid, 2012, p. 514) reveal that “A questionnaire is a tool to obtain information from respondents, it is an efficient way to collect data, the investigator should be certain on what is required and how to measure the variables of interest”. (Kazi & Khalid, 2012, p. 514)

For the purpose of this research work, the questionnaire was administered to forty five students including twenty seven females and eighteen males. Students’ questionnaire included a collection of twenty one questions organized under two rubrics which go hand in hand with the research questions and hypotheses of this study. The first rubric, which includes 21 questions, is about the relationship that exists between teachers and students, while the second rubric, which comprises seven questions, tackles the effect of this relationship on learners achievements. (see appendix A)

#### **2.3.2 Teachers’ interview:**

The other tool used in the present work is interview. It is defined by (LEWIS & KOTHARI, 1990, p. 97) as "... the method of collecting data that involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. This method can be used through personal interviews and, if possible, through telephone interviews". (LEWIS & KOTHARI, 1990, p. 97)

To investigate the effectiveness of teacher-student relationship role on EFL learner's achievement, we tried to unveil teachers' experiences, training, instructional practices and approaches. We conducted interviews with 10 teachers who teach second-year level at the Department of English at the University of Ghardaia. (see appendix B)

The Interview is presented through nine open questions that aim to have insights on teachers' point of view on the relationship and its effect on EFL learners. (Q1), to know what motivated teachers to choose teaching as profession Q2: to determine the most important part (student or teacher) in the development of education. (Q3-Q4) to find out what is the negative and positive relationship according to the teachers' point of view. (Q5), to have an insight on the different roles that the teacher does in class. (Q6) to describe the disruptive behavior which could inhibit good class performance.(Q7) to know the bases that help students to achieve their goals at university.(Q8), to find out whether teachers personality has an impact on their learners or not.(Q9) to unveil how teachers can establish a good rapport with their students.

## **2.4 Data Analysis :**

This part will investigate the data collected from the instruments which have been analyzed in a logical, coherent, and statistically way. Different results were ready to be analyzed qualitatively through the teachers' interview that aimed at showing the ways to build and cultivate positive relationships between teachers and students in classroom, and quantitatively through the students' questionnaire that helps to reveal the number of students who have good and bad relationships with their teachers.

### **2.4.1 Students' Questionnaire Results:**

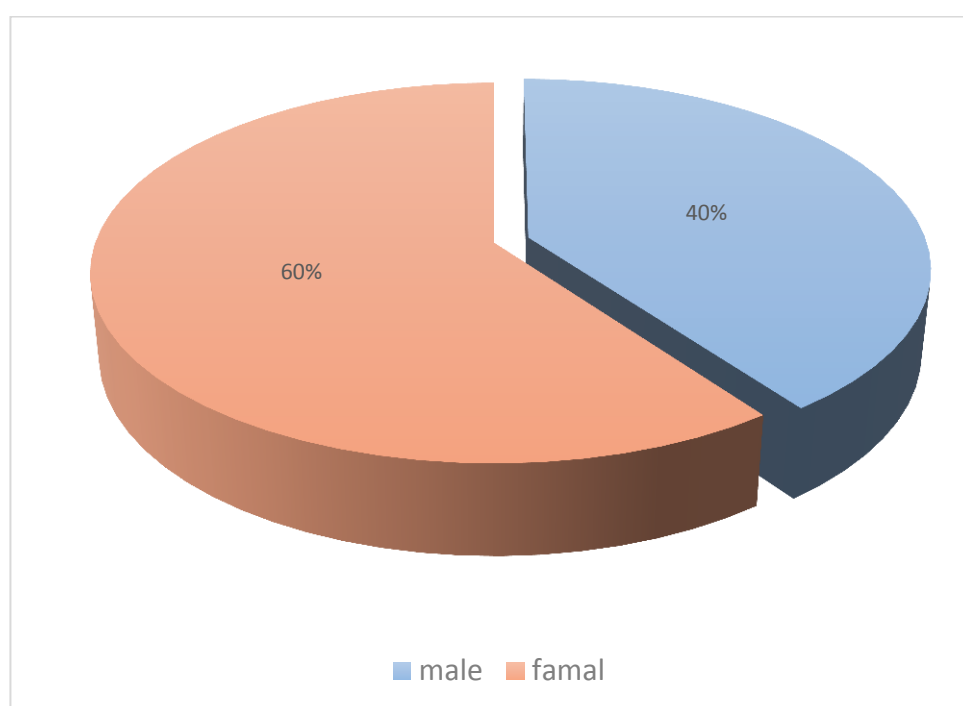
This questionnaire was directed to second-year EFL students of Ghardaia University. The purpose of this question survey was to gauge student's opinion about how a supportive relationship between teachers and students can effect the learning achievement. The design of the questionnaire was divided and organized into two different rubrics. Each part seeks to a specific idea. The data was gathered from the questionnaire, and then analyzed quantitatively. Students were selected randomly, and they were asked during different class times to answer this survey, and then deliver it to us.



## **Rubric one: Teacher -student relationship:**

### **Question one: the learner's gender:**

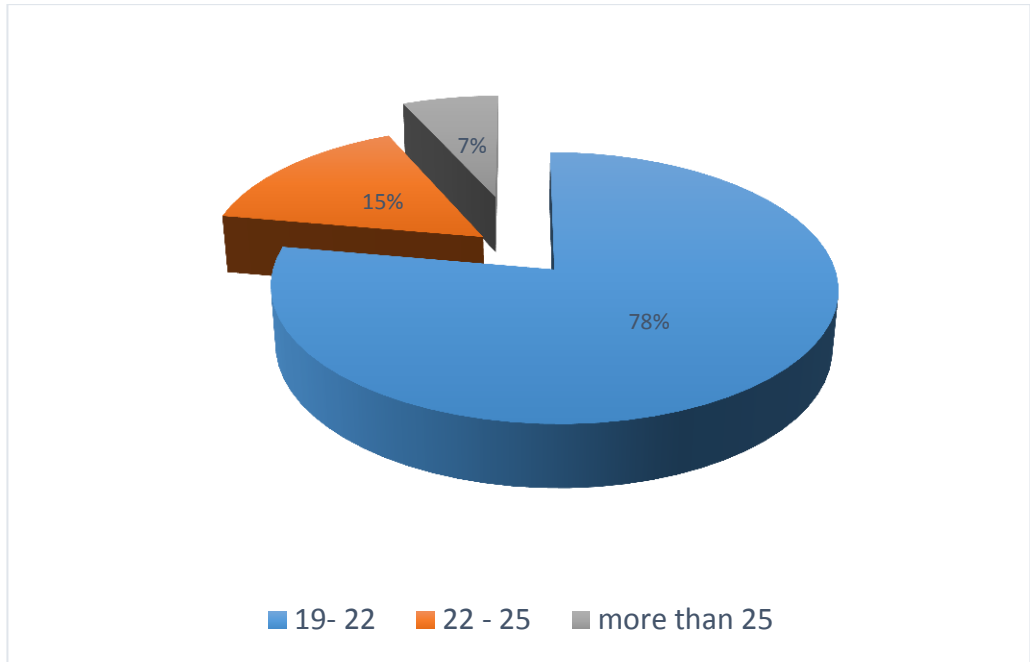
The first question addressed to second-year EFL students intended to identify their gender. As seen from the pie chart, the study included 18 male participants (40%) and 27 female participants (60%) who contributed to this questionnaire. This reflects that our study consists of both genders males and females but the number of female students is more than the number of male students.



**Figure 1: gender of students.**

### **Question two: Student's age.**

The second question was about the students' age. The majority of students (77,77%) were from 19 to 22 while (15,55%) of them were from 22 to 25 years old. Only (6,67%) of students were more than twenty five years old.

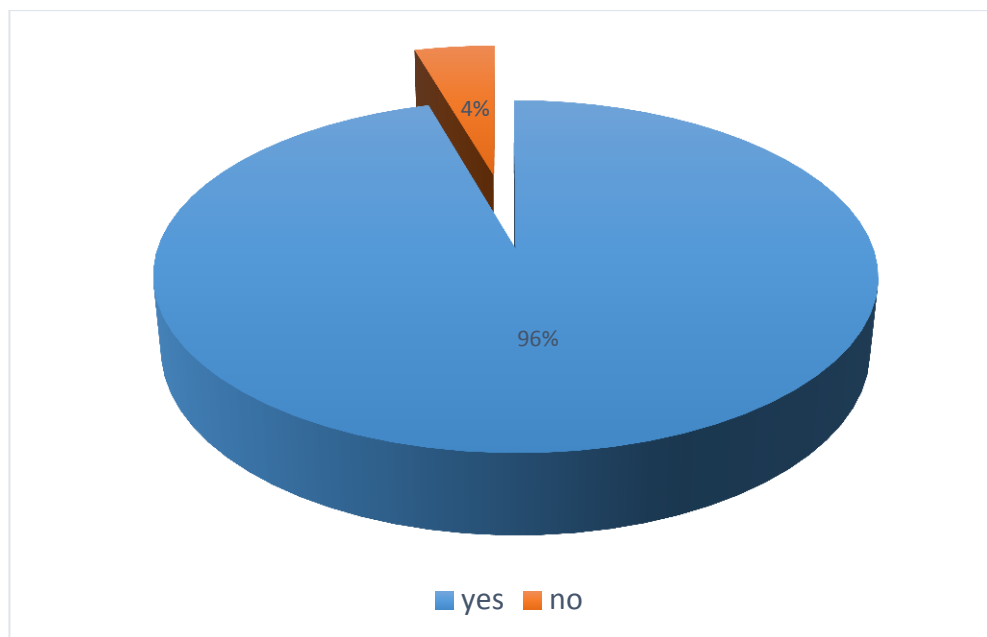


**Figure 2: student's age**

### **Question three: have you repeated the year?**

The following question posed to students was whether they repeated the year. The objective was to know if the repeated students have a different treatment.

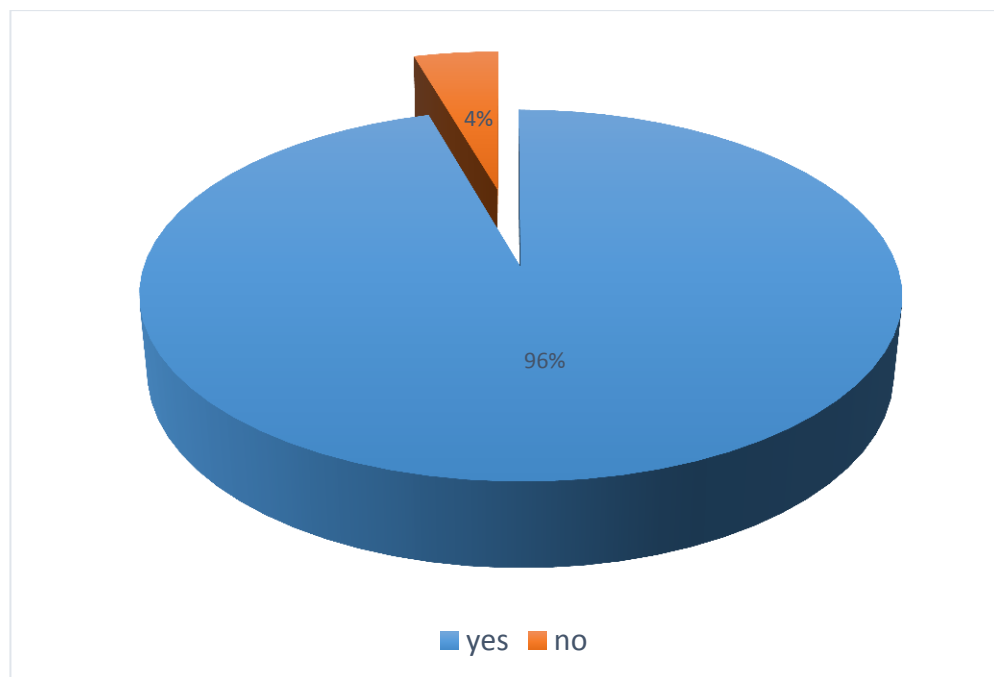
The vast majority of respondents (95, 55%) answered negatively, while only a 2 students (4,44) answered positively.



**Figure 3: number of students who have repeated the year.**

#### **Question four: Do teachers respect their students?**

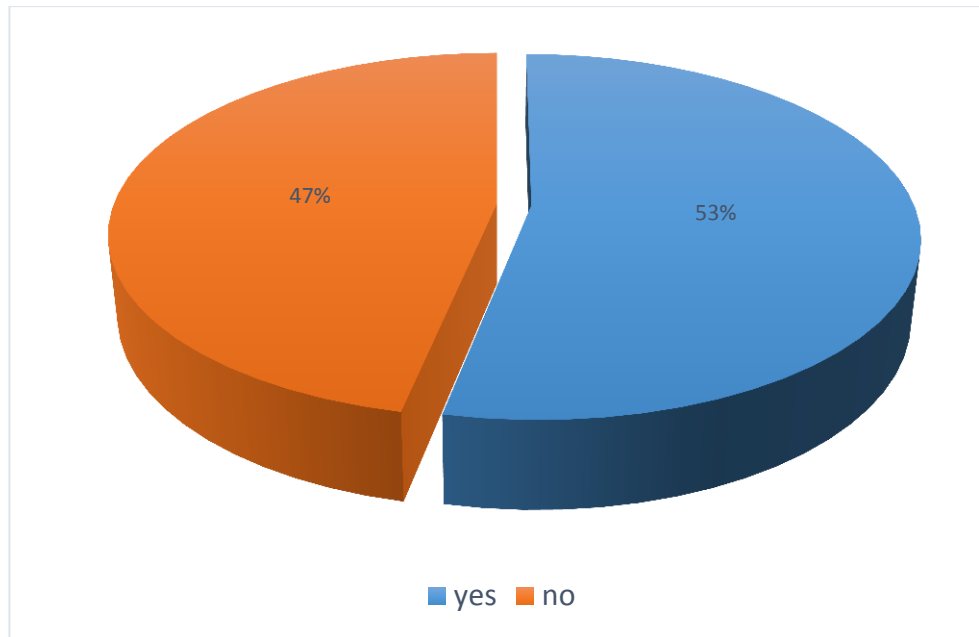
This question asked participants to indicate whether teachers are respectful towards them or not. Actually, the majority of students gave the same answer, since their relationship is stable and depends on various situations and the teacher's behavior. Results revealed that (91 %) of the students thought that their teachers are respectful towards them whereas only (8,88%) of students said no.



**Figure4: Teachers' respect of students**

**Question five: Do most of your teachers know your name?**

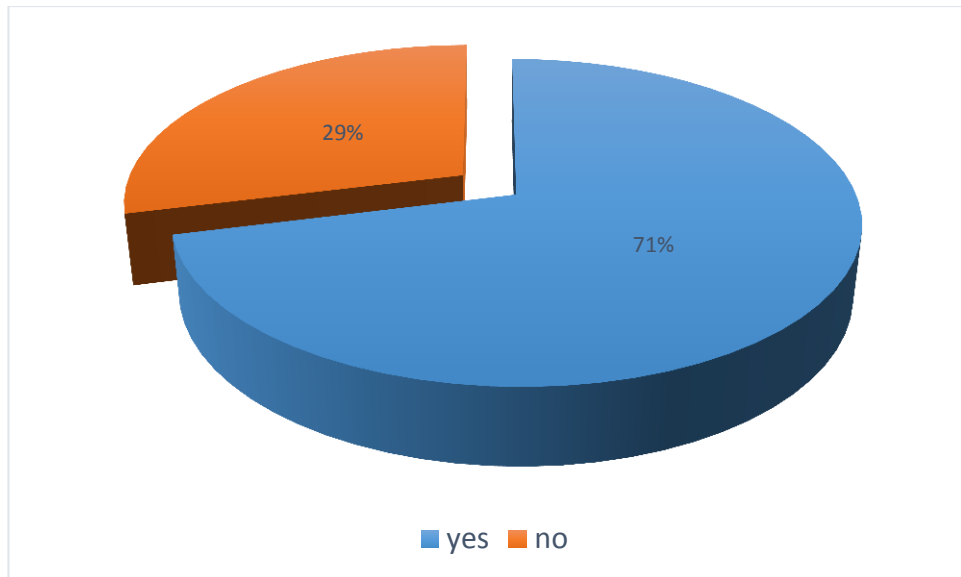
This question was formulated to find out if the teachers knew their students 'names or not. Most of them said yes and only a few of them said no. Hence, it can be deduced that (53, 33 %) of tutors at the department of English are familiar with student's names.



**Figure5: Remembering students' names**

**Question six: Does teacher provide support for all students?**

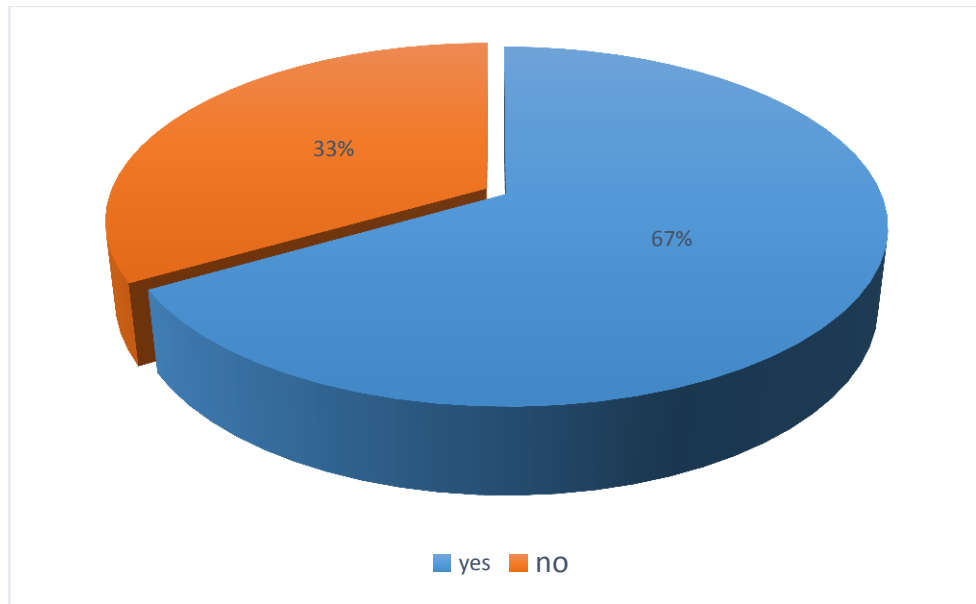
Teacher support can be vital to students' academic achievement, including not only learning outcomes but also affective or emotional outcomes. Here, students were asked whether their teachers provided support for them. As seen in the pie chart below, most students (71, 11%) said that their teachers always hold a supportive relationship with them, whereas (28, 88%) answered negatively.



**Figure 6: teachers supporting their students.**

**Question seven: Does the teacher have a positive attitude on a daily basis?**

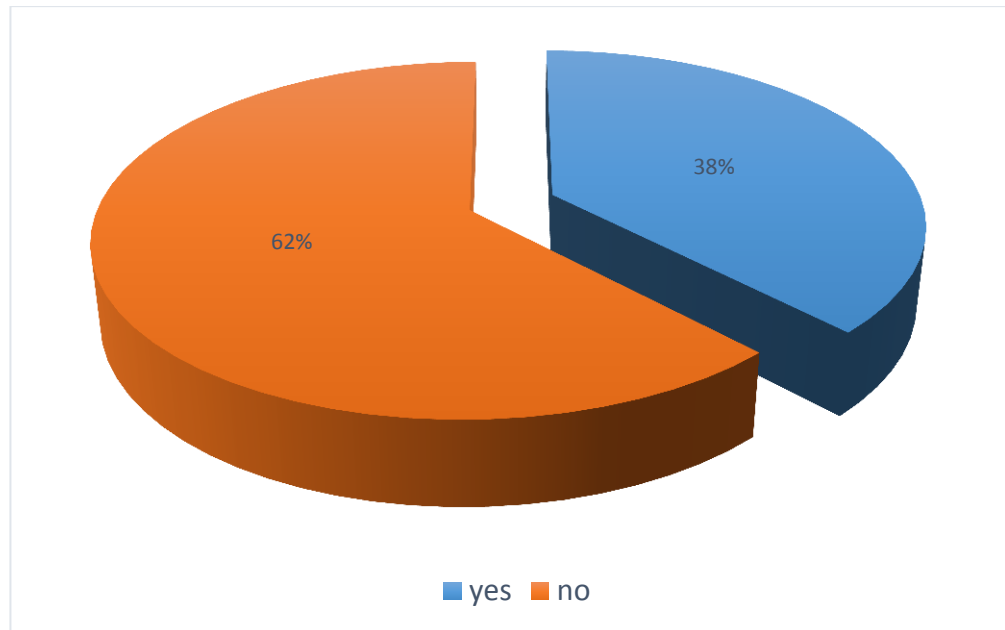
This question was meant to see if the teacher had a positive attitude on a daily basis. (66, 66%) of informants confirmed that teacher's attitude was very important, it affected students in many ways, whereas (33,33%) found that the teacher had no positive attitude on the daily basis.



**Figure7: teacher's positive attitude on daily basis.**

**Question eight: Is teacher sensitive to all students and willing to help them with personal problems?**

This question aimed at discovering whether teacher is emotionally aware of his students' needs or not. 17 of students said yes that they are always emotionally aware and sensitive to the needs of their students. However, (62%) of respondents said that their teachers are sometimes not sensitive to the students because they are strict to their students and they set up boundaries with them.

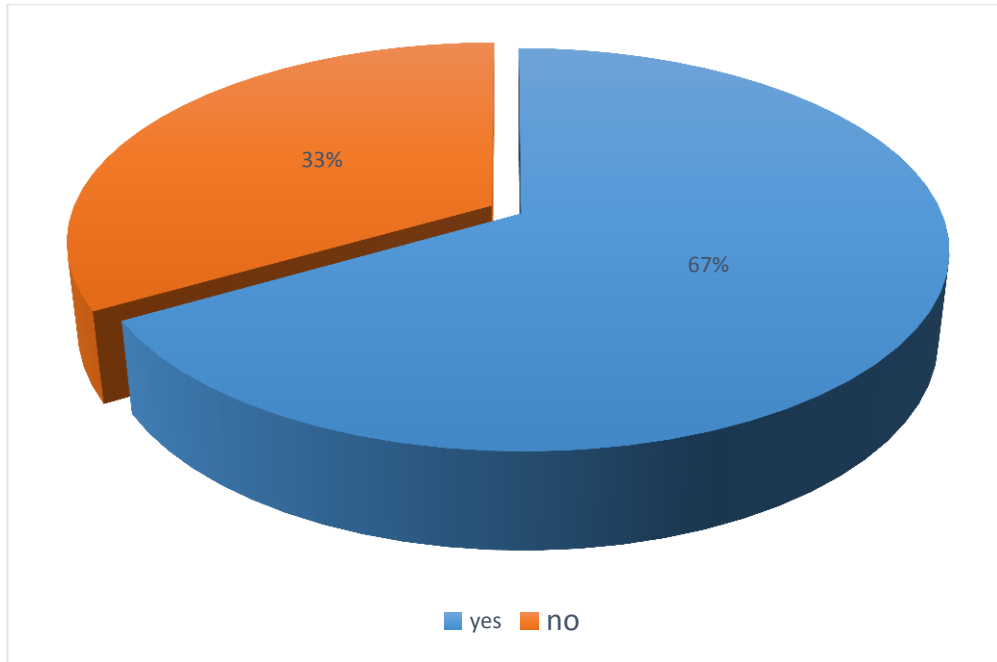


**Figure8: Teachers sensitiveness to all students**

**Question nine: Does teacher view you as an important part?**

As for the importance of the relationship students maintain with teachers, the students surveyed ( 66, 66%) said that the relationship they maintain with their teachers is very important to classroom interaction.

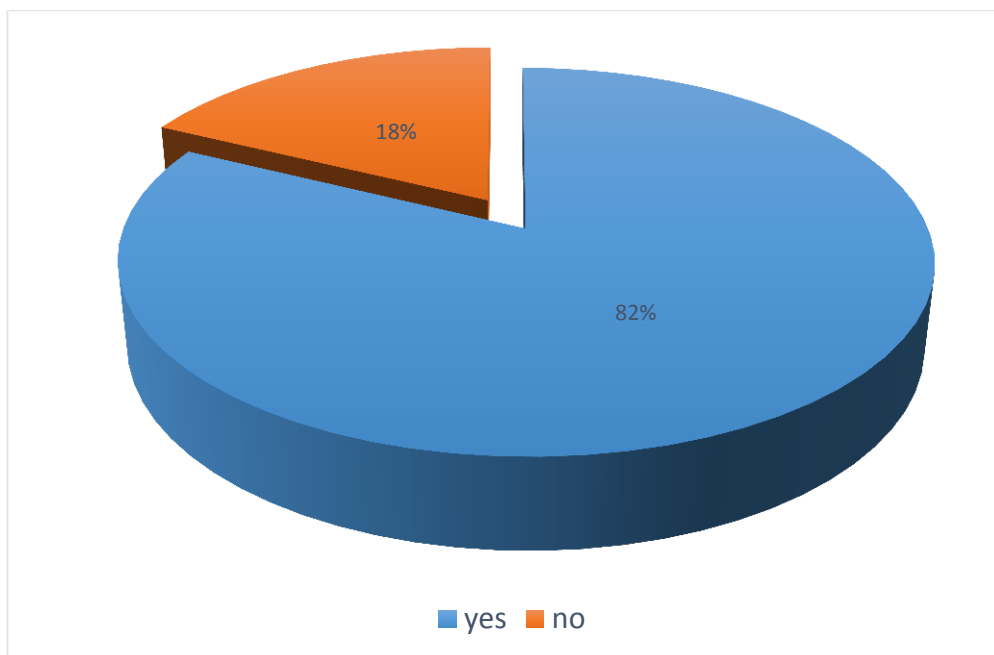




**Figure9: teachers view of their students as an important part.**

**Question ten: Does teacher motivate you to give your best effort?**

This question was designed to describe teacher's motivation for students to achieve their goals and put out their effort. The bellow charts shows that most of students (82, 22%) said yes. However, (17, 77%) of them answered negatively.

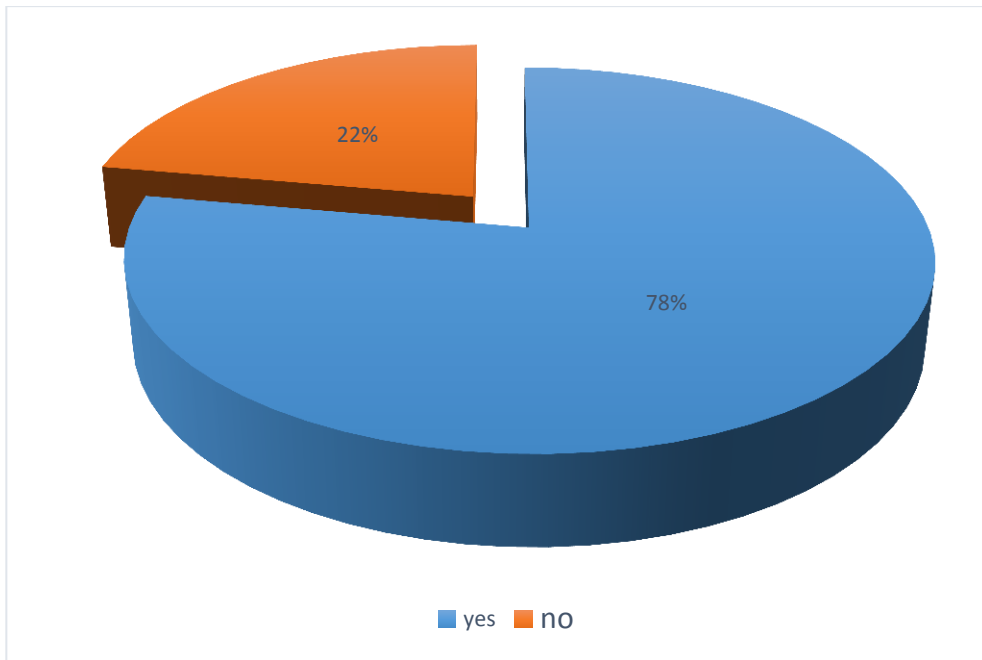


**Figure10: teacher's motivation for their students to give their best effort.**

**Question eleven: Does teacher guide students in a positive direction for their personal growth?**

Next, second-year EFL students at University of Ghardaia were asked whether, in their opinion, the teacher guides them in a positive direction for their personal growth.

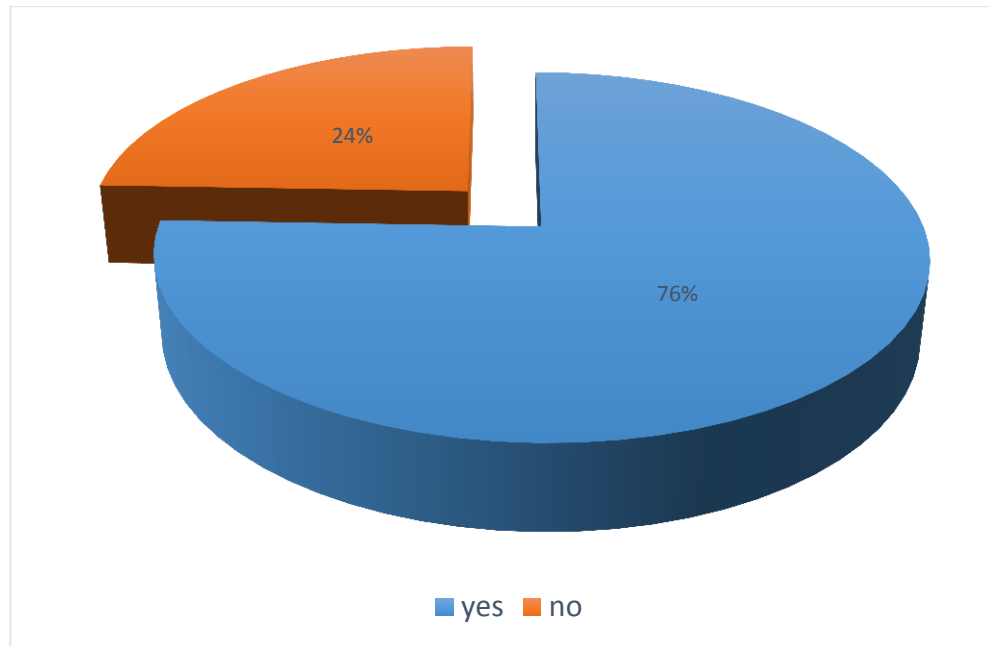
As can be seen from the pie chart below, most respondents (77,77%) answered positively, while (22,22%) answered negatively.



**Figure11: teachers guiding of students in positive direction for their personal growth.**

**Question twelve: Can you ask your teacher for help without fear or embarrassment?**

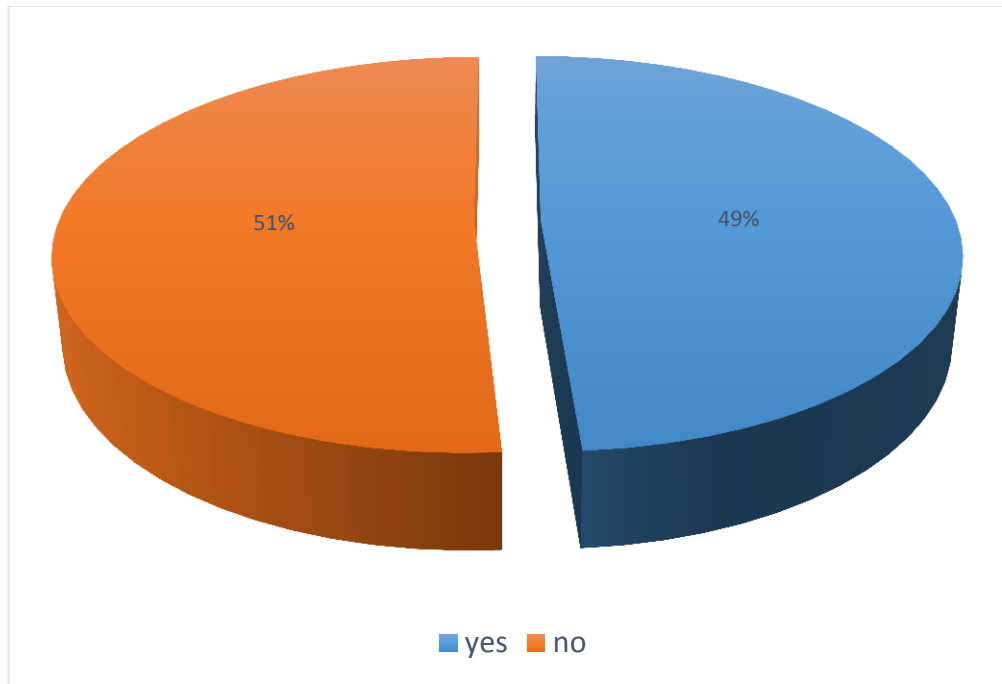
This question aimed to reveal how often students feel afraid from their teacher's reactions while asking them. Results indicated that most respondents (75,55%) felt fear when they asking their tutors for help, whereas only (24,44%) of them reported that they had no fear of doing so.



**Figure12: asking teachers for help without fear or embarrassment.**

**Question thirteen: Does teacher pay attention to all students or just the top ones?**

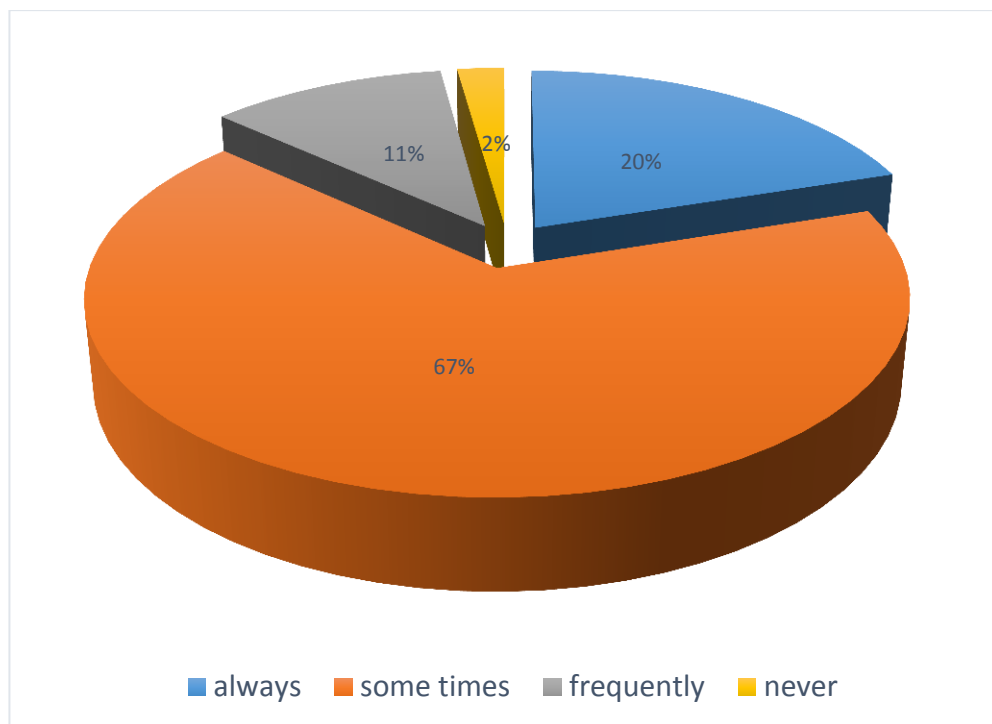
Here there is almost an equal percentage. Results indicated that (48, 88%) of participants said that teacher paid attention to all students not just the top ones whereas (51, 11%) who claimed the vice versa.



**Figure13: teachers' pay attention to all students and not just the top ones.**

#### **Question fourteen: Do teachers keep their promises?**

Students were asked to describe if teachers realize and keep their promises to students. As we can see from the answers, two thirds of the students (66,66%) said their teachers “sometimes” realize their promises, and another (20,00%) answered that their teachers “always” do so. (11, 11%) said “frequently” yes and, finally, (2, 22%) said that their teachers “never” do so.



**Figure14: teachers keeping their promises.**

### **Rubric two: the effect of the relationship on Student's achievement**

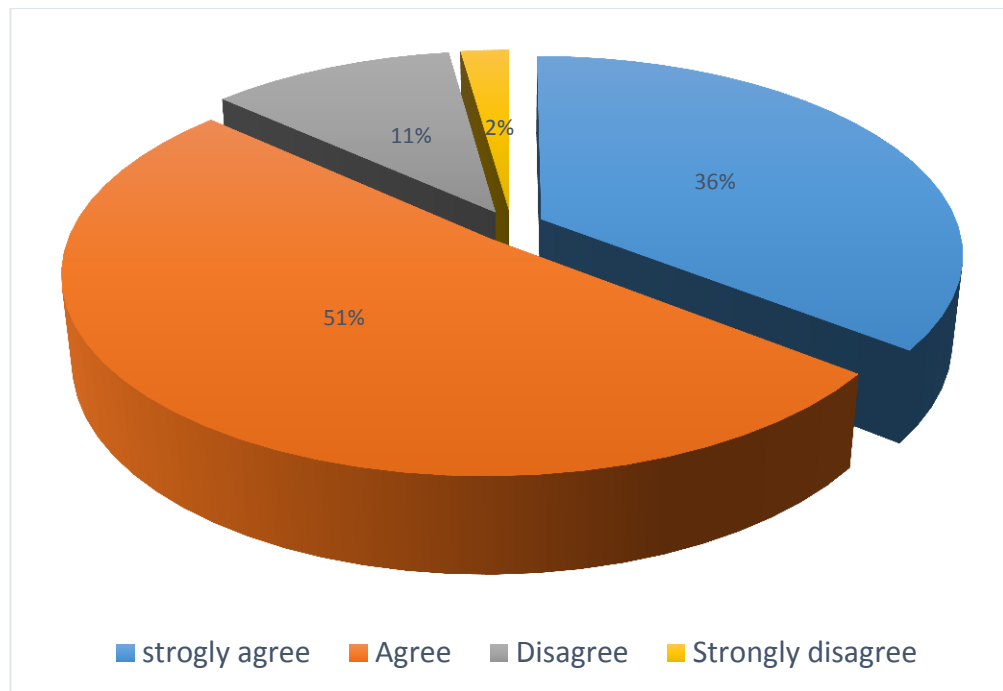
This rubric contains seven questions; it is organized to know the student's view and perceptions concerning the effect of teacher-student relationship on their learning achievement

Question one: Do you think that the student- teacher relationship effects the learning achievement?

This question asked participants to rate their level of agreement with the effect of student teacher relationship on EFL learner's achievement.

The vast majority of students (86.66%) showed a positive attitude and agreed (51, 11%) or strongly agreed (35, 55%) with the statement that student teacher relationship has an effect on EFL learner's achievement.

Nevertheless, (13, 33%) of respondents were not so positive and either disagreed (11, 11%) or strongly disagreed (2, 22%) with the aforementioned statement.

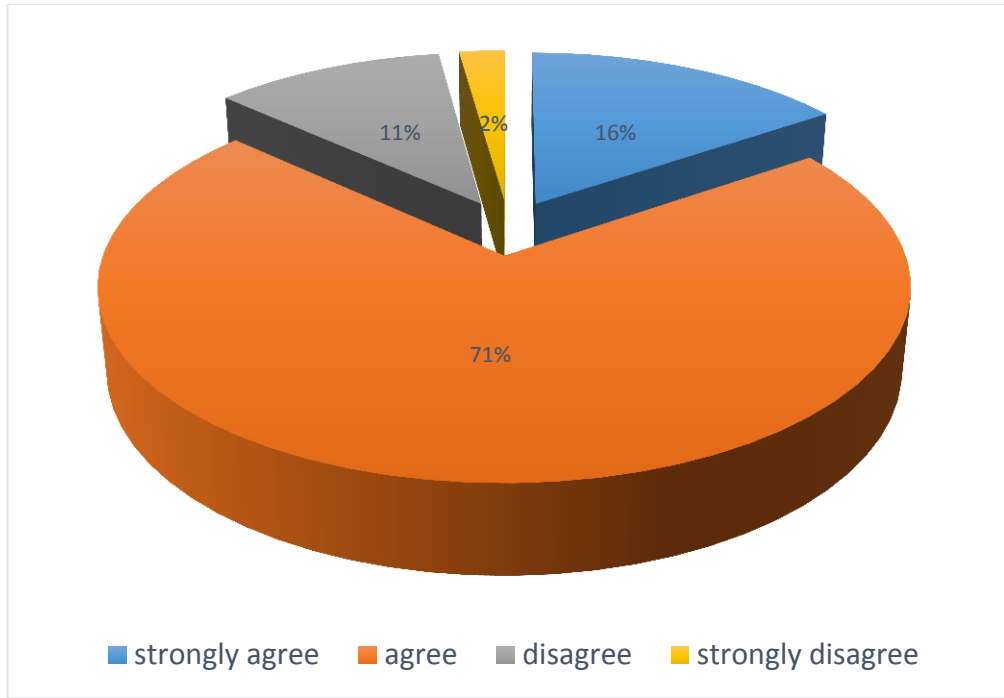


**Figure1: student’s perception about their relationship with teachers and its effect on learning.**

**Question two:**

**Is it possible that due to teacher’s negative behaviors students give up their studies?**

The purpose of this question was to highlight on one of the consequences of teacher’s negative behavior, which is the choice of giving up. The vast majority of students (86.66%) showed agreement with the question and agreed (71,11%) or strongly agreed (15,55%) with the statement that student give up their studies due to teacher’s negative behaviors . Nevertheless, (13, 33%) of respondents were not so positive and either disagreed (11, 11%) or strongly disagreed (2, 22%) with the aforementioned statement.

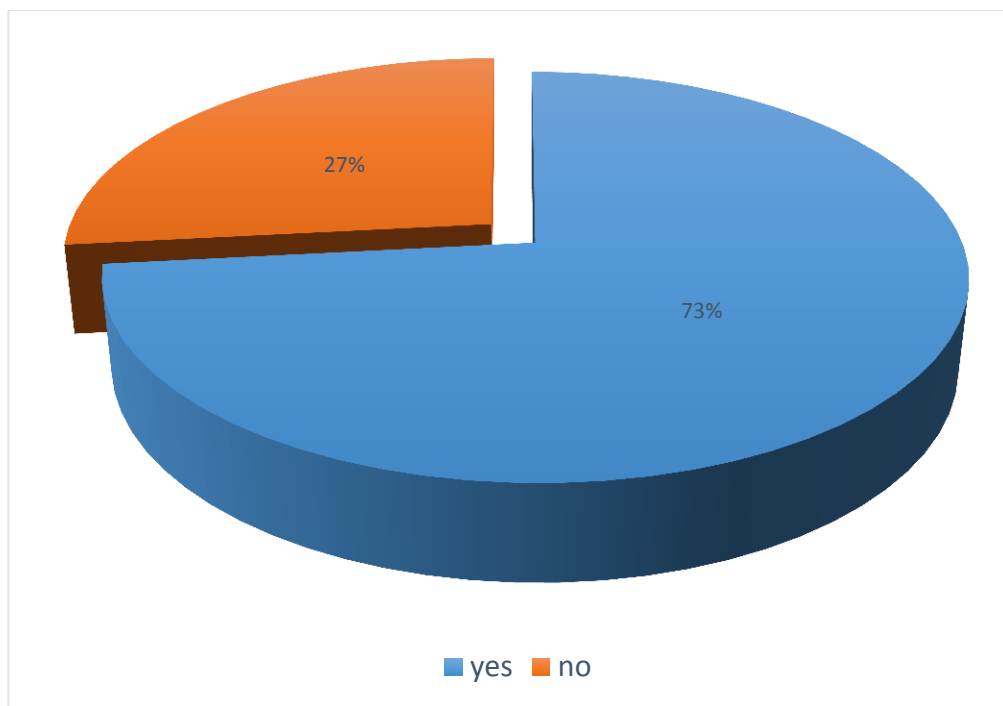


**Figure2: the teachers negative behaviors that push students to give up the study.**

**Question three: does teacher provide high and clear expectations for academic performance and social well-being?**

The purpose of this question was to point out the results of teachers caring about students' academic performance and social well-being. The bellow chart shows that most of respondents (73, 33%) are positive, whereas (26,66%) of them give a negative response and strongly believe that their teacher does not show any interest about their academic and social wellbeing.

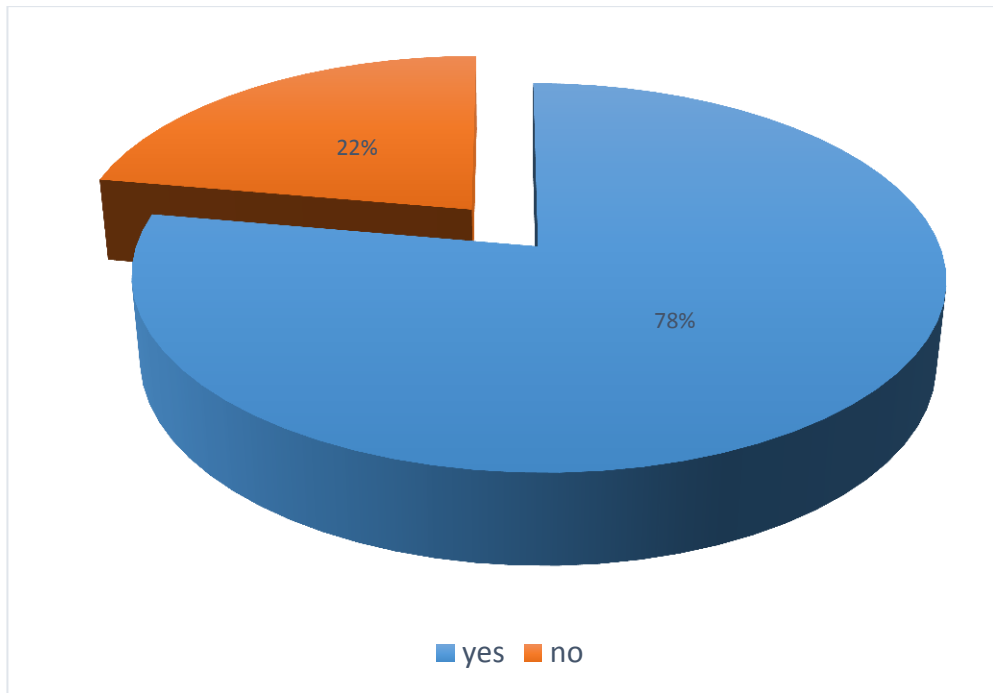




**Figure3: teachers providing high and clear expectations about their students' academic and social well-being.**

**Question 4: Does teacher use various cultural activities in the lessons, like case studies, live examples etc.? .**

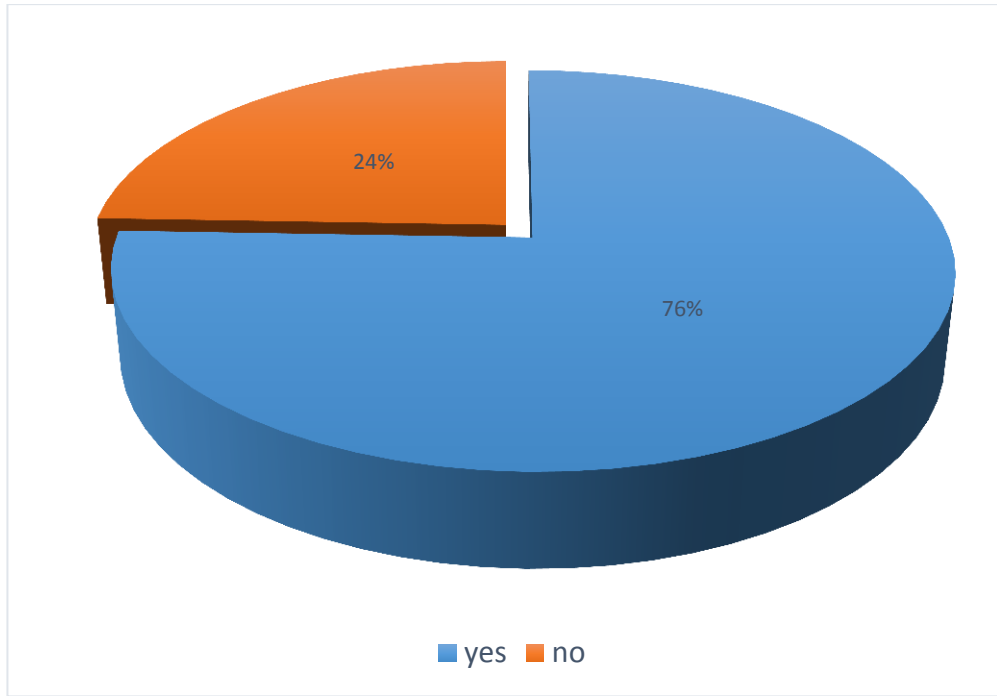
This question aimed at discovering whether teacher use various cultural activities in the lessons or not. The majority of students representing (77,77 % ) stated that the teacher use various cultural activities ,whereas the rest of the students representing (22,22%) claimed that their teacher does not use any cultural activities in the lesson,



**Figure4: the teacher's use of cultural activities in the lessons.**

**Question five: Does your teacher present the information in a way that is easy to understand?**

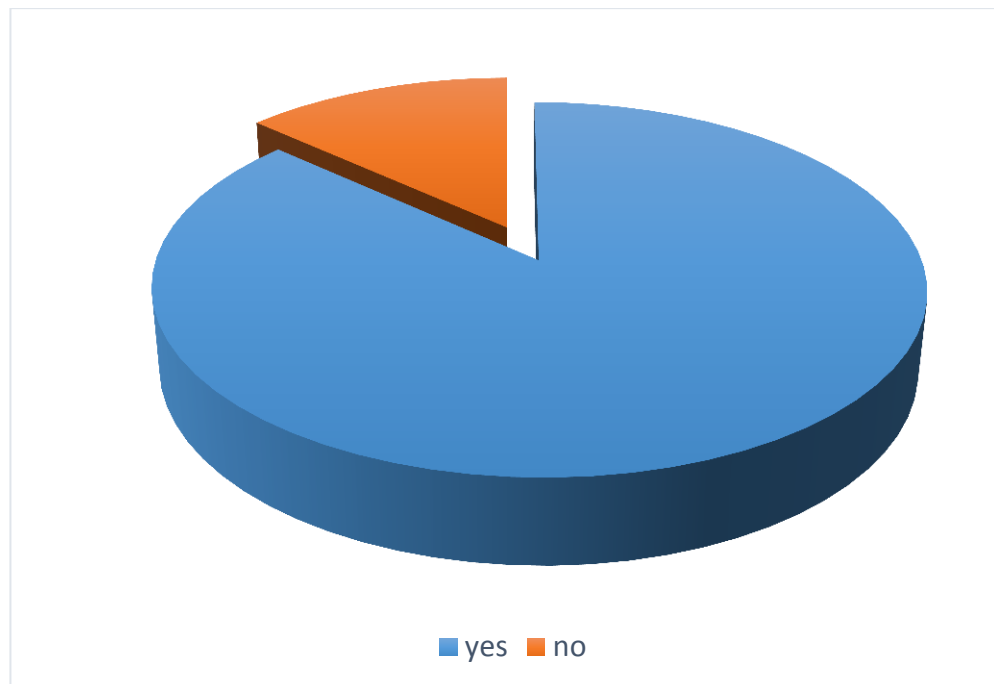
The aim of this question is to investigate if teacher presents the information in a way that is easy to understand. Most respondents (75,55%) answered positively, while one in four students (24,44) claimed that their tutor does not present information in a way that is easy to grasp.



**Figure5: Teacher's presentation of the information in a way that is easy to understand.**

**Question six: Does teacher encourage you to speak and interact?**

According to (86%) of students surveyed, they feel more comfortable to learn when their teachers encourage them to speak and interact, while only (13,33%) of students claimed that their teacher does not do so.

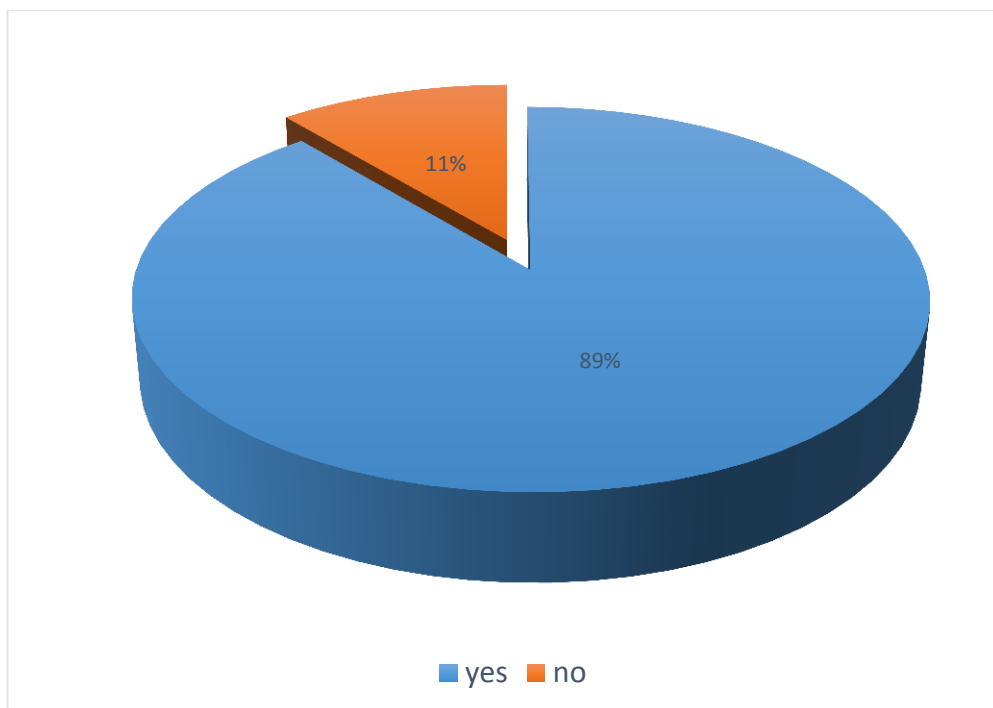


**Figure6: Teachers encouragement for students to speak and interact**

**Question seven: Do you feel demotivated when your teacher is careless and cold?**

Motivation is an essential ingredient in effective teaching and learning process. Here, students were asked whether they felt demotivated when their teacher is careless and cold.

It should come as no surprise that of the students surveyed, (88, 88%) agreed that they rarely feel motivated by having a careless and cold teacher. It is essential to care about our students.



**Figure7: Feeling demotivated when teacher is careless and cold.**

### **3.6.2 The Analysis of the Interview:**

Next to student's questionnaire, a teacher interview was conducted. This interview was addressed to second-year EFL teachers at University of Ghardaia. These teachers were asked to answer some questions and the purpose of this question survey was to gauge the teachers' opinions about what student achievement means to them and how a supportive relationship between teachers and students in the classroom can improve the learning achievement. The semi-structured interview contains nine questions each question addresses specific idea.

#### **Q1: What motivated you to choose teaching as a profession?**

The first question sought insights into teachers' reflections on choosing teaching as a profession and they were all satisfied by their choices. Interviewees provided different answers, which were all around the love of teaching, the company of students and the eagerness to transmit knowledge. In the same vein, another participant also confirmed that he chooses the profession of teaching because he feels that he is contributing to the prosperity of society by educating younger generations. Except one interviewee who claimed that, he chooses teaching by default.

## **Q2: In the development of education who is the most important the student or the teacher?**

The second question seeks insights into who is the most important the student or the teacher within the development of education. Three teachers out of ten believe that both of them are key elements because the two have rights, duties and roles. The teacher should care about his student future not just passing exam, it's very important to make a link between student and what is going on the arena of the world, society, education, analysis, research, what the world is up to date (artificial intelligence computing...etc.) The student also has the role of developing the skill of independent learning and taking the responsibly of drooling and helping the other mates in understanding. They need to share ideas even if it is right or wrong. However, two participants claimed that the development of education requires primarily the professional and personal development of the teacher; also, they believed that mostly depends on teachers. Nevertheless, anther two interviewees strongly agreed that there should be an emphasis on the student future and students psyche because they lack experience. We cannot have a teacher without a learner, and we cannot have a learner without a teacher.

## **Q3: Why do some learners interact negatively with teachers?**

The third question seeks to determine the students 'negative interactions with their teachers. Overall, teachers' responses to this question reveal that a negative relationship is characterized by disrespect, a poor communication between the two parties. The interviewees mentioned many psychological problems like dishonesty, bullying, intolerance. Students' fear, injustice, verbal and physical abuse, and when the teacher considers students as beginners not mature. In addition, the student feels less comfortable when his teacher fails to create a sense of community and belonging inside the classroom. In the same train of thoughts, another two teachers reported that students interact negatively when the teacher is not cooperative, nor flexible once he shows no interest in whether his students fail or pass.

## **Q4: What enhances positive interaction with learners?**

According to 86% of teachers surveyed, they always try to hold a positive relationship with students. They all provided similar answers, in which they are all satisfied with the relationship they make. One teacher pointed out: "the positive relationship is related to the humanistic side, she views that the teacher needs to care about realization of the students' needs. He should know their names, their belongings, what they like what they do not like which make the relationship a growth experience for everyone." In addition, she mentioned that, the teacher should care about his personality, identity and mastering of the module or the subject at hand, so that students can trust him. Teacher needs to be acquainted with the material so that he can talk about it; he cannot talk about it if he is not skillful .The teacher needs to care about updating and even the independent learning he should always care about developing himself. Another respondent believed that a positive relationship between

teachers and students is based on the following points: motivation, developing a mutual respect and trust, good communication, polite interactions, honest feedback to students, open-mindedness and supportive teaching methods". Some teachers agree that establishing a positive relationship with students is to try to understand their situation and feelings by using communication and having a sense of humor when working with students are also noted as a powerful tools towards any achievements whether personal or academic.

### **Q5: what different roles does a teacher do in class?**

The fifth question seeks to determine how the teachers' different roles can help EFL learners in achieving their goals. In fact, all the interviewees believe that successful teachers play different roles. They confirm that the role of a teacher is simply to guide and lead his or her students through the difficulties of learning, and even sometimes of life. In a similar vein, five teachers out of ten claimed that the teacher is a facilitator of student learning and a creator of productive classroom environments. In addition, they reported that the teacher is an organizer, a controller, a giver of knowledge, an assessor, a tutor, an observer and a guide.

In the same line of thinking, one teacher added: One of the most important roles is that the teacher has got the responsibility in helping the students to design their future not just revise assignments and lectures but even caring about the future. In addition, she remembered a story of one of the German experts or teachers who has abandoned the teaching side because he thought that «having a class of thirty students» means «having a class of thirty futures».

### **Q6: What disruptive behavior could inhibit good class performance?**

The sixth question aims to highlight the things that could disrupt the teacher in class. Actually, the interviewees mentioned many psychological problems that annoy while teaching; most of them are just related to the students' behavior. One respondent claimed that when students speak loudly during explanation, they are not paying attention, or when their bodies are with them, but their minds are somewhere else. In addition, teachers become disrupted when students mess around on their cell phones during class. While another teacher mentioned that students disturbs him when they disrespect him .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, one participant said, "Maybe you find the students not interested, it's not the student who should be blamed, but maybe the problem, the problem lies with the teacher. He needs to find out what is wrong. Is it the mobile, the age, the department or the administration?"

### **Q7: On which bases do students achieve their goals at University?**

The seventh question aims to determine what student achievement is and how students achieve their goals from the teachers' point of view. Overall, teachers' responses to this question reveal that the student's achievement refers to an overall development of a student, during a period. One interviewee said "The traditional method of the defining a student's

achievement, or success is, by assessing them and as I said, it's traditional, but I believe that's defining someone's achievements, or success is by helping them, knowing what they are good at". In addition, one participant mentioned that, achieving student goal is related to self-esteem and self-actualization, not of the student but now of the teacher because it contributes first his well-being even also to his career. The teacher succeeded in his mission as knowledge imparter and critical thinker's builder. One respondent said, "Talking about achievement does not mean that the student has been successful, and has reached the goals set up in advance. The achievement is at least that the student has participated throughout the process of teaching and learning. Even if he could not grasp or even if he could not reach all the objectives he set through .The matter is not the amount of knowledge that he takes at the end but it is with the skill that he get, to develop his personality and identity". As one teacher added a comment which is " Great teachers make good learners".

### **Q8: Does the teacher's personality have an impact on his learners?**

The majority of participants mentioned that teacher's personality affects students. As one interviewee said, "some teachers have excellent level of knowledge but in terms of personality, they are the worst." Some teachers behave in a rude manner with their students because they experienced bad situations when they were students so they use it when they become teachers". The teacher who is usually strict and harsh with the students risks that his students will not like his module. Another point has to do with pedagogy. It means teachers who have difficulties in transmitting the message and applying pedagogy in the correct manner, even though they behave in a positive way with the students, they still have the problem of sending information. In the same vein, one interviewee said the teacher's personality has an impact on his learners especially if he is a competent teacher. Moreover, he has to consider students' different personalities and treat them accordingly.

### **Q9: How can teachers establish a good rapport with his learners?**

The last question highlights on the ways that ensure the establishment of a good relationship between teacher and student. The majority of respondents' answers show that it is care the humanistic side. As one of the respondent said, «Care is the thing that most strengthens student teacher relationship. However, it does not mean to tolerate even everything. We have to set rights, duties and rules. From the beginning do not tolerate, when it comes to rules, we have to follow this and this and there are objectives to be realized, things to be limited. Our freedom ends when the others freedom starts" Furthermore one teacher opined that the teacher establishes a supportive relationship by being competent enough, mastering the subject matter and avoiding conflicts or anything that would crop emotions up and also through reinforcement, support, accepting failure and mistakes, effective learning feedback and care and interest on his success.



## 2.6 Discussion of the Main Results:

After a thorough examination of the data from student's questionnaire and the teacher's interview, each of the two research questions can be answered.

The questionnaire was the first tool used in our work to collect and analyze data about impact of the teacher student relationship on learner's achievement at University of Ghardaia during the academic year 2022/2023. The results show that the majority of students who participated in the study were females (60%), whereas (40%) were males, which seems to indicate that females have a tendency towards learning languages.

Both male and female students confirmed that they felt positively about the relationships they had with their teachers. Fifty five percent of students expressed their belief that teachers knew

Their names" using other students names help them to initiate or maintain friendships and find study partners which could have broader implications for student sense of belonging and retention in college"(Tinto, 1975, 1997; Sandstrom and Rawn, 2015). It is mainly the half percentage because students indicated that it is not always easy to know every one's name especially where teachers have a number of fairly large classes. In addition, (71%) of students feel supported by their teacher as well as missed when they are absent. It is very beneficial for students when they feel valued. (66%) confirmed that their teachers have a positive attitude on a daily basis they can feel their moods and attitudes but teachers are just as human as their students are, and can find it hard to go a completely academic year without having at least one bad day. Moreover, 62% of students claimed that teachers are not sensitive to all of them and they do not help them with personal problems, because they are strict and they set up boundaries with their students. Whereas (37%) said the opposite they view that teachers are human being and why not, if students need their teachers help. It is impossible to feel not empathy for those who have problems.

(66%) stated that their teacher view them as an important part because their success is the success of the teacher. The vast majority of participants (82%) claimed that teacher motivate them to give their best since motivation is the key factor in the success of students at all stages of education and teachers can play a pivot role in improving and encouraging that motivation in students. (48%) of students indicated that most teachers paid attention to primarily the top students and not all the students. Additionally, (87%) of students felt that their teachers respect them. Teacher becomes more effective when he earns students respect. Three out of 4 students (75%) said that they could ask their teachers without fear and embarrassment, while only (24%) answered negatively because, due to lack of confidence, many of them felt afraid from their teacher's reactions like anger and insult.

In the second section, the aim was to explore the student's perceptions about the student-teacher relationships and its effect on their achievement. (51%) of participants agree that they have a positive connection between their academic success and the relationships they had with their teachers. Additionally (71%) of students agree that teachers 'negative behaviors lead students to give up their studies when the teacher has a discouraging attitude toward them especially when he compares them to their mates and limits their choices. As a result,

they are less likely to show their interest to learn, feel demotivated and end up abandoning their studies.

(73%) said that teacher provide high and clear expectations for academic performance and social well-being. High expectations yielded high results from students; on the other hand, (77%) of students agree that teacher use various cultural activities in the lesson, like experimentation, case studies, life examples etc. and they present information that is easy to understand. (86%) state that encouragement of students resulted in higher progress in student`s learning and give them a lot of motivation to work hard and help students to speak and interact. (89%) feel demotivated when their teacher is careless and cold.

To sum up, the result above assumes that teacher-student relationship effects student achievement in a deeply manner that it can obstruct or stimulate them personally or academically.

Similar to the first questionnaire discussions, I addressed approximately 10 teachers to make an interview.

The majority of the respondents' answers show that it is obvious that a caring and supportive teacher has a positive relationship and a great effect on EFL students' achievement. The interview started with a question about the reason behind choosing the teaching profession, almost all the participants claimed that they love teaching. As for the second question, teachers agree on one side that both of teacher and student are important in the field of education. We cannot have a teacher without a learner, and we cannot have a learner without a teacher. When asked about the student negative interaction, the result reveals that the bad student-teacher relationship is the first reason, the lack of respect, interest and care..etc. needs reformulation .Teachers were also asked about the positive interaction with learners, they pointed out that a teacher who has a positive relationship is the one who supports and motivates students and creates a safe and trustful environment. In addition, many teachers mentioned that the teacher has an important role in the process of learning, he is the guider and the monitor, he is the one who helps students to design their future, and to perform better academically. When the participants were asked to give their opinion about the things that annoy them while teaching, the majority commented that the most disruptive behavior is disrespect. (80%) of those who were interviewed indicated that students achieve their goals by working hard and taking more responsibility. It is not clear and needs reformulation .**Dr.karima Maazzouzi (2019)** rightly points out that ",,, the teacher consider himself not just as an instructor who provides students with knowledge, but also, as a person who cares about the learners needs and behaviors" (p.29). So the teacher builds a good rapport with students by establishing on the first day that they are important and do not just review the syllabus by calling them by names rewarding them with verbal praise.

## 2.8. Suggestions and Recommendations:

- **Recommendations for teachers:**

In teacher-student relationships, the emotional dimension is something that should not be ignored or taken for granted. However, the establishment of a good rapport in classroom is still a challenging step for teachers. Along this line of thoughts, here are some of recommendations that help teachers to develop strong and meaningful relationship with their students.

In order to be grateful, teachers are advised to treat their students with:

**Admiration and respect:** It is important to be more formal when communicating with student. For example, teachers should not yell or insult because behaving in such way will lead them to lose the respect of the entire class. Dealing with students in the same manner, understanding and accepting the way they are acting are among the keys that are convenient and useful for teachers to develop strong teacher-student relationship and when the teacher respects his students, he will get more respect from them.

**Care:** teachers should care about students, treat them equitably and defend them when others are talking badly about them or threatening them.

**Confidence:** To build students' confidence, teachers must push them to take risks, learn from mistakes, grow as thinkers and as people, and ultimately achieve results they have known they could. For students to realize their goals, teachers must believe students can succeed and communicate their high expectations for them.

**Motivation:** A strong student-teacher relationship enhances students' motivation and engagement in the learning process. To motivate students academically, teachers must connect with their students as individuals and clearly demonstrate the connections between the material covered in the sessions and things that matter to the student as people. When students feel valued, respected, and supported by their teachers, they are more likely to actively participate in class, ask questions, and take risks in using the English language. This increased motivation and engagement contribute to better learning outcomes.

**Passion and enthusiasm:** When a teacher is passionate and enthusiastic, he will receive delightful feedback about the content he is teaching. Excitement is contagious. When a teacher introduces new content enthusiastically; he will attract his students and increase their learning.

**Self-awareness:** to help students cultivate self-awareness, teachers themselves must be both aware of and honest about student's strengths and weaknesses. They must help students practice holding themselves accountable to ambitious goals

**Set appropriate goals:** for the students is another way to set them up for success, too much or too little burden will result in students hating the course, so appropriate goals are important or course must define a certain objective or aim to the students, this gives the notion of a challenge for them. Students tend to become more excited when there are certain goals in sight.

**Personalized feedback:** is an excellent way to show students that you actually care about them, so feedback is a way to communicate with your students and add a little positivity to that feedback. By knowing students well, teachers can tailor their instruction to address individual learning styles, provide appropriate challenges, and offer personalized feedback. This individualized approach facilitates language acquisition and accelerates progress.

**Humorous teacher:** Teachers should incorporate humor into their lessons. Teaching and learning should not be boring. To make the class vivid requires sharing an appropriate joke related to the content the teacher wants to transmit. Laughter is always the best medicine, this character will make students like teachers' class because they love fun and learning.

**Meaningful communication:** To develop relationships with students is to get to know them as much as you can. Teachers can learn about their students through conversations, be honest and remember that communication is always a two-way street. Moreover, it facilitates language development, as students receive guidance, practice speaking and listening skills, and receive constructive feedback.

**Display a positive attitude:** Positive attitude has effects on everyone in the classroom. Smile promotes a sense of belonging and encourages learners to take part cooperatively in study activities.

**Emotional Support:** Building a positive rapport with EFL learners creates a supportive environment where they feel comfortable expressing themselves and taking language risks without fear of judgment or criticism. Teachers who show empathy, understanding, and patience can help students overcome language barriers, boost their confidence, and foster a positive attitude towards learning English .

- **Recommendations for students :**

There are roles and responsibilities that every student should conduct. These are some recommendations that we suggest for students to help them improve their learning achievements.

**Respect:** Students should behave respectfully and obediently with their teachers and other members and be alert and engaged during class. Students should possess some values like politeness, compassion, generosity, sympathy and respect.

**Interest:** Students should turn their work in time, do not be tardy. In addition, coming to class prepared with all of the required assignment show their teacher that they are eager to improve themselves academically. They have to work hard to achieve their objectives and make sure that they are not calling out people or causing problems with other students around them. Being attentive and listening to their teacher and as they are listening to the teacher, take copious notes because teachers enjoy teaching students who show genuine interest in their subject.

**Self-discipline:** It is the most important thing that should be in students. It helps them in handling their work, maintaining regularity in work and it is not necessary to be the top one with a high level but you must have a good personality.

**Sensitiveness:** student should be sensitive and appreciate teacher's efforts that he put in preparing for the lecture. A simple thank you or a note of appreciation can go a long way in building a positive relationship. Moreover, while he or she is explaining, they should pay attention and make eye contact instead of murmuring and putting their head down.

**Show up early:** Consistent attendance shows students commitment to learning and build trust with their teachers. In addition, this will give them the opportunity to greet their teachers. It also allows teachers to understand better student's strengths and weaknesses, enabling them to provide appropriate guidance. In addition, showing up late will annoy their professors.

**Ask doubts:** Students are advised to ask follow up questions, speak up, and not be scared to ask their questions while the teacher is explaining. This means that they have a valid question to ask, because the teacher really enjoys it when students pay attention and it shows that students are focusing on the study during the class. In addition, students should not ask silly questions to distract the teacher, to waste time and to get the teacher out of this subject.

**Seek help when needed:** Students do not hesitate to approach their teachers for assistance or clarification. They are there to support their learning journey. Asking for help shows students' willingness to learn and can strengthen your teacher-student bond.

## **Conclusion:**

This chapter discusses the specific methods by which the research and analyses were conducted. It portrayed the discussion of the main findings of both students 'questionnaire and teachers' interview. It provided some suggestions related to the subject. Through this research work, hypotheses were put forward regarding the effect of student-teacher relationship on EFL learners' achievements. Moreover, the present results highlight the detrimental effects that a positive student- teacher relationship has on learning achievement, which is the answer of the research questions that were proposed in the study.

## **General Conclusion :**

A positive student-teacher relationship is key to successful teaching and learning. However, positive relationships do not develop automatically; students need meaningful interactions and teachers play an essential role by cultivating a supportive and inclusive classroom environment to lay the foundation for effective instruction. In this context, researchers sought to examine the nature of the relationship between teachers and students and to investigate the effect of student-teacher relationships (STRs) on second-year EFL learners' achievements at the University of Ghardaia.

Therefore, it is necessary to provide some recommendations for promoting effective study habits with learners.

As a result, the researchers sought to answer the following questions:

- What is the nature of the student-teacher relationships of second-year EFL learners at the University of Ghardaia?
- What is the impact of student-teacher relationships on EFL learners' academic achievement?

Based on the above questions, the researchers formulated the following hypotheses:

- The nature of the student-teacher relationships of second-year EFL learners at the University of Ghardaia is positive.
- Second-year EFL learners can achieve higher grades by having good relationships with teachers.

Accordingly, the dissertation was divided into two parts. The first part dealt with the theoretical background of student-teacher relationships and their impact on EFL learners' academic achievement. The second part shed light on the classroom situation as it was more practical through the use of different research tools. Indeed, various recommendations and suggestions were provided.

Through the design and conduct of a case study at University of Ghardaia, and after analyzing the data gathered from different sources using a set of research instruments (student questionnaires and teacher interviews), the two hypotheses put forward were partly confirmed.

That is, the nature of the student-teacher relationships of second-year EFL learners at University of Ghardaia is positive.

Also, second-year EFL learners can achieve higher grades by having good relationships with teachers.

This research was an attempt to investigate the nature of the student-teacher relationship among second-year EFL learners at University of Ghardaia.

It can be argued that a large number of second-year LMD English students at University of Ghardaia are motivated by their teachers to do their best. Teachers were seen as playing a pivotal role in nurturing and encouraging student motivation. Additionally, (87%) felt that their teachers treated them with respect. Students indicated that earning their respect made teachers more effective. Teacher respect and attention were linked with positively impacting student motivation.

However, due to a lack of confidence, many students confirmed that they felt embarrassed to ask their teachers. They explained that they feared their teacher's reactions, like anger and insults.

So, the study suggests that the most important part of building strong teacher-student relationships is establishing mutual respect and care. Teachers should treat students with admiration, understanding, and defense when needed. Building students' confidence also requires high expectations and belief in their abilities. Motivation comes from connecting lessons to what interests students and showing enthusiasm and passion for the subject. To motivate students, teachers must also be self-aware of their strengths and weaknesses, set appropriate and challenging goals, and provide personalized feedback that shows they care. Other tactics like using appropriate humor, listening actively, communicating meaningfully, displaying a positive attitude and smiling can further nurture relationships and engagement. Building rapport starts with respect, care and making students feel valued, which in turn empowers them to achieve their full academic potential.

To conclude, other effective relationship-building strategies include using appropriate humor, listening attentively, communicating openly, displaying a positive demeanor and setting appropriately challenging yet achievable goals. These techniques foster a sense of value, belonging and empowerment that allows students to thrive and fulfill their potential



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# University of Ghardaia



## Faculty of Letters and Language Department of Foreign Languages

### Appendix01: student questionnaire

*Dear student*

*You are kindly invited to answer the present questionnaire that aims to figure out the effect of student-teacher relationship on EFL learners achievement .Your answers are very important for the validity of this research.*

**Thank you for help**

**Please, tick (×) the choice that corresponds to you answer:**

#### Section one: student -teacher relationship

Q1: Please specify your gender:

A.Male  B. Femal

Q 2: How old are you

A.19-22  B.22-25  C. More than

Q3: have you repeated the year?

Yes  No

Q 4: How would you evaluate your level in English?

A. Excellent B. Very good C. Good D. Above the average E. Average

Q5: Do most of your teachers know your name?

Yes  No

Q6: Does teacher provide support for all students?

Yes  No

**Q7: Doesteacher has a positive attitude on a dailybasis.**

Yes  No

**Q8: Is teacher sensitive to all students and willing to help them with personal problems?**

Yes  No

**Q9:Does teacher view you as an important part?**

Yes  No

**Q10: Does teacher motivate you to give your besteffort?**

Yes  No

**Q11: Does teacherguide students in a positivedirection for their personal growth**

Yes  No

**Q12: Does teacher encourage student feedback?**

Yes  No

**Q13: Doteachers' pay attention to all students,and not just the top ones?**

Yes  No

**Q14: Do teachers keep their promises?**

Always  Sometimes  frequently  never

**Q15: Doteachers respect students?**

Strongly  Agree  Disagree  Strongly Disagree

**Q16: Can you ask your teacher for help without fear or embarrassment?**

Yes  No

## **Section two: the effect of the relationship on Student's achievement.**

**Q1: Do you think that the student relationship effects on learning?**

Strongly agree  Agree  Disagree  Strongly disagree

**Q2: Is it possible due to teacher's negative behaviors students give up the study?**

Strongly agree  Agree  Disagree  Strongly disagree

**Q03: does teacher provide high and clear expectations for academic performance and social well-being?**

Yes

No

**Q04: Does teacher use various cultural activities in the lessons, like experimentation, case studies, live examples etc.?**

Yes

No

**Q5: Does your teacher present the information in a way that is easy to understand?**

Sometimes

frequently

never

**Q6: Does Teacher Encourage you to Speak and Interact?**

Yes

No

**Q7: Do you feel Demotivated when your teacher is careless and cold?**

Yes

No

## **Appendix 02: Questionnaire for teachers**

### **The Interview Questions:**

Q1: What motivated you to choose teaching as a profession?

Q2: In the development of education who is the most important the student or the teacher?

Q3: Why do some learners interact negatively with teachers?

Q4: What enhances positive interaction with learners?

Q5: what different roles does a teacher do in class?

Q6: what disruptive behavior could inhibit a good classroom performance

Q7: On which bases do student achieve their goals at University?

Q8: Does the teacher's personality have an Impact on his learners?

Q9: How can teachers establish a good rapport with his learners?

**Thank you for your collaboration**

## الملخص

إن أهمية العلاقة بين المعلم والطالب تعتبر أحد العوامل الايجابية التي تساهم بشكل كبير في تحسين أداء وسلوك الطلاب فالعلاقة الخالية من الصراعات والثوترات تبني علاقة قوية بينهم ،ومن أجل تطوير هذه الدراسة وزعما إستبيان على 45 طالبا من السنة الثانية ليسانس في قسم اللغة الإنجليزية بجامعة غرداية، وكذلك قمنا بإجراء مقابلات مع 10 أساتذة من قسم اللغة الإنجليزية من نفس السنة الوارد ذكرها في جامعة غرداية. أما فيما يخص التصميم/المنهجية -المنهج اعتمدت هذه الدراسة على الاساليب التحليلية (الطريقة الكمية والنوعية) أظهرت نتائج الابحاث أن كل من المعلم والمتعلم لديهم نظرة إيجابية تجاه بعضهم البعض بحيث أن الطلاب يشعرون بتحفيز جيد عندما يكون المعلم مهتم بتفاعلهم داخل الصف الدراسي، وعكس ذلك كلما كانت العلاقة السيئة أي (السلبية) بينهم متوترة وغير مستقرة تؤدي إلى الكره والنفور وتراجع المتعلم في التحصيل العلمي والمعرفي مما ينجم عن ذلك تمرده وتركه لمقاعد الدراسة.