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Promoting Academic Involvement in EFL Context through the Positive Emotions Engendered from Teacher-Student Interactions: The Case of Third Year Secondary School Students

Dissertation Submitted in Candidacy of the Degree of "Magister" in
Educational Psychology

Presented by   **Supervised by**

Mrs. Hanane BERRAHOUI   Dr. Radia BENYELLES

Board of Examiners

Pr. I. BENMOUSSAT	President	University of Tlemcen
Dr. R. BENYELLES	Supervisor	University of Tlemcen
Dr. Z. MERBOUH	External Examiner	University of S. Belabbes
Pr. I. SERIR	Internal Examiner	University of Tlemcen
Dr. H. HAMZAOUI	Internal Examiner	University of Tlemcen

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DEDICATION

To my over caring husband, to my dearest mother, to my adorable grandmother, to my sweet sisters, and a special thank goes to my cute kids Zakaria Imad Eddine and Meriem Rihem for having done the washing-up for me when I was so busy to complete my research, to them I say "I love you so much"...

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While writing this dissertation, I kept having dreams where I would be climbing up ladders with missing steps, or struggling past obstacles in a dark house, or searching for a place without knowing exactly where to go. Unlike nightmares, however, these dreams were not terrifying, and I always had the feeling that I would get where I was going eventually. I connect these dreams to the process of writing this dissertation with its many important people who, with their support, smoothed the process, making it more enjoyable and worthwhile.

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ABSTRACT

Teachers have the ability to create a strong like or dislike for the subject they teach. The ways teachers teach, behave, and interact with students can be more paramount than what they teach. Their attitudes towards their students directly affect their academic involvement. Hence, teachers' interactions with their students in school should be favourable enough to carry them along. This dissertation, thus, is devoted to investigate the importance of caring teacher-student relationships in raising positive emotions, which in turn increase students' involvement in EFL learning. The purpose of the present research is to highlight the significance of emotional outcomes engendered from positive teacher-student interactions; which therefore enhance learners' academic engagement. To put it differently, it examines the correlation between positive emotions and teacher-student interactions to promote academic involvement in the learning process. Being a case study, this research work involves essentially an observation process conducted in EFL classrooms with third year secondary school students at Maliha Hammidou, Ahmed Benzekri, and Dr. Benzerdjeb Schools. The participating students, also, answered a questionnaire and teachers, in their turn, provided the researcher with their opinions during the conducted interview. The data gathered were analysed both quantitatively and qualitatively. Accordingly, it could be confirmed that positive teacher-student relationships generate positive emotions, promote students' involvement.

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General Introduction

GENERAL INTRODUCTION

Emotions are purely human characteristics; they are part of people's daily lives; at home, in the workplace, as well as in school. Students spend much more time at school than they do at home or anywhere else; thus educational settings represent the place in which students experience the majority of their knowledge, personality development, and emotions. Considering that cultivating positive emotions in students through healthy teacher-student relationships would encourage learners to invest more efforts in the learning process, many researches were based on the premise that positive emotions displayed in educational settings would lead to students' academic involvement. Within the field of EFL (English as a Foreign Language) education, students' affective experience is an emerging area of research. A number of investigations have been carried out for the purpose of revealing the academic emotions resulting from teacher-student's relationship. The findings gathered from those experiments have shown that students with caring and supportive interpersonal relationships in school report more positive academic attitudes and values, and more satisfaction with EFL learning. These students are, also, more engaged academically.

Learning is intellectual, social, and emotional (Stoll et al. 2003). For successful learning, all three aspects need purposeful teacher attention. Recent research affirms the crucial importance of students' involvement through teachers' focus on the social and emotional environment of their classrooms; particularly in terms of developing and nurturing caring, learning-focused teacher-students relationships.

Affective aspects of language learners resulted from positive interactions with their teachers may influence students' performance, positively. Thus, teachers' awareness of the relevance of positive and supportive teacher-students relationships may lead to more effective learning and teaching.

There were two initial motivators for this study. Firstly, effective teacher-student interactions are strongly linked to positive learning environment in which teachers are

well attuned to students' needs and are committed to having every student involved. Besides, a further powerful motivator concerns the fact that there is persistent mention of teacher-student interactions in the literature regarding excellence in teaching.

Understanding more about effective teacher-student relationships will help inform educators how academic, emotional, and social aspects of teacher practice can be improved, and thereby enable the quality of, and equity in student learning opportunities to be enhanced. The purpose of this study is therefore to explore the emotional factors engendered from teacher-student interactions that contribute to enhancing students' involvement within an EFL context.

Accordingly, to cover the scope of the present research, the following research questions were posed at the onset of this research:

1- What role do positive emotions play in students' academic involvement?

2- What is the effect of students' previous feelings towards the English language teacher on their perceptions of the English course?

3- What are the sources of positive emotions in classroom instruction?

4- Do EFL teachers perceive positive interactions with students as a key component in enhancing their academic involvement?

The hypothesis underlying this investigation is that positive teacher-students interactions are the primary source of positive emotions, which in their turn guide students' involvement. Consequently, it has been hypothesised at the outset of the present research that:

1- Positive emotions during the English language course influence students' attention and efforts devoted to learn English.

2- The students' dislike to the English language teachers in previous experiences is more likely to perpetuate a sense of hatred towards the English language

course, and students' emotional connection with the English language teacher can spur them to form their own attraction for learning English.

3- Praising, respecting, and caring are the driving forces behind students' involvement in the learning process.

4- Teachers are not aware of the importance of students' emotions in enhancing their academic involvement during the English language course.

By means of a questionnaire, interviews, and classroom observation, the study explores the positive emotions associated to teacher-students interactions as well as the extent to which teachers are aware of the potential importance of effective teacher-students relationships in enhancing learners' involvement. Therefore this research aims at studying third year secondary school students' positive emotions resulting from their interactions with their English language teachers, and the extent to which these emotions influence their involvement in the learning process.

The handling of this issue is embodied in four related chapters: the introductory one focuses centrally on illustrating theoretical points related to emotions in education, shedding light on the significance of positive emotions engendered from teacher-students interactions in enhancing learners' involvement in EFL learning.

The second chapter is an overall description of the research settings as well as the research participants. In this chapter, participating learners' profile and needs are analysed relying on a questionnaire administered to third year secondary school students, aiming at reflecting their emotions that result from their interactions with English language teachers. On the other hand, teachers were interviewed in order to elicit their perceptions of the importance of their relationships with students in providing a safe emotional learning atmosphere, which leads to students' involvement in EFL learning. A third research instrument was utilised, as well, in order to confirm or infirm some results obtained either from the questionnaire or the interview.

The analysis of the results obtained from students' questionnaire, teachers' interview, and classroom observations made the main structure of chapter three; which helped the researcher elicit and draw the main conclusions.

Finally, the fourth chapter was designed to shed light on some strategies to be adopted by teachers in order to construct and maintain positive and supportive relationships with their students. In addition to that, some pedagogical suggestions concerning the parameters to be considered in teachers' initial education, in-service training, and professional development were provided.

CHAPTER ONE: CONCEPTUAL FRAMEWORK

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1.1. Introduction

Current researches and renewed interests in educational psychology have supplied us with fundamentally different ways of looking at learners' needs. Emotions are constantly present in our everyday behaviour, interaction with other people, as well as during the learning process; particularly in foreign language learning. Indeed, emotions have a significant role in influencing the learners' motivation, their involvement, their attitudes, and eventually their learning outcomes.

Accordingly, this chapter is mainly concerned with the literature review of emotions in education as an intricate issue that involves both the teacher as a generator of these emotions and the student as a receiver, in an interactive action, where a set of strategies are obviously required for maintaining a safe atmosphere that allows students' engagement in learning English.

1.2. Emotions

Emotions are typically human features. According to Petterson (2006:73), emotions are **"A psychological state defined by subjective feelings but also characteristic patterns of psychological arousal, thought and behaviours"**. Contemporary studies of emotions focus on '*affectivity'*, which is defined as **"The extent to which an individual experiences positive/negative moods"**(ibid 62). Emotions are key concepts in the life of human beings, according to Plutchik (1962: 3) **"The emotions have always been of central concern to men. In every endeavor, in every major human enterprise, the emotions are somehow involved"**. In a similar vein, Lazarus (1991) argues that almost all what the humans do and how they do is shaped by emotions and the circumstances under which they grow.

There are two basic dimensions of emotions, positive emotions, referring to the extent to which someone experiences feelings such as contentment, pride, happiness and so on. Negative emotions on the other hand, refer to the extent to which someone experiences feelings such as sadness, disgust, anxiety, etc.

From a physiological viewpoint and according to Greenleaf (2003), emotions originate in the brain's limbic system which is situated between the brain stem and the cortex (see figure 1.1). The brain stem sends sensory messages through the limbic system to the cortex where thinking and learning occur; the entrance of this sensory information into the cortex depends on the limbic system's interpretation of this information as positive, negative or neutral (ibid). If the limbic system interprets the sensory information as negative, then its access into the cortex is denied and therefore thinking and learning are inhibited; however, if the sensory information is interpreted as positive, then its access to the cortex is allowed and behaviour is directed in such a way that thinking and learning are enhanced (ibid). Hence, positive memories direct positive behaviour towards learning. Similarly, negative memories disable, discourage, and disrupt the learning process.

According to Greenleaf (2003), both the amygdala and the hippocampus are located in the mid-brain limbic space. Together, these two components actively influence human actions and reactions, as well as emotions (ibid). The amygdala's role consists of interpreting input and controlling emotional and physical readiness connected with negative tension; for example, it causes the flow of adrenaline into the system for physiological responses to a threatening situation (ibid). The hippocampus is situated behind the amygdala; its role consists of classifying memory input to different brain areas (ibid). Both amygdala and hippocampus are dynamic whenever the interlocutor feels tensions (see figure 1.1). thus, the background where learning occurs should be hazards free (ibid).

Hippocampus

Serves to classify memory input to many brain areas. It involves the selection, classification, and "storing" of experiences and learning into long-term use (memory).

Amygdala

Interprets input and regulates emotional and physical readiness associated with negative stress (i.e., it prompts the flow of adrenaline into the system for fightor-flight responses).

Cerebellum

Its primary role is associated with movement by muscle coordination, and it maintains bodily equilibrium.

Figure 1.1: Brain Overview (Adopted from Greenleaf, 2003: 17)

1.2.1. Positive Emotions

Recently, the emerging area of positive psychology has unveiled new fields of research such as: hope, coping skills, relationships, positive emotions, and well-being. For decades of research implemented within many target populations, ten positive emotions are put into prominence in terms of research including joy, gratitude, serenity, interest, hope, pride, amusement, inspiration, awe and love (Fredrickson, 2009). Researches suggest when one of the main positive emotions occurs, the human mind activates and thinking starts *'outside the box'*. In fact, it is termed the increase of

positive emotions. Furthermore, research has revealed that positive emotions can frame the individual's cognitive domain leading to a better learning process as posited in Fredrickson's broaden-and-build model (see figure 1.2.) . In this sense, he added that:

> **Not only do the positive emotions . . . share the feature of broadening an individual's momentary thought-action repertoire, but they also appear to share the feature of building the individual's personal resources. . . . Importantly these resources are more durable than the transient emotional states that led to their acquisition. By consequence, then, the often incidental effect of experiencing a positive emotion is an increment in durable personal resources that can be drawn on later in other contexts and in other emotional states.** (1998: 307)

In addition, Fredrickson and others demonstrate that positive emotions develop the field and framework of focus, thought, and action (Fredrickson and Branigan, 2005).

Emotions are awakened by a given happening; they are strong but do not last for longer. Emotions fall into two categories, specifically, valence and arousal. Valence happening is either confident or undesirable. It reveals the importance of a specific happening. Arousal is a daily performance or a way of activation or deactivation, it means if the happening is significant or insignificant.
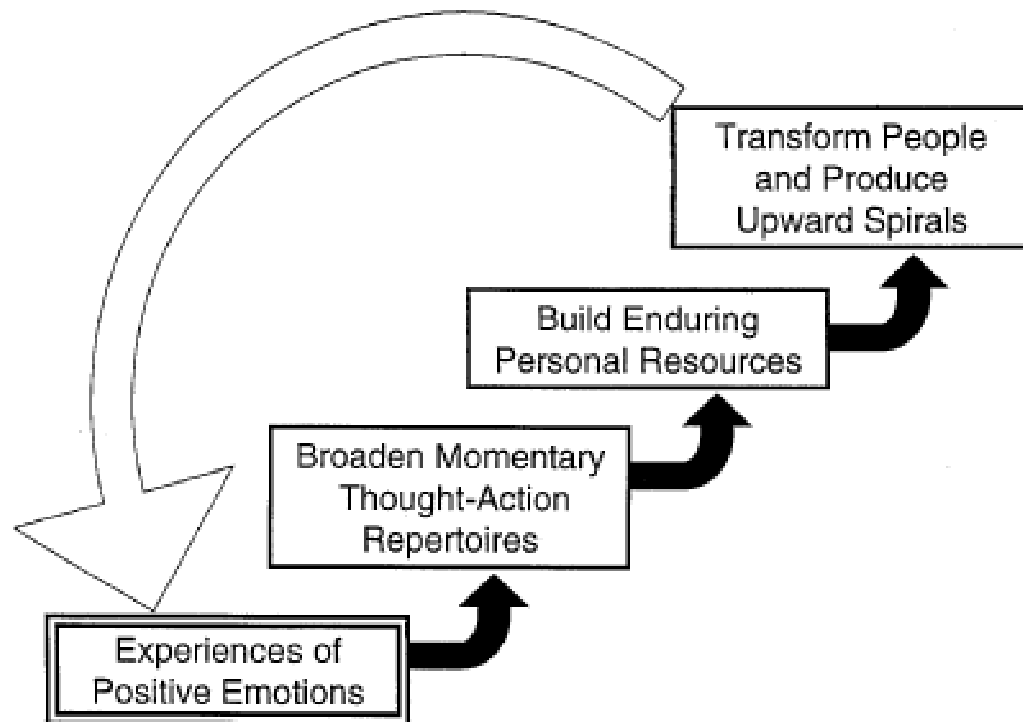
Figure 1.2. The broaden-and-build theory of positive emotions
(adopted from Fredrickson, 1998: 783)

1.2.2. Positive Emotions in Educational Settings

The recent positive psychological trend has put into prominence the status of reducing the scope of negative emotions, and framing the positive emotions in educational settings. Recognising the importance of positive emotions in students' self-regulated learning and achievement, Pekrun (1992, 2000), in his social cognitive control-value theory of emotions, dealt with the impact of emotions on cognitive roles that are necessary for learning; namely, memory, motivation and development (Nenninger, 2011). In line with that, Pianta (1999: 170) suggests that **"No amount of focus on academics, no matter how strong or exclusive, will substantially change the fact that the substrate of classroom life is social and emotional".**

From this vantage point, Pekrun et al. (2002) derive the importance of educational settings for shaping students' self-regulation and development through pleasant emotions. Indeed, empirical studies confirm that positive emotions are closely related to students' performance and motivation. In a similar vein, Schutz and Lanehart (2002:67) asserted that **"Emotions are intimately involved in virtually**

every aspect of the teaching and learning process and, therefore, an understanding of the nature of emotions within the school context is essential". However, researches on emotions in educational settings have been not only slow to emerge but also neglected by educational researchers until the last ten years with the exception of both broad research into the area of test anxiety, and research on the attributional antecedents of emotions relating to success and failure (Pekrun, 2005).

Patently, four main reasons make students' emotions worthy of investigation:

▪ There is a mutual relationship between students' emotional experiences and their respective well-being (Ekman & Davidson, 1994; Diener 2000).

▪ The important topic for research relies upon learning, involvement and achievements since emotions influence students. Furthermore, research, from an achievement viewpoint, has given prior importance to students' emotional and academic backgrounds (Weiner, 1985; Boekaerts, 1997).

▪ Students' emotions have an important role to achieve and influence the communicative aspect of the classroom setting, and make it operate at a good level of efficiency in terms of learning and in the interactional level between student-teacher performances (Anderson & Guerrero, 1998; Meyer & Turner, 2002).

▪ The emphasis on academic emotions is founded on recent visions of students' emotions aiming at framing a theoretical intervention and evaluating schedules to promote a developmental process closely bound up to academic emotions, learning and achievements (Astleitner, 2000).

Hence, students go under a series of situations and emotions in educational settings that impact their learning and attitudes. The emotions that are related to student achievements and classroom practices are labelled academic emotions by Pekrun et al (2002). A set of studies show that academic emotions and students' motivation are closely interwoven. Besides, emotions can influence the classroom

setting, the students' cognitive domain; developmental process of learning and their involvement (Pekrun, 2006).

A set of positive emotions such as interest, enjoyment, pride, and self-esteem are said to be worthy of investigation because they lead to inspiration, attachments to teachers, performance, and self-regulation (Ashby et al., 1999). Moreover, excitement and willingness to do more efforts in learning a particular subject outside the classroom is generated from the positive emotions experienced in the classroom (Hidi & Renninger, 2006). Therefore, positive experiences in educational settings are closely related to students' academic involvement.

1.2.2.1. Interest

Ainley's study (2006) suggests that interest has various backgrounds and experiences in the moods students channel to their learning. She argues that interest is a core element in the motivational process. It is a transitional phase to new learning tasks and activities in which the affective state interferes and comprises feelings of arousal, concentration, and focus. In a similar vein, Xiang et al. (2005: 193) showed the powerful influence of interest on learners' motivation reporting that **"Interest emerged as the most important intrinsic motivation construct for predicting future intention…"**. Moreover, Ainley (2006) proposes that interest might mediate the relation of success and achievements and the effectiveness of cognitive processing and engagement. In line with that, Hidi & Renninger (2006) claimed that interest means engagement and involvement. Moreover, interest is regarded as an imperative element for learning, in particular for the unmotivated learners (Hidi & Harackiewicz, 2000).

In educational context, where objects, events, and ideas are inherent units of the teaching and learning process, the definition of interest as an outcome of an interaction between an individual and specific content in the classroom is particularly relevant (Hidi & Baird, 1986; Krapp, 2000). In line with these assumptions, Hidi and Renninger (2006: 111) assert that **"The level of a person's interest has repeatedly been found to be a powerful influence on learning."**. However, teachers are still

unaware of their potential role in supporting students' interest. Teachers often believe that students either have or have not interest, and may not recognise that they could potentially stimulate and enhance the development of students' academic interest particularly for those who are unmotivated and disengaged (Ennis, Cothran, & Davidson, 1997; Lipstein & Renninger, 2006). Teachers, then, can have an influence on their students' interest, whether they feel it or not. In fact, teachers have negative a priori judgments that influence negatively their classroom practices. They are unconscious in enthralling their students' attention and scaffolding their target populations of students.

1.2.2.2. Enjoyment

Enjoyment is classified as a positive activating emotion (Pekrun et al. 2006). It is almost the only positive emotion that has been explored most expansively. Previous research has shown that task goals are positively associated with enjoyment, measured either as an index of intrinsic or extrinsic motivation (Biddle, Soos, & Chatzisarantis, 1999; Conroy, Kaye, & Coatsworth, 2006). Thus, students' enjoyment of learning is positively related to their intrinsic as well as extrinsic motivation (Pekrun et al. 2007).

Besides, enjoyment has also been connected to teachers' use of humour. Empirical evidence consistently argues that teachers' use of humour during lessons improves students' enjoyment to learning the given subject (Provine, 2002). Moreover, referring to Ziv's (1988) research on the effects of teaching with humour on student learning, it was confirmed that students enjoy learning with teachers who use humour in their classrooms.

1.2.2.3. Self-esteem

Self-esteem is defined by a number of researchers in different ways, Coopersmith (1967: 4-5), as an example, introduced it as:

> **a personal judgment of worthiness that is expressed in attitudes**
> **that the individual holds towards himself, … and indicates the**

extent to which the individual believes in himself to be capable, significant, and worthy.

Self-esteem is also related to the affective domain. How students feel about themselves as learners and how teachers help them develop self-confidence are important components in students' involvement. In this respect, Caine and Caine (1991 : 82) noted that:

We do not simply learn. What we learn is influenced and organized by emotions and mind sets based on expectancy, personal biases and prejudices, degree of self-esteem, and the need for social interaction. ... [Emotions] operate on many levels, somewhat like the weather. They are ongoing, and the emotional impact of any lesson or life experience may continue to reverberate long after the specific event.

In addition, empirical studies in the area of self esteem have led Andres (1993, 1996) to conclude that self-esteem can be modified and enhanced in the foreign language classroom, and that significant gains can be observed in the area of EFL learning. In line with that, Brown (1994) believes that good teachers succeed because they give special attention not only to linguistic objectives but also to the individuality of their learners.

1.2.3. Foreign Language Learning with Emotions

Emotions occur in the daily life of human beings, in classroom as well as in learning a foreign language. Pavlenko (2005) claimed that language learning produces uncertain moods that can be either positive or negative depending on the event or situation. In a similar vein, Scovel (2000) noted that emotions might be the factor that most influences language learning. Moreover, Emotions play an important role in the development of learning (Greenhalgh, 1994). Thus, the ability to learn effectively lies in the need to feel safe and accepted (ibid).

Foreign language learners are prone to experience a set of emotions during the learning process due to internal and external factors. Therefore, it is important to pay attention to feelings and emotions originated during foreign language learning instruction since **"When we educators fail to appreciate the importance of students' emotions, we fail to appreciate a critical force in students' learning"** (Immordino-Yang and Damasio, 2007: 9).

Thus, positive involvements in learning a foreign language will awaken positive emotions in the students. These positive involvements will increase objective language proficiency, and pushe forward motivation and positive attitudes to learn a foreign language (MacIntyre, 2002). Moreover, the disparities between engaged and unengaged students are due to the emotions felt during the classroom practices (ibid). Indeed, the positive emotions displayed during foreign language classes are clearly reflected through the degree of students' involvement and the desire to improve their foreign language proficiency as well.

1.2.4. Emotion and Motivation

According to MacIntyre (2002), there is a close relationship between emotion and motivation. Both Shelton and Stern (2004) supported MacIntyre's point of view that motivation and emotion are closely interconnected, stating firmly that an emotional linkage to a subject can lead to motivation that influences performance. Moreover, numerous scholars have acknowledged that foreign language learning motivation is emotionally driven (MacIntyre, 2002; Dörnyei, 2005; Bown and White, 2010; Imai, 2010). Dörnyei (2001) argued that the one factor that has been believed to influence success or failure in foreign language learning is motivation.

Motivation was regarded as cognitive rather than affective. Yet, the effect of emotions on motivation is gaining more ground and is recognised in the ELT sphere and appears to be a model to adopt for the coming language learning research. As MacIntyre suggests, **"…emotion just might be the fundamental basis of motivation, one deserving far greater attention in the language learning domain."** (2002:45).

The whole theoretical body of research on motivation made Dörnyei (2001) come out with a basis of motivational strategies for instructors to implement within their classroom practices in order to develop learners' intrinsic motivation. According to Dörnyei, "**Motivational strategies cannot be employed successfully in a *'motivation vacuum'* – certain preconditions must be in place before any further attempts to generate motivation can be effective**" (2001: 31). These conditions are:

- Adequate instructor's behaviour (positive relationship with the students).
- A pleasing and sympathetic classroom climate, and
- A unified group work arranged according to objective criteria and indicators.

1.3. Understanding Engagement

Engagement refers to the concentration and to the type of emotional value of a student's dynamic response to a task or activity (Fiedler, 1975; Koenigs, Fiedler, & deCharms, 1977; Connell & Wellborn, 1991). It is a wide concept that mirrors a person's passionate share in a task or activity and incorporates many interwoven types of motivation (Harter & Connell, 1984; Fincham, Hokoda, & Sanders, 1989; Furrer & Skinner, 2003). Thus, engagement can be defined in diverse ways. Likewise, scholars who have dealt with student engagement offer different interpretations. Pace (1984) associated engagement with *"quality of efforts"*. Astin (1985), on the other hand opted to describe engagement as *"student involvement"*. Pascarella and Terenzini support Astin's definition in their research, which concluded that **"the greater the student's involvement or engagement in academic work or in the academic experience of college, the greater his or her level of knowledge acquisition and general cognitive development"** (1991: 616). Warren related engagement with active learning and emphasised that it **"requires student preparation before class, not just before exams"** (1997:17). Kuh (2003:25), besides, proposed that student engagement is **"the time and energy students devote to educationally sound activities inside and outside of the classroom"**. Indeed, Engagement can be predetermined by many a factor and may have different significations depending on the context in which it occurs.

1.3.1. Academic Engagement

Pascarella and Terenzini's (1991) writings were among the earliest ones which dealt with the term 'engagement' as part of the learning process asserting that the student's level of knowledge acquisition and his general cognitive development depend on his degree of engagement or involvement in academic experience. In this sense, Shulman considered engagement as the foundation stone of his learning classification when he contended that **"Learning begins with student engagement, which in turn leads to knowledge and understanding"** (2002: 38).

The National Survey on Student Engagement (NSSE, cited in Barkley, 2010) defined engagement as the rate in which students are involved in classroom practices activities, and conceived it as a pattern of involvement in a variety of activities and interactions; both in and out of the classroom and throughout a student's learning process.

Barkley (2010) states that instructors label student engagement in two distinct ways. The first way includes students who are engaged and pay close attention to what they are learning or once students are engaged, they rise above what is required from their teachers. Barkley finds the definition of student engagement as passion and excitement. Indeed, the afore-mentioned instructors relate engagement to intrinsic motivation.

The second way, many a teacher sees engaged students are having tries to make what they are learning meaningful or engaged students are involved in the higher-order thinking skills like analysing, synthesising or evaluating (ibid). This type of teachers relate engagement to active learning. Therefore, student engagement is said to be the outcome of motivation and active learning.

According to Barkley (2010), motivation and active learning are combined and their interaction makes engagement grow. To put it differently, engagement is led by two spirals; motivation and active learning, going hand in hand, they serve as a battery to the most important device in the learning process: students' engagement. (See Figure 1.3).
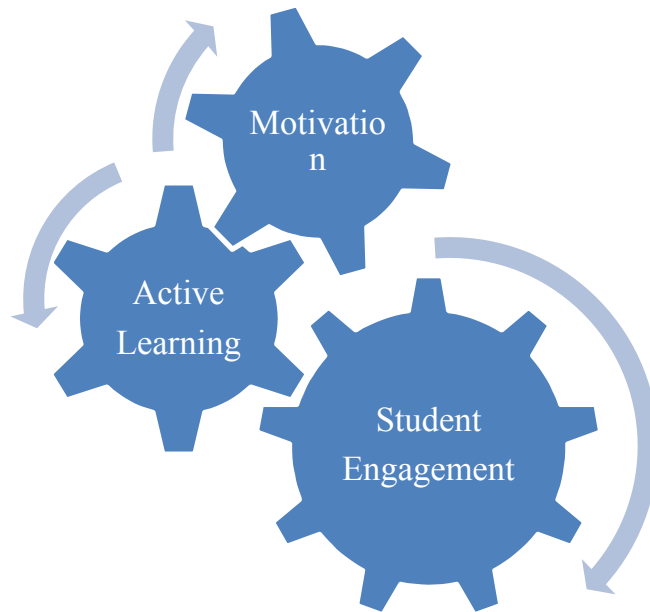
Figure 1.3. Model of Student Engagement

Accordingly, Barkley (2010: 8) defines student engagement as **"a process and a product that is experienced on a continuum and results from the synergistic interaction between motivation and active learning".** Thus, understanding the basic principles resulted from the theory and research on motivation and active learning can offer insights into how to promote student engagement.

1.3.2. Engagement as a Predictor to Self-Efficacy

It is believed that there is a tight correlation between students' engagement and learners' self-efficacy in educational settings; as supported by Bandura (1986: 391, cited in Feryal, 2008: 149) when contending that **"people's judgments of their capabilities to organize and execute courses of action required attaining designated types of performance"**. Hence, self-efficacy can lead to more engagement and better achievement. The more self efficacy students have, the more they are engaged, and the more they are engaged, the more they learn and the better they perform.

1.3.3. Engagement vs. Motivation

Martin (2002), on one hand, notes that motivation is thought of as the cognitive areas of interest towards the student himself and towards the environmental settings in which he evolves. On the other hand, he considers that engagement is a result of these areas. Indeed, Martin does not see motivation and engagement as overlapping but as congruent instead.

Motivation is a theoretical conception that explains the causes that lead humans to engage in a particular behaviour. It implies feelings of enthusiasm and interest that cause the want to do something. In educational settings, teachers want students to *want* to learn.

Brophy defines motivation in the classroom as **"the level of enthusiasm and the degree to which students invest attention and effort in learning"** (2004:4). In addition, he suggests that motivation to learn is an acquired competence resulted from previous learning experiences (ibid). In addition, empirical studies have consistently shown that students, who are motivated to learn, will actively seek the information and understandings that constitute engaged learning. Motivation is, thus, believed to be the portal to engagement (Barkley, 2010). Thus motivation, according to a series of studies, is given prior importance and is considered as a core concept in the learning process.

1.3.4. Dimensions of Academic Engagement

Because of its multidimensional characteristics, taxonomies of engagement have been suggested. According to Handelsman et al. (2005), there are three factors that can be described as skills engagement, namely, emotional engagement, participation/involvement engagement, and performance engagement. In the same vein, scholarship on student learning in middle and secondary education has distinguished between three primary components of engagement, notably, behavioural, cognitive, and emotional engagement (Skinner and Belmont, 1993; Linnenbrink &

Pintrich, 2003). Similarly, Rhodes (2007: 9) incorporates the three components of engagement in the following statement:

> **Students who are engaged exhibit a set of behavior that support achievement including task persistence, regular attendance, and sustained attention. Emotional factors commonly considered to be indicative of student engagement include excitement, interest in learning, and a sense of belonging. Lastly, the psychological/cognitive engagement component manifests as motivation and preference for academic challenge, a positive self-concept, and aspirations for further education.**

This definition, then, illustrates how the physical appearance of engaged students is in the classroom. Additionally, Rhodes also deals with the relative feelings and attitudes of engaged students.

1.3.4.1. Behavioural Engagement

Behavioural engagement is derived from the idea of active involvement including participation in academic or community activities and tasks; it is considered the essence for positive academic outcomes (Connell, 1990). While some scholars emphasise the positive behaviour, such as obeying the rules, respecting classroom standards, and the absence of disturbing attitudes (Finn, Pannozzo, & Voelkl, 1995; Finn & Rock, 1997), others focus on the participation in classroom learning and include behaviour such as attention, effort, persistence, and asking questions (Birch & Ladd, 1997; Skinner & Belmont, 1993).

1.3.4.2. Cognitive Engagement

From the school engagement literature, mental involvement is regarded in terms of emotional investment in the learning process, a genuine need that aims both at the post educational objectives and at a challenging attitude towards the official learning

outcomes already established by the syllabus (Connell & Wellborn, 1991; Newmann et al., 1992). Cognitive components of engagement include students' understanding of why they are doing what they are doing and its importance.

1.3.4.3. Emotional Engagement

Emotional engagement implies students' positive and negative emotional responses in the classroom practices (Connell & Wellborn, 1991; Skinner & Belmont, 1993) and the way students respond emotionally to their teacher (Lee & Smith, 1995; Stipe, 2002). In fact, many scholars explored the emotional aspects of engagement, including students' expectations to do a sound activity or task (*attainment value*), the appreciation ending off the activity or task (*intrinsic interest*), the degree of motivation supplied by the task and how it could make them glide to learning outcomes or to post educational objectives already stated by the official syllabus(*utility value*), and finally how much effort is invested within the activity or task (*cost*) (Tyler, Boelter, & Boykin, 2008). Indeed each behavioural, cognitive, and emotional engagement has its own benefit in implementing safety; enjoyment and challenge within the learning climate.

1.4. Classroom Climate

Classroom climate sometimes is associated to the atmosphere of the setting in which learning occurs. The influence of the classroom ambiance on students is regarded as either a channel facilitating or an obstacle to the learning process. As described by Gazelle (2006: 1180), **"…global classroom atmosphere and the degree to which the classroom as a whole functions smoothly and harmoniously and is characterized by interactions with a positive tone or, conversely, by frequent disruption, conflict and disorganization"**, i.e., classroom climate is the mood in any classroom.

The concept of "classroom climate" is a key component to school improvement and is considered as a driving force to positive context that enhances the learning process. It regulates all classroom practices and promotes effective learning. The

whole body of research claims that classroom climate is tied up to the student emotional characteristics including student engagement, attitudes, self'-efficacy, achievement, and social and emotional development (Fraser, 1998; Freiberg, 1999).

1.4.1. Teacher-Students Interactions

While the factors that contribute to attract students to learn a foreign language are complex and multi-faceted, the most important one being how the student-teacher interactions are handled (Osher et al. 2004).

According to Oxford et al. (1998:6, quoted in Nikitina & Furuoka, 2009), **"the classroom environment implies a set of power relationships which are almost always asymmetrical"**, i.e., in educational settings, positive relationships between teachers and students are crucial for students' success. As confirmed by Eccles (2004: 129):

> **Teacher-student relationships are a key component of classroom climate: high quality teacher-student relationships help facilitate academic motivation, school engagement, academic success, self-esteem, and more general socio-emotional well-being.**

Pianta (1999, cited in Weber, 2007) posits that enthusiastic teacher- student relationships enhance security in the classroom setting. This encourages involvement and comfort and aims at a sense of academic achievements. Similarly, Birch and Ladd (1997, cited in Weber, 2007) find that students who experience positive emotional relationships are more involved in the learning process than those with negative teacher-student relationships. Furthermore, Ryan and Grolnick (1986, cited in Weber, 2007) suggested that Students who qualify their instructors as being positive and supportive achieve well and are more intrinsically motivated.

Recent research suggests student-teacher positive relationship is critical to teaching effectiveness. It gives prior importance to instructors' affective features more than pedagogical practices within the classroom setting. These features including

being caring, enthusiastic, empathetic, and having positive relationships with students impact profoundly and positively the teacher's behavioural attitudes and emotional aspects and affect positively the climate of the learning setting, and thus enhance students' involvement (Noddings 2005, cited in Stronge, 2007). Besides, many research claim that students' academic achievements are closely related to the teacher's psychological behavioural attitudes within the educational framework (Stronge, 2007).

In addition, Shulman (1987, cited in Westwood, 2008) stressed that the way the learning content is introduced and organised helps student's ease of uptake. He explains that:

> **The most effective teachers…create a positive classroom climate in which students feel valued, trusted and supported…, Effective teaching therefore combines knowledge of pedagogy and knowledge of subject matter together with human relationship skills, judgement, humour and intuition. (p.58)**

In a similar vein, Stronge (2007) reports that teacher's effectiveness is based mainly on teacher-learners social interactions in which the teacher has the opportunities to show caring, enthusiasm, empathy, fairness, and respect. Thus, establishing positive connections with learners plays a significant role in cultivating a positive learning environment and promoting student engagement. Additionally, researchers contend that constructive social interactions between teachers and students not only contribute to students' learning and achievement, but also increase students' self-esteem by fostering feelings of belonging to the classroom and the academic setting. Aspects of effective teaching related to social interaction involve the ideas summarised below (Stronge, 2007):

- Effective teachers are co-learners (Kohn, 1996);

- humouristic and open to sharing jokes with students (Peart & Campbell, 1999);

- give prior importance to direct interactional patterns (ibid); and

- perform in a friendly manner while observing a clearly cut teacher-student role (Brookhart & Loadman, 1992; Peart & Campbell, 1999).

Indeed, teacher's effectiveness lies in her ability to satisfy the students' expectations in terms of interpersonal relationships, positivity as well as humour.

1.4.2. Teacher as a Model

It is obvious that teachers' performances at class will have an impact on their students. A teacher who lacks self-esteem will find it difficult to make self-esteem of his students and a teacher who does not conduct a warm atmosphere at class will find low enthusiasm of students to learn. As expressed by Pine and Boy (1997) **"pupils feel the personal emotional structure of the teacher long before they feel the impact of the intellectual content offered by that teacher"**. Therefore, the teachers' role as a model is particularly critical in students' learning processes.

1.4.3. Teacher's Role

Yan & Zhang (2002) stated three main roles for teachers namely "lecturer", "teacher", and "facilitator". Yan and Zhang made the discrepancies between the afore-mentioned roles in terms of affective features. "Lecturers" are teachers who show poor evidence in their performance; moreover, they hardly care about their students' emotions. Besides, teachers offer less room for interactional patterns to occur. "Facilitators", on their turn, care about their students' emotional aspects and the learning process. They aim at a direct interactive performance that triggers off the concept of a perfect symbiosis within the population of students (ibid). At this level, both learning and teaching experience no hindrance. Facilitators succeed emotionally in enlisting their students in the process of learning, for they established in advance the emotional needs of their population of learners.

1.4.4. Teacher's Positivity

Several researches suggest that the importance of positivity in education is nowhere better confirmed than in the area of positive teacher-student interactions. It

has been repeatedly scientifically confirmed that almost all students have their favourite teachers, whom they remember decades after leaving them, and whose influences help define who they are later. These relationships are emotionally based. In Macklin's book "My Favourite Teacher" (2011) stands a series of Australian respondents who acknowledge vividly the positive effects of positive teacher-student relationships. Students claim that caring teachers in the contextual framework of the classroom are the ones who influence them the most towards the learning process and thus help them attain their academic and learning outcomes. The afore-mentioned encouraging teachers show their positive emotions from start, for they know that their students achieve well in a positive emotional classroom setting.

Cornelius-White (2007) led a myriad of studies evaluating the student-teacher relationships and confirmed that positive relationships in the classroom are behind the students' positive learning outcomes. Hence it is strongly suggested that teachers' positivity in the classroom necessarily leads to students' better performances and not the reverse.

1.4.5. Teacher's Enthusiasm

Empirical evidence supports the claim that teacher's enthusiasm is positively related to both students' motivation and their evaluative reaction to school classes. In their seminal researches on effective teaching, Brophy and Good (1986) recognised teacher enthusiasm as one of the core teacher qualities that positively affects students' motivation. Experimental studies on teacher enthusiasm also showed positive effects on student motivation (Brigham, Scruggs, & Mastropieri, 1992; Mckinney, Robertson, Gilmore, Ford, & Larkins, 1984; Patrick et al., 2000). Furthermore, two studies in secondary education (Harris & Rosenthal, 2005; Witt, Wheeless, & Allen, 2004) came to the conclusion that teachers' enthusiasm in the classroom leads to students' positive reaction to the subject.

However, enthusiasm is intricately related to enjoyment. It is believed that teachers who actually appreciate teaching perform eagerly, and the display of attention and awareness differs from one teacher to another due to the differences in personality

emotional aspects. Yet, teachers can exhibit an expressive enthusiastic style without showing their true motives about their teaching, as suggested by a teacher in an interview, **"Even if I am not interested, I have to pretend. I have to put up a front that I'm extremely interested in what I am doing"** (Sutton, 2004: 379), i.e., in order to transmit interest to the students, teachers should be as positively demonstrative as possible.

1.4.6. Caring Teachers

Stronge (2007) defines caring as an act of bringing out the best in students through praise and encouragement. Caring is not limited particularly to knowing the student one is in charge of but all emotional aspects that enhance the learning process such as being patient, trusting, and sincere (ibid). Students who perceive their teachers as caring tend to be more involved with the content, take intellectual challenges, and do their best in order to succeed.

According to Anderman and Lynely (2009), most of learners need to be understood by their teacher. Teachers are perceived as caring when they seek to understand and connect with their students as individuals. A caring teacher is the one who develops individual relationships with her students in order to monitor the emotional climate of the classroom, and to take the student as a whole entity including the affective; cognitive and finally the sensory motor domain in any classroom management. Oldfather & McLaughlin (1993: 39) explain:

> **Caring teachers may employ strategies such as personal disclosure, where they share information about themselves as a way to create space for relationships in the classroom. They cultivate a climate in their classroom where students have an "authentic" voice. In contrast, teachers who distance themselves emotionally or develop differential relationships... are less likely to be viewed as caring teachers.**

In this study, caring is primarily defined as those emotions, actions, and reflections that result from teachers' desire to motivate, help, or inspire their students.

Whilst caring can be connected to teachers' classroom management strategies, it also exists in the context of teacher-students interactions in and out of the classroom situation.

1.4.6.1. Attentiveness

Caring teachers have a sympathetic attentiveness for their learners. They show students whom they care about; not only in the classroom, rather, about their lives in general. These teachers display communication that exudes trust, honesty, and care. In the act of attentiveness, they are dedicated to bettering students' emotions, engagement and performance, and they demonstrate their attentiveness through tenderness, patience, and gentleness (Stronge, 2007). To put it differently, it is the teacher' lovely and wise behaviour which shows to what extent she gives significance to care and attentiveness as indispensible elements in the learning context. This specific type of caring teachers displays explicitly all positive emotions that necessarily increase their students' involvement and performance within the classroom setting.

1.4.6.2. Empathy

Caring in the process of learning and teaching is only a result of a projection stemming from an empathetic attitude (Cooper, 2002). In line with that, Stronge (2007: 23) argues that:

> **Students highly value teachers' understanding of their concerns and questions. Interviews with students consistently reveal that students want teachers who listen to their arguments and assist them in working out their problems. They want teachers who hold them in mutual respect and who are willing to talk about their own personal lives and experiences. Through appropriate self disclosure, teachers become human in the eyes of students. Being available to students and showing a deep understanding of students legitimizes the teacher as a person when he or she demonstrates genuine concern and empathy toward students.**

If teachers care about their target population of students, this helps create an adequate atmosphere in which most effective learning occurs. The students' academic achievement relies upon interwoven personal and educational improvements. The amount of positive emotions displayed by the teacher affects the students' involvement and enrolls all environmental conditions that lead to development and to the learning process as well.

1.4.6.3. Knowing Students

Stronge (2007) contends that knowing students both formally and informally has a pervasive positive impact on the students' personality as well as learning. Learners do their best with teachers who use every opportunity in the educational setting without intellectual boundaries; keeping the lines of communication open for all students. Many educators emphasise that effective teachers know their students individually; not only understanding each student's learning style and needs but also understanding the student's personality, likes and dislikes, and personal situations that may affect their behaviour and performance. Effective teachers care about students first as individuals, and then as students.

As Glasser stated (1992), **"The better students know the teacher, and the more they like what they know, the harder they will work for him or her"** (cited in Jonathan, 2004: 47). Research on caring teachers yields the following important points (as cited in Stronge, 2007):

- Effective teachers know that the main element of their success is loving their students (Brophy & Good, 1986).

- Caring teachers make their students invest much academic effort (Wentzel, 1997).

- Caring teachers know how relationships improve learning, and create a safe environment (Peart & Campbell, 1999).

- Caring teachers believe strongly that students have the right to a caring teacher (Collinson, Killeavy, & Stephenson, 1999).

- The teacher' role is not only being respectful but establishing a caring relationship with students as well (Langer, 2000).

To better summarise the above assertions, one may reiterate that caring and affective teachers, who attempt to create positive relationships with their students, participate in an enjoying and an influential process where students' academic involvement may be enhanced. Indeed, their belief that having such relationships with teachers who have such qualities is one of their students' rights to motivate then to more love, care about, and assist their learners.

1.5. Conclusion

This theoretical chapter intended to shed light on the field of emotions in educational settings and some of the purposes that characterise it. Emotions are an integral part of the educational activity setting, therefore, an understanding of the nature of emotions in the school context is an important goal.

In this line of thought, the researcher hypothesised that it would be beneficial if teachers create warm classroom environments, with good teacher-students relationships where students are actively involved in learning experiences and tasks. These experiences contribute to students becoming engaged and developing positive beliefs about their teachers and their learning of English. Almost most students will not do their best in classes when they feel that teachers do not have an interest in them or care about their future. By way of contrast, they show increased effort in classroom activities when teachers take an interest in them as individuals. The problematic will be dealt with in the following chapters with data collection, results and analysis.

CHAPTER TWO: METHODOLOGY AND RESEARCH DESIGN

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2.1. Introduction

The present chapter provides EFL classroom-based empirical data and support for promoting and enhancing an efficient emotion-based pedagogy and teachers' awareness of the effects of positive and healthy interactions with their students at the secondary school level. It is, in fact, a practical aspect of the theoretical framework resulting from the literature survey reviewed in chapter one in an attempt to explain the role of emotions in an EFL context. It is merely concerned with the identification of some of the students' positive emotions that affect their involvement in an EFL classroom as well as some ways in which teachers can harness emotional resources for enhancing students' engagement.

This research reports on a small-scale exploratory case study aiming at highlighting the positive correlation between healthy teacher-student relationships and students' involvement in an EFL classroom with a view to promoting change in teacher training programmes, continuous professional development in schools, and professional teacher evaluations. In other words, the research dealt with a special issue related to the impact of positive teacher-student interactions, which explicitly raises learners' positive emotions which are potentially able to bring about positive attitudes and changes in the students' academic engagement.

At first, the chapter identifies the field of research and questions under investigation. Then, it exposes the target population to be studied with the method and materials used in this research. This chapter provides us with a clear explanation of the different steps undertaken in this research, the reasons for some choices and the difficulties encountered during this work.

2.2. Description of the Teaching/Learning Situation

The Algerian Ministry of Education has adopted a policy towards the teaching and learning foreign languages, particularly English. The educational system went through many reforms since the independence for the sake of improving the teaching/learning process of foreign languages. Actually, English is taught as a second foreign language

from the first-year in the middle school level until the last year of the secondary level. This means that the Algerian students learn English during seven years, i.e., four years at the middle school level, and three years at the secondary school level. So, Algerian pupils meet new teachers for a new subject matter at approximately the age of 11 to the age of 18 years old.

EFL is a compulsory subject that takes place along with the other school subject matters during the year. As far as third year is concerned, there are two different common cores: literary and scientific. The former comprises two streams, namely Letters and Foreign Languages, Letters and Philosophy; the latter contains three streams, namely Natural sciences, Technical Mathematics, and Management and Economics. The time allotted to the teaching of English is four hours weekly for literary streams and three hours for scientific streams. That is to say, 108 hours and 81 hours, respectively, is the amount of time devoted to EFL during the whole school year, as represented in the table below:

Common core TC	Stream	Weekly time load	Yearly time load
Literary streams	Letters and Foreign Languages	4 H	108 H
	Letters and Philosophy		
Scientific streams	Natural Sciences	3 H	81 H
	Technical Mathematics		
	Management and Economics		

Table 2.1. Time Load of ELT for 3rd Year Secondary School Students

Indeed, students of literary streams meet their EFL teachers four times a week, i.e., every day except once a week. Whereas students of scientific streams meet their EFL teachers three times a week.

2.3. Research Questions and Hypotheses

Since the emergence of educational psychology, researchers seek to investigate the variables that may affect learners' motivation, engagement, and involvement in the learning process. These variables range from the most concrete such as physical settings to the most abstract such as feelings and emotions in educational settings.

According to Meyer and Turner (2006), the foundation for teacher-student relationships that are necessary for students' engagement in learning requires systematically positive emotional experiences.

In Algeria, many students have the tendency to say that they like English thanks to a teacher or simply because they like a teacher. Others say that they *'hate'* English because of a teacher. Thus, it is of great importance to investigate students' positive emotions in the academic context in order to answer the following research questions:

1- What role do positive emotions play in students' academic involvement?

2- What is the effect of students' previous feelings towards the English language teacher on their perceptions of the English course?

3- What are the sources of positive emotions in classroom instruction?

4- Do EFL teachers perceive positive interactions with students as a key component in enhancing academic involvement?

The above research questions have led to the formulation of the following hypotheses:

1- Positive emotions during the English language course influence students' attention and efforts devoted to learn English.

2- The students' dislike the English language teachers in previous experiences is more likely to perpetuate a sense of hatred towards the English language

course, and students' emotional connection with the English language teacher can spur them to form their own attraction for learning English.

3- Students who are emotionally involved with their English language teacher have good interactions with her, and therefore have more opportunities to learn English.

4- Teachers are not aware of the importance of students' emotions in enhancing academic involvement during the English language course.

Indeed, the researcher seeks to demonstrate the importance of positive teacher-student interactions in eliciting learner's positive emotions in an EFL context. Student's academic involvement, which is the result of the interplay between these emotions and positive teacher-student relationships, leads to enhancing students' outcomes.

2.4. Research Objectives

The researcher conducted the study in secondary schools of Tlemcen, investigating the emotional impact of relationships between third year students and their English language teachers on students' involvement in learning English, in other words analysing the effects of emotions resulting from teacher-student relationships on students' academic engagement. Thus, the main objectives of the researcher are:

- To identify how positive emotions lead students to form their own attraction for the English language course.

- To investigate what emotions are to lead learners to devote more efforts during the English language course.

- To manifest how emotional engagement leads students to have good interactions with their teachers and therefore more opportunities to learn English.

- To identify the degree of teachers' awareness of the importance of positive emotions in students' academic involvement.

In order to reach these research objectives, the researcher has opted for an exploratory case study.

2.5. Case Study Investigation

The scientific research requires the selection of the appropriate research model that is supposed to provide convincing outcomes. From the most used types of research as selected by (Nunan, 1998), namely experimental, ethnography, case study, classroom observation, introspective, elicitation, interaction analysis and programme evaluation, the investigator has opted for utilising the case study as methodologically, the case study is 'hybrid' in that it is not limited to one process but it often utilises more than one method for gathering and analysing data (Nunan, 1998). In line with that, six primary advantages of adopting the case study as a method of research were proposed by Adelman et al. (1976). Firstly, as compared to other research methods, the case study is 'strong in reality'. In a second position, the case study can be representative, and can offer support to alternative interpretations. If it is appropriately studied, the case study could also provide a database of materials that may be reinterpreted by other researchers. Fourthly, the insights yielded by case studies can be put to immediate use for a variety of purposes, including staff development, within-institution feedback, formative evaluation, and educational policy-making. Finally, case study data are generally the most available and therefore able of helping future researchers as well as students (cited in Nunan, 1998).

Several descriptions have been given to the case study. In defining what a case study is, Yin (1993:11) states that **"[It] refers to an event, an entity, an individual or even a unit of analysis. It is an empirical inquiry that investigates a contemporary phenomenon within its real life context using multiple sources of evidence."** According to Anderson (1993:152), a case study is **"concerned with how and why things happen, allowing the investigation of contextual realities and the differences between what was planned and what actually occurred."**

For Stephen and Michael (1981:48), the case study enables the researcher to both globally depict a situation and focus on specific factors or elements

> **Case studies are in-depth investigations of a given social**
> **unit resulting in a complete, well-organized picture of**
> **that unit. Depending upon the purpose, the scope…**
> **[They] may concentrate upon specific factors or take in**
> **the totality of elements and events.**

Recognising the usefulness of case studies in educational researches, Patton (1987:18) concedes that investigations of particular areas of interest where it is necessary to understand some particular issues or in-depth phenomena, the use of case studies is particularly effective. In the same vein, Hartley (1994:208) says **"Case study can be useful in capturing the emergent and immanent properties of the life in organizations and the ebb and flow of organizational activity, especially where it is changing very fast."**

Despite the overwhelming support of how well case studies work in educational researches, several limitations to the approach are highlighted by Johnson (1994:20) as **"lack of scientific rigour and reliability and that they do not address the issues of generalizability".** However, case studies' strength consists of the fact that it enables the investigator **"to gain a holistic view of a certain phenomenon or series of events"** (Gummesson, 1991: 83) and therefore can provide a surrounding image as many facts of evidence are displayed.

Yin (1984) selects three types of case study research, namely exploratory, descriptive, and explanatory. The present research work is a combination of two types mainly exploratory and descriptive. The purpose of this exploratory descriptive case study informed through the lenses of narration and portraiture was to investigate teacher interactions with students and to determine which positive emotions engendered from these interactions influence students involvement in EFL learning. The investigation is twofold; first, it describes the situation regarding the effect of positive teacher-student interactions during English language sessions on students' involvement; second, it analyses the positive emotions that lead to students' involvement in EFL context.

2.6. Sampling Frame

Any research involves not only the instrumentation and the appropriate methodology but also the scientific-based selection of the sample population. Thus the process of sampling is non-arbitrary, it relies on scientific techniques which will form the basis of the collected data.

2.6.1. Sampling Techniques

Although much emphasis has been put on the multiple ways of sample selection, there is little consensus on sampling representativeness. Accordingly, Cohen et al. (2002: 92) argue that investigators **"…often need to be able to obtain data from a smaller group or subset of the total population in such a way that the knowledge gained is representative of the total population under study"**. Therefore, the investigator opted for a small-scale sample.

2.6.2. The Sampling Strategy

There are two main methods of sampling (Cohen and Halliday, 1979, 1982, 1996; Schofield, 1996) namely the probability method (also known as a random sample), and the non-probability sample (also known as a purposive sample). In the former, each individual in the population has an equal probability of being selected for the study. On the other hand, less desirable is the non-probability sample which implies that the informants do not have the same chance of being chosen, **"it seeks only to represent a particular group, a particular named section of the wider population"** (Cohen et al., 2002:99).

The main types of probability sampling as proposed by Cohen et al. (2002) are: simple random samples, systematic samples, stratified samples, cluster samples, stage samples, and multi-phase samples, **"they all have a measure of randomness built into them and therefore have a degree of generalizability"** (ibid:99).

Non probability sample also includes several types of sampling namely the convenience sampling, the purposive sampling, and the snowball sampling each of which

seeks only to represent itself or instances of itself in a similar population, rather than attempting to represent the whole undifferentiated population (ibid:102). In the present research, the investigator opted for the probability sampling strategy.

The following figure summarises the types of sampling as well as their characteristics.
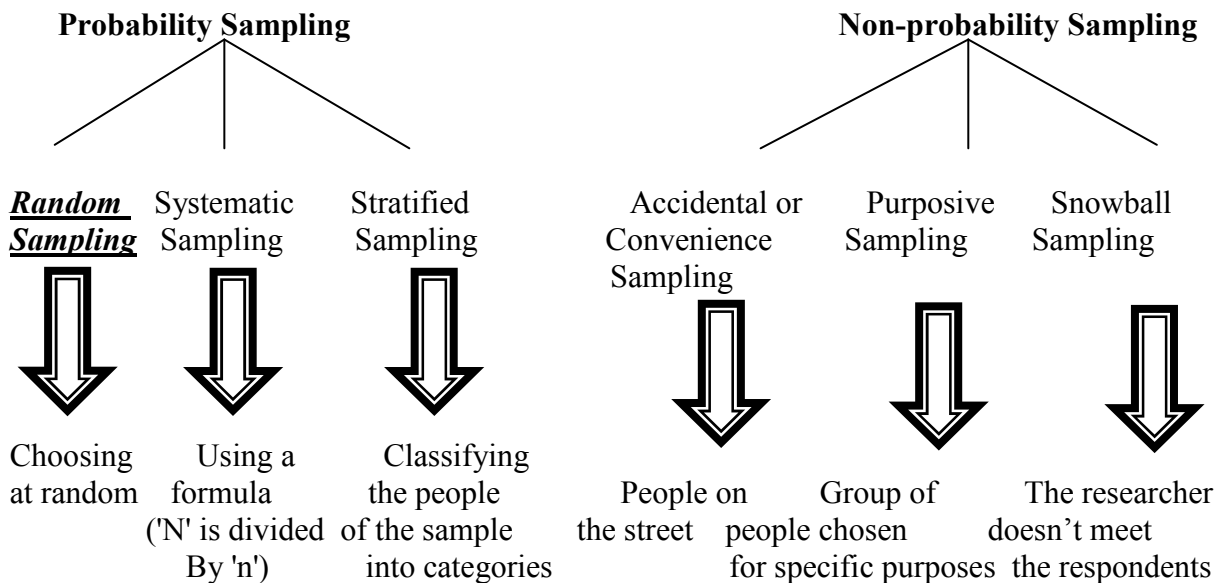
Figure 2.1: Types of samples

Keeping in mind the subject's nature, the investigator opted for the use of random sampling to ensure more reliability and objectiveness.

2.6.3. Description of the Sample

The universe refers to **"…all potential subjects who possess the attributes in which the researcher is interested"** (Srydom and Venter, 2002:198). The universe of this study was secondary school students and teachers of English. The population is the sampling frame, it is **"…the totality of persons, events, organizations units…with which the research problem is concerned"** (ibid: 199). The specific population in this case was forty two (42) third year secondary school students and seven (7) English language teachers. The teachers are involved in this study in order to give their opinions

as they are the main source of students' feelings and emotions (Gläser-Zikuda and FUB, 2008).

A sample is a small representation of the population. As expressed by Strydom and Venter (2002: 199) **"Complete coverage of the total population is seldom possible…one may not have sufficient time or resources to do the job".** Therefore, a small sample of the population was to be used.

As the investigator opted for the use of a mixed research approach, the present study used three focus groups of key informants to explore the effects of teacher-student interactions on students' emotions and consequently their involvement in an English language course. The key informants were third year secondary school students and their respective teachers of English. They were selected under a criterion based on probability sampling strategy.

The study was carried out in the three (3) secondary schools in Tlemcen namely Maliha Hammidou, Ahmed Ben Zekri, and Dr. Benzerdjeb school; with a class from each school including the following streams: Letters and Foreign Languages, Natural Sciences, and Mathematics. So the whole sample population reaches the number of 42 students so that generalisations may be derived. Another sample consisting of 7 secondary school teachers was interviewed to construct a list of teachers' perceptions of the relevance of students' positive emotions in interactions with their students and therefore a positive environment to learn English.

2.6.3.1. Students' Profile

The investigator has opted for constructing her study upon third year secondary school students because they are advanced in their studies and consequently have most experiences with English language teachers. In addition, they have reached a certain degree of maturity and are more conscious of their emotional needs and the importance of a safe classroom climate to be more engaged in learning English.

This study concerns third year secondary school students from three distinct streams namely Letters and Foreign Languages, Natural Sciences and Mathematics at Maliha Hammidou school, Ahmed Ben Zekri school, and Dr. Benzerdjeb school. Twenty one (21) students out of forty two (42), which is the total number of students belonging to the first class, participated in answering the assigned questionnaire for the present study. Additionally, the whole second class students, precisely ten (10), i.e., ten students out of ten, as well as eleven (11) out of thirty five (35) composing the third class contributed by sharing their views. This provides a total number of forty two (42) student participants out of eighty seven (87); which makes an average of 48,27% of the whole number of the three third year classes selected from the three secondary schools. The reason behind having this limited number of participating students lies in the fact that not all of them accepted to be involved in the conducted research. However, the reason behind including three different secondary schools and three different streams in the study is to ensure diversity of opinions and perceptions that may provide reliable data. In addition, for the sake of ensuring all types of informants in terms of gender, the sample population includes twenty (20) male and twenty two (22) female students. Their ages vary between 17 and 20 years old.

The students involved in the study learned English for four years at middle school level and are at the third year at secondary school level, which means that they are at their seventh year in learning English. Being in the last year before going to university, students would either form their own attraction to the English language course thanks to the positive emotions resulting from their good relationships with their teachers or would perpetuate a sort of hatred towards the subject because of the negative emotions engendered from their bad relationships with their teachers.

2.6.3.2. Teachers' profile

The teachers' number in the three secondary schools concerned is seventeen (17) teachers of English; seven (7) teachers were concerned with this study representing a frequency of 41%. The respondents concerned with the interview are teachers of English. Their teaching experience in secondary schools varies from ten (5) to Twenty five (25)

years. After the selection of effective representatives of the whole population, the investigator moved to the following stage which is selecting the data collection instruments.

2.7. Data collection design

Taking into consideration the incomplete one source-based information, this research embraces a multiplying data sources in order to attain a triangular approach. Three data collection techniques were used in this study: students' questionnaire, teachers' interview and classroom observation.

2.7.1. Students' Questionnaire

The questionnaire as one of the most common tools in educational research, is perceived as a self-report instrument whereby some general information is provided from the respondents. Moreover, the questionnaire can be a useful instrument that may help the researcher get a real view of learners' needs and what issues should be focused on. In this vein, Richards (2005: 60) asserts that:

> **Questionnaires are one of the most common instruments used. They are relatively easy to prepare, they can be used with large numbers of subjects, and they obtain information that is relatively easy to tabulate and analyze. They can also be used to elicit information about many different kinds of issues, such as language use, communication difficulties, and preferred learning styles, preferred classroom activities, and attitudes and beliefs.**

The questionnaire is also useful in terms of checking the validity of research hypotheses through a set of different types of questions as expressed by Richterich and Chancerel **"questionnaires are structured instruments for the collection of data which translate research hypotheses into questions"** (1980:59). It is mainly used as data collection tool on the students' sample under this investigation experiment in order

to elicit their emotions towards learning English under healthy relationships with their teachers. For this purpose, the respondents were informed about the anonymity of their answers to put them at ease and as informative and true as possible.

The objective of the questionnaire is, therefore, to have an idea about the learners' perceptions about good interactions with their teachers, the emotions resulted from these interactions and thus the effects of these emotions on students' involvement during an English language course.

It was conducted to third year secondary school students to elicit information about:

-   Academic emotions.
-   The emotions related to teacher-student interactions.
-   The effects of these emotions on their involvement in the English language course.

The questionnaire (appendix A) used three types of questions: the closed, semi-closed, and open questions.

✓ *Open-ended questions:* where the respondents are invited to express freely their ideas and beliefs.
   E.g. what can you do to help you teacher to provide you a good atmosphere to learn English?

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

✓ *Close-ended questions:* in contrast with the first type, informants have to choose one among one proposed possibilities without adding any further explanation. Indeed, this type includes dichotomous questions which involve a 'yes'/'no' answer, rating scales in which levels of intensity of response are proposed in a form of choices to a given statement or question.

It is worth noting that the researcher opted for the Likert scale in structuring rating scales, i.e., five-choice questions e.g. (Strongly agree – agree – neutral – disagree – strongly disagree).

E.g. when your teacher of English enters the classroom with a smiling face, you feel:

a) Indifferent ☐

b) Somehow motivated ☐

c) Motivated ☐

d) Very motivated ☐

✓ *Mixed questions:* it is almost a combination of open and closed questions which are used when explanatory or illustrative data are required

e.g. What do you prefer:

- That your teacher calls you with your first name? ☐

- That he calls you with your family name? ☐

Why?

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………….

The next important step was to test the validity and reliability of the questionnaires. According to Taylor-Powell's (2008) perspectives on questionnaires, he suggests that researchers should ensure that:

- The items in the questionnaire measure what they are supposed to measure.
- All the words are understood by the informants.
- All respondents interpret the item in the same way.
- All response choices are appropriate.
- The range of response choices is actually used.
- The respondents correctly follow the instructions.
- The questionnaire creates a positive impression that motivates students to respond.

- Length of time available to complete the questionnaire is adequate.

In line with Taylor-Powell's views, other researchers such as Creswell (2008), Maree and Pietersen, 2007, Libarkin and Kurdziel (2002) suggest that questionnaires should be piloted on a sample of respondents within the same context as the actual study.

As a result a group of third year Literature and Foreign languages students (n=40) were purposively sampled to participate in a pilot study to refine the items, in format and language in order to make the questionnaires simple and understandable. In the light of feedback received from the respondents, the questionnaire was finalised. For the sake of avoiding any misunderstanding, the questions were explained to students who could ask for further clarifications.

At the beginning of the questionnaire, the informants are asked to fill informative boxes about their ages, gender, and stream.

The present questionnaire includes eighteen (18) questions classified under six (6) sections as follows:

Section One: Students' emotions towards learning English: (Questions 1 to 5) asks to provide information about whether the students like the English session or not, the reasons of liking it, when they begin liking it, whether they have ever 'hated' English because of a teacher, and if another teacher made them change their minds about English.

Section Two: Students' emotions towards their teacher: (Questions 6 to 8) aims at knowing to what extent teacher's mood and positive feedback affect students' motivation.

Section Three: Students' perceptions of a motivating teacher: (Question 9 to 12) intended to elicit students' perceptions of the kind of teachers who boost them to active learning as well as the extent to which students are influenced by these teachers.

Section Four: EFL teachers qualities and suggestions: (Question 13 to 14) aim at determining students' perceptions of the qualities required in a teacher to make them like the English language course students' as well as some requirements and expectations that

may help them enjoy the English language course, and therefore, overcome steadily their attraction to learn English.

Section Five: Students' preferences: (Question 15 to 17) aims at knowing whether students are more involved when teachers introduce humour during the EFL session, whether they prefer being called by their first names and what emotions rise from this, and finally which characteristics should be in a perceived good teacher.

Section Six: Students' role: (Question 18) aims at eliciting students' suggestions of their roles in helping teachers providing them a safe classroom environment.

2.7.2. Teachers' Interview

It is generally recognised that this type of research instrument provides a significant usefulness when conducting a research in education because it is **"feasible for smaller groups and allows more consistency across responses to be obtained"** (Richards, 2005:61). Accordingly, and for more in-depth information about the study objectives, the investigator opted for the use of an interview as a second instrument to gather the data.

The kinds of interviews available to the researcher lie on a continuum from unstructured to structured. According to Nunan, there are three types: **"Interviews can be characterized in terms of their degree of formality, and most can be placed on a continuum ranging from unstructured through semi-structured to structured."** (1998:149).

➢ Unstructured interview: this type is rather directed by the interviewee's answers than pre-planned questions of the interviewer.

➢ Semi-structured interview: in this type, the researcher has a general idea of the interview and what should result from it. The interviewer presents topics and issues instead of pre-planned questions in order to give more flexibility to the interviewee.

> ➤ Structured interview: this type of interview has a formal status where a list of pre-planned questions is fixed by the researcher as highlighted by Dornyei (2007:156) **"the agenda is totally predetermined by the researcher, who works through a list of set questions in a predetermined order".**

Consequently, for the sake of making sure that the interviewee focuses on the target topic area, the researcher has made use of a structured interview, and the data were collected using the taking-notes technique since, when being asked about their consent, most teachers refused to be recorded (see appendix C). Regarding the objectives of the present investigation, the teachers' interview is used principally to examine the degree of teachers' awareness about the importance of maintaining a safe classroom atmosphere in rising students' positive emotions towards their subject which in turn develop students' involvement in learning English, and to elicit teachers' strategies in doing so.

The interview consisted of twelve (12) questions, grouped under five guiding sections (see Appendix B).

Section one: General information: (questions 1 to 5) it is, in fact an informative section about teachers' perceptions of the importance of the quality of their interactions with their students. These questions also inquire about teachers' strategies to attract their students to like their courses.

Section two: Background: (questions 6) this section asked about the motives that made the teachers choose this English as a profession.

Section three: Handling students' previous perceptions: (question 7) this section asked the teachers about their savoir-faire in order to shape some students' hatred towards the English course into love.

Section four: Teachers awareness: (questions 8 to 11) this section aimed at eliciting teachers' awareness of the importance of their behaviour in maintaining a safe atmosphere, it also inquires about the parameters to measure the degree of students' involvement.

Section five: suggestions: (question 12) this section invited the teachers to give their suggestions for putting students at the optimum of their emotions and therefore making them more involved during the English language course.

2.7.3. Classroom Observation

For the sake of constructing a thorough and complete image of what is actually happening during the English language course, the investigator opts for classroom observation as a third instrument of data collection.

In addition of providing in-depth information about the area under study, classroom observation is said to be one of the required instruments to better explore the situation. In line with that, McDonough and McDonough (1997:57) maintain that good research should be **"interesting; original; use all kinds of observations of specific events to uncover general facts…"**. It is also considered as a valuable tool for knowing about the learners' needs in real situations, as expressed in Richards words **"Observation of learners' behaviour in a target situation is another way of assessing their needs"** (2005:61). Indeed, the use of classroom observation as an instrument of data collection can be of great usefulness for the researcher, not only in gathering more information but also in better exploring the phenomenon under investigation in its 'live' situation.

There are three types of observation, the structured observation, the semi-structured observation and the unstructured observation as highlighted by Cohen et al. (2000: 305)

> **A highly structured observation will know in advance what it is looking for (i.e. pre-ordinate observation) and will have its observation categories worked out in advance. A semi-structured observation will have an agenda of issues but will gather data to illuminate these issues in a far less pre-determined or systematic manner. An unstructured observation will be far less clear on what it is looking for and will therefore have to go into a situation and observe what is**

taking place before deciding on its significance for the research.

Indeed, while the structured observation is used to test the hypotheses put forward by the researcher, the semi-structured and unstructured observation rather generate hypotheses since the researcher observes data before suggesting an explanation for the phenomenon being observed. However, the present research needs a combination of structured and unstructured observation by the use of an observation checklist (see appendix D) for the sake of gathering data about the quality of teacher-student interactions during an English language course and the extent to which these interactions affect students' involvement. In addition, some reflective notes covering the observer's impressions, and perceptions of the events that occur during the sessions observed in a form of qualitative comments were used (see appendix D).

According to Lodico et al. (2006), before starting the observation, the researcher must decide on the degree of his participation in the setting. They classified the degree of participation of the observer as follows:

Complete participant: the observer is a member of the group observed and no one is aware of the fact that he is observing.

Participant as observer: the observer is an active member of the group being observed and all the members of the group are aware of the fact of being observed as part of a research study.

Observer as participant: the observer is a member of the group observed but he does not participate in the activities, his only role is to observe.

Complete observer: the observer is not a member of the group being observed nor does he participate in the group's activities.

Accordingly, the investigator was a complete observer under covert observation; neither teacher nor students are aware of the observer's purpose from attending their classes for the sake of having the reality of the phenomena being investigated.

A variety of observation rating scales are available to support researchers in gathering data. One of the most common scale types is the Likert scale. It provides a series of items to which the researcher can indicate degrees of occurrence through checklists including a five-points scale for example, very often – often – sometimes – rarely – never (Bordens & Abbot, 2011). Accordingly, the present observation relies on a Likert scale checklist provided for involvement related constructs as well as teachers' in-class behaviour in terms of their strategies in attracting students' attention. The points are ordered in tables in which the investigator puts a tick on the most appropriate rating as exemplified in the following table:

	Very often	Often	Sometimes	Rarely	Never
The teacher praises his students				✓	
The teacher uses humour during the session					✓

The present classroom observation centers on a number of teachers' in-class behaviour in terms of their moods and interactions with their students and the learners responses. It was structured in the following items:

Item one: Praising students: it aims at knowing the frequency of teachers' praise to their students.

Item two: Students' responses to the teacher's praise: the purpose of this rating scale is to elicit students' responses to the teacher's praise in terms of academic involvement.

Item three: familiarity between teachers and students: it intends at knowing the extent to which teachers are aware of students' preference to be called by their first names (as found through the questionnaire's analysis (chapter three).

Item four: Use of humour: it aims at knowing the frequency of teachers' use of humour during the English language course.

Item five: Students' responses to the teacher's use of humour: it aims at eliciting students' responses to the teacher's use of humour in terms of interest.

Item six: Students' responses to teachers' good mood: the purpose behind this rating scale is to elicit students' responses to the teacher's good mood in terms of attentiveness, enthusiasm, involvement, or disrupt.

However, rating scales may not be sufficient to surround the whole reality of the observed phenomena. Accordingly, Bailey (1994) proposed a combination of structured observation techniques with note taking (cited in Dörnyei, 2007). Therefore, the investigator opted for the use of note taking as well, in which she tackled a variety of teacher-students' interactions that could not be dealt quantitatively as well as the description of the classroom climate.

In doing so, the investigator chose to include three teachers within three classes. In an attempt to encompass different teachers' personalities and in order to obtain consistent data, the researcher purposefully opted for a teacher perceived as having good relationships with students; she was named (Teacher A), a teacher perceived as having bad relationships with students (Teacher B), and a teacher perceived as good one but neutral in terms of relationships with students (Teacher C). The researcher's choice was based on the administrators' statements and confirmed by a number of students (not involved in the study).

The classroom observations took place in three classes from each of the secondary schools involved in the study namely Maliha Hammidou School, Ahmed Benzekri School and Dr. Benzerdjeb School within five (5) sessions for each class, which totalled a number of fifteen (15) sessions. Each session's duration was of one hour. The classroom observations took place within five weeks according to the selected classes' time tables.

2.8. Methodological Approach

Keeping in mind the study's goal, the research strategy needed to embrace both quantitative and qualitative data so that the researcher can help develop rich insights into the phenomena of interest that cannot be fully understood using only a quantitative or a qualitative method. Hence, the overall methodological approach adopted for this research was a mixed approach in order to more fully answer research questions. The value of utilising a mixed-method research is increasingly realised by educational researchers, due to the possibility of exploiting the strengths of both quantitative and qualitative-based research, and therefore supplying both a thorough view at context, processes, and interactions as well as a precise measurement of attitudes and effects (Lodico et al., 2006). Furthermore, mixed methods allow the researcher to select the instruments of data collection and the use of both summary numbers and detailed portraits of settings, which may lead to convincing and valid results (ibid). In fact, one of the disadvantages of utilising mixed-methods approach is that it requires more time and resources to achieve than a research using either the quantitative or qualitative method.

2.9. Methods of Data Analysis

The interpretation of the gathered data is not an easy task, for this reason and for the sake of reaching more reliability as possible, the researcher opted for the use of two types of analysis namely the qualitative analysis and the quantitative analysis. In line with that, Hamzaoui argues that **"Using more than one type of analysis is believed to provide more reliable research findings since the latter are not compressed into a single dimension of measurement"** (2006:130). Though, the investigator needs to couple adequately the two kinds of analysis to the data collected from the research instruments.

2.9.1. Quantitative Analysis

The quantitative data analysis is most suitable for large surveys and worded questionnaires, for this reason the investigator made use of this method for the students' questionnaires in order to measure their answers that allow an estimation of the extent to

which their relationships with their English language teachers affect their emotions and hence their involvement during the English language course.

The same approach was applied to the structured observation in order to assess the quality of teacher-students interactions and the immediate verbal and non-verbal responses of the learners. The quantitative data has provided the researcher with numerical data about the teachers' positive attitudes that engender students' positive emotions and therefore spur them to form their own attraction for English. The description of statistics is represented in tables and diagrams expressing the percentages obtained.

2.9.1.1. Analysing Data with SPSS

Quantitative data analysis refers to statistical analysis. Some of the major statistical software programs are SPSS (Statistical Package for the Social Sciences), SAS (Statistical Analysis System), and MINITAB. The investigator opted for the SPSS program for analysing the questionnaires that are going to yield numerical or word-based data in order to quickly obtain descriptive and inferential statistics as well as the graphic displays of data.

The first step of data processing involves converting the participants' answers to numbers by means of 'coding procedures'. A major element of the coding phase is to define each variable and then to gather coding specifications for every 'value' of the variables. It should be noted that 'value' is a technical term used in statistics, referring to the numbers assigned to the response options of the variable. For instance, gender data is usually labelled 'sex' and it can take two numerical values: 'male' is usually coded '1' and 'female' '2'. With close-ended questionnaire items, such as Likert scales or multiple choice questions, each response is given a number for example ('Strongly agree'=1, 'agree'=2, 'neutral'=3, 'disagree'=4, 'strongly disagree'=5).

2.9.2. Qualitative Analysis

Qualitative data analysis is a personal process based on the researcher's reflection and interpretation. It aims at describing, discovering, and exploring realities which **"may take the form of verbatim descriptions, interviews, written responses, or unstructured observations"** (Weir and Roberts, 1994:159). Thus, the researcher utilised the qualitative method in this study for the analysis of teachers' interviews.

As the respondents use different words and language to express themselves, the investigator first selected the wording of each theme in a way that accurately represents the meaning of the responses categorised under a theme. These themes become the basis for analysing the interviews. Then, having identified the themes, the researcher went through the transcripts of all the interviews and classified the responses under the different themes which are integrated later in the researcher's report.

To end this section, the investigator summarises the research design in the following figure.
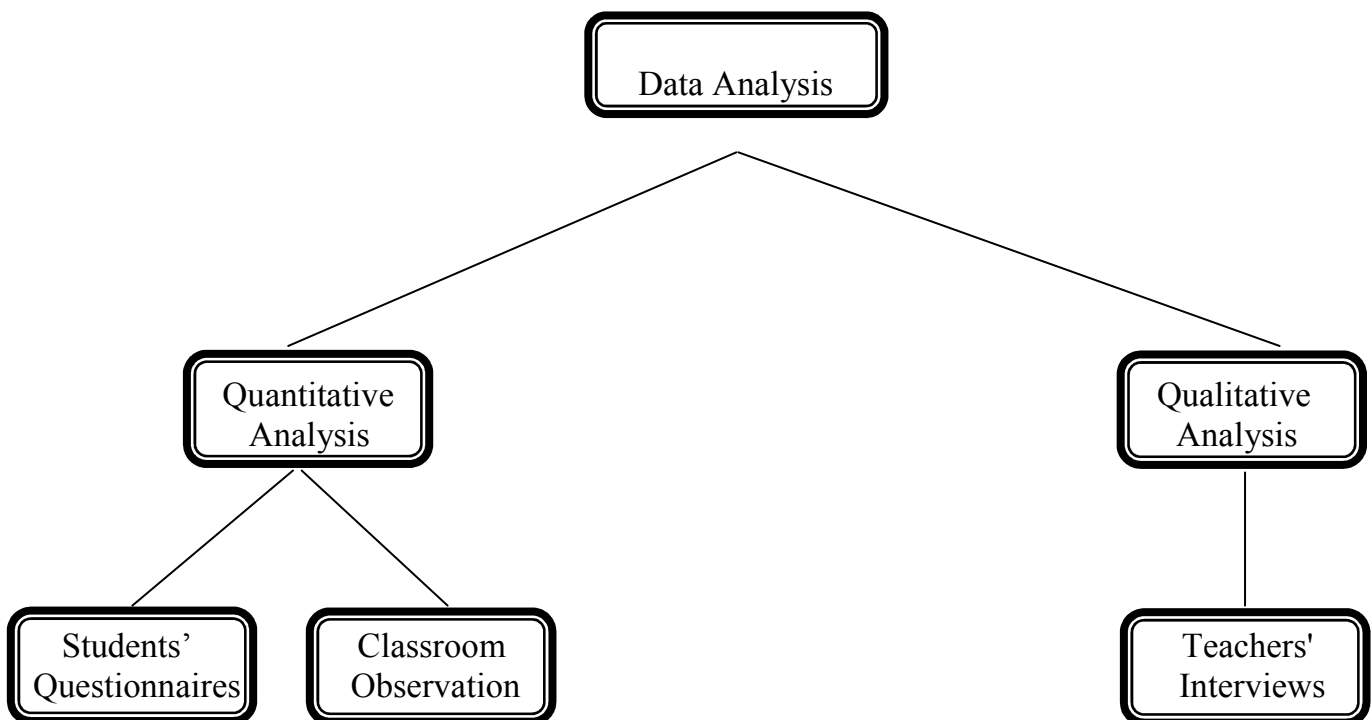
Figure 2.2: Research Design

2.10. Limitations of the Study

When conducting the present research, the investigator faced some difficulties; among which some are considered as limitations of the research. First, it is worth reiterating that not all the three classes' students accepted to answer the given questionnaire; which in turn affected the research findings. Besides, the investigator had to challenge the time limitation; therefore, she could not tackle all the aspects of teacher-student relationships. By way of contrast, she emphasised the most common strategies that may lead to raise students' positive attitudes towards their learning of English.

2.11. Conclusion

Accordingly, and for the sake of ensuring that the whole study is based on thoughtful selection and adaptation of what is useful, this chapter has essentially strived to analytically describe the positive emotions under which the learning and teaching of EFL is better carried out, in the situation selected for the purpose of the research.

Areas, like the classroom climate, teachers as models, and classroom management, learners' positive emotions and teacher-student interactions, in addition of the students' needs for being engaged during the English language course were discussed to know more about the potential emotional needs for students' involvement as well as the relevance of positive emotions in empowering students to open up their focus of attention. Moreover, the investigator sheds light on the critical role of teachers in managing the social environment of the classroom so that optimal emotional and cognitive learning can take place. These variables have determined the data collection instruments used for testing the research hypotheses introduced previously.

The teaching/learning process should include not only the content dimensions of knowledge, and the teaching/learning skills but also the enjoyment, the emotional dimension, feelings, and motivation, in addition to the socio-psychological dimension of interaction, communication and interpersonal relationships.

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATION

3.1. INTRODUCTION

3.2. ANALYSING DATA: QUANTITATIVE AND QUALITATIVE PROCESSES

3.3. DATA RESULTS

    3.3.1. Results of Students' Questionnaire

    3.3.2. Questionnaire Interpretation

    3.3.3. Results of Teachers' Interview

    3.3.4. Interview Interpretation

    3.3.5. Results of Classroom Observation

        3.3.5.1. Field Notes

        3.3.5.2. Rating Scales

            3.3.5.2.1 Teacher A

            3.3.5.2.2 Teacher B

            3.3.5.2.3. Teacher C

    3.5.3. Observation Interpretation

3.6. SUMMARY OF THE MAIN RESULTS

3.7. CONCLUSION

3.1. Introduction

The previous chapter emphasised the description of the research work including the selection of three different data collection instruments, namely students' questionnaire, teachers' interview, and classroom observation in order to cross-check the results and validate them, as well as to obtain empirical evidence concerning the research hypotheses. Indeed, the most important phase is how data are interpreted and what inferences might be drawn from the results, and how those inferences might be justified, and eventually, what uses can reasonably be made of the analysis.

In an attempt to find the motives behind students' involvement in an EFL classroom, the investigator will analyse and discuss the results of each step undertaken in this research throughout this chapter.

3.2. Analysing Data: Quantitative and Qualitative Processes

It is generally agreed that using more than one type of analysis may provide more reliable results. Thus, two types of data analyses have been used in the present investigation; quantitative and qualitative. As far as the quantitative analysis is concerned, it requires most often statistical methods such as opinion surveys which consider a representative sample of a series of questions about their attitudes or feelings.

In view of the fact that research in educational psychology is deeply embedded in empirical verification and critical reflection, qualitative evidence is usually expected. This approach provides a general impression about the subjects in question, it relies on open-ended rather than "yes/no" questions in order to enable them express their thoughts, feelings, and beliefs in detail. In fact, this kind of questions requires qualitative analysis, i.e., through passages.

3.3. Data Results

3.3.1. Results of Students' Questionnaire

The questionnaire was submitted to forty two (42) third year secondary school students for the sake of unveiling some data about students' perceptions of positive interactions with their English language teachers, as well as what emotions they have towards English as a subject, and to what extent these emotions affect their involvement. This questionnaire contains eighteen (18) questions. It was administered to the three groups from three different streams namely Literature and Foreign Languages, Natural Sciences and Mathematics; respectively on the 2nd and the 5th March, and the 8th April 2013 in order to allow a diversity of opinions and to ensure that the study is not limited to a specific group of learners. The questionnaire was given to them during their English language lesson in order to ensure that all the respondents would give back their questionnaire.

In order to save time, the investigator opted for the use of SPSS (15.0) in analysing the general information, the close-ended and multiple choice questions.

The present questionnaire includes twenty two (22) female representing 52, 4%, and twenty (20) male representing 47, 6% of the whole sample. Thus, the results of the questionnaire do not reflect only one gender but both of them in order to provide reliable findings.
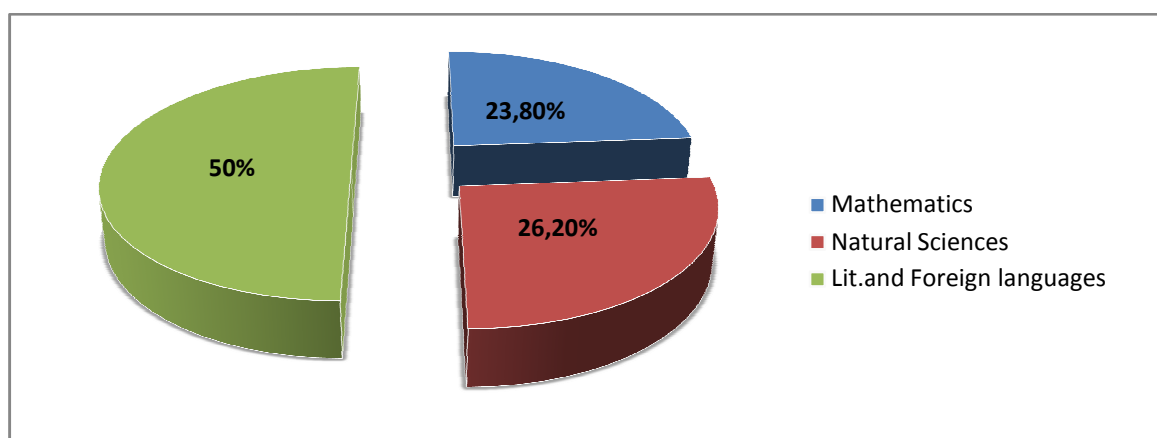
Pie-Chart 3.1: Students' fields of study

The informants involved in this questionnaire study three different streams namely, Literature and Foreign languages, Natural sciences, and Mathematics; in order to provide as varied opinions as possible. Twenty one (21) respondents were from a Literature and Foreign Languages class, eleven (11) respondents were from a natural sciences class, and ten (10) respondents were students of a Mathematics class as illustrated in the above pie chart.

Question 1 and 2: *Students' emotions towards learning English*
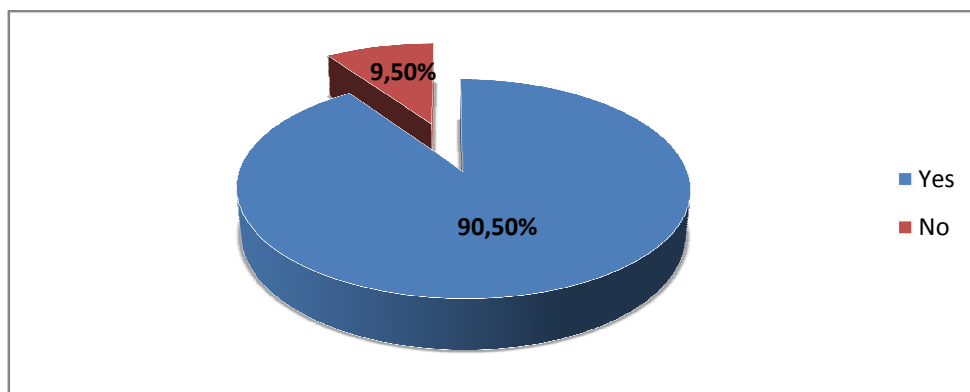
Pie-Chart 3.2: Students' like of the English language course

The first question is, effectively, a key question since the study is based on the factors that make students like the English sessions. Indeed, thirty eight (38) students among the selected sample (i.e., 90,5%) stated that they like the English language course. The above pie chart provides the exact percentages.
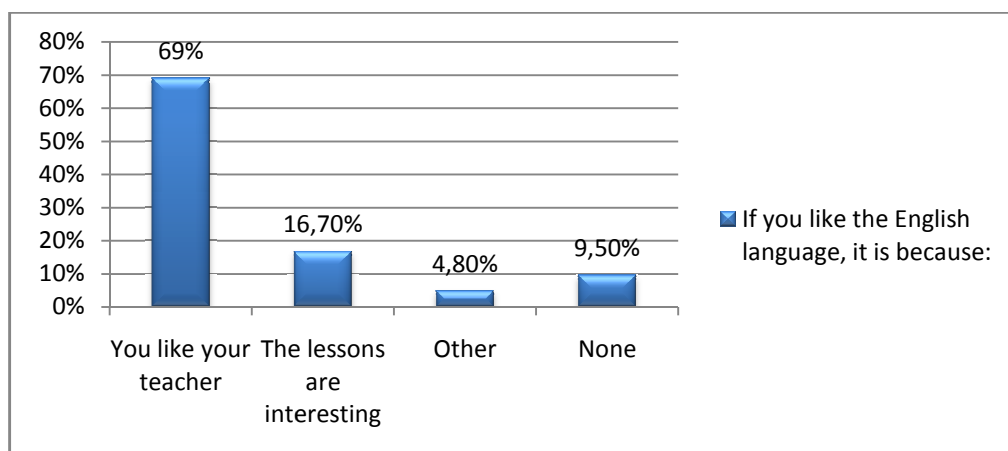
Bar-Graph 3.1: Students' reasons for liking the English course

Regarding the second question, students were asked to choose the reasons that make them like the English language course. Twenty nine (29) among the selected students representing 69% stated that they like learning English because they appreciate their teacher. Nonetheless, 16,7% affirm that their willingness to learn English is due to the interesting lessons. Additionally, 4,8% of the respondents said that their attraction to learning English is due to their want to understand English songs. It should be noted that 9,5% of the students did not answer this question, as illustrated in the bar graph above.

Question 3: *Students' starting period of liking English*
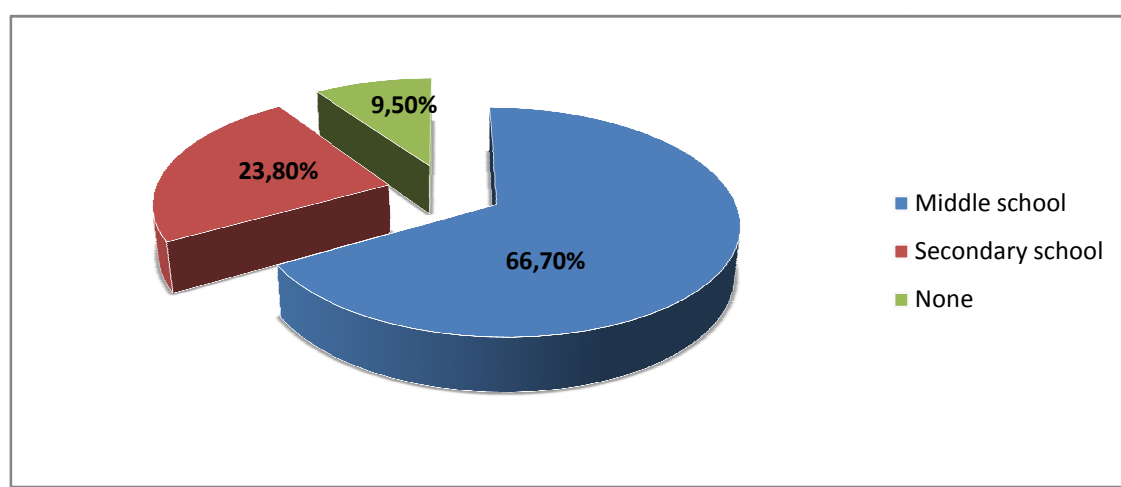
Pie-Chart 3.3.: Students' starting period of liking English

When being asked about the period when they began like the English language course, 66,7% of the participating students; i.e., twenty eight students, affirmed that they began liking English at middle schools. On the other hand, 23,8% of the students involved in the study, i.e.; ten students, began to like English at secondary schools. It is worth noting that 9,5% of the students did not provide any answer. The pie chart above better illustrates the results.

Question 4 and 5: *EFL teacher as a source of hatred to the subject*
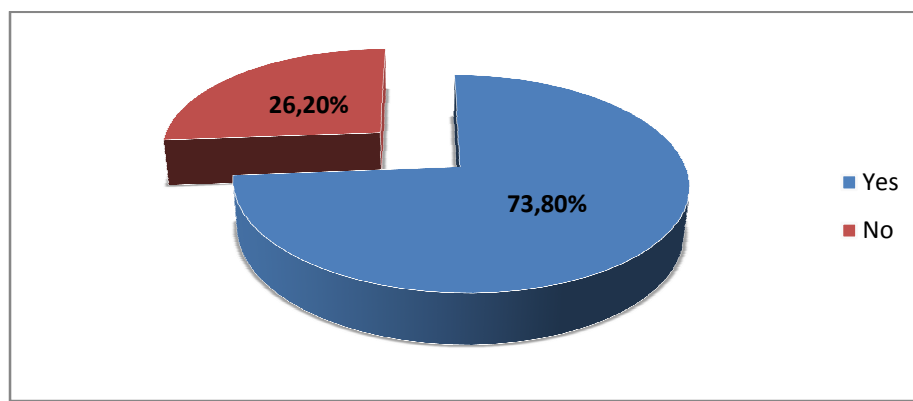
Pie-Chart 3.4.: EFL teachers as a source of hatred to the subject

When students develop a sense of hatred towards the EFL teachers, this feeling may perpetuate towards the subject. Students' answers to the fourth question confirmed that most of them did not use to like English because of one of their teachers. More precisely, thirty one students; i.e., 73% had the experience of 'hating' English because of their teacher as represented in the above pie chart.
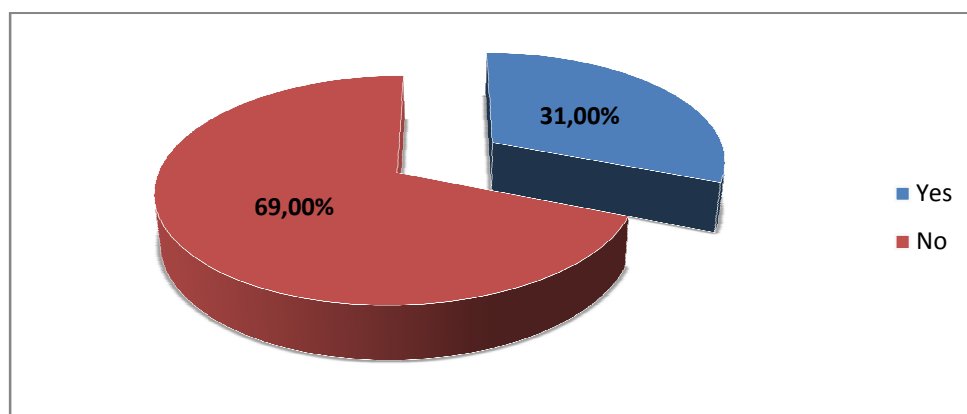
Pie-Chart 3.5.: Changing mind because of an English teacher

Similarly, most of the selected students answered the fifth question negatively when they were asked whether one of their teachers made them change their minds about English, i.e., made them like it. The above pie chart better displays the results.

__Question 6:__ Students' attitudes towards teacher's smile
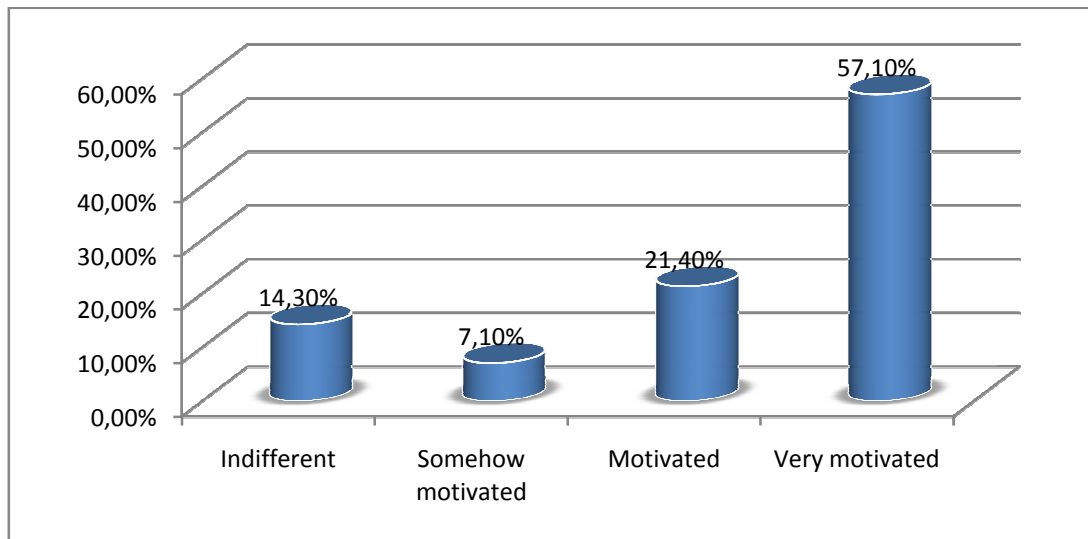
Bar-Graph 3.2.: Students' attitudes towards the teacher's smile

When asking students about how they feel when their teacher of English enters the classroom with a smiling face, 57,1% answered by selecting the given answer 'very motivated', and 21,4% answered by ticking 'motivated', which gives a total of 78,5% of motivated students. The above bar graph better summarises the results.

__Question 7 and 8:__ The importance of praise and students' motivation
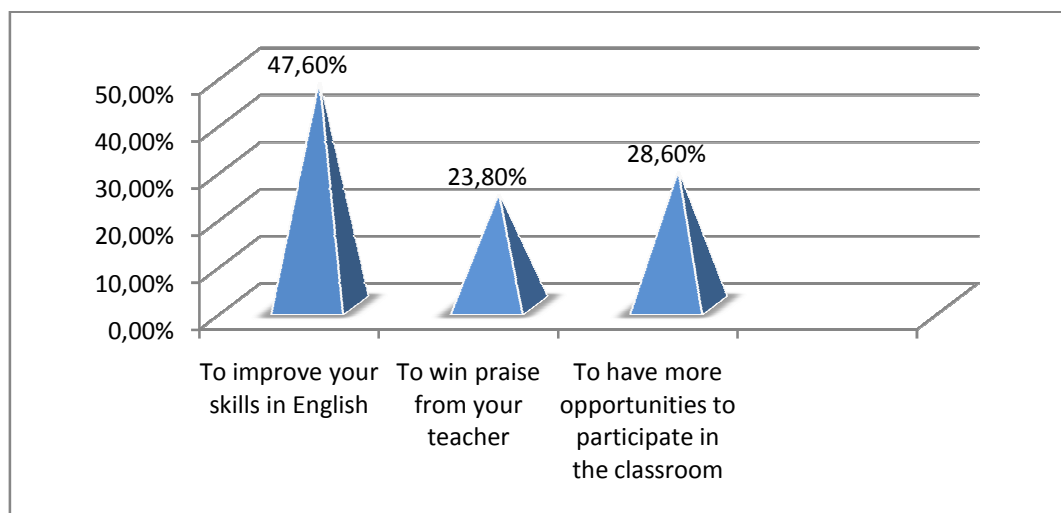
Bar-Graph 3.3. Students' reasons behind doing extra work in English

Concerning the reasons that may lead students to do extra researches in English at home, twenty among the selected students representing 47.6% answered 'to improve my skills in English', however, 23,8% (i.e., ten students) affirmed that it was to win praises from their teacher, and twelve students representing 28,6% chose 'to have more opportunities to participate in the classroom'. The above bar-graph better explains the results.
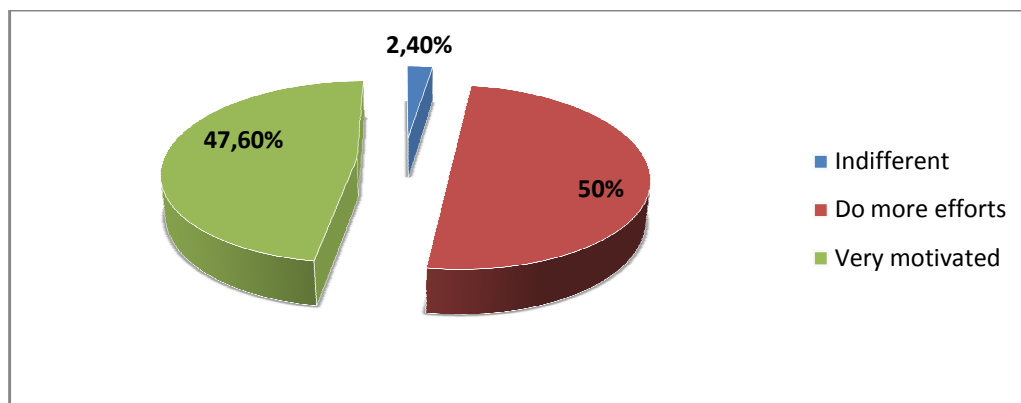
Pie-Chart 3.6.: The consequences of praising students

Concerning the students' response to the teacher's praise, 50% represented by 21 students among the ones involved in the study, do more efforts. On the other hand, 20 students representing 47,6% are very motivated and only one student representing 2,4% is indifferent. As shown in the above pie chart.

Question 9: *Students' perceptions towards EFL teachers' characteristics*
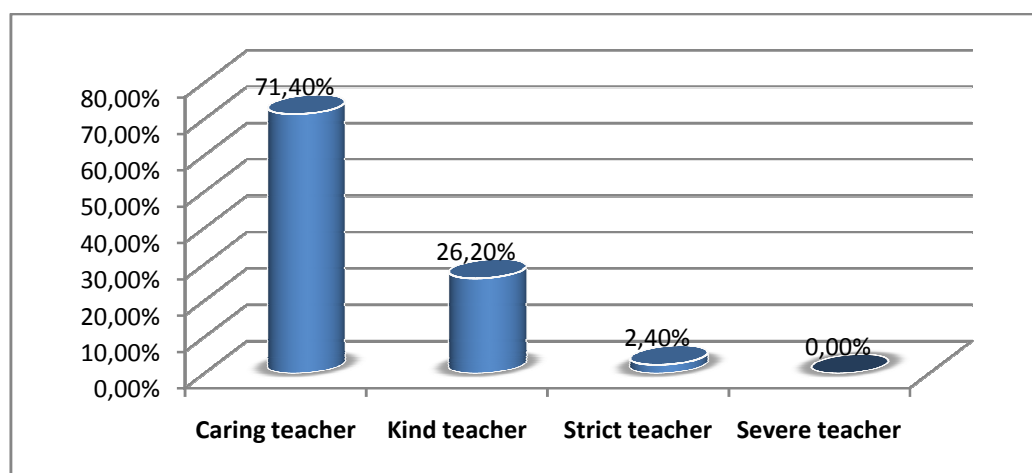
Bar graph 3.4. Students perceptions towards EFL teachers' characteristics

When being asked about what kind of teachers makes them work more and more, most of the students involved in the study (71,4%) preferred a caring teacher, 26,2% favoured a kind teacher, and only a minority represented by 2,4% chose a strict teacher. None had chosen a severe teacher. As represented in the above pie chart.

Question 10 and 11: *The importance of caring teachers in motivating students*
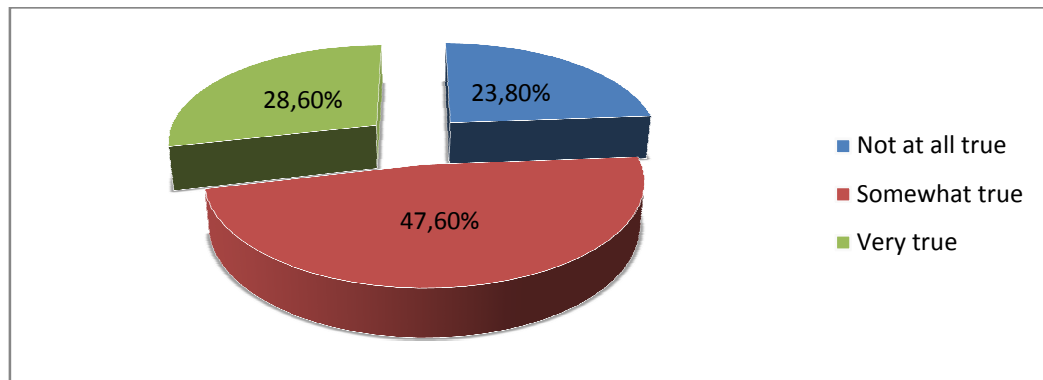
Pie-Chart 3.7. Teachers' care about their students feelings during EFL lectures

As far as the tenth question is concerned, the students were asked to tick one answer which more nearly reflects their experiences with their English language teachers. In fact, the question aims at eliciting students' perceptions about the extent to which all their teachers of English cared about their feelings. Twenty among the participating students (i.e., 47,6%) answered 'somewhat true', 28,6% affirmed that it is 'very true', and 23,8% answered that it was 'not at all true'. As illustrated in the above pie chart.
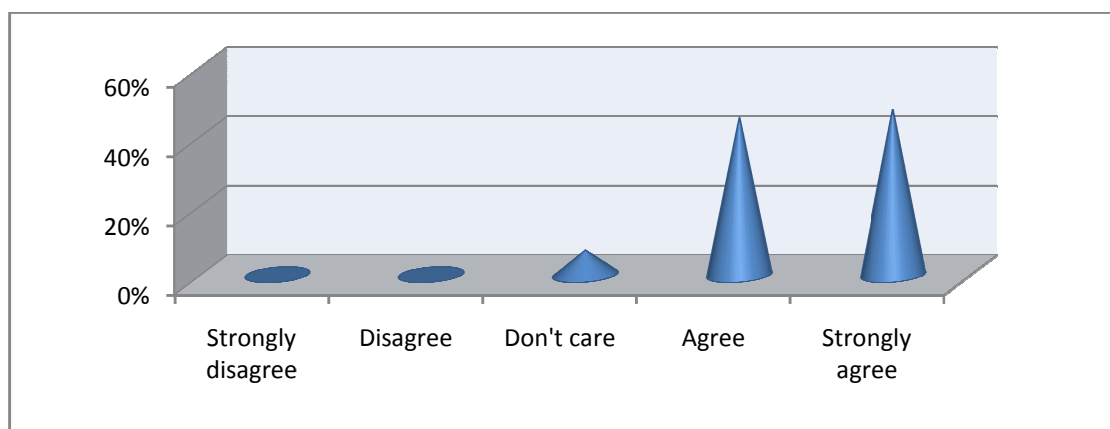
Bar-Graph 3.5. Summary of Students' opinions on the importance of caring teachers in raising their motivation

In a similar vein, students were asked in the eleventh question to tick one box which most nearly reflects their opinion about the importance of teachers' caring in raising their motivation. In fact, a great number of the present questionnaire participants, mainly thirty nine students representing respectively 45,2% and 47,6%, i.e., a total of 92,8%, agree and strongly agree that a caring teacher makes them feel very motivated. Only three respondents ticked the box *'don't care'*. As displayed in the above bar graph.

Question 12: *Students' views about imitating their positive teachers' attitudes*
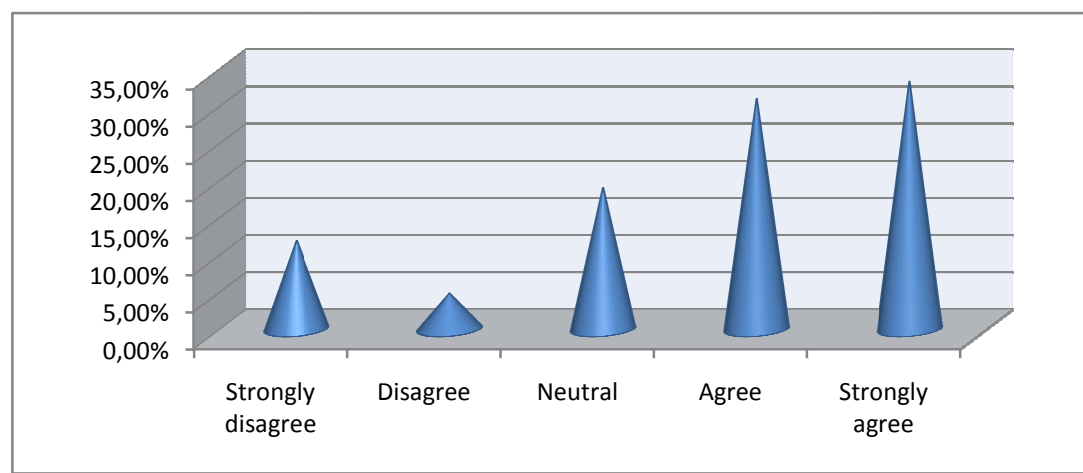
Bar-Graph 3.6. Students' views about imitating their teachers

Similarly, in the twelfth question, the participating students in the study were asked to tick the box that almost reflects their thought about whether they would imitate a teacher whom they like the way she interacts with their students if they become teachers. A total of twenty seven (27) (i.e., thirteen (13) and fourteen (14) participants) among the students involved in the study agree and strongly agree that if they become teachers, they will imitate a teacher who has good relationships with his students. Eight (8) students were neutral, and a total of seven (7) students disagree and strongly disagree with the idea. The above bar graph better demonstrates the results.

Question 13 and 14: *Students' perceptions of EFL teachers' qualities and attitudes*

Question thirteen consists of asking the participating students to cite some of their preferred English language teacher qualities. They illustrated their answers by

mentioning some qualities. As it is an open-ended question, it will be discussed qualitatively. Precisely, the most common answer encompasses a kind and caring teacher. Another common teacher's quality was a friendly, empathetic, and communicative teacher. Other students' answers include humorous, well-educated, respectful, quiet, helpful, serious, loving her job, and smiling. It should be noted that three among the participating students did not provide any answer.

As far as the fourteenth question is concerned which is an open-ended question as well, the participants were asked to provide suggestions about appropriate ways to make students like the English language course. In fact, there were various suggestions; the most common answer was 'by encouraging students and praising them', another common answer concerns making students feel important regarding their teachers, as expressed by some of them that teachers should make students feel that they are as their proper kids. Other students proposed funny methods, creating a warm atmosphere in the classroom, and replacing strictness by kindness. It is worth noting that five among the participating students did not provide any answer.

Question 15 and 16: _The importance of humour and familiarity in an EFL classroom_
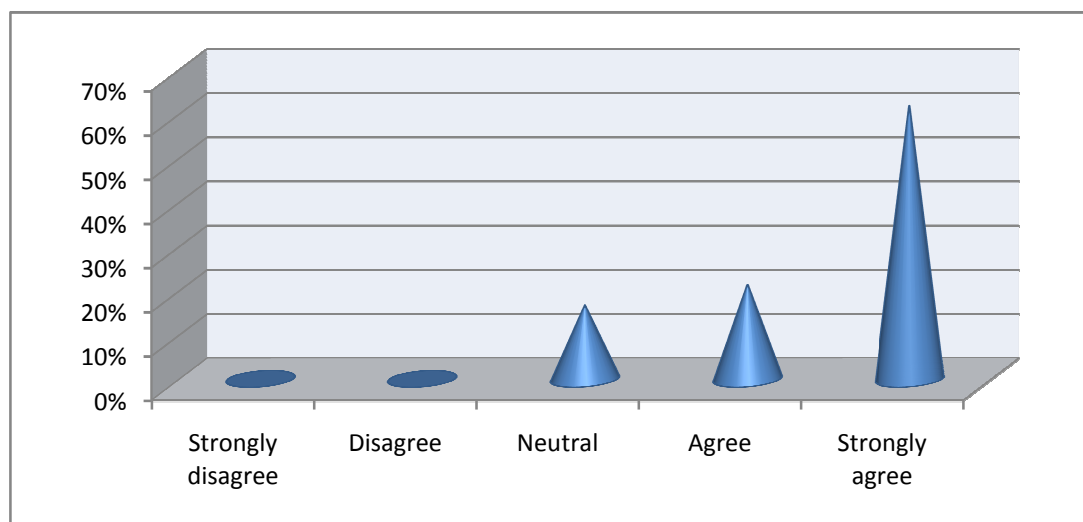
Bar-Graph 3.7.: Students' interest in their teachers' funny methods

When being asked about whether they were more interested when their teacher of English uses funny methods, 61,9% of the participating students strongly agreed and

21,4% agreed which makes a total of 83.3% that is to say 35 students. 16,7% of the participating students were neutral. The above bar graph shows the results.
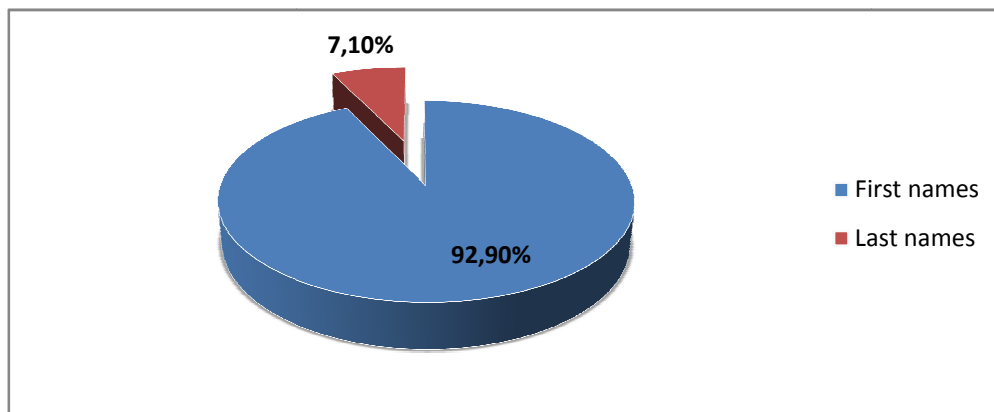
Pie chart 3.8. Students' preferences for the way to be called

Moreover, students' answers to the sixteenth question revealed that almost all of them, precisely 92,9% of the participants as represented in the pie chart below, prefer being called with their first names. The most common reason for their preference is that they feel very close to the teacher and that there is no barrier between them; this, in fact, makes them feel at ease within the classroom. Another common answer concerns the fact of feeling themselves appreciated when the teacher calls the students with their first names. The remaining students, on the other hand, affirm that they feel as if the teacher considers them as her kids. Indeed, this confirms that calling students with their first names, though it seems simple, helps in creating positive teacher-student relationships.

Question 17: *Students' perceptions of the characteristics of good EFL teachers*
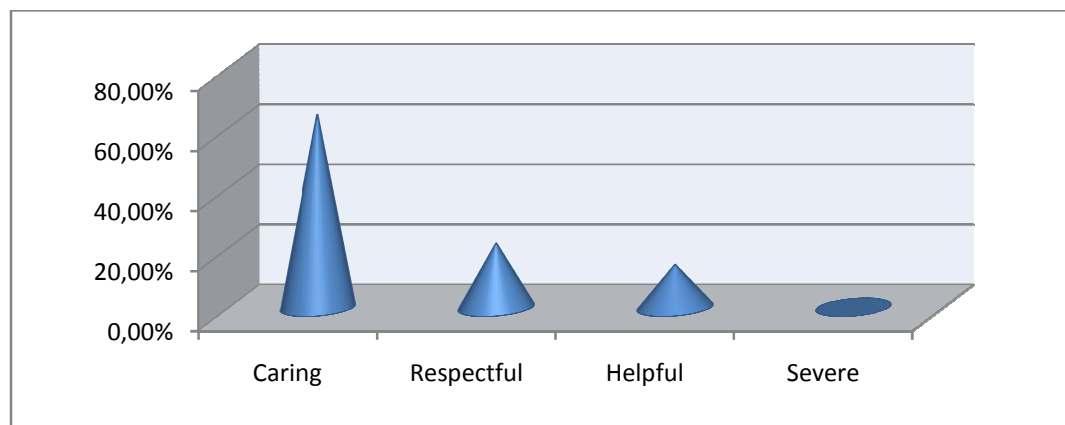
Bar-Graph 3.8. Students' preferences for teachers' characteristics

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When being asked about which characteristics should be the most common in a 'good teacher of English', whether it is caring, respectful, helpful, or severe. 64,3% prefer the caring teacher, 21,4% chose the helpful, 14,3% selected the respectful one, and none opted for the severe teacher. The above bar graph better illustrates the results.

Question 18: *Students' role in providing a safe learning atmosphere*

Finally, students were asked about their roles to help their teacher of English to provide them with a good atmosphere that allows them to feel well during the English language course. The most common answer was that they should be quiet and be attentive to the teacher. Another common answer was being respectful towards the teacher and showing interest to what he teaches. Others spoke about politeness and participating during the lectures. Some of them mentioned doing home assignments.

3.3.2. Questionnaire Interpretation

In the light of the respondents' answers, it has been confirmed that the main reason that makes students like the English language course is usually, liking the teacher. In addition to this, this attraction to the English language course most often happens in middle school as a new subject. Moreover, the results obtained from the fourth and fifth questions of the questionnaire denoted that 'hating' the English language course is often due not to like the teacher and that students may perpetuate a sense of hatred towards English as a subject.

The percentages presented in the aforementioned bar graph (see bar graph 3.2.) indicate that many a student get motivated when the teacher enters the classroom with a smiling face as well as when their teacher of English praises them. Indeed students' motivation is closely related to the teacher's mood as well as to the positive feedback. In addition to this, according to students' answers to the seventh question, much of them are more involved in the English language course when being praised by their teacher. Furthermore, from the students' answers, one may conclude that the teacher who succeeds in involving as well as motivating students in learning English is, to a great

deal, the caring teacher. Hence, students' involvement goes hand in hand with teacher's positivity as well as attention.

As a matter of fact, and from the students' answers, it has been demonstrated that humour is a very important component in eliciting students' interest to EFL learning. Additionally, from the participating students' answers, it is obvious that calling students with their first names has a great impact on raising their positive emotions and hence feeling close to the teacher which may motivate them in being more involved in learning the subject.

In fact, it is of great value to find that 64,3% among the students specified for this study, describing a 'good teacher of English' as being caring.

As far as the students' suggestions to help their English language teachers in providing a safe classroom climate, the majority of them seem to be aware of the relevance of their role in maintaining a good learning atmosphere.

3.3.3. Results of Teachers' Interview

The present interview was arranged with seven (7) English language teachers at three secondary schools namely, Maliha Hammidou School, Ahmed Benzekri School, and Dr. Benzerdjeb School. It tackles twelve main points as follow (see appendix B).

The main objective of this interview is to have teachers' opinions concerning the importance of students' emotions in getting more involved in learning English. It aims at examining the degree of teachers' awareness of positive teacher-students interactions in rising positive emotions which guide students' involvement during the courses.

Question 1: *Eliciting teachers' perceptions of the importance of positive teacher-students relationships in an EFL classroom*: Four among the participating teacher in this study representing 57,14% stated that effectively good teacher-students relationships are important in an EFL classroom but that it is practically impossible to realize, one of them expressed this as an 'ideal' that cannot be real within overcrowded classrooms. The rest of the teachers, representing 42,86% contended that supportive teacher-students relationships is a key ingredient to involving students in an EFL classroom. Moreover,

two of them spoke about being friendly and more than a teacher may enhance the EFL learning process.

Question 2: Teachers' aptitude to create positive relationships with their students: This question aims at eliciting teachers' aptitudes in creating positive relationships with their students. Actually, three teachers representing less than half of the present participants, mentioned some suitable behaviour to develop and maintain positive and supportive relationships with their students, such as being friendly, avoiding distanced relationships, and showing interest. By way of contrast, the majority of them spoke only about providing material, doing their best to explain the lessons and so on.

Question 3: Teachers' abilities to tackle resistant students: In fact, teachers were typically noncommittal when asked about what kind of support they do to develop and maintain positive and supportive relationships with distant and resistant students. However, one of them affirmed speaking kindly with them.

Question 4: Teachers awareness of the importance of positive teacher-student relationships in student's engagement: This question aims at knowing the extent to which teachers are aware of the importance their relationships with their students in raising students' engagement. While two teachers appeared to be aware of the critical link between their relationships with students and the students' involvement in an EFL class, the others saw that what is done in the classroom is much more important than teacher-students relationships.

Questions 5: Teachers' perceptions of the importance of positive teacher-student relationships in perpetuating students' like to English learning: Two teachers affirmed that their relationships with their students may affect their liking to English as a subject, i.e., the good relationships make students 'love' English. On the other hand, the remaining teachers in the study, representing the great majority did not see the link between the students' like to the subject and the relationships with teachers.

Question 6: Reasons behind teachers' choice of English as a profession: This question seeks to know the reasons that made the teachers choose English as a field of study and then as a profession. Almost all the participating teachers evoked one of their teachers

who made them liking English to the extent of choosing it as a field of study. In addition, three among them affirmed that they were studying scientific streams and it is thanks to their teachers that they switched into studying English.

Question 7: Teachers' strategies: This question intends at knowing teachers' thoughts about the suitable strategies in helping students like the English language course. Teachers' answers varied between being friendly and explaining the advantages of learning English. However, two among the participating teachers believed that students who do not like a subject would never like it.

Question 8: Teachers awareness of the effects of their moods on students' emotions: This question aims at knowing the extent to which teachers are aware that their moods determine the whole class mood. Among all the participating teachers in the interview, only one of them seemed to be aware that the teacher's mood is the key determinant of the learning atmosphere. The others' answers were completely divided violently.

Question 9: teachers' perceptions of the relationships between students' emotions and involvement: This question intends at knowing whether the teachers believe that students' emotions are closely related to their involvement in an EFL classroom. Three among the teachers involved in the study believed that there is a tight correlation between students' emotions and their involvement, for example when the students like the teacher they do more efforts in and outside the classroom, as expressed by two interviewees. The others seem to believe that there is effectively a relationship between students' emotions and their involvement but not a significant one as expressed by one teacher.

Question 10: Measurement of students' involvement: This question aims at knowing what parameters teachers take into consideration to measure students' involvement. The participants' answers balanced between active participation in the classroom and gradations as a measure to students' involvement.

Question 11: Difficulties facing teachers in providing safe classroom environments: This question seeks for the difficulties that face teachers when attempting to provide a good classroom climate. The majority of them spoke about some students' misbehaviour

as well as overcrowded classes; one of the participating teachers spoke about teachers' bad mood.

Question 12: *Suggestions:* This question aims at enlightening the suitable strategies to raise students' positive emotions which in turn boost their academic involvement. Most of teachers' suggestions were based on their preferred teachers' whom they evoke in answering the sixth question, they mainly include that:

- Students need to be praised very often and feel interest from their teachers.
- Teachers should be more communicative and less authoritative.
- Using humour in transmitting knowledge in order to attract most of students.
- Teachers should be caring because students are sensitive to this kind of relationships.
- Teachers should be as positive as possible when interacting with their students.
- Teachers should make students feel that they are able to learn and that they trust them to succeed.

3.3.4. Interview Interpretation

The results obtained from the teachers' interview denoted that, most of the participating teachers in the study are not aware of the relevance of positive emotions engendered from teacher-student relationships in enhancing students' involvement in EFL learning. Even those who believe in the advantages of good interactions between teachers and students in getting students more involved, find it difficult to realise in the Algerian situation because of overcrowded classes.

Teachers' answers to the first and second questions showed that most of them do not believe that positive interactions with students are of great importance in raising students' involvement. In the same vein, teachers' responses to the third, fourth and fifth questions demonstrated that most of them do not know what to do or how to behave in order to develop and maintain positive and supportive relationships with students in general and particularly with resistant students. However, the respondents' answers to the sixth question were more likely to confirm that almost all of them engaged in English learning because they were positively influenced by their teachers of English.

Additionally, their responses to the seventh question reflected that the majority of the participating teachers in the study seem to know what to do to shape students' hatred to English into love. By way of contrast, their comments about the eighth questions confirmed their unawareness of the determinant role that teacher's mood plays in the EFL classroom. Moreover, most of them believe that students' involvement does not necessarily depend on their emotions, as expressed by the majority of the participating teachers in the ninth question. As far as the respondents' answers to the tenth question, they seemed almost aware of when students are involved and when they are not.

Teachers' answers to the eleventh question elicited the main issues facing them when attempting to provide a safe classroom atmosphere; including overcrowded classes and students' misbehaviour. On the other hand, each of them provided a set of strategies that are supposed to be the key to students' involvement in an EFL classroom (see section 3.5.).

In a nutshell, almost all the teachers involved in the interview seem not to be aware of the productive interplay between their positive interactions with students, the positive emotions resulted from these interactions, and students' involvement in EFL learning.

3.3.5. Results of Classroom Observation

In the present investigation, the researcher opted for classroom observation as a third tool of data collection in order to collect in-depth information related to teacher-students interactions and their impact on students' involvement in an EFL context. To gather the required data, the investigator has attended five sessions in three classes with three teachers which makes a total of fifteen (15) sessions. In fact, the investigator has deliberately chosen three different classes with three different teachers in an attempt to encompass different personalities and therefore provide valid data. In doing so, the investigator has chosen a first teacher who is perceived as having good relationships with all her students throughout her career; the investigator will name her 'Teacher A'. The second teacher is perceived as not appreciated by almost all the students; the investigator will name her 'Teacher B', and the third one is perceived as being a good teacher in

terms of competence 'Teacher C' (see section 2.7.3). The researcher made use of a draft to write down information about teacher-students interactions being paired with rating scales prepared in advance for all the observed sessions to account for positive emotions related variables. It is worth noting that the researcher opted for a covert observation in order to obtain real data, i.e., neither the teachers nor the students were informed about the purpose of observing the classes.

3.3.5.1. Field Notes

By taking notes and rating a variety of teacher-students' interactions related variables simultaneously, the investigator aimed at describing the classrooms sessions including both teachers' behaviour and the students' responses and vice versa , as well as the classroom climate. This technique may provide validity to the results obtained from the questionnaire.

It is usual that the class is noisy when the teacher enters the classroom. However, the teachers' ways of handling this type of situations vary from one teacher to another, depending on each one's personality and mood.

As far as 'Teacher A' is concerned, she entered the noisy classroom; she took out her book, greeted her students, and asked them how well they spent their holidays and in other sessions how they spent their week-end. Then, she asked them to take their books and among five minutes quietness was there. Throughout the five sessions, the teacher always found a way to attract her students' attention that she was there and that the lesson was about to start.

The researcher has noticed that the teacher maintained good relationships with the entire class. She often provided feedback by praising students who gave right answers and smiling to students who provided wrong answers saying, for example, "you're nearing the right answer, try again slowly".

On the other hand, 'Teacher B' entered the classroom saying "chchcht…" binging her fist angrily on the desk. However, the students continued making noise. This situation remained for about ten minutes. The teacher then excluded some students. It is only when

the teacher relatively calmed down and started writing on the board that the students took out their copybooks and copied what is written. The four remaining sessions were similar to this one with the exception of punishing some students by letting them standing up against the wall.

'Teacher C', in her turn entered the noisy classroom, she directly asked where they were at the session before and asked about home assignments, the students then took out their copybooks and the session began. This teacher displayed similar strategies during the other observed sessions in order to have students' attention.

3.3.5.2. Rating Scales

For the sake of summarising some of relative impacts of teacher-students interactions on students' involvement during an English language course, the investigator made use of rating scales. As emotions are abstract and expressed through actions, the observer sought to deal with some emotions related constructs such as interest, attention, involvement, enjoyment and enthusiasm. These constructs go hand in hand with some teachers' behaviour namely students' praise, the use of humour, and the way of calling students. So, they were observed simultaneously based on the stimulus-response premise.

3.3.5.2.1. Teacher A

Item one: *The teacher praises his students*

Obs \ Ratings	Very often	Often	Sometimes	Rarely	Never
Session 1	✓				
Session 2		✓			
Session 3		✓			
Session 4	✓				
Session 5		✓			

Table 3.1. An EFL teacher's degree of praising her students

Item Two*: Students' responses to the teacher's praise*

Obs \ Ratings	Very involved	Involved	Somehow involved	Not involved
Session 1		✓		
Session 2		✓		
Session 3		✓		
Session 4		✓		
Session 5	✓			

Table 3.2. Students' responses to the teacher's praise

Item three*: The teacher calls his students with:*

Obs \ Ratings	First names	Last names	Mixed
Session 1			✓
Session 2			✓
Session 3	✓		
Session 4	✓		
Session 5			✓

Table 3.3. The teacher's way of calling his students

Item four*: The teacher's use of humour*

Obs \ Ratings	Very often	Often	Sometimes	Rarely	Never
Session 1			✓		
Session 2			✓		
Session 3		✓			
Session 4			✓		
Session 5			✓		

Table 3.4. The teacher's use of humour

Item five: _Students' response to the teacher's use of humour_

Obs \ Ratings	Very interested	Interested	Somehow interested	Neutral
Session 1	✓			
Session 2		✓		
Session 3		✓		
Session 4	✓			
Session 5		✓		

Table 3.5. Students' responses to the teacher's use of humour

Item six: _When the teacher displays a good mood in the classroom, the students are:_

Obs \ Ratings	Attentive	Enthusiastic	Involved	Disruptive
Session 1			✓	
Session 2		✓		
Session 3		✓		
Session 4		✓		
Session 5		✓		

Table 3.6. Students' responses to the teacher's good mood

3.3.5.2.2. Teacher B

Item one: _The teacher praises his students_

Obs \ Ratings	Very often	Often	Sometimes	Rarely	Never
Session 1					✓
Session 2					✓
Session 3					✓
Session 4					✓
Session 5					✓

Table 3.7. An EFL teacher's degree of praising her students

Item Two: *Students' response to the teachers' praise*

For the absence of the key element namely praise, there was no response from the students.

Item three: *The teacher calls his students with:*

Obs / Ratings	First names	Last names	Mixed
Session 1		✓	
Session 2		✓	
Session 3		✓	
Session 4		✓	
Session 5		✓	

Table 3.8. The teacher's way of calling his students

Item four: The teacher's use of humour

Obs / Ratings	Very often	Often	Sometimes	Rarely	Never
Session 1					✓
Session 2					✓
Session 3					✓
Session 4					✓
Session 5				✓	

Table 3.9. The teacher's use of humour

Item five: *Students' response to the teacher's use of humour*

As the teacher never used humour in the sessions during which the observation took place, there was no response from the students related to this item.

Item six: *When the teacher displays a good mood in the classroom, the students are:*

There were no relative responses to this item because of the teacher's bad mood during the five sessions.

3.3.5.2.3. Teacher C

Item one: *The teacher praises his students*

Obs \ Ratings	Very often	Often	Sometimes	Rarely	Never
Session 1			✓		
Session 2				✓	
Session 3			✓		
Session 4				✓	
Session 5				✓	

Table 3.10. An EFL teacher's degree of praising her students

Item Two: *Students' response to the teachers' praise*

Obs \ Ratings	Very involved	Involved	Somehow involved	Not involved
Session 1		✓		
Session 2		✓		
Session 3			✓	
Session 4		✓		
Session 5	✓			

Table 3.11. Students' responses to the teacher's praise

Item three: *The teacher calls his students with:*

Obs \ Ratings	First names	Last names	Mixed
Session 1		✓	
Session 2		✓	
Session 3		✓	
Session 4		✓	
Session 5		✓	

Table 3.12. The teacher's way of calling his students

Item four: The teacher's use of humour

Obs \ Ratings	Very often	Often	Sometimes	Rarely	Never
Session 1				✓	
Session 2					✓
Session 3				✓	
Session 4				✓	
Session 5					✓

Table 3.13. The teacher's use of humour

Item five: *Students' response to the teacher's use of humour*

Obs \ Ratings	Very interested	Interested	Somehow interested	Neutral
Observation 1	✓			
Observation 2				✓
Observation 3	✓			
Observation 4	✓			
Observation 5				✓

Table 3.14. Students' responses to the teacher's use of humour

Item six: *When the teacher displays a good mood in the classroom, the students are:*

Obs \ Ratings	Attentive	Enthusiastic	Involved	Disruptive
Observation 1		✓		
Observation 2		✓		
Observation 3		✓		
Observation 4		✓		
Observation 5		✓		

Table 3.15. Students' responses to the teacher's good mood

3.3.6. Observation Interpretation

The investigator adopted a cross tabulating strategy by comparing between feedback provided by students of a teacher perceived as having good relationships with

learners, a teacher perceived as not appreciated by students, and a third one who is perceived as skillful.

As far as students' praise is concerned, teacher 'A' displayed a sense of encouragement by constantly praising her students when providing a right answer, when commenting, and even the students who seemed distant were asked by the teacher who gave them confidence by saying that they are able to answer, they just need some concentration. The feedback was immediate and most of students displayed a sense of involvement by actively participating, asking questions, etc. during the sessions observed. By way of contrast, teacher 'B' didn't praise any student even those who provided correct answers during the sessions observed, she just affirmed the answer by saying "yes". On the other hand, teacher 'C' praised her students occasionally but seemed not to realize that when she gave positive feedback to the students, they displayed a sense of attention and interest and therefore were more involved.

Item three was designed in order to cross tabulate teachers' behaviour vis-a-vis students' needs that is to say that referring to the sixteenth item of the questionnaire (see pie chart 3.10), the majority of students prefer being called by their first names (92,9%) whereas the results of classroom observation provide information that teacher 'B' and 'C' never called their students by their first names, teacher 'A' on the other hand called some students by their first names and the majority of them were called by their last names. From this, the investigator may conclude that teachers are not aware of the importance of calling students by their first names in providing a warm classroom atmosphere (referring to the qualitative analysis of the sixteenth item of the questionnaire).

In a similar vein, item four revealed that humour was used by teacher 'A' during the sessions observed which appeared to make students more interested, while teacher 'B' and 'C' never or rarely made use of humour during their lectures. It is worthy to mention that students' answers to the fifteenth item of the questionnaire demonstrated that almost all the students representing (83,3%) of the population designed for the study agreed and strongly agreed that utilizing humour during lectures raised their interest (see bargraph 3.4). This had been confirmed through the results obtained from classroom

observation in which students displayed a sense of interest when teachers were humourous from time to time when explaining the lessons.

Finally, teachers' good mood during the sessions observed demonstrated that it is the mood of the teacher which determines the mood of the whole class. It was obvious that teachers' good mood raises students' enthusiasm.

3.4. Summary of the Main Results

Students' questionnaire, teachers' interview, and classroom observations have allowed the researcher to gather a considerable amount of valid and reliable data related to the importance of positive teacher-student relationships in raising students' positive emotions, which in turn enhance their academic involvement. The purpose was to identify the students' positive emotions which result from teacher-student healthy relationships, and contribute in academic involvement. Furthermore, the investigator aimed at measuring the degree of teachers' awareness for creating and maintaining positive relationships with their students as a vehicle to students' involvement in learning English. The outcomes will help the researcher to have a clear idea about the strategies that teachers should adopt in order to enhance students' involvement in EFL learning.

As previously mentioned, the results of the collected data from the students' questionnaire showed that EFL teachers' attitudes towards their students' affect a great deal of their involvement and their interest to English language learning. For that reason the researcher investigated the third year secondary school level, knowing that these students have an experience of at least seven years with English language teachers. The aim was to determine which positive emotions result from healthy teacher-student interactions and how they affect learners' motivation, involvement and engagement in an EFL classroom.

The analysis of the main students' views about their relationships with EFL teachers showed that students are, increasingly, interested in learning English when having positive interactions with their teachers. The majority of the participating students in this study (92,8%) displays positive emotions towards caring EFL teachers and

therefore these emotions are interpreted through their involvement in learning English. In addition, they asserted that some of the teachers' positive attitudes towards them make them feel extremely attracted to learning English. They believe that positive interactions with their EFL teachers will play a stimulating role in enhancing their want to learning English. In this respect, it can be concluded that the first hypothesis claiming that positive emotions during the English language course influence students' attention and efforts devoted to learn English has been confirmed.

The emotional needs analysis revealed that students display a range of positive emotions in an EFL class, including interest, attention, enjoyment, and high self-esteem only when they feel respect, care, and interest from their teachers. Therefore, the students form their own attraction to learning English. By way of contrast, students who experienced bad interactions with their EFL teachers tend to generalise judgments on EFL teachers and therefore perpetuate a sense of dislike to the English language course. As a result, the second hypothesis put forward by the researcher, arguing that the students' dislike to the English language teachers in previous experiences is more likely to perpetuate a sense of dislike towards the English language course, and students' emotional connection with the English language teacher can spur them to form their own attraction for learning English, seems to be validated.

Classroom observation analysis concluded that teachers with either high or low expectations of their students influenced how the students learn, i.e., their involvement. The teacher with high expectations was more likely to give her students feedback with correct answers and redirection with incorrect answers. The low expectation teacher, on the other hand, was more likely to criticise students who give incorrect answers, therefore, preventing the students from moving beyond the wrong answer. The low expectation teacher was also more likely to react negatively to behaviour disruptions than to find ways to prevent them in the first place. When the high expectation teacher gave positive feedback, the students were able to feel that the teacher cared about what they had to say. Showing the students that they were important enough to redirect or give feedback to help establish respect in the classroom. Also, this allowed the students to gain more knowledge from the feedback and redirection, than did the students of the low

expectation teacher. Behaviour was also managed before it was a problem in the high expectation classroom which leads to fewer disruptions and less need to discipline. It is easy to see that the classrooms of the high expectation teacher would contain higher students' involvement because they would be supported. Therefore, this leads to the confirmation of the third hypothesis which suggested that students who are emotionally involved with their English language teacher have good interactions with her, and therefore have more opportunities to learn English.

However, regarding teachers' viewpoints, almost all of them appeared not being aware of the critical role that good teacher-student relationships has in enhancing learners' involvement in EFL learning. Indeed, those who asserted being aware of the importance of raising students' positive emotions through positive interactions seemed to be not skillful enough to do so; this, in fact, provides evidence to the fourth hypothesis which claims that teachers are not aware of the importance of students' emotions in enhancing their academic involvement during the English language course.

To sum up, the research findings showed that the students need to simply learn English within an emotionally safe environment, based on healthy teacher-student relationships, which is the major source of students' positive emotions.

3.5. Conclusion

The results yielded, in fact, great understanding of the factors affecting students' involvement in EFL learning. Critical investigation and reflection through a questionnaire, an interview and a classroom observation constituted not only empirical tools for examining the type of teacher-students interactions which lead to students' involvement but also the emotions that might be engendered from these relationships. These emotions may boost students' engagement in EFL context. Furthermore, the application of triangulation research tools helped reveal salient features in positive teacher-students' interactions and the resulting emotions leading to engaging students in EFL learning.

Indeed, this chapter attempted in its content to centre on the positive emotions that may result from healthy relationships between teachers and students as key components to students' academic engagement. The data collected; specifically from the students' questionnaire and classroom observation displayed much emotional features resulted from teacher-students interactions and tightly related to students' involvement. That is why; warm teacher-students relationships will put the students' emotions in their optimum and therefore they will 'love' English as a subject. On the other hand, teachers' interview highlighted the fact that the majority of teachers are unaware of the critical role of emotions resulted from teacher-students' relationships in attracting students to engage in learning English.

In the next chapter, the researcher is mainly going to present some strategies that teachers may benefit from in creating a safe and warm atmosphere of learning. Proposing in this trend, an emotional awareness-raising processed through developing teachers' emotional intelligence in managing an EFL classroom based on the caring nature of the teaching role.

CHAPTER FOUR: RESEARCH SUGGESTIONS

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4.9. CONCLUSION

4.1. Introduction

In order to devise appropriate remedial strategies to the research questions posed at the beginning of this dissertation, in this chapter, the researcher puts forward a number of suggestions about creating and maintaining positive teacher-student relationships. In fact, after analysing the data related to teachers' awareness of the importance of positive emotions in enhancing learners' involvement and students' responses to positive relationships with their EFL teachers, one can conclude that the extent to which students engage in learning English would be a great deal dependent on their perceptions of the language teacher.

The aim of this chapter is to highlight the importance of a number of strategies to be adopted in creating and maintaining positive teacher-student relationships. Hence, a number of useful recommendations and suggested techniques are proposed in order to show some possibilities that may help teachers create and maintain positive relationships with their students. These relationships are responsible for raising students' positive emotions towards the subject and therefore enhancing their cognitive involvement.

4.2. The Significance of Teachers' Qualities

The teacher is one of the main agents that has a lot of influence on students' involvement. In addition to the whole body of knowledge, the teacher should hold another series of attributes such as teaching skills, methods, techniques and behavioural attitudes towards learning which also influence the students' learning process, the motivational aspects, and the achievements of the learning outcomes. According to Adams and Pierce (1999), teachers' experience is not measured by how many years they taught, however, by how much they reflect on and adapt the available teaching techniques to their learners' needs. Thompson (2008) states not only should teachers possess good teaching skills but their respective personal behaviour should be given prior importance, for they enhance learning.

The teacher is considered as the main agent smoothing the learning process (Murray, 1991). Prabhu (1990) claims that the qualities of EFL teachers, mainly their enthusiasm in the classroom and their positivity, play a major role in maintaining healthy student-teacher relationships, and therefore, increase students' academic involvement.

Kumaravadivelu (1992) stated that the humouristic teacher who is equipped with a sound strategy to achieve the official learning outcomes has the ability to create a positive classroom environment conducive to learning. Kumaravadivelu (1992) also suggested that following a sound of pedagogical and professional training and development are not sufficient to aim at positive classroom practices. Mastering some features related to the knowledge of the subject in question and having the ability to explain exhaustively items are also insufficient to be an effective teacher. Rather, the teacher has to hold other specific caring qualities which enable students' contribution and stimulate classroom environmental conditions.

4.3. Teacher's Roles from a Psychological Perspective

In the previous chapter, it has been found that if students like the teacher, they would involuntarily engage with the subject. Furthermore, the active interaction that merges the teacher with the students is vital to raise their positive emotions that are responsible for their cognitive involvement. In some cases the respondents put it clearly saying that they love learning the language because one or more of their teachers attracted them and endeared them to be good English language speakers. Therefore, EFL teachers are supposed to have the aptitudes to play their roles in raising students' positive emotions.

4.3.1. Being a Generator of Positive Emotions

Hatfield, Cacioppo, and Rapson (1993) have shown that people are very sensitive to the emotional states of others and, more importantly, that emotions are

'contagious'. Teachers should be aware of the emotional message they are conveying, be it verbal or graphic since learners seem unconscious to respond to emotional cues. Acting this way, teachers translate negative emotional attitudes into a motivational process that enhances learning (Fredrickson, 2000). It appears that teachers' awareness of the importance of their roles in shaping the overall classroom climate seems to be the cornerstone of students' academic involvement.

4.3.1.1. Being a Generator of Enthusiasm

Student's motivation is a by-product of a teacher's enthusiasm. A teacher's behavioural attitudes during the learning process affect either positively or negatively students' academic involvement and achievement. According to Davis (2009), enthusiasm is derived from the enjoyment in teaching, self-confidence, and excitement.

As learning coaches, EFL teachers are better placed to explain enthusiastically the real reasons in learning the English language. Besides, teachers who show positive affection, interest, care both about the material and about learning; they instill into their students' minds similar attitudes. Actually, what helps learning to occur is the enthusiastic attitude for the subject and positive affection towards students (Cohen, 1981; Mckeachie, 1986). Patently, students' awareness of the advantages of learning English seems to enhance their involvement in the learning process.

4.3.1.2. Being a Generator of Motivation

Motivation refers to the students' desire, willingness, and energy to participate in, and be successful in a given subject. According to Skinner and Belmont (1993: 3), students who are motivated to engage in the classroom

> **select tasks at the border of their competencies, initiate**
> **action when given the opportunity, and exert intense effort**
> **and concentration in the implementation of learning tasks;**

they show generally positive emotions during ongoing action, including enthusiasm, optimism, curiosity, and interest.

Students' motivation comes from two diverse sources, internal and external. This is why it is often divided into two main categories namely intrinsic and extrinsic motivation. Within a classroom, teachers may have different students in terms of personalities and needs, thus, they should be aware of both of internal as well as external motivation.

Intrinsic Motivation

A student is said to be intrinsically motivated when motivation comes from within. Intrinsically motivated students are enthusiastically involved to attain their academic and own learning outcomes. According to Dev (1997:13):

A student who is intrinsically motivated . . . will not need any type of reward or incentive to initiate or complete a task. This type of student is more likely to complete the chosen task and be excited by the challenging nature of an activity.

Extrinsic Motivation

A student can be considered as extrinsically motivated when she engages in learning **"purely for the sake of attaining a reward or for avoiding some punishment"** (Dev, 1997). Teachers' conceptions of extrinsic motivation include praising students publicly, rewarding, or punishing them depending on students' academic performance (Brooks et al., 1998).

Numerous researches have demonstrated that classroom practices can and do affect a student's level of motivation (Mccombs & Pope: 1994). Skinner and Belmont (1991:31) caution, however, that this may not always be for the better:

If left to run their typical course, teachers tend to magnify [students'] initial levels of motivation. This is fine for students who enter the classroom motivationally "rich"; they

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will "get rich." However, for students whose motivation is low, their typical classroom experiences may result in its further deterioration.

Thus, efforts invested to awaken motivation should not aim only at students who bring low motivation to the classroom, it should rather address all population of students to get involved and succeed (Mccombs & Pope: 1994). Suggestions for teachers seeking to increase students' motivation are as follows:

- Use motivators that address the task in question. The rewards and the student's effort should shadow over each other. (Brooks et al., 1998).

- Be sure that classroom practices are clear enough and offer no room for more than one interpretation (Skinner & Belmont, 1991). In addition, the criteria of evaluation should be known in advance (Strong et al., 1995).

- Get closer to students and make them evolve within a friendly and safe environment. (Skinner & Belmont, 1991: 34).

- Be positive when responding to students' questions and praise them for academic achievements (Dev, 1997).

- Enlist students especially those considered to be at risk and make them establish a genuine channel with the subject matter (McCombs & Pope, 1994).

- Be a facilitator and design shorter motivating tasks to ensure an ease of uptake (Lumsden, 1994).

- Encourage learning (Anderman & Midgley, 1998);**"When a student completes an assignment that does not meet the expected criteria, give her or him one or more opportunities to tackle the task again, with guidelines on how to achieve the desired result"** (Dev, 1997: 17).

- Give positive feedback as soon as possible (Strong et al., 1995).

- Assess students and avoid competition (Anderman & Midgley, 1998; Dev, 1997; Lumsden, 1994).

Hence, motivating students to engage in a given subject is far more complex than simply giving them rewards or praising them. Increasing students' motivation requires teachers' consciousness about a set of principles, including giving rewards appropriately, being empathetic with students, supporting them, being positive and praising them suitably, building quality relationships with resistant students, simplifying tasks, and providing prompt feedback to students' assignments.

4.3.1.3 Being a Promoter of Self-Esteem

Self-esteem is one of the vital elements in human beings. Self-esteem may be described as the persons' view of their worth and may be influenced by performance, abilities, appearance and the judgment of significant others. Besides, self-esteem is an important concept in classroom practices which infers reflection in and on action during the learning process. In the sphere of education, teachers should know what self-esteem is to be inserted within their language classes. In this vein, a series of authors has followed Reasoner (1982), regarding the sum of elements behind self-esteem model, to establish a teaching schedule then include the self-esteem model in the language curriculum.

In order to help improve students' self-esteem, teachers have to be careful in the way they provide feedback. Dweck (1999) claims that praising specific performance objectives is more effective than aiming at the student himself. Instead, the praise should focus on the task or process. Teachers should rather address the particular effort invested within the task itself; for instance, 'I notice you learnt the simple past of irregular verbs, that's the best way to master the other tenses'; 'I noticed that you didn't make any vocabulary errors this time!' When using this type of feedback, teachers can address both self-esteem and support to the student's motivational level for academic achievements and goals.

In a nutshell, raising students' self-esteem generates their enthusiasm and therefore their motivation is increased. All these components make the teacher a generator of positive emotions, as illustrated in the following figure:
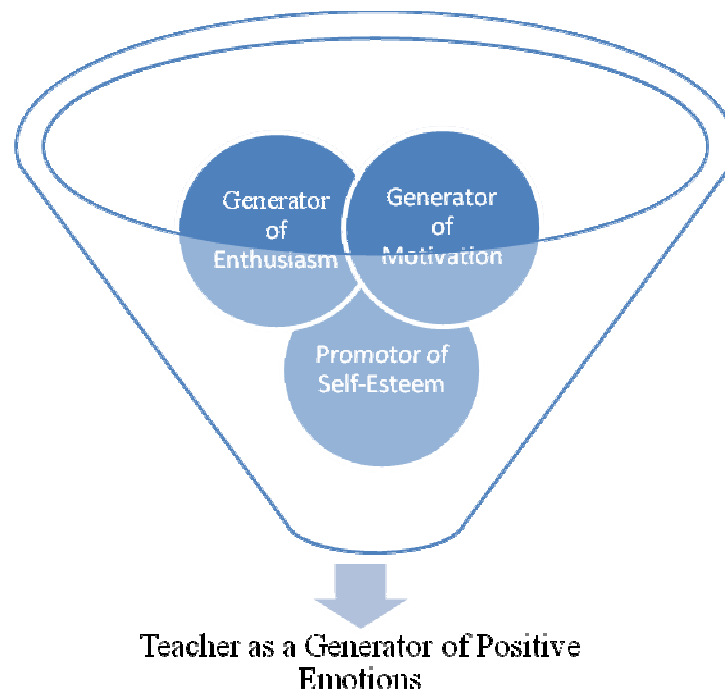
Figure 4.1. Teachers' Role in Generating Positive Emotions

The figure above pinpoints the main roles of a teacher as a generator of positive emotions. Such a teacher provides enthusiasm to the target population of students by being herself enthusiastic about the material she teaches. Furthermore, teacher's positivity, support, empathy, and attentiveness towards her students help improving their academic motivation. Besides, providing appropriate feedback relating directly to classroom practices in terms of devotion displayed by students is the best way in raising students' self esteem and therefore their academic involvement.

4.3.2. The Humanistic Teacher

The humanistic teacher is a teacher who has strategies in organisation, encouragements and guidance and whose pedagogical objectives consist of student-centered classroom. Rogers (1969) maintained that learning which makes the

intellect and affection articulate successfully would enroll the whole-student development (i.e. in this case the student is taken as a whole entity including cognitive; affective and sensory motor domains). He, as a teacher, insisted on being a facilitator and stated that the fact of establishing a firm relationship with the learner is conducive to learning. Teachers should view learners as human beings with particular needs to be addressed and should help learners grow within a safe environment full of positive beliefs and empathy.

4.3.3. Teachers' Emotional Intelligence

Recently, much has been written about *emotional intelligence;* how a greater understanding of this concept can enable teachers to be more effective in their roles in supporting the teaching and learning experiences of their students. *Emotional intelligence*, a term that was first used by Salovey and Mayer (1990), is the ability to manage feelings and relationships. Gardner (1993) sees two main categories of emotional intelligence: intrapersonal and interpersonal. The former is the fact of being conscious of one's own feelings, motivations, and abilities. The latter is rather a consciousness that aims at being at the same wavelength with one's interlocutors and the ability to exchange ideas with them. Emotional intelligence relies on mental processes which consist of understanding emotions and how they enable and impact thoughts (Mayer & Cobb, 2000).

Goleman (1995) designs five abilities involved in emotional intelligence: the fact of being conscious of one's emotions and how to manage them in group work session. In the teaching / learning contextual framework, these skills should be mastered by every EFL teacher. These skills shape the teaching process into advice rather than instructions, healthy relationships rather than instructor-student interactions, and emotionally safe classroom atmosphere rather than threatening classroom climate that influences negatively the teaching and learning process.

4.3.4. Creating Positive Classroom Climate

The classroom climate can either improve or impede students' desire to learn and feel comfortable as a member of the class. Classrooms that promote emotional well-being create an environment for active learning (Stronge, 2002). To put it differently, in a classroom where there is a consistently positive climate, students will relax, concentrate on learning and therefore be more involved.

Educational research is increasingly supporting the creation of a climate of mutual respect, where students feel relaxed in asking questions and expressing their thoughts and feelings (Stronge, 2007). Some areas are to consider when creating a positive classroom environment.

One of the key factors to be considered when creating a positive classroom climate is the teacher. Then, it is important to understand how a constructive classroom atmosphere is established. Adelman and Taylor (in press) refer to positive classroom climate as a proactive approach to promoting positive classroom milieu. They suggested that good classroom environment requires careful attention to by starting to set a better atmosphere in the classroom; following a syllabus that aims at academic achievements, social and emotional learning; helping teachers to perform effectively; encouraging intrinsic motivation to attain learning and teaching objectives. In this sense, a number of scholars advocate the following principles (cited in Adelman and Taylor, in press):

- Creating a safe environment
- Enlist all sorts of devices for the benefit of students and staff,
- a set of possibilities for achieving leaning objectives;
- student and staff involvement for decision making;
- translating the whole classroom into group work sessions that strengthens intrinsic motivation for learning;
- teaching and aiming at individual weaknesses;
- implementing a series of techniques to address problems at their embryonic stages;

- a safe classroom setting leading to learning and teaching.

In a nutshell, by providing an emotionally safe learning environment, developing positive relationships through expectations, praising students effectively and introducing humour in the classroom, then positive classroom climate will be reached; as illustrated in the figure bellow.
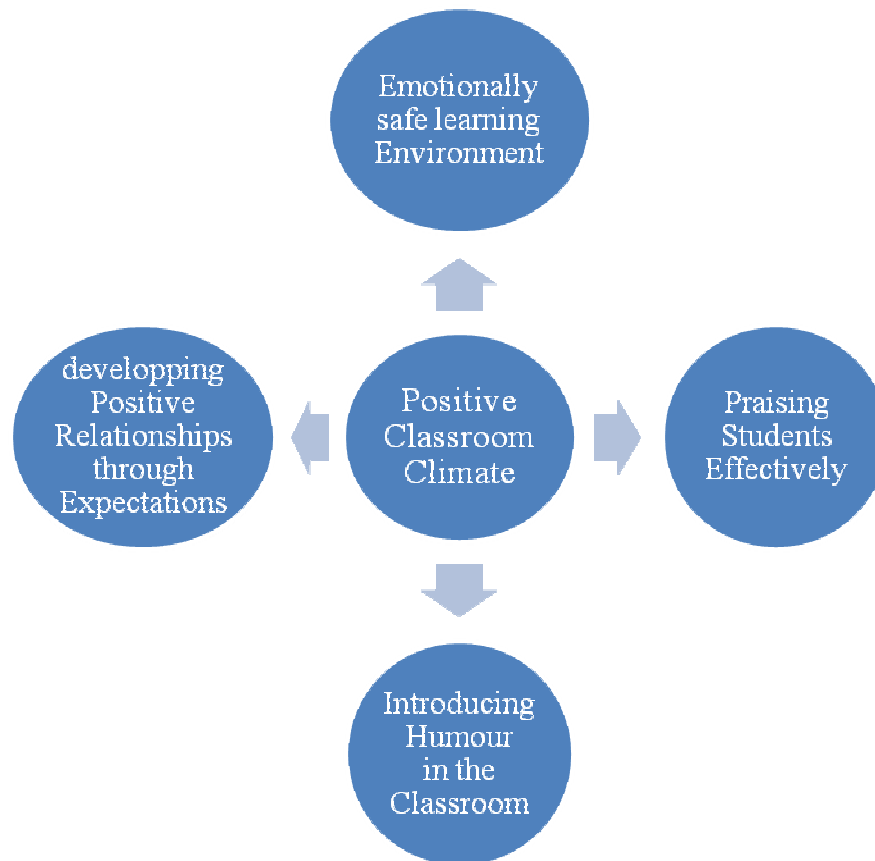
Figure 4.2. Creating Positive Classroom Climate

In fact, the figure above puts the positive classroom climate at the core of all classroom practices and elicits explicitly all positive behaviour that originate from it. Such an optimistic classroom environment enlists the whole-student development that improves the learning process. Firstly, the classroom positive climate helps teachers address the needs of their target population of students; furthermore, it enables students evolve spontaneously without humiliation and inhibition. All this makes teachers provide objective feedback and enables them praise their students effectively. Secondly, it basically introduces an effective humour which originates

from the classroom performances and events within observed limits. Thirdly, it helps students aim at the learning outcomes already designed as it strengthens and develops positive relationship between students and teachers through expectations. Fourthly, it establishes an emotionally safe learning environment on a firm basis; contributing to learning and leading to the achievement of the learning objectives set previously.

4.3.4.1. Emotionally Safe Classroom Settings

A safe classroom setting devoid of emotional hindrances is essential for students' cognitive learning, growth, and academic involvement. Safe classrooms based on learning encourage self-confidence, offer more chances to respond, and give considerate feedback. Investigators state that both emotional and academic achievements progress if caring teachers scaffold the competence of their target population of students in a non-comparative and noncompetitive way, and make their students' autonomy grow through a significant syllabus (Roeser, Eccles, & Sameroff, 2000). It is the positive teacher-student relationships that impact the academic performance and thus create a safe classroom setting (Baker, Terry, Bridger, & Winsor, 1997; Charney, 2000; Noddings, 1992).

Positive relationships can be transmitted by deference and sympathy for students, by paying close attention to them, and by addressing their needs and emotional states. Managing properly students' right to ensure an ease of uptake without attacks is a key element in all classroom settings.

In teaching and learning, more emphasis should be put on the teacher-student relationships. A perfect articulation with a friendly classroom atmosphere reduces anxiety and meets students' emotional needs (Oxford & Shearin, 1994). Therefore, students seem to learn better in a reassuring atmosphere (Gage and Berliner, 1991). To make it differently, recent educational practices should be based not only on secure physical settings but also on safe psychological and emotional environments.

4.3.4.2. Praising Students Effectively

Praising comes spontaneously to most teachers who care about students and whose endeavour is to create a positive, supportive classroom climate. Although praise does not always have the effect intended to (Barkley, 2010). Not all students do attach much value to a teacher's praise and therefore will not feel particularly rewarded when receiving it; this is mainly due to the inadequacy in doing so (Kohn, 1993; cited in Barkley, 2010). Furthermore, there is a widespread belief among educators such as Kohn that praise is manipulative and contributing to a hierarchical relationship between students and teachers. By way of contrast, Brophy (2004: 167-169) and Wlodkowski (2008: 368-369) proposed the following suggestions for how to praise effectively in ways that are more encouraging and respectful:

- Show authentic admiration by being spontaneous, sincere, and simple; avoid using interjections and elevated styles (Brophy, 2004).

- Praise the achievements and point at the areas of improvement within specific criteria and indicators bound up to the learning outcomes, e.g. **"This essay does not have a single spelling, grammar, or syntax error. I appreciate the meticulous editing it so obviously reflects"** rather than **"Good work."** (ibid).

Indeed, what makes praising students efficient is first, addressing praise to the students' work or achievement not to the student himself, and second it should be expressed by specifying which attitude is praised.

4.3.4.3. Introducing Humour in the Classroom

While caring seems to be the most important characteristic for a teacher to exhibit, some writers also include humour and high expectations of students. Hunsaker (1988: 285) claims that **"the main value of humor in the classroom lies in its use to stimulate, illustrate, motivate, and ease tensions"**. In addition, Weaver and Cotrell (1987), after exploring humour consequences in the classroom setting, they understood that students wanted their teachers to be human in terms of

performance and behaviour since a sincere humouristic behaviour makes students learn in a relaxed atmosphere and involves them in the learning process.

In line with that, Weaver and Cotrell (1987) recognised a ten-phase, efficient series in using humour in the classroom:

- Be cheerful.
- Act naturally.
- Reduce control / vary your classes.
- Make fun of yourself whenever necessary.
- Let students talk loosely.
- Start a lesson with a warm up.
- Insert true stories and personal experiences related to the subject matter.
- Connect your classes to real life and to students' needs.
- Design short range objectives and insert humour.
- Be a co-learner and address your students by their names.
- Ask students to tell you jokes, stories, or anecdotes.
- Tell students something and confess when you cannot do it. Act as a human being.

To sum up these points, introducing humour in the classroom does not require specific efforts but teachers simply need to act spontaneously, remembering that one day they were students and liked when teachers used funny methods to teach them.

4.3.4.4. Developing Positive Relationships through Expectations

Teachers' positive expectations are closely bound up to academic achievements of their students. Teachers should observe their behaviour. Negative attitudes can have serious impacts on students and thus on their involvement. When teachers neglect their target audiences for any prior judgment like misbehaviour, disengagement occurs.

Helping and scaffolding teachers trigger off positive expectations among their audiences. Hence teachers should monitor themselves by giving students enough time and if they are unable to answer, they should prompt them. Moreover, encouraging nonparticipants by asking them questions that the teacher knows they can answer. This behaviour leads students to think positively and can succeed. The figure bellow better illustrates the process:
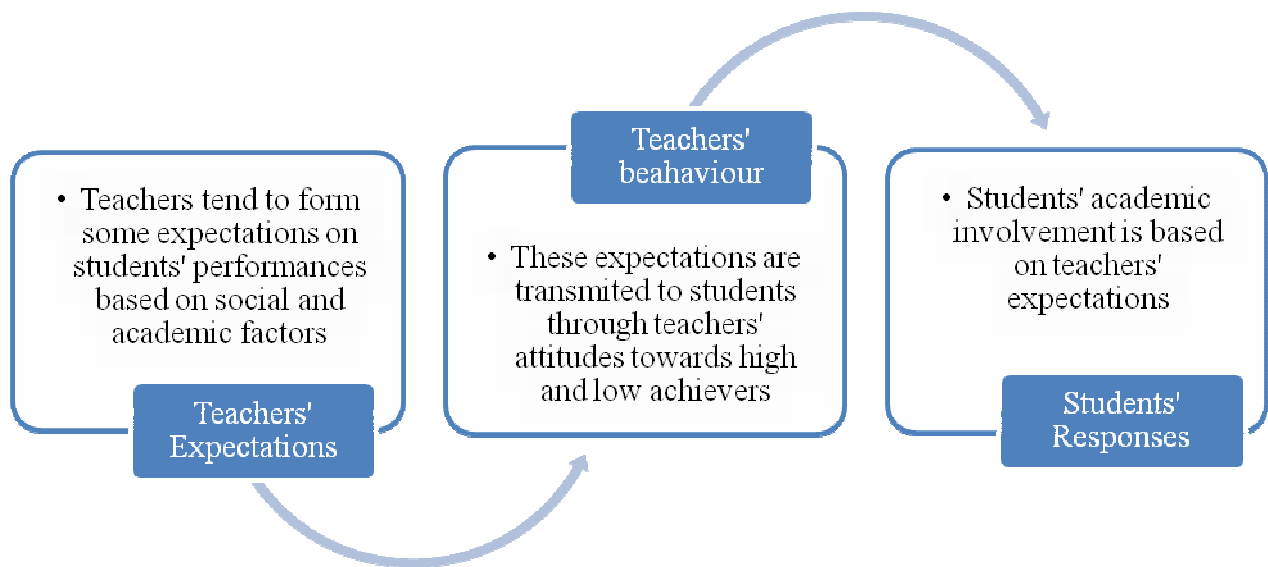
Figure 4.3.The impact of Teachers' Expectancy on Students' Academic Involvement (Adapted from Kuklinsky & Weinstein, 2001)

In fact, teachers' expectancy model clearly illustrates the tight correlation between teachers' expectations and students' academic involvement since teachers' expectations are usually communicated to students through positive behaviour towards high achievers and negative attitudes towards low achievers. This is by far the stimulus to students' academic engagement or disengagement.

4.4. Classroom Management from a Relation-based Perspective

The teacher's duty for teaching and learning in the classroom often consists of instruction and classroom management (Jones, 2008). Instruction refers to the content and pedagogy of what is taught. Classroom management refers to the processes and techniques that teachers use to set the teaching/learning climate. According to Jones (2008) the term *"classroom management"* seems to describe the classroom as an industrial process rather than collaboration among teachers and students. Its principles consist of applying certain management techniques without any emotion in order to make sure that the classroom runs efficiently. In fact, the word stems from the industrial model of education that offers teachers unbending schedules (ibid).

Educational authorities put into question many of features afore-mentioned. According to The International Center for Leadership in Education, the word classroom management should be substituted with relationship building. The classroom positive atmosphere comprises students needing and demanding positive relationships with their teachers. The type of these relationships is a core concept that scaffolds the behavioural attitudes and leads to academic engagement.

The table below shows some differences between classroom management and relationship building.

	Classroom Management	**Relationship Building**
Classroom Rules	Mandated	Negotiated
Power	Without question	Power with respect
Observation of Effectiveness	Students passive and quiet	Students actively engaged
Risk-Taking	Discouraged	Encouraged
Control Mechanism	Negative feedback/punishments	Positive reinforcement
Primary Teacher Role	Absolute attention	Source of encouragement

Table 4.1. Classroom Management vs. Relationship Building (adopted from Jones, 2008: 8).

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It is obvious that relationship building contrary to classroom management deals with students as human beings who contribute in the classroom as active actors rather than passive audience. Furthermore, relationship building-based approach considers the student as a whole entity; i.e., a human being whose emotions positively affect the learning process. The relationship building-based approach offers the student a safe environment in which negotiation; mutual respect and active involvement occur. Moreover, it concentrates more on positive feedback and encouragement.

4.5. Creating an Attractive Classroom

The teacher's personality and every behaviour in the classroom can be a powerful effect on students' motivation (Brophy: 2004). If students notice that their teachers like them and respond adequately to their needs, they are fully motivated and learning occurs. In this vein, Brophy (2004: 28) suggests **"To do so, you will need to cultivate and display the attributes of individuals who are effective as models and socializers."** These, he contends, begin with features that make teachers well liked such as friendliness, a cheerful disposition, sincerity, emotional maturity, and other characteristics that show good mental health. Accordingly, the fact of getting closer to the students displays admiration and sincerity and will foster positive effects vis-a-vis teacher-student relationships (Brophy: 2004).

4.5.1. The Need to Building Positive Interpersonal Teacher-Student Relationships

Building positive teacher-student relationships is essential for learning. Thompson (1998) asserted that the most powerful *'weapon'* available to secondary school teachers who want to nurture a favourable learning environment was positive relationship with their students. In a similar vein, Comer (2001) claimed that there is no significant learning without a significant relationship.   Therefore, in the school environment, there is a need of people who share this idea as a common theme in their teaching philosophy. Although this may not be the case in all Algerian educational systems today; the concept of the importance of building positive teacher-student relationships can be supported in a variety of ways. To support this concept, the universities   that   prepare   teachers   could   change   their   entrance

requirement, and courses. Also, for those teachers already in the school system, professional development can foster the importance of this concept. Administrators can play a role in this, as they can become more aware of the qualities that ideal teachers possess, and encourage the hiring of more teachers who approach that ideal (Burke, 1984).

Students too, play a role, as the development of a positive relationship involves them. Students can be taught that in their lives they will most certainly come across individuals whom they are not too tended to like, and they can be encouraged to be tolerant of individual differences (Tauber: 1997).

It appears that in-depth research on teacher-student relationships invites a set of characteristics, which are required in every effective teacher. In fact, investigations on teacher-student relationships highlight a sequence of features; important psychological elements and personality traits needed by effective teachers. These features are summarised in the below:

Teacher's personality

Students are infinitely captivated by their teachers only if they see in them human behaviour, for instance, teachers who unveil their own personality traits and get closer to their students through classroom practices (Patrick et al., 2000).

Shaping emotions

The teacher's positive or negative emotional discharge is easily transmitted and projected onto the target population of students. Teachers are to show explicitly their emotions about the material they teach (ibid).

Giving power

Offer students smooth scaffolding lesson steps; authentic opportunities and topics that respond to their academic level and mental age to be fully involved (ibid).

Telling stories

Telling motivating stories is another name for enthralling the distracted students in the teacher's performance. They can be considered as emotion simulators, for they put the students in the core of the story and let their emotions flow (ibid).

Using humour

There is a one to one correspondence between the teacher's humour and his own personality. The best humour should be closely related to the happenings occurring within the classroom setting (ibid).

Interaction

Any interlocutor's role fall into two main parts, sending and receiving messages. How things are said to students affects how they respond; it is a matter of perception rather than that of production. The receiver's responses are influenced by the language tones (ibid).

In order to develop effective sending skills Jones and Jones (1986) suggested that teachers should:

- *Deal in the present:* Teachers who experience the now sequence of time, i.e. address their students in present would be very efficient. Nevertheless, reporting particular behaviour from the past will put students on the defensive.

- *Talk directly to the student:* the fact of interacting directly with the student indicates deference and makes the student responsible for his behaviour. Talking to parents or to teachers makes students understand that their privacy is violated and that they do not consider that they are able to take on their own behaviour responsibility.

- *Be courteous*: showing good manners is a very significant consideration since it enthrals student's attention while interacting with them.

- *The use of the "I" statements* is very important to establish efficient interaction with students. "I" statements explain how a teacher reacts emotionally to a student's behaviour; this way much emphasis is put rather on the student's behaviour.

- *Give prompt feedback* helps establish positive relationship. All comments convey to students that they are themselves in charge and in control of their behaviour. Feedback should be depending upon behaviour and immediately following it. It should primarily describe the behaviour being assessed.

- *Make positive statements* is very important psychologically speaking. Studies show that a rise in positive statements leads to a reduction in negative behaviour.

To be a receiver is to be an active listener. Teachers need to be empathetic, and avoid being judgmental listeners (Emmer, 1994). It is essential to keep communication going though teachers disagree totally with what the student is saying, the vital point to be worth mentioning is that communication is flowing (ibid).

Concentrating on the student is giving the student full care. By asking questions, nodding, saying "Yes", the teacher is driving the student to talk about his hidden feelings.

4.5.2. Teacher's Role as a Model

Refining one's communication skills as mentioned above, the teacher displays a very essential model to be imitated by students whose communications are still in the making.

Exhibiting one's behavioural attitudes in the classroom practices are a model to be imitated by the students. Devoting some time to describe learning outcomes

and getting closer to students can help them be more involved in the learning process.

4.6. Teachers' Recruitment

Trainee teachers should be well equipped with approaches; methods and techniques to address the multifaceted processes of teaching and learning styles. Hence, a trainee needs a mentor for his continuous professional development (Tauber, 1997). Applicants for a teaching career, during interviews, need to have a clear idea of what qualities an effective teacher would have (ibid). To be more exact the teacher's skills, personality and the teaching styles should be put at the forefront before the recruitment.

4.7. Teachers' Training

According to what has been said previously, the quality of teacher training and continuous professional development must also be considered. A portion of the training and development need to impart the concept of the importance of effective communication, and provide opportunities for developing and refining those skills. Workshops; seminars and meetings that involve leadership, and team building skills among the teachers, would provide the learning environment for the development of effective communication skills. Simultaneously, while developing communication skills in the workshops, the relationships that are developed between the students can be examined to identify characteristics that they [the students] deem as essential to creating positive relationships (Silins & Murray-Harvey: 1995).

Generally, part of the teacher training and development must address the realities of everyday interaction in any given classroom. A heightened awareness of the importance of positive teacher-student interactions in EFL teaching/learning, where the teachers, should empathise with students' needs, provide emotional security, and more importantly, a sincere desire to interact with students should be imparted in teacher training (Pianta: 1999). Teacher education programme, as well, should be designed to prepare teachers for greater social diversity than they

typically experience in university classrooms (ibid). Collaboration among colleagues, engaged in the encouragement of positive teacher- student relationships, is also a catalyst for modeling *ideal* teaching (ibid).

4.8. Further Suggestions

From all what has been said in the previous sections, this part offers a set of techniques and strategies to teachers for improving the quality of interactions with students.

- *Displaying deference through relevant language and behaviour;*

- *Observing a sound equilibrium between the elicitation of praises and criticisms;*

- *Conveying objective feedback and avoiding equivocal language for praises and criticisms;*

- *Helping students sort out their own problem solving situations; and*

- *Scaffolding them and teaching them how to find a solution when there is none.*

4.9. Conclusion

EFL teaching should be also supported by the development of positive emotions which result from positive and supportive teacher-student interactions. In this view of things, a caring teacher is believed to be the pillar of pedagogical support.

Ultimately, teaching is not only a matter of explaining lessons and evaluating students, or being skillful and experimented, but also a source of positive emotions, so that students like the teacher and hence like English as a subject which results in their active involvement in the learning process.

The emotionally safe classroom is deemed to be a valuable factor for a foreign language learner. When students learn within a positive and supportive classroom

climate, they tend to be more involved in the learning process and achieve better results. Teachers should be more cognizant of the fact that an emotionally safe classroom empowers EFL learners.

Patently, the best way to do this is by remembering how our former teachers impacted us profoundly and made us firstly love the English language then make it an objective to further our educational studies.

General Conclusion

GENERAL CONCLUSION

In this dissertation, the researcher is mainly interested in looking at some evidence for the correlation between positive emotions engendered from teacher-students interactions and their contribution to enhance students' involvement in EFL learning.

The investigation starts with the introduction of some key words in the conceptual framework. It is also an overview of what effective teacher-students' interactions entail as a key component in generating students' positive emotions, shedding some light on the potential importance of these emotions in enhancing students' academic engagement.

The second part of the research draws a portrait of the students' profile and needs at the level of three secondary schools in Tlemcen. It checks our hypothesis which claims that positive emotions resulting from effective and supportive teacher-students relationships may contribute to enhance students' involvement in EFL learning.

As a matter of fact, the study suggests the cultivation of positive emotions in EFL classrooms through warm teacher-students relationships by knowing and using students' names, knowing about them as people, acknowledging them (e.g., greeting students by name as they arrived in class), showing empathy and responding to needs, and having one-to-one interactions about things other than English learning and through which students' involvement in EFL learning may be enhanced. Therefore, a sound conclusion, then, is that students would love English as a subject and be much more involved through positive relationships with English language teachers.

Although much literature has been devoted to positive emotions, there is still little known about positive emotions in education and mainly in EFL learning/teaching. A great number of researchers stated the significance of positive teacher-students relationships in enhancing students' performance in a particular subject.

Along the investigation, some issues seemed to remain unresolved. In fact, this constitutes the limitations of the research. It would seem evident that teacher-students interactions have an effect on students' involvement in EFL learning. Although, it is neither expected that all teachers have identical personalities which constitutes individual differences in capacity to deal with emotions, nor is it possible to encompass the whole emotions resulting from teacher-students interactions.

Positive emotions are not the only factors contributing in motivating and enhancing the students' involvement, they can be put into prominence. In fact, the present research is only a blueprint for future investigations. I hope that future researchers shed more fresh light and establish an in-depth exploration on positive emotions in the classroom setting.

Moreover, there is much still to be understood about classroom practices that nurture teacher-students' relationships across marginalised and other student groups in EFL classrooms.

Finally, one may say that even though it would seem quite difficult to implement the necessary changes needed to provide an emotionally safe classroom, it would represent an emergency not only to cope with the requirements of the phenomenon, but also keep pace with the increasing needs of the educational changes worldwide through paying attention to the emotional aspects of teaching and learning that can reap great benefits, not the least of which may help to foster a life-long love of EFL learning. Moreover, trying to put students' emotions at their optimum can hopefully raise their enthusiasm and interest to learning English.

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Appendices

Appendix 'A'

Students' Questionnaire

Dear informants,

For the sake of examining students' emotions resulting from their relationships with teachers of English, hence their involvement in learning English, this questionnaire was designed. Would you please answer the following questions by putting a tick? You can answer the open-ended questions in English, French or Arabic. Thank you for your collaboration.

Age:

Sex: male ☐   female ☐

Stream: Foreign languages ☐   Natural sciences ☐

1. Do you like the English language course?
   Yes ☐   No ☐

2. Why do you like it?
   a) Because you like your teacher ☐
   b) Because the lessons are interesting ☐
   c) Because…………………………………………………………………………………… …..

3. When did you begin to like it? Please specify at which level.
   ………………………………………………………………………………………………… …….

4. Have you ever hated English because of one of your teachers?
   Yes ☐   No ☐

5. Did one of your other teachers make you change your mind about English (made you liking it)?
   Yes ☐   No ☐

6. When your teacher of English enters the classroom with a smiling face, you feel:

   a) indifferent ☐
   b) Somehow motivated ☐
   c) motivated ☐
   d) Very motivated ☐

7. You do extra researches in English at home :
   a) To improve your skills in English ☐
   b) To win praise from your teacher ☐
   c) To have more opportunities to participate in the classroom ☐

8. When your teacher praises you:
a) You are indifferent ☐
b) You do more efforts ☐
c) You are very motivated ☐

9. The kind of teacher who makes you working more and more.
a) A severe teacher ☐
b) A strict teacher ☐
c) A kind teacher ☐
d) A caring teacher ☐

10. Almost all your teachers of English cared about your feelings during their courses.
a) Not at all true ☐
b) somewhat true ☐
c) Very true ☐

11. You feel motivated when your teacher of English cares about you and your success in learning. ☐
a) Strongly disagree
b) Disagree ☐
c) Don't care ☐
d) Agree ☐
e) Strongly agree ☐

12. You like the way your teacher of English interact with his students and you will imitate him if you become a teacher.
a) Strongly disagree ☐
b) Disagree ☐
c) Neutral ☐
d) Agree ☐
e) Strongly agree ☐

13. Cite the qualities of this teacher.
……………………………………………………………………………………………………
……………………………………………………………………………………………………
………………
14. What is the best way to make a student liking the English language course?
……………………………………………………………………………………………………
……………………………………………………………………………………………………
…………

15. When your teacher uses funny methods during his courses, you are interested.
a) Strongly disagree ☐
b) Disagree ☐
c) Neutral ☐
d) Agree ☐
e) Strongly agree ☐

16. What do you prefer:
- That your teacher calls you with your first name? ☐
- That he calls you with your family name? ☐
  Why?
  ....

17. According to you, "a good teacher of English" should be almost: (please classify these propositions):
- Caring? ☐
- Respectful? ☐
- Helpful? ☐
- Severe? ☐

18. What can you do to help the teacher to provide you a good atmosphere to learn English?
   ………………………………………………………………………………………………
   ………………………………………………………………………………………………
   ………………..

Appendix 'B'

Teachers' interview

Would you please answer the following questions in order to give your opinion about the importance of teacher-students' relationships in generating positive emotional experiences which enhance students' involvement during the English language course?

1. What would you say about the importance of positive and supportive relationships between English language teachers and their students?

2. What kind of support do you typically provide to develop and maintain positive and supportive relationships with your students?

3. What can you do to develop and maintain a positive and supportive relationship with a student who appears distant or resistant to positive advances?

4. To what extent do your relationships with your students affect their learning and academic engagement in your classroom?

5. To what extent do your relationships with your students affect their learning and academic performance once they leave your classroom?

6. What are the reasons that made you choose teaching English as a profession?

7. How would you make students who don't like English liking your course?

8. To what extent do you think your mood can affect your students' emotions?

9. What is the relationship between students' emotions and their involvement in your classroom, if there is any?

10. How can you measure your students' involvement?

11. What are the factors that impede the classroom environment / or the environmental conditions of the classroom?

12. In your opinion, what can a teacher do to put his students' emotions in their optimal state in order to get more involved during her course?

Thank you for your contribution

Appendix 'C'

Teachers' Answers

Teacher 1:

1) The good relationships help learners to study more, especially when the teacher supports them.

2) We teach them, we try to explain carefully the lessons, we help them in doing their tasks, and we provide them with the necessary information for their career.

3) I try to help them with extra activities, and to attract their attention to the language.

4) My good relationships with my pupils help them in being calm and more careful in class.

5) I believe that my good relationship with my learners has a positive impact on their liking to the English language.

6) My good teachers of English. In fact I was in a scientific stream and my teachers of English made me change my mind and follow English as a field of study to become a good teacher like them.

7) I teach them using fun, jokes, English music and easy activities.

8) When I am kind with my pupils they love me and consider me as their mother.

9) When they like their teacher they participate and do their work carefully.

10) With the degree of their participation in the classroom.

11)- The bad behaviour of pupils.

- The bad humour of the teacher.

12) The teacher should be strict.

- He should also prepare his lesson well.

- He must be caring.

Teacher 2:

1) I think that it's important since it enhances the teaching / learning process.

2) Personally, I try to provide first the suitable mood to prepare my students, avoid to be aggressive and show that I want them really understand the language and like it as I do. "Educative first ".

3) Explain to those students who are distant that they can understand and engage with just a little effort.

4) I think that the students may be not affected by their teacher's behaviour towards them if he is a skillful teacher in English.

5) It depends; there are some students that I feel sad for the end of the session.

6) I loved and respected my entire English teachers during my learning. They left such impact that was among the most important reasons to choose English as a field of study though I was following a scientific stream, and teaching is the only way that helps me to practise this language.

7) I try to make some additional effort especially for each one aside.

8) My students used to meet me in my best conditions and always ready to teach them, which helps them to get ready for learning.

9) It has a strong relationship since the students that I feel close to me are always ready to the English session.

10) Through their participation during the class and their homework.

11) There are some students that are never ready for language learning which push them to behave in a manner that disturb the learning process and thus impede the good environment.

12) Sometimes, I try to use something fun to attract them, sometimes encourage them in an educative way to do better, to achieve their aims.

Teacher 3:

1) To be friendly, more than a teacher.

2) With good contact with pupils to avoid a distance teacher-learner.

3) To simplify English as a subject.

4) In fact, having good relationships with students is a key component in students' active learning.

5) Good relationships make students love English.

6) Personally, it was my teacher who made me like English. In fact, I was studying natural sciences and I switched to studying English once I had my baccalaureate.

7) To be friendly, to simplify, try to avoid the long distance. I mean not to be authoritative.

8) The fact that the teacher is in the classroom to make her pupils like English and not to be there in front of them for the purpose of only teaching.

9) If they like the teacher, they will improve their English.

10) Through gradations.

11) To build confidence between pupils and the teacher by making them feel that they are as my kids.

12) To work positively with my pupils, make them feel that they are able to learn English and succeed.

Teacher 4:

1) This is the right attitude, so it's very important.

2) To set up trust.

3) It's so difficult to tackle this kind of students.

4) I think that They're more interested and involved when the lesson is interesting.

5) Most of them leave the classroom with more knowledge.

6) I like this language very much thanks to one of my teachers in middle school, and I strived to become an English language teacher.

7) With kindness and through providing a climate of confidence.

8) I've noticed that when I'm kind and cool, the learning atmosphere is better.

9) They're human beings, so their mood can change in relation to their way of life.

10) It depends, but generally I feel they're involved.

11) As said before, Trust, confidence, readiness to work, and a will to succeed.

12) The teacher has to adopt the right approach in his teaching: the inter-actions between him and his pupils and also a good method of transmitting the knowledge.

Teacher 5:

1) As you said, the relationships should be supportive but that remains part of an "ideal world". We would like to help our pupils but, in fact, we can't. They do not let us give them the help we wish to give, for most cases.

2) Being friendly with pupils. I noticed that when I used to put on make-up and when I was weternised, pupils were following me more easily. They were more receptive.

3) This kind of pupils appeal very much to me. It's a challenge for me to approach them and to make them work. I talk to them kindly and try to motivate them.

4) Giving good explanations and interesting exercises make students actively participate than simply having good relationships with them.

5) Their learning and academic performance are affected.

6) In fact, I liked very much my English language teacher in secondary school and I'd a dream to become an English language teacher. Thanks God, my dream is realised

7) Being friendly once more and trying to explain the importance of English throughout the world.

8) I always do my best not to show my being tired or disappointed for not to affect my pupils' moods.

9) I think that it is of great importance as it helps pupils to concentrate more.

10) I think that the students' involvement can be measured through the active participation.

11) Overcrowded classes really impede the "déroulement" of the session.

12) To praise them in order to key them up. Pupils need this very much. Love and pride make the engine work!

Teacher 6:

1) Good relationships between us and our pupils are of great importance in fostering students' like to the English language but it's not always easy to make it into practice especially in overcrowded classes when we are policemen more than teachers.

2) By explaining the lesson as good as possible and asking questions to test their degree of understanding.

3) Really, I don't know what to do with this kind of pupils.

4) Personally, I think that the content of the lesson is more likely to engage students to learn.

5) The most important is what they retain from what they have been taught.

6) There are many reasons which led me to choose English as a profession, but the direct one was my adorable teacher of English in secondary school.

7) Personally, I think that the pupils who don't like English would never change their minds whatever we do.

8) I'm usually in a good mood when entering to the "lycée" but noisy classes change my mood.

9) Of course there is a relationship between students' emotions in the classroom and their degree of involvement.

10) Through active participation and gradations.

11) In fact, there are many, but the most important are overcrowded classes, it really impede us to manage our classes.

12) Through trust, care, and communication, when students feel that they count much for the teacher, they do their best to succeed.

Teacher 7:

1) Effectively, positive and supportive teacher-student relationships are crucial in not only English language learning but also any other subject but it remains a theoretical ideal which is impossible to realise in classes containing 45 students.

2) By preparing lessons and asking students if they have understood what they had been taught.

3) Frankly, I'll ask to speak with their parents.

4) My performance within the classroom is the most important factor in engaging students in learning English.

5) Once they leave my classroom, they will probably forget me.

6) Thanks to my teacher at middle school, I'm here today.

7) It's extremely difficult, if not impossible to make them like English.

8) It's usually pupils who affect our moods.

9) When the students feel well, they often participate in the classroom.

10) Through gradations.

11) For me, my only problem is some disruptive elements in the classroom.

12) By being as receptive as possible, care about all the pupils and trust in their abilities to succeed.

Appendix 'D'

Classroom Observation

School:
Class:
Timing:
Teacher:

	Very often	Often	Sometimes	Rarely	Never
The teacher praises his students					
The teacher uses humour during the session					

	Very involved	Involved	Somehow involved	Not involved
Students' responses to teacher's praise				
	Very interested	Interested	Somehow interested	Neutral
Students' responses to teacher's use of humour				
	Attentive	Enthusiastic	Involved	Disruptive
Students' responses to teacher's good mood				
	First names	Last names	Mixed	
Teacher's way of calling her students				

Notes:

التلخيص:

يهدف هذا البحث إلى تسليط الضوء على أهمية المشاعر الإيجابية الناتجة عن التفاعلات الإيجابية بين الأستاذ و الطالب في زيادة رغبة الطلبة في تعلم اللغة الإنجليزية وذلك بالمشاركة في القسم. و لهذا تمت الدراسة مع تلامذة السنة الثالثة في ثانويات مليحة حميدو، الدكتور إبن زرجب و أحمد ابن زكري ضمن بحث إستكشافي.

الكلمات المفتاحية:

التفاعل الإيجابي بين الأستاذ و الطالب، المشاعر الإيجابية، تعلم اللغة الإنجليزية، رغبة الطلبة، دراسة حالة.

Résumé en Français:

La présente recherche vise à éclairer l'importance des émotions positives qui sont l'effet des relations positives entre les professeurs et les élèves dans la participation active de ces derniers dans l'apprentissage de la langue Anglaise. Ainsi, une étude de cas a été mise en exécution avec les élèves de troisième année secondaire aux lycées Maliha Hammidou, Dr. Benzerdjeb et Ahmed Benzekri dans une recherche d'exploration.

Mots clés :

Relations positives entre les Professeurs et les élèves, Emotions Positives, Apprentissage de la langue Anglaise, Participation active des élèves, Etude de cas.

Summary in English:

The present investigation, in fact, aims at shedding light on the importance of positive emotions resulted from positive teacher-student interactions in enhancing students' involvement in their English language learning. A case study, thus, was carried out with third year secondary school students at Maliha Hammidou, Dr. Benzerdjeb, and Ahmed Benzekri schools within an exploratory research.

Key words:

Positive teacher-student interactions, Positive emotions, English language learning, Students' involvement, Case study.

SUMMARY OF THE RESEARCH

Teaching EFL seems to be a dynamic process in this increasingly changing world. In fact, there is a considerable number of complicating factors that face students in their process of learning English; ranging between being obliged to deal with different and sometimes confusing aspects of language, missing the sense of enjoyment in the educational setting where English is taught, or simply lacking the needed skills to learn a language. While students may feel satisfied and motivated in some situations including learning about the target culture, speaking English in oral production courses, or writing in written production courses; they may still have some difficulties in grammar for instance. The issue is that learners of English feel confused with too much details about English prepositions, articles and mainly tenses.

The field of educational psychology carefully analyses the different learning settings in an attempt to understand the complexity of the educational process and provide solutions for the main problems that face the learner. One of the valuable characteristics of educational psychology concerns the fact that it brings what is known about other disciplines and applies it to the field of education for better teaching and learning processes.

Regarding the difficulties that EFL students encounter, cooperative learning seems to be suggested as a solution in a lot of works. The reason is that graduate students will neither work nor live alone in this world. Conspicuously, an abundant amount of interaction will be faced by individuals during their work experiences. Students, though may learn even in competitive and individualistic instructional settings, can learn better in cooperative situations as they develop positive relationships with peers and gain knowledge from interaction with group mates.

Reading about the teaching techniques and methods will for sure lead teachers to come across a journal, a book, or an instructional material where cooperative learning is highlighted and discussed. The reason lies in the fact that researchers are aiming at spreading the magic of cooperative learning all over the world; seeking mainly to

convince teachers that this approach is worth trying in EFL classrooms. In fact, the most optimal approaches that better positively influence the learners' social and academic outcomes are the ones which have their roots in the human development, teaching, and learning theories. The success of cooperative learning is claimed to be due to the theoretical foundations and the numerous successful attempts in various contexts around the world.

The main premise of this approach centers around the idea that students benefit from working in cooperative groups both socially and academically. Additionally, this helps in unveiling the hazy knowledge that students may have from the teacher's explanations. It is highly advocated that individuals learn from each other in both formal and informal settings and that cooperative learning is appropriate for every age students and for every subject area. In the educational situations where cooperative learning was implemented, unusual results were achieved including higher academic outcomes and increasing positive relationships among peers.

Though cooperative learning started to be accepted years ago in some counties including USA, it is till unappreciated in so many others including the Algerian Universities. Patently, our EFL teachers may continuously think of innovations that may change the traditional educational process to an enjoyable, a worthwhile and a satisfactory process. They may think of including audio and visual aids, using some new suggested techniques, sharing their teaching experiences with each other; however, thinking of splitting students into groups and letting them experience how working together should be appears to be, generally, a discounted idea.

Thus, the present work aims at summarising the main points that should be taken into account when trying to implement cooperative learning. The present research, actually, is based on an action research where students were trained to work cooperatively in an attempt to enhance their grammar competence. Learners experienced working with peers in formal cooperative groups to develop the sense of interacting with different people of different views; and at the same time caring about others and learning from them.

This research, thus, was carried out for the sake of investigating whether cooperative learning enhances learners' grammar competence though they keep complaining about how confusing the rules of the English grammar are. Accordingly, the purpose of this study is to:

- Provide the reader with the main aspects of cooperative learning.
- Examine to what extent is cooperative learning effective in the EFL classroom in terms of academic outcomes of the learners.
- Demonstrate to teachers how useful cooperative learning is to enhance learners' grammar competence.
- Try to change the learners' view about competition as being the only way to the achievement of better academic outcomes.

Accordingly, a general question has been put by the investigator: What might be the effects of cooperative learning on EFL learners' grammar competence? Taking into account the previous general question, three other questions were formulated in an attempt to obtain a reliable answer:

- Do our EFL grammar teachers make use of cooperative learning?
- May cooperative learning be a useful approach to enhance EFL learners' grammar competence?
- Would cooperative learning change our EFL learners' preferences from competitive and individualistic learning to working collaboratively?

The following hypotheses, hence, have been put forward to investigate the above research questions:

- Most of our EFL teachers do not rely on cooperative learning as an approach to teaching grammar.
- Cooperative learning may help our EFL students reach higher academic outcomes and develop their grammar competence.
- The learners' preferences may change from a competitive and individualistic approach to a cooperative learning experience.

This work is composed mainly of four chapters; each was devoted to tackle one of the aspects of the research problematic. Being a theoretical one, the first chapter introduces cooperative learning to the reader by defining the process and how it should be structured in a classroom. Besides, the chapter cites the main characteristics and types of cooperative learning as well as the main theoretical rationales for this method.

The second chapter is, basically, a descriptive chapter in which the researcher described the research setting; i.e., the English Department at Tlemcen University, and the research participants as well. Additionally, deliberate explanations for the research type, i.e., Action Research, and the research instruments namely the interview, the tests and the questionnaire were given.

The following chapter strives to analyse the data gathered through the previously mentioned research tools. The analysis was both qualitative and quantitative; and the comparison between the pre-test and the post-test scores was done through 'Descriptive Statistics'. The aim of the third chapter, in fact, is to attempt to answer the research questions and to investigate the research hypotheses.

Finally, the fourth chapter was provided to shed light on how significant the training of teachers is in order to introduce the successful stories of teaching innovations, and which in turn may be a source of inspiration for teachers. In addition to that, a set of pieces of advice, including some tips, were given to teachers to facilitate to them the implementation of cooperative learning in their classrooms.

Current researches and renewed interests in educational psychology have supplied us with fundamentally different ways of looking at learners' needs. Emotions are constantly present in our everyday behaviour, interaction with other people, as well as during the learning process; particularly in foreign language learning. Indeed, emotions have a significant role in influencing the learners' motivation, their involvement, their attitudes, and eventually their learning outcomes.

Accordingly, this chapter is mainly concerned with the literature review of emotions in education as an intricate issue that involves both the teacher as a generator of these emotions and the student as a receiver, in an interactive action, where a set of

strategies are obviously required for maintaining a safe atmosphere that allows students' engagement in learning English.

The present chapter provides EFL classroom-based empirical data and support for promoting and enhancing an efficient emotion-based pedagogy and teachers' awareness of the effects of positive and healthy interactions with their students at the secondary school level. It is, in fact, a practical aspect of the theoretical framework resulting from the literature survey reviewed in chapter one in an attempt to explain the role of emotions in an EFL context. It is merely concerned with the identification of some of the students' positive emotions that affect their involvement in an EFL classroom as well as some ways in which teachers can harness emotional resources for enhancing students' engagement.

This research reports on a small-scale exploratory case study aiming at highlighting the positive correlation between healthy teacher-student relationships and students' involvement in an EFL classroom with a view to promoting change in teacher training programs, professional development in schools, and professional teacher evaluations. In other words, the research dealt with a special issue related to the impact of positive teacher-student interactions, which explicitly raises learners' positive emotions which are potentially able to bring about positive attitudes and changes in the students' academic engagement.

At first, the chapter identifies the field of research and questions under investigation. Then, it exposes the chosen population to be studied with the method and materials used in this research. This chapter provides us with a clear explanation of the different steps undertaken in this research, the reasons for some choices and the difficulties encountered during this work.

The previous chapter emphasised the description of the research work including the selection of three different data collection instruments, namely students' questionnaire, teachers' interview, and classroom observation in order to cross-check the results and validate them, as well as to obtain empirical evidence concerning the research

hypotheses. Indeed, the most important phase is how data are interpreted and what inferences might be drawn from the results, and how those inferences might be justified, and eventually, what uses can reasonably be made of the analysis.

In an attempt to find the motives behind students' involvement in an EFL classroom, the investigator will analyse and discuss the results of each step undertaken in this research throughout this chapter.

In order to devise appropriate remedial strategies to the research questions posed at the beginning of this dissertation, in this chapter, the researcher puts forward a number of suggestions about creating and maintaining positive teacher-student relationships. In fact, after analysing the data related to teachers' awareness of the importance of positive emotions in enhancing learners involvement, and students' responses to positive relationships with EFL teachers, we have concluded that the extent to which students engage in learning English would be a great deal dependent on their perceptions of the language teacher.

In this chapter, our aim is to highlight the importance of a number of strategies to be adopted in creating and maintaining positive teacher-student relationships. Hence, a number of useful recommendations and suggested techniques are proposed in order to show some possibilities that may help teachers create and maintain positive relationships with their students. These relationships are responsible of raising students' positive emotions towards the subject and therefore their cognitive involvement.

In this dissertation, the researcher is mainly interested in looking at some evidence in the correlation between the positive emotions engendered from teacher-students interactions and their contribution in enhancing students' involvement in EFL learning.

The investigation starts with the introduction of some key words in the conceptual framework. It is also an overview of what effective teacher-students' interactions entail as a key component in generating students' positive emotions,

shedding some light on the potential importance of these emotions in enhancing students' academic engagement.

The second part of the research draws a portrait of the students' profile and needs at the level of three secondary schools in Tlemcen. It checks our hypothesis which claims that positive emotions resulted from effective and supportive teacher-students relationships may contribute to enhance students' involvement in EFL learning.

As a matter of fact, the study suggests the cultivation of positive emotions in EFL classrooms through warm teacher-students relationships by knowing and using students' names, knowing about them as people, acknowledging them (e.g., greeting students by name as they arrived in class), showing empathy and responding to needs, and having one-to-one interactions about things other than English learning and through which students' involvement in EFL learning may be enhanced. Therefore, a sound conclusion, then, is that students would love English as a subject and be much more involved through positive relationships with English language teachers.

Although much literature has been devoted to positive emotions, there is still little known about positive emotions in education and mainly in EFL learning/teaching. A great number of researchers stated the significance of positive teacher-students relationships in enhancing students' performance in a particular subject.

Along the investigation, some issues seemed to remain unresolved. In fact, this constitutes the limitations of the research. It would seem evident that teacher-students interactions have an effect on students' involvement in EFL learning. Although, it is neither expected that all teachers have identical personalities which constitutes individual differences in capacity to deal with emotions, nor is it possible to encompass the whole emotions resulted from teacher-students interactions.

Moreover, there is much still to be understood about classroom practices that nurture teacher-students' relationships across marginalised and other student groups in EFL classrooms.

Finally, one may say that even though it would seem quite difficult to implement the necessary changes needed to provide an emotionally safe classroom, it would represent an emergency not only to cope with the requirements of the phenomenon, but also keep pace with the increasing needs of the educational changes worldwide through paying attention to the emotional aspects of teaching and learning that can reap great benefits, not the least of which may help to foster a life-long love of EFL learning. Moreover, trying to put students' emotions at their optimum can hopefully raise their enthusiasm and interest to learning English.

There are two fundamental dimensions of emotions, positive emotions, referring to the extent to which someone experiences feelings such as contentment, pride, happiness and so on. Negative emotions on the other hand, refer to the extent to which someone experiences feelings such as sadness, disgust, etc.

From a physiological viewpoint, emotions originate in the brain's limbic system which is situated between the brain stem and the cortex (see figure 1.1). The brain stem sends sensory messages through the limbic system to the cortex where thinking and learning occur. The entrance of this sensory information into the cortex depends on the limbic system's interpretation of this information as positive, negative or neutral. If the limbic system interprets the sensory information as negative, then its access into the cortex is denied and therefore thinking and learning are inhibited. However, if the sensory information is interpreted as positive, then its access to the cortex is allowed and behaviour is directed in such a way that thinking and learning are enhanced (Greenleaf, 2003). Hence, positive memories direct positive behaviour towards learning. Similarly, negative memories disable, discourage, and disrupt the learning process.

The amygdala and the hippocampus are two structures in the mid-brain limbic area. Together, they play an active role in our actions, reactions, and emotions. The amygdala sits on the central part of the brain, interpreting input and regulating emotional and physical readiness associated with negative stress. For example, it

prompts the flow of adrenaline into the system for fight-or-flight responses (ibid). The small green-bean-sized hippocampus is located just behind the amygdala and serves to classify memory input to many brain areas. It is involved in the selection, classification, and storing of experiences and learning into long-term use (memory). Both structures are active in the stress-response system (see figure 1.1). Metaphorically, for structured academic learning to efficiently take place, the environment must be clear of hazards.

Recently, the emerging area of positive psychology has advanced new areas of study such as hope, coping skills, relationships, positive emotions, and well-being. For decades of research across many populations, ten positive emotions are the most widely researched and experienced including joy, gratitude, serenity, interest, hope, pride, amusement, inspiration, awe and love (Fredrickson, 2009). Researches propose that when we experience one of the main positive emotions, our minds tend to open up and we are able to think *'outside the box'*. In fact, this is referred to as the broadening effects of positive emotions. Furthermore, positive emotions do not only open our minds, research has shown that the experience of positive emotions coupled with the broadening effect has the ability to build personal resources including intellectual resources such as being open to learning as posited in Fredrickson's broaden-and-build model.

The teacher seems to take the key role in facilitating the students' learning and the characteristics of the teacher may influence the students' learning process to some extent as well (Murray, 1991). Prabhu (1990) pointed out that the characteristics of EFL teachers with positive attitudes and enthusiasm strongly correlated with increasing rapport between students and teachers, and appeared to promote productive learning. This indicates that the teacher's characteristics can both encourage and discourage the students' learning. In respect of the classroom atmosphere, this matter may be influenced by the teacher's characteristics as well.

Kumaravadivelu (1992) affirmed that the teacher who was described as being purposeful, task-oriented, relaxed, warm, supportive, and had a sense of humour would be able to establish a positive, learnable, and teachable classroom atmosphere.

Kumaravadivelu (1992) added that the teacher who had been equipped with pedagogical and professional characteristics would not be enough to establish a productive classroom atmosphere. Possessing some kinds of characteristics such as knowing well in subject matters, being able to explain the subject matters clearly seems to be insufficient to be an effective teacher. Teachers should also possess some other particular characteristics such as being relaxed, warm, and supportive and so on, which might facilitate the students' involvement and promote good classroom atmosphere as well.

Hatfield, Cacioppo, and Rapson (1993) have shown that people are very sensitive to the emotional states of others and, more importantly, that emotions are *'contagious'*. It is important to note that people often do not realise that they are projecting or responding to subtle emotional cues. As learning coaches, it is thus imperative that teachers be explicitly aware of the emotional messages they are conveying. In doing so they are in a better position to modify unintentionally negative emotional displays and project those displays that will motivate their students.

Monitoring their emotional state is not enough. Teachers should monitor the emotional state of their students as well. Facial, vocal, postural, and movement kinematics give them clues into the emotional state of their students. Because they tend to *'catch'* the emotional states of others around them, teachers can help students to reappraise negative emotional states by using their own facial, vocal, and postural state to convey positive affect (Fredrickson, 2000). The only way to intervene, however, is to pay attention to emotional clues in themselves and in their students.

A teacher's enthusiasm is a crucial factor in student motivation. If the teacher becomes bored or apathetic, students will too. According to Davis (2009), typically, a teacher's enthusiasm comes from confidence, excitement about the content and genuine pleasure in teaching. If the teacher finds herself uninterested in the material, she should think back to what attracted her to the field and bring those aspects of the subject matter to life for her students.

As learning coaches, EFL teachers are in the position of conveying the why of learning the English language by modelling enthusiasm for the material. Moreover, when teachers display positive affect, convey personal interest, show that they care about what they are teaching and care about students' learning, students are much more likely to entrain those same attitudes. In fact, the literature shows that general enthusiasm is not related to student learning; enthusiasm for the material being taught and positive regard toward students does increase student learning.

Generally speaking, self-esteem is one of the central drives in human beings. Self-esteem may be described as the persons' view of their worth and may be influenced by performance, abilities, appearance and the judgment of significant others. Besides, in the language classroom it is important to be concerned about learners' self-esteem. However, this implies more than doing occasional activities to make students reflect about their worthiness and competence. As a first step, teachers themselves need to be aware of their own self-esteem, to understand what self-esteem is, what are the sources and components, and how applications can be implemented in the language classroom. This implementation should be based on a valid framework. In this vein, many authors have adopted Reasoner's model (1982), which comprises security, identity, belonging, purpose and competence as the main components of self-esteem. Applications of a self-esteem model should be pre-planned in the teaching units and integrated within the foreign language curriculum.

In order to help improve students' self-esteem, teachers have to be careful in the way they provide feedback. Dweck (1999) argues that having a particular goal orientation, (learning goal or performance goal) to base feedback on as opposed to person-orientated praise will be more effective. In other words, avoid using statements like: 'I'm proud of you'; 'Wow, you worked hard'. Instead, the praise should be focused on the task or process. Teachers should rather praise the student's specific effort and strategy. For instance, 'I notice you learnt the simple past of irregular verbs, that's the best way to master the other tenses'; 'I noticed that you didn't make any vocabulary errors this time!' When using this type of feedback, teachers can address both self-esteem and support to the student's motivational level for academic goals.

In a nutshell, raising students' self-esteem generates their enthusiasm and therefore their motivation is increased. All these components make of the teacher a generator of positive emotions.

To be a humanistic teacher means a teacher's behaviour should be democratic and his teaching aims at student-centered classroom in which a teacher acts as an organiser, encourager, and guide. Rogers (1969) argued that learning that combines intelligence and affection would promote the whole-person development. He regarded himself as a facilitator and asserted that significant learning can be facilitated by establishing an interpersonal relationship between the facilitator and the learner. Teachers should treat their learners as individuals with specific needs to be met and provide them with trust and emphatic understanding. Through the understanding and promotion of inner factors, students' learning strategies and even their learning outcomes would be of much distinction compared with what they did before. According to Gage and Berliner (1991), feelings are as important as facts.

The classroom climate can either improve or impede students' desire to learn and feel comfortable as a member of the class. Classrooms that promote emotional well-being create an environment for active learning. To put it differently, in a classroom where there is a consistently positive climate, students will relax, concentrate on learning and therefore be more involved.

Educational research is increasingly supporting the creation of a climate of mutual respect, where students feel relaxed in asking questions and expressing their thoughts and feelings (Stronge, 2007). Some areas are to consider when creating a positive classroom environment.

One of the key factors to be considered when creating a positive classroom climate is the teacher. Then, it is important to understand how a positive classroom climate is established. Adelman and Taylor (in press) refer to positive classroom climate as a proactive approach to promoting positive classroom environment. They suggested that positive classroom climate requires attention to first, enhancing the

quality of life in the classroom for students and teachers; second, pursuing a curriculum that promotes not only academic but also social and emotional learning; third, enabling teachers to be effective with a wide range of students; and fourth, fostering intrinsic motivation for classroom learning and teaching.

An emotionally safe classroom environment is necessary for students' cognitive learning, growth, and academic involvement. Teachers can create emotionally safe classrooms by affirming students' accomplishments in noncompetitive ways, encouraging self-confidence, providing opportunities to take risks without penalty, and giving thoughtful feedback. Researchers have found that students' emotional and academic functioning improve when caring and respectful teachers support students' competence in a non-comparative and noncompetitive way, and support students' autonomy through meaningful curriculum (Roeser, Eccles, & Sameroff, 2000). The positive relationships that develop between students and teachers and that, in turn, influence academic performance are potential components to creating an emotionally safe classroom environment (Baker, Terry, Bridger, & Winsor, 1997; Charney, 2000; Noddings, 1992).

Teachers can foster positive relationships with their students by conveying respect and compassion for students, by listening carefully to them, and by responding to their needs and feelings. It is also important that students feel that teachers will manage the classroom environment and relationships among students in ways that protect their integrity and right to learn without fear of ridicule or humiliation (e.g., where classroom norms for interacting include respect rather than put-downs).

In the process of English teaching, teachers should pay more attention to establishing certain relationship with their students. A harmonious and pleasant climate in the classroom can help to reduce the anxiety of students, ask the focus of students when learning English and form emotional bonds between students and teachers at the same time. Teachers can make the classroom a welcoming and relaxing place where emotional needs are met and language anxiety is kept to a minimum (Oxford & Shearin, 1994). According to Gage and Berliner (1991), students learn best

in a non-threatening environment. This is one area where humanistic educators have had an impact on current educational practice. The orientation espoused today is that the environment should be psychologically and emotionally, as well as physically, non-threatening.

Praising comes spontaneously to most teachers who care about students and whose endeavour is to create a positive, supportive classroom climate. Although praise does not always have the effect intended to (Barkley, 2010). Not all students do attach much value to a teacher's praise and therefore will not feel particularly rewarded when receiving it. This is mainly due to the inadequacy in doing so (Kohn, 1993; cited in Barkley, 2010). Furthermore, there is a widespread belief among educators such as Kohn that praise is manipulative and contributing to a hierarchical relationship between students and teachers.

Having positive expectations for all students is very important. Teacher expectations and evaluations are directly linked to achievement. No matter the skill level or natural ability of the student, all students have the ability and desire to succeed. Despite different expectations for different students, all students are entitled to the teacher's help, attention, and feedback. Teachers should be careful not to communicate otherwise by seating less able students at the back of the room or eliciting participation only from those students who wildly raise their hands and invariably have the correct answer.

Giving students cues, prompting, and giving time to think of an answer are all signals to the students that the teacher has positive expectations for them. Research reveals that the majority of teachers only wait one second for a response before calling on another student. Hence teachers should monitor themselves by giving students five seconds and if they are unable to answer, they should prompt them. Moreover, encouraging nonparticipants by asking them questions that the teacher knows they can answer. These teachers' behaviour communicate to students that each and every one of them is valuable and can succeed.