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Effect of Teacher-Student Relationship on Students' Achievement:
Case of 3rd Year at Sassi Redouani Secondary School at El-Oued

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Declaration

We hereby declare that this Master dissertation entitled *the effect of teacher-student relationship on the students' achievement at Sassi Redouani secondary school*, and supervised by Dr. Omar Azzouz is our own work and, to the best of our knowledge, all the sources that we have used or quoted have duly been indicated and acknowledged by complete reference. Also, we hereby declare that it has not previously been submitted.

Dedication

We dedicate this humble work to our parents, who

are the source of our strengths

To all our family members, who have been always

supporters for us

Special dedication goes to our great supervisor who

never ceased providing us with helpful pieces of

advice

Finally, a special dedication goes to all our friends.

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Abstract

The present study is designed to investigate the effect of teacher-student relationship in enhancing learners' achievements. It attempts to examine the possibility of improving teaching-learning process. It takes the case of third year foreign languages classes at SassiRedouani secondary school. Students' and teachers' questionnaires used in order to collect and analyse data. The findings indicate that there are some strategies that pave the way for building meaningful teacher-student relationship which has a major impact on the students' academic performance and it plays an extremely important role in creating the appropriate learning environment and facilitating the teaching profession.

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General Introduction

Foreign languages from all over the world are still extremely important because of the developed world we are in today. People are constantly trying to master frequent languages so that the universe would be seen as a rounded small circle that shares the same beliefs, thoughts, traditions and so many things that could lead for overcoming the so-called diversity. However, mastering a language requires exertions and hard work and consistency. Eventually, the learner of a given language will be capable to interact, communicate and easily comprehend foreign written and spoken pieces of the learned language. Beyond doubt, the process of teaching and learning is, to a certain extent, taxing but still crucial. Teaching and learning the English language at the level of secondary school demands talent and a pedagogy for teachers on one hand, and learners on the other one in order to fulfill certain objectives. In the same vein, an effective learning deliberately comes as a result of many procedures such as building up a positive atmosphere, interacting with teachers in the classrooms, constructing a good relationship between both the teachers and his/her students, creating a sense of respect and finally the teacher's awareness of his/her student's needs. The student-teacher relationship is the most critical factor in establishing a learning environment conducive to learning (Pigford,2001) The nature of the relationship between the teacher and his/her student is vital, and every instructor should keep in mind that the way he/she treats his/her students has a blunt impact on their performance in the classroom. In other terms, the type of teachers whether they are boss teachers or leader teachers is one of the main rationales on the learners' achievement.

This study aims at showing the role of teacher-student relationship on the students' achievement. Also, to determine the main strategies by which positive connectedness between the two can be established. In addition, to know what are the main causes and reasons that may hinder the appropriate teaching atmosphere to be created, and what should be adopted by educators for enhancing teaching-learning process.

Enhancing the process of connectedness inside classrooms between the teacher and the student is one of the primary goals that helps to get a positive outcomes.

This thesis relies on the following questions:

- 1) Does the kind of teachers-student relationship help to improve the learning process?
- 2) Does the teachers-student relationship affect learners' level?

On the basis of the present research questions, the main hypothesis that can be put forward is that if students and teachers build up a powerful relationship inside or outside the classroom setting, the willingness of the students to study is expected to increase, so that students may achieve better academic performance and an effective teaching and learning can be realized.

Chapter One

1.1Introduction

Teaching learning process is meant to be the building block and the keystone for building fruitful generations. Teachers and learners are the basic elements who play the central role on it, where the teacher embodies the source of information while the learners are knowledge seekers. Spending most of the time in the school setting obliged them to deal with each other whether in positive or negative way. Eventually, there are some useful strategies that may help in bridging the gap between the two

All these elements and concepts are going to be discovered and discussed in details in this chapter.

1.2Definition of Teaching

The process of teaching is regarded as a complex nature because a lot is being given to define the term. Thus, it is better to go back to its etymological roots which are originated from the old English as Smith pointed out (as cited in Uljens, 1997, p. 9) as:

It [teaching] comes from the Old English taecan [...]. The term “teach” is also related to “token”—a sign or symbol. “Token” comes from the Old Teutonic word taiknom, a cognitive with taikjan, Old English taecan, meaning to teach. To teach, according to this derivation, means to show someone something through signs or symbols; to use signs or symbols to evoke responses about events, persons, observations, findings, and so forth. In this derivation, “teach” is associated with the medium in which teaching is carried on.

Many scholars tried to define the concept of teaching. In the conventional sense, it is considered as a sort of activities i.e. teaching as a success, teaching as an intended activity, teaching as a normative activity, and teaching as an intentional activity. (Uljens, 1997, p. 10). It is the transmission of information or skill from one person to another. Westwood (2008, p. 1) considers it as: ““the imparting of knowledge or skill; the giving of instruction”. Similarly, ‘instruction’ in this context is usually defined as ‘furnishing others with knowledge and information, especially by a systematic method”’. The idea of teaching as success denotes that teaching usually produces learning. While teaching is seen as an activity when the one is doing the task and giving instructions for the other, if the X does not get learnt, Y has not taught (Uljens, 1997). Additionally, teaching as an intended activity can be recognized in Brown’s definition (2007, p.8) as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.” Moreover, teaching is viewed as a normative behavior where it is described as a generic term “it designates a family of activities: training and instruction are primary members and indoctrinating and conditioning are near relatives while propagandizing and intimidation are not family members at all.” (Uljens, 1997, p. 10).

Some other scholars investigated the term by considering its content relation. Doff considers teaching as “a three-way relationship between the teacher, the materials he or she is using (e.g. the textbook), and the students.” (1995, p. 138). Which means that this process is formed by three basic elements. Somebody who teaches (the teacher), something that is taught (the material or the content), and the one who is taught (the student or the learner). Whereas Nicholls (2004) classifies it in terms of subdivision of skills; skills of planning, monitoring and assessment, teaching and class management. Teaching is known as ‘the art or profession of a teacher’. Claxton (as cited in ibid, p .16) defines it as: ““what one person does to try and help another to learn’.”

1.3Definition of Learning

Learning is the process of gaining knowledge or skill by means of studying. Brown (2007, p. 18) defines that concept as: “acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.” Oddly, the educational psychologist suggests a succinct description by saying that learning is “a change in individual caused by experience.” (Slavinas cited in ibid, p. 18). While Wong and Wong go further (2012, p. 6) and propose the following definition: “learning is acquiring basic knowledge and skills. Learning can also include acquiring behaviors, values, and understandings”. In a specific way, language learning can be accomplished by means of two different processes. It is identified by Krashen as “conscious language development particularly in formal school-like settings.”(as cited in Stern, 1983, p. 20). Or subconsciously, in which the language learner is colossally exposed to that language and using it in daily communication. At the end, Language learning needs a hard work to achieve adequate results, it is not an easy task to be performed by oneself.

1.4 The Relationship between Teaching and Learning

It has been argued that the concept of learning always one step ahead from teaching. This is why the learner himself may not be a teacher; in contrast, the teacher has to be a learner. Teaching holds the view of making easy the learning process, in other words, teaching is to help students to learn, so learning can be judged by evaluating how well the students succeed in their learning because the quality of teaching affects individual learning. Both teaching and learning are clearly related to each other. The concept of teaching must go hand in hand with learning. Recognition of the complexity of the relationship between learning and teaching leads to conceptualization of teaching as the creation of learning opportunities. As Edwards et al. (2010, p.83) put it “ Learning and teaching should not stand on opposite banks and just watch the river flow by; instead, they should

embark together on a journey down the water. Through an active, reciprocal exchange, teaching can strengthen learning how to learn.”

1.5 The Teacher’s Profile

In this section, we are about to deal with the teacher’s definition and types, then, we classify the various roles of the teacher.

1.5.1 Definition of Teacher

The teacher is a person who transmits knowledge and gives lessons and instructions to students in a classroom context. According to Oxford Advanced Learners’ Dictionary (1995, p. 1225), the teacher is defined as “a person who teaches, especially in school.” This simple definition does not reflect the real status of the teacher. However, Gibran’s definition gained the admiration of many trainers “if (the teacher) is indeed wise, he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind.” (Gibran as cited in Harmer, 2001, p.56). Additionally, some metaphors are suggested to define teachers and their jobs. In that vein, Harmer (2001, p. 56) states that: “Sometimes they say they are like actors because ‘we are always on the stage’. Others think they are orchestral conductors ‘because I direct conversation and set the pace and tone’. Yet others feel like gardeners, ‘because we plant the seeds and then watch them grow’.”

1.5.2 Types of Teachers

Teachers are divided into two kinds according to the scholar Glasser (1998):

1.5.2.1 Boss Teacher

It is an authoritarian type of teachers who creates respect and fear spirit.

They are characterized by specific features such as: Dictating procedures, giving orders to students and berating them when they do not complete the task. They are intolerant with mistakes, severe and discipline-maker. They seem to be impatient and sometimes look loathing their profession as well as being ineffective with today's students.

1.5.2.2 Leader Teacher

It is a democratic type of teachers who provides a stimulating learning environment. This kind of teachers characterized by encouraging students, helping them as much as possible, dealing with them as friends, giving rewards, they are open-minded and easygoing teachers. They are most effective with today's learners.

1.5.3 Teachers' Roles

Within the teaching process, the teacher is supposed to have many roles according to the given situation. Hedge distinguishes the roles of the teacher by saying that s/he is considered as:

A controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words; as corrector of pronunciation; as organizer in giving instructions of the pair work, initiating it, monitoring it, and organizing feedback; as promoter while students are working together and as resource if students need help with words and structures during the pair work.(2000, p. 26)

Hedge had bestowed on us by some of the teacher's roles in summary. Whereas, Harmer views teachers' roles as the following classification in details:

1.5.3.1 Controller

The teacher is the main responsible during the teaching-learning process, in sorts of presenting lectures and giving activities to students. Being a controller is like a boss because of his orders and questions. Harmer himself explains that role as: “Controllers take the roll, tell students things, organize drills, read aloud, and in various other ways exemplify the qualities of a teacher-fronted classroom.” (2001, p.58)

1.5.3.2 Organizer

Harmer considers this role as the most important one, where the teachers have to set up many things in the classroom. By organizing pair- group work, giving necessary instructions, saying from where to start and where to stop. Harmer (ibid, p.58) claims that: “the most important roles that the teachers have to perform is that of organizing students to do various activities, this often involves giving students information, telling them how they are going to do the activities, putting them into pairs or groups, and finally closing things down when it is time to stop.”

1.5.3.3 Assessor

A main part of a teacher’s job is to assess and evaluate the students’ work, which s/he has to correct, provide them with feedback, and show them their strengths and weaknesses. Davies & Pearse assert: “Inform the learners about their progress, trying to combine encouragement with honest evaluation and useful feedback.” (2000, p. 127). This assessment allows learners to know whether they improved their level or not.

1.5.3.4 Promter

Learners are sometimes exposed to certain situations in which they do not find the right words to express themselves due to the lack of what is called vocabulary. The teacher should encourage them to think creatively and use their own knowledge. By acting as a promter, the teacher has to avoid helping his students to let them depend on themselves which paves the way to make them creative in learning. "Promter could refer to the teacher's role in helping a student to remember and formulate a point." (Hedge, 2000, p. 29).

1.5.3.5 Participant

An active discussion will be more effective if the teacher takes part of it. He should be active more than being passive. He should be involved in learning tasks, and eventually correct the mistakes. Harmer confirms by saying: "it means that we can enliven things from the inside instead of always having to prompt or organize from outside the group. When it goes well, students enjoy having the teacher with them, and for the teacher, participating is often more instantly enjoyable than acting as a resource."(2001, p. 61).Nonetheless, teachers should pay attention to avoid dominating the proceedings.

1.5.3.6 Resource

The ultimate goal of the teacher is to elucidate, explain and answer students' questions. For example, when it comes to how to say formally a certain expression, innovations or arguments, he should constantly show them the proper way so that to commence his/her roles as a provider of a certain source. However, the teacher must assist them with help so that the learning process becomes frequently easier. Harmer (ibid, p.61) pointed out: "Students might ask how to say or write something or what a word or phrase means. They might want to know information in the middle of an activity about that activity or they might want information about where to look for

something a book or a web site for example. This where we can be one of the most important resources they have.”

1.5.3.7 Tutor

According to Harmer, tutor is when the roles of a prompter and resource are being used in the same time. He explains:

“When students are working on longer projects, such as pieces of writing or preparations for a talk or a debate, we can act as a tutor, working with individuals or small groups, pointing them in directions they have not yet thought of talking. In such situations we are combining the roles of prompter and resource, acting as a tutor.” (2001, p. 62)

1.5.3.8 Observer

Observation is one of the most crucial roles that any teacher should apply in any different occasions, especially in oral communicative strategies. According to Harmer (ibid, p.63): “When observing students we should be careful not to be intrusive by hanging on their every word, by getting too close to them, or by officially writing things down all the time.”

1.6 The Learner Profile

In this section we are going to deal with the learner’s definition, types of learners and learners’ differences.

1.6.1 The Definition of Learner

Oxford Word Power Dictionary defines the learner as “The person who is learning” (446). However, learning is “To get information or knowledge about

particular subject from studding” (446). Nonetheless, the learner is supposed to be the one who gains and acquires a certain piece of knowledge. Learning usually takes place in school and universities under what is known as formal settings.

1.6.2 Learners’ Differences

Learners may be characterized by different features which affect their performance during the learning process or while acquiring a specific language. Such differences could be summarized in age, gender, aptitude, language levels, learning styles and learning strategies.

1.6.2.1 Age

Age is meant to be an important factor because every learner has his own degree of intention when it comes to concentration, this is why it is strongly agreed that children have the fastest abilities to learn than adults do. The latter is clear in what Harmer expresses, it “has something to do with the plasticity of a young brain.” (2001, p. 37). Pinker (1994) also spoke about the great ability the young people have when it comes to acquiring a foreign language, he said “acquisition...is guaranteed for children up to the age of six, is steadily compromised from them until shortly after puberty, and is rare thereafter.” (as cited ibid p. 38) It is better for the teacher to take into consideration the difference between both adolescents and adults, to be able to decode their level of interests. Thus, it is argued that adolescent learners are extremely hard to be convinced and satisfied, whereas adult learners are seen to be cooperative, disciplined and respectful.

1.6.2.2 Gender

Talking about gender leads us to label the two universally shared human beings, males and females. Though, it is crucial to differentiate between them when it comes to interests, the degree of motivation, the way of thinking, the way of

acquiring and learning languages and their performance in the classroom while dealing with a second language acquisition or a foreign one. Sunderland (2000) explains this factor as: “a wide range of language phenomena, such as literacy practices, language tests, test performance, self-esteem, styles, and strategies that have been shown to be gendered, since male and female students tend to be represented or to behave or feel differently. The potential for gender to affect language learning can therefore not be ignored.” (as cited in Griffiths, 2008, p. 74)

1.6.2.3 Aptitude

McDonough (as cited in Arabski and Wojtaszek 2011, p.49) defines this concept as: “aptitude is a disposition to be able to do something well.” As a matter of fact, there are some learners have a flair for acquiring a specific languages, or even more specifically, they have a good ear on languages. Aptitude is a crucial element in language learning, it makes that process much easier and joyful instead of hampering it.

1.6.2.4 Language Levels

Harmer (2001) distinguished three main levels of language learners: beginner, intermediate and advanced. These levels are divided into subcategories as it is clarified in the following diagram:

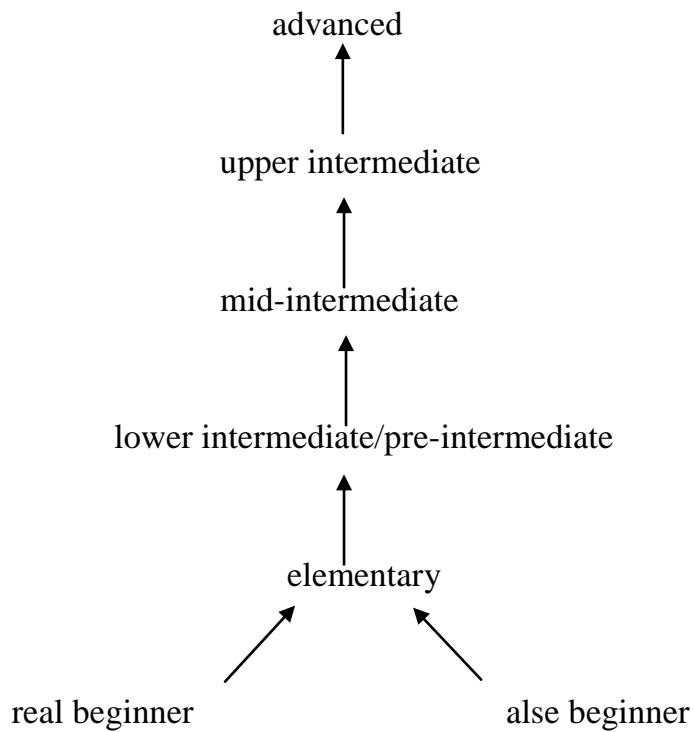


Figure1.1: Representing different students levels (Harmer, 2001. figure 11, p44)

The teacher should be aware of these different language levels. As a result, he will avoid using a high language style and complex words regarding to the low learners.

1.6.2.5 Learning Styles

It is commonly known that learners think differently. So, they have different personalities and styles. A lot of researchers tried to give an appropriate definition to the term learning styles, which refers to learner's "natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills" (Reidas cited in Lightbown and Spada, 2006,p. 59). Also it is defined by Sternberg (as cited in Hewitt, 2008, p.50) as: "qualitative differences among individual students' habits, preferences or orientation towards learning and studying."

Brown (2007) distinguishes between three different learning styles:

-**Visual learners:** who prefer information to be presented visually, they focus on reading and studying charts, drawings, and watching films.

-**Auditory learners:** they seem to learn best by ear, they benefit from conversations, lectures and audiotapes.

-**Kinesthetic learners:** will show a preference for demonstrations and physical activity involving bodily movement. While Willing (1987) describes them as the following:

-**Converges:** this type of students is meant to be reclusive, in other words, they made their own decisions and try to solve issues by their own. In addition, their abilities allow them to lead the way when it comes to learning by using their own structure of learning style.

-**Conformists:** the term itself describes how these type of students really work. They are portrayed as learners who focus and give more attention to language over the actual use of it in communicative situation. Moreover, they are independent and self-reliant in doing their tasks. Such a type of learners constantly need a well-organized teacher.

-**Concrete learners:** are meant to be realistic, they enjoy learning from direct experience, so that learning afterwards becomes clear, simple, understandable and enjoyable. Their main interest is language use and language as communication.

-**Communicative learners:** this type of students are known as communicators, because they would love to make interactions outside their classrooms. Such a step would give them the so-called confidence. By which, they take risks which their

colleagues may lack. Most importantly, the analysis of how language works is less important concerning the actual use of it. (as cited in Harmer, p. 43)

To put in a nutshell, the knowledge of the different learning styles that exist in a classroom is very important for teachers since it allows them to fulfil their learners' needs, which may lead to better results and make teaching more effective.

1.6.2.6 Learning Strategies

O'Malley and Chamot (1990,p. 1) define learning strategies as "the special thoughts or behaviours that individuals use to help them comprehend, learn, or retain new information." While Riding and Rayner (1998) describe the term as "a set of one or more procedures that an individual acquires to facilitate the performance on a learning task." (as cited in Hewitt 2008, p. 18)

Many researchers studied the term learning strategies which is used by learners while acquiring a new language. Consequently, learning strategies got different categorizations without any fundamental changes. O'Malley et al. (1985) classify language learning strategies into three main categories:

-Metacognitive strategies: this kind of strategies includes making arrangements for learning, pondering the learning procedure as it is occurring, checking of one's perception, and assessing learning after an activity is finished.

-Cognitive strategies: Brown (2007, p. 124) describes that kind of strategies as: "more limited to specific learning tasks and they involve more direct manipulation of the learning material itself." He mentioned some of the most important cognitive strategies such as: repetition, resourcing, note taking, recombination, elaboration, transfer and translation.

-Socioaffective strategies: Brown (2007, p. 124) says that: “Socioaffective strategies have to do with social-mediating activity and interacting with others.” It means that talking with native speakers, listening or watching TV programs in the target language and doing tasks in groups are considered among this kind of strategies.

1.7. Teacher-Student Relationship

One of the most challenging tasks to achieve is teaching languages. There are numerous factors that may facilitate the successful accomplishment of this task; it is believed that the teacher-student relationship helps tremendously while teaching or acquiring a specific language.

In general, the term relationship may refer to the way in which people deal and interact with each other. Or it is the solid association between a group of people over a given period of time as Kelley et al explain: "strong, frequent, and diverse, interdependence that lasts over a considerable period of time." (Kelley 1983, p. 38).

The teacher-student relationship is that kind of relationship which exists between the two whether inside or outside the classroom setting. It is overarching for both of them. The good one results a suitable teaching environment or climate for teachers, and as for students, it leads to better academic achievement. Whereas, there is a flip side to the coin which is bad relationship, where a lot of problems will be introduced in the classroom. Pianta (1999, p.62) defines this kind of relationships as the “emotions-based experiences that emerge out of teachers’ on-going interactions with their students.” In other words, the thoughts, feelings, interactions and communications are needed between the two. In the same vein, Leitão and Waugh emphasize that teacher-student rapport is “characterized by mutual acceptance, understanding, warmth, closeness, trust, respect, care and cooperation.” (2007, p. 3)

Effective teaching must comprise positive feelings and emotions. It is not just an issue of knowing one's subject, being productive, having right abilities, or adapting all the right methods. Good teachers are not simply all around oiled machines. They are sensitive, enthusiastic and energetic beings who get attached with their pupils and fill their classes with innovativeness, joy and bliss.

1.8. The Significance of Teacher-Student Relationship

The importance of what is called connectedness between every single human being to another, is considered one of the most vital aspects for having a positive and good results in every different fields of our lives. This is why Borba comes out to elucidate and clarify that the relationship should be having a sense of love, care, and understanding. “The importance of interpersonal relationships in our lives cannot be overstated. We all need to feel a sense of connectedness to another human being—particularly to those whom we consider to be important and significant.” (1989, p. 163)

One cannot discard the critical importance of teacher-student relationship in increasing the students' attraction to school. This feeling helps tremendously to achieve better results. Recent studies abundantly showed that students who hate going to school have lower academic results than those who like it. Hallinan(2008) after an extremely organized study claims the following: “research has shown that students who like school have higher academic achievement.” (p. 271). This desire of going to school which is primarily engendered from the positive relationship offered by the teacher aids learners to get better outcomes.

Additionally, Sarason (1999) looks at teaching as a performing art, and discusses the “art of teaching” and the role that teacher interaction plays in creating a “productive learning” environment. He stressed that the productive learning can be reached by means of being close to learners by saying. “If you do not know the minds and hearts of learners, you subvert productive learning” (p. 110). Therefore, the teacher has to be capable of understanding, evaluating, motivating, interacting, and even creating situation which makes the learner more spontaneous and more effective in interactions during acquiring knowledge in the classroom.

Also, some metaphors are suggested to stress the significance of teacher-student connectedness and to emphasize its basic role that permits alternate perspectives to function admirably. Marzano (2003) clarifies that: “an effective teacher-student relationship may be the keystone that allows the other aspects to work well.” (p. 91).

All in all, the quality of teacher-student relationship is one of the most crucial skills a teacher can possess for the reason that it helps to get a greater degree of learning in the classroom. And it may be considered as a major environmental aspect in changing a student’s educational path.

1.9 Positive Teacher-Student Relationship

Creating a positive teacher student relationship has a lot of benefits. First and foremost, it is considered as a basic reason that leads to student’s academic growth. In this context, Hallinan (2008, p. 271) affirms: “Learning is a process that involves cognitive and social psychological dimensions, and both processes should be considered if academic achievement is to be maximized.” Not only the academic achievement can be attained by means of such relationship, but also other profits can be offered. It breaks all the barriers between the teacher and the student so that the latter can participate much more in the classroom and express his ideas freely.

Moreover, it creates a good atmosphere for teaching learning process and it reduces the psychological and physical distance between instructors and students, where the first can transmit the information easily since they feel respected. While the students will feel secure and the state of being afraid will be vanished away. Consequently, the students will not be ashamed of asking questions, looking for more clarifications, giving some suggestions and contacting with their classmates.

Furthermore, it plays a big role in creating smart learners and it is an indispensable element into instilling linguistic knowledge into learner's minds as. When teachers offering solid relationships, discriminating and lifelong learners will be created because neither the attained information nor its source will be forgotten. Also, students having a solid relationship with their teachers are motivated enough to work and depend on their selves because they know that they can rely on their teacher when some problems are encountered, that is to say, the teacher will help them deal with difficulties and solving problems.

Additionally, respectful teachers may be considered as a crucial factor when conveying or explaining the subject matter in the class since that kind of teachers affects the students the most. Langer (1998,p. 86) rightly pointed out: "if the source of information is someone we respect, we are more likely to be influenced and retain the information than if we view the source as untrustworthy."

1.10 Negative Teacher-Student Relationship

One of the most difficult obstacles that may face the students in language learning is having bad relationship with their instructors. Some teachers act as a machine in the classroom without offering any kind of emotions or care for their students. They just keep giving orders all the time as a slave-drivers, blaming students because of not doing a task and they usually avoid using sweet words.

Consequently, the learners will not feel comfortable and they may hate their instructor which influences negatively the effective teaching.

The negative relationship is a conducive factor to a variety of adverse student outcomes. They tend to make some behavioural problems, poor attendance or avoidance of school and less positive engagement in the class. Zain-Al-Dien(2015, p. 215)advocates that: “Poor teacher-student relationships were considered a predictor of sustained academic problems and an indicator of future school difficulties.” Also, dependent relationships could lead to a decline in the students’ academic performance and an increase in dropout rates as well.

1.11 Establishing a Positive Relationship

Due to critical importance of positive teacher-student relationship on the students’ achievement, nowadays teachers are obliged to introduce it in teaching process. This relationship can be accomplished by means of some characteristics such as: caring, empathy, knowing students as individuals, listening and the use of humor.

1.11.1 Caring

When building a solid relationship between teachers and students caring is at the forefront. This term indicates the act of furnishing or offering affection for students. Therefore, teachers have to look after their students since this trait is seen as a way of bringing out the best in students, it includes listening, gentleness understanding, warmth and loving the students. As a result, a good relationship between the two will be created, the guarded boundary which may lead the learners to feel alienated with an uncaring teacher will be destroyed, students will be more motivated to succeed and even the constructive criticism will be accepted from them because they know that it comes from someone they trust and love. Caring must be introduced to realize effective teaching, according to Strong et al (2004,

p.33). “Caring is an important attribute of effective teachers, and students must be able to hear, see and feel that caring in their daily contact with teachers.” Also, it is seen as a key element for successful teaching, it plays a central role in enhancing learners’ confidence, and paves the way for better outcomes. Thayer-Bacon and Bacon (1996, p. 255) assert that: “Teachers who care about their students are remembered, effect change, stimulate growth, and are more likely to be successful at teaching their students.”

1.11.2 Empathy

It is considered as a main factor in creating meaningful teacher-student relationship. It is defined as “the process of putting yourself into someone else’ shoes” (Brown, 2000, p. 164) Thus, being close from learners must go through the ability of understanding their emotions and entering into their personalities. It is also defined as “a process of comprehending in which a temporary fusion of self-object boundaries permits an immediate emotional apprehension of the affective experience of another” (Guiora et al., 1972, p.142, as cited in Brown, 2000, p. 164). Empathy should be introduced in the classroom setting since it pushes the learners to do their best and motivates them to get the instructor satisfaction. The more teachers know and understand their students the harder they will work for them.

1.11.3 Knowing Students as Individuals

This feature has a great effect in founding a solid connectedness with the learners. It’s better to know the personality, interests and the way of learning of each student and not to view the class only as a class. The teacher has to learn students’ names and to believe in each one as an individual with potential. Letting students know that they are valued and appreciated makes them loving their teacher and working with less fear of taking risks so that ideal teaching environment will be existed.

1.11.4 Listening

Is not less important than the other factors in bridging the gap between the teacher and the student. The former has to pay attention to his learners when they are speaking or expressing their points of view, which encourages them to participate since they do not feel neglected. It is an effective solution for teachers to overcome the unwillingness to speak because learners speak most when they feel really listened to. Listening to students is not restricted to the classroom issues but also to the students' problems outside the school as a result they feel themselves close to their teacher and more gains will be achieved.

1.11.5 The Use of Humour

Humor is seen as a necessary and useful tool for teachers to create a good relationship and to shorten the distance with their students. Joseph Gatt (2000) explains it best: "It is the 'breathing-out of the soul'. When during the lesson the pupils only listen to the teacher, who may be teaching in the same tone, then it is as if they only breathe in and have no opportunity to breathe out. They need humor; which the teacher can find in very different places. Therefore the teacher must bring in humor during his lessons and this humor should result from the vitality and momentum of the lesson." (as cited in Chee, 2003) Hence, using humour is needed to refreshes learners' minds during the class and ignites their boredom, stress, depression.

Besides to the strengthening teacher student rapport, using humour makes the learning process more active and drives the learners to be interested in what is being said by the teacher, in addition to the fact that the information presented humourously will be memorable.

Conclusion

All what have been presented in the literature review above can be summarized as follows. Teaching and learning are two different concepts that have a tight relationship.

The terms have been introduced from different perspectives and several definitions of multiple researchers have been reviewed. Both teacher/learner profiles have been examined briefly. Moreover, teacher-student relationship has been investigated in two different perspectives. In other terms, we talked about the ways by which a strong and positive connectedness between them both can be found, which could result in high academic outcomes. Whereas a failure is the result of an unstable weak negative relationship. After that, we managed to elucidate and explain the significance of this relationship during teaching profession and the best ways for how to strengthen the relationship.

This chapter shed light on the issue of the study from a theoretical point of view. However, the following one takes a practical destination to investigate the effect of teacher-student relationship on the students' achievement.

Chapter Two

Field of the Work

Chapter Two

2.1 Introduction

In this chapter, we will deal with the discussion of both students and teachers questionnaires. In addition to that, we will present the results to which we conclude in this research. Finally, we will suggest some recommendations and solutions to our research questions.

The ultimate aim of this research is to investigate the effect of teacher-student relationship on the students' achievement. For this reason, the researchers opt to administer two main questionnaires: one for teachers and the second for learners since questionnaires are easy to manage and take less time.

2.2 Sampling

This research takes place at SassiRedouani, Secondary School in Reguiba-Eloued with third year pupils (Foreign Languages) The whole number is 43 and all of them were chosen as a representative sampling. As for teachers, we have selected about 10 interested in the English language teaching, and who were randomly chosen.

2.3 Research Instruments

The researcher used two questionnaires. One for students and the second is designed for teachers for the sake of gathering data.

2.3.1 Students' Questionnaire

The students' questionnaire consists of eighteen (18) questions which are arranged in a logical way. There are three closed ended questions requiring from the

students to choose « yes » or « no »answers. While the rest fifteen questions are multiple choice questions where the students are required to pick the appropriate answer from a number of choices.

The questionnaire is divided into three sections. The first section devoted to the background information of the students consists of two (2) closed- ended questions, they are asked about their gender and their level in English language. The second section is composed of thirteen questions where the close ended and multiple choice questions are used to investigate how do students see their teachers and how they behave in the classroom setting.

In the third section, three multiple choice questions are used to look for the kind of relationship that exists between the students and their teachers and its effect in the pupils' level.

2.3.2Teachers' Questionnaire

Teacher's questionnaire is mainly designed to see to what extent teachers and students have the same perceptions and opinions about the role of teacher-student relationship at the secondary school level. We dealt with the sample of ten (10) teachers who were chosen randomly. It is a mixture of different types of questions: closed-ended questions, where the teachers are required to select 'yes or no' answers, or to pick up the appropriate answer from a number of choices, or open questions requiring from them to give their own answers and justify them.

The questionnaire is about fifteen (15) questions which are classified into three main sections. The first section is composed of questions about teachers' general background. The second one includes questions about some factors that pave the way for better learning. While the third section investigates the impact and the importance of teacher student relationship.

2.4 Data Analysis

After the data was collected from both questionnaires, the researcher analysed them according to the participants' responses.

2.4.1 Analysis of Students' Questionnaire

Question 1: Specify your gender.

Options	Male	Female	Total
Number	12	31	43
Percentage	27.90%	72.10%	100%

Table 2.1: Student's Gender

The table illustrates that 72% of the chosen sample are female. This percentage equals thirty one (31) girls; while, the rest of the sample are male students. Their number equals six (12) boys. The percentage which illustrates the number of male students is about 28%. This may be due to the fact that females are more interested to study foreign languages and English language particularly than males who often choose to carry on scientific studies.

Question2: How is your level in English?

Options	Bad	Medium	Good	Excellent
Number	00	15	23	05
Percentage	00%	35%	53.48%	11.62%

Table 2.2: Students' Level

We notice that the level of the majority of students' self-assessment in these classes is good with (53.48%). However, (35%) of respondents see their level in English module is medium; this may refer to the difficulties that face them in understanding English vocabularies. While few of them (11.62%) are excellent and no one has a bad level.

Question3: Do you love your teacher?

Options	Never	No feelings	Very much
Number	00	19	24
Percentage	00%	44.19%	55.81%

Table 2.3: Students 'Feelings towards Their Teacher

As it is illustrated above, no one of the students detest his/her teacher, whereas (55.81%) of the pupils expressed their big love to their teacher and the rest of them (44.19%) seem to have no feelings towards their instructor. Which indicates that they have lovely teacher who respects and loves them as well?

Question4: Do you enjoy being at school?

Options	No	Yes	Total
Number	09	34	43
Percentage	20.94%	79.06%	100%

Table 2.4: Student's Joy of Being at School

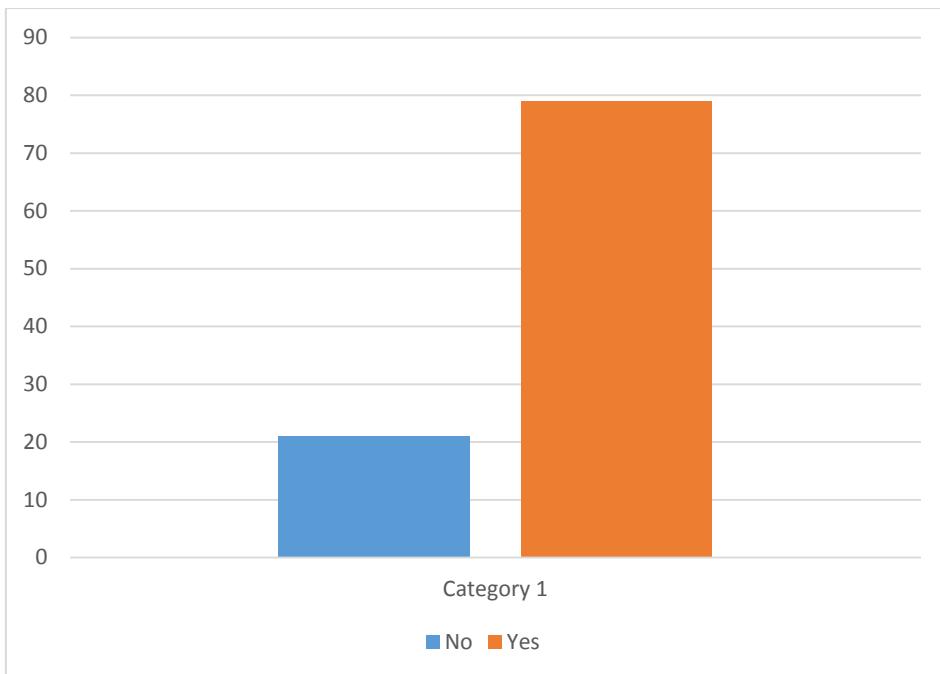


Figure 2.1: Student's Joy of Being at School

We remark that the majority of students 79.06% enjoy being at school while just 20.94% do not. This means that good learning conditions are offered for them and they do not suffer some problems neither with the administration nor with their teachers, so that the spirit of loving school was created. In contrast, we find (9) nine students with percentage of (20.94) who say that they did not enjoy being at school; it means that they dislike learning because of some teachers, or they may have some problems.

Question5: Does your teacher care about you?

Options	No	Yes	Total
Number	15	28	43
Percentage	34.88%	65.12%	100%

Table 2.5: Teacher Care

The table indicates that the most of students (65.12%) consider their teachers as careful enough about them. As opposed to the rest of the respondents, a percentage of (34.88%) argue that their teachers are meant to be careless. This factor can be considered as a crucial one in strengthening the relationship between the teachers and students.

Question6: Does your teacher ask about your personal problems?

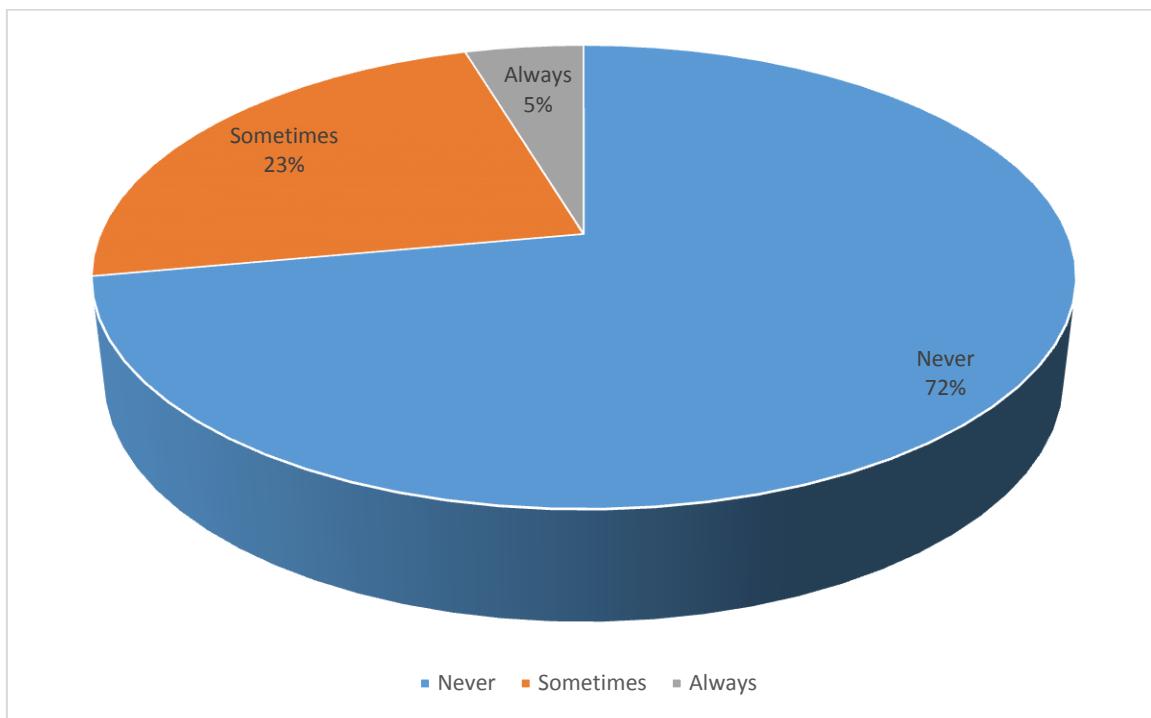


Figure 2.2: Asking about Personal Problems

As can be noticed from the graph, more than 2/3 of the sample (72, 09%) revealed that their teacher do not ask about their personal problems, and ten (10) students of the sample (23, 25%) said that they are not asked such kind of questions by their teacher. But just two (2) students (4, 66%) stated that their teacher always asks them about their personal problems and their daily life. This can be considered as a negative reason which may prevent the students of being close to their teachers.

Question7: Does your teacher notice your absence?

Options	Never	Sometimes	Always	Total
Number	11	23	09	43
Percentage	25, 58 %	53, 49%	20, 93%	100%

Table 2.6: Absence of Observation

More than the half of the sample (53, 49%) said that their teacher sometimes notices their absence and sometimes not. While nine (09) students (20, 93%) think that their absence is always noticed. However, eleven (11) students argued that their instructor never notices whether they attend the class or not, it may be due to the non-effectiveness of those pupils during the session or to the teacher carelessness. This may lead them to feel that they are unimportant and unwelcomed or they will think that their teacher does not treat his students the same.

Question8: Which kind of teachers do you like the most?

Options	Leader teacher	Boss teacher	Total
Number	36	07	43
Percentage	83, 72%	16, 28%	100

Table 2.7: Favorable Kind of Teachers

Almost all the respondents (83, 72%) have chosen the leader teacher as an ideal model to be existed in teaching process. While just seven (7) students (16, 28%) see that boss teacher is the suitable one. The result stresses the students need to that kind of teachers who encourage them and help them, the friendly and the open-minded ones not to the discipline-maker and slave-driver ones.

Question9: Do you think that the kind of teacher effects your lecture understanding?

Options	No	Yes	Total
Number	04	39	43
Percentage	09, 30%	90, 70%	100 %

Table 2.8: Teacher Kind Effect on Students' Understanding

From the table, it is clear that approximately all the students (90, 70%) think that the favorable kind of teachers influences their understanding of the material. On the other hand, just few pupils (09, 30%) see that there is no relationship between the teacher personality and their understanding of lectures. As a result, we concluded that the kind of teacher plays an important role in enhancing students' concentration and it helps for better understanding which effects positively students' performance.

Question10: How often do you participate in the class?

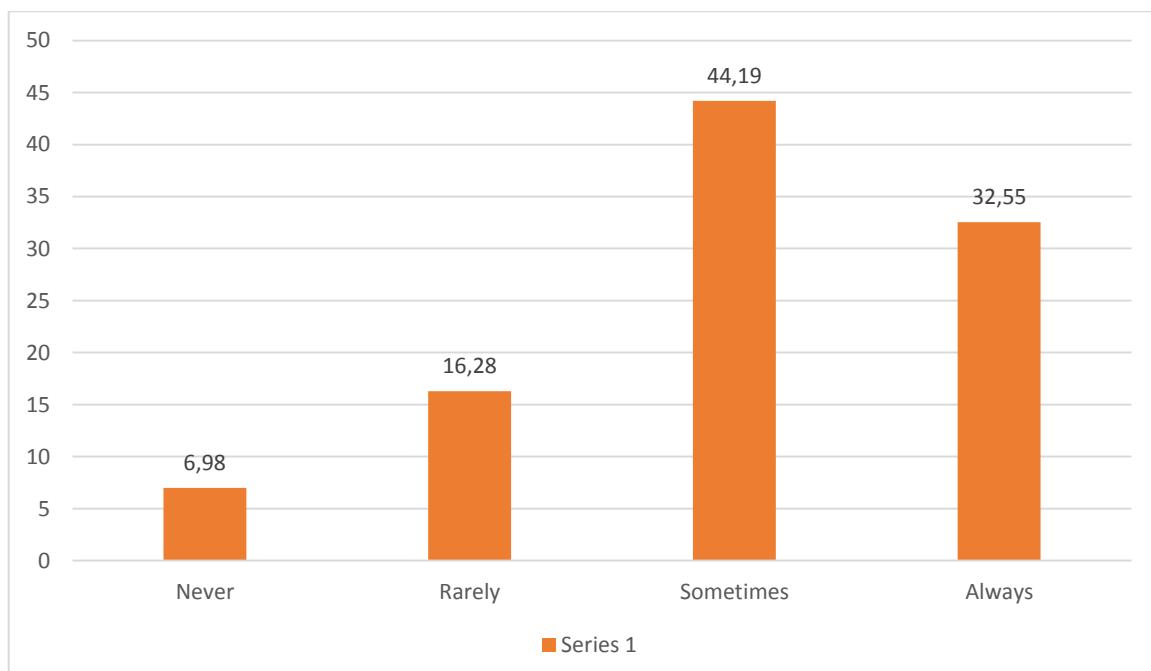


Figure 2.3: Students' Participation

The figure above illustrates how often do students participate in the class. Three (3) students (6, 98%) said that they do not participate at all and seven (7) of them (16, 28%) asserted that they participate rarely, it may be due to the low level of those pupils or to some obstacles that are existed between them and their teacher. The most of the respondents (44, 19%) see that they sometimes participate and sometimes no, whereas (32, 55%) of them are always participating which reflects the good level do they have and they are motivated enough to express their thoughts freely.

Question 11: What may hinder you to participate?

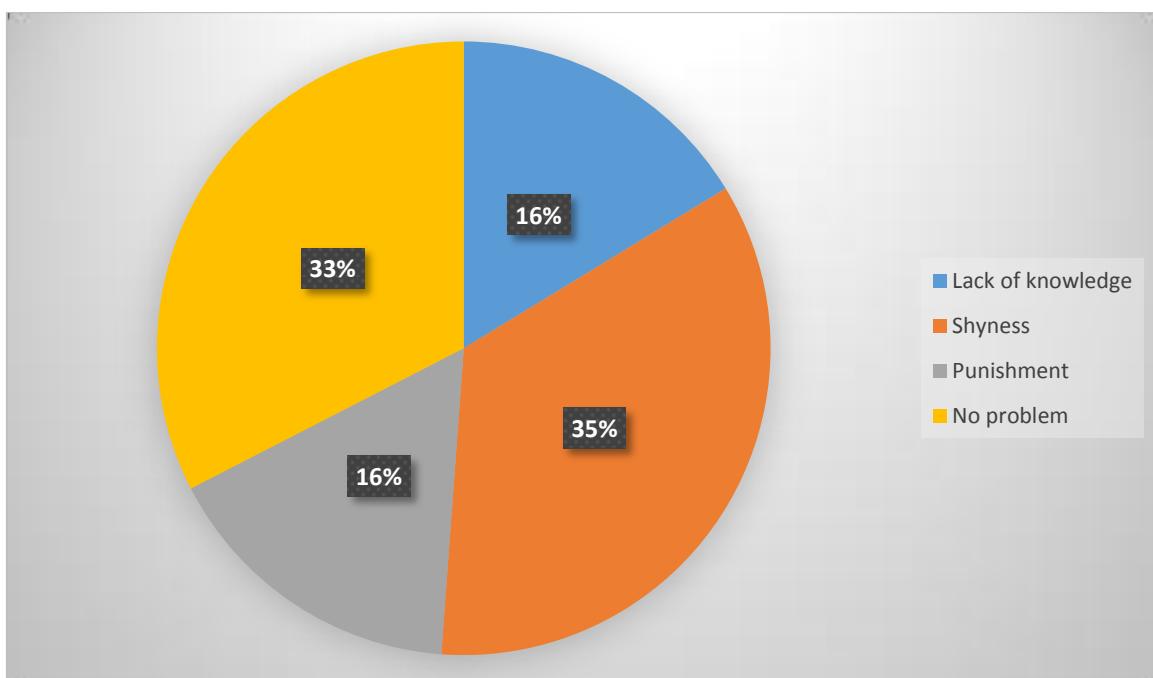


Figure 2.4:Participation Avoidance

As can be seen from the graph, (16%) of the sample revealed that they avoid participation in the class because of lack of knowledge and such problems in their language's level of proficiency. The same percentage of pupils considered punishment the main factor behind their non-participation while (35%) of them see that shyness is the only reason that prevents them to be active in the class, which indicates that there are some barriers between them and their teacher have to be

destroyed and some problems have to be solved. The rest (33%) of students do not have any problem to participate as a result of their good level and their good relationship with their teacher.

Question12: Does your teacher punish you when you make a mistake?

Options	Never	Sometimes	Always	Total
Number	18	25	00	43
Percentage	41, 86%	58, 14%	00%	100%

Table 2.9: Students' Punishment

This table shows the teacher punishment in case his students make mistakes. From the table, we can see that most of the students (58, 14%) answer that they are sometimes punished and sometimes no by their teacher in such situation. Others (41, 86%) see their teacher as a tolerant one since he never punishes them, and no one of the informants is suffering from this phenomena. This indicates that their teacher is doing his best to let the students feel at ease so that the fear spirit will be avoided, better knowledge can be gained and teacher-student relationship will be improved as well.

Question13: Does your teacher encourage you to participate?

Options	Never	Rarely	Sometimes	Always	Total
Number	04	16	13	10	43
Percentage	09, 30%	37, 27%	30, 23%	23, 26%	100%

Table 2.10: Students' Encouragement

We noticed that few pupils (09, 30%) are never encouraged by the instructor to participate and (37, 27%) of them are rarely supported to be involved in the class. Thirteen students said that they are sometimes supported and sometimes no, while ten 10 of them are always invited to be a significant part during the session. This contrast may be due to the huge difference in students' level which makes the instructor to be content with just the good ones or to the nature of the teacher who did not use to support all the students. Therefore, the non-encouraged pupils may feel isolated and will not be so close to their teacher.

Question14: Do you feel your teacher is a cooperating one?

Options	No at all	Somehow	Of course	Total
Number	00	17	26	43
Percentage	00%	39, 54%	60, 46%	100%

Table 2.11: Teachers' Cooperation

As it is illustrated by the table above , no one of the respondents answered by saying that his teacher is not a cooperative one. About (39, 54%) of the sample considered their teacher as somehow helpful, while most of the students (60, 46%) see that their instructor is totally cooperative with them, that is to say, he provides them with the necessary information and the helpful explanation, offers examples for better understanding, solves their problems and gives the hand of help whenever he is needed. Consequently, the distance between the two will be shortened and he will gains their respect and love as well.

Question15: Do you contact with your teacher outside the classroom setting?

Options	No	Yes	Total
Number	20	23	43
Percentage	46, 51%	53,49%	100 %

Table 2.12: Teacher-Students Contact outside the Classroom

From the table above, we can notice that there is a slight difference between both answers. (53, 49%) of the students said they do get in touch with their teachers outside the classroom setting. However, (46, 51%) of them have not the opportunity to contact their instructors. The given result means that the majority of the students are interested in being close to their teachers.

Question16: What type of relationship exists between you and your teacher?

Options	Bad	Needs improvement	Good	Very good	Total
Number	00	16	19	08	43
Percentage	00%	37, 21%	44, 19%	18, 60%	100%

Table 2.13: Type of Relationship between Students and their Teacher

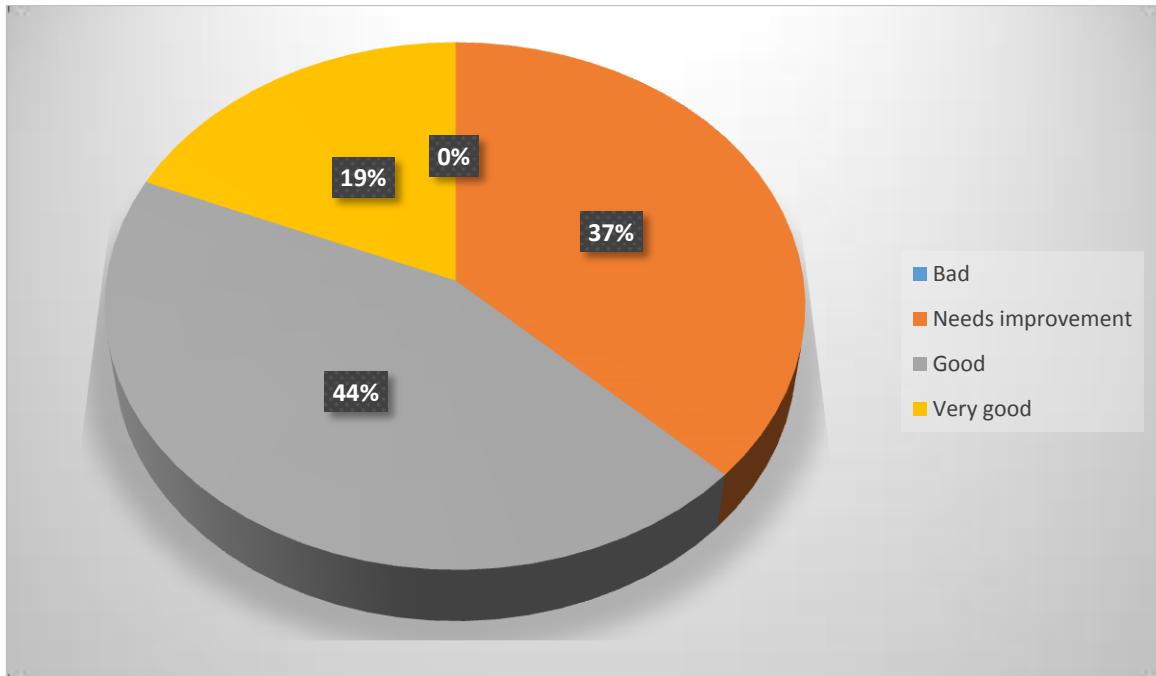


Figure 2.5: Type of Relationship between Students and Their Teacher

We remark that no bad relationships exist between the students and their teacher. Some students (37, 21%) see that the existed relationship needs improvement, which means that they are suffering from some problems and they seek to bridge the gap with their teacher. Others (44, 19%) went to describe their connectedness as a good one and the rest of the respondents (18, 60%) said that they have a very good relationship with their instructor. These results can be seen as a positive indicator for building a suitable learning environment and achieving better academic performance for the students.

Question17: Does this kind of relationship affect your level?

Options	Never	Very little	Somehow	Strong	Very strong	Total
Number	00	01	16	07	19	43
Percentage	00%	02, 32%	37, 21%	16, 28%	44, 19%	100%

Table 2.14: The Effect of Teacher-Student Relationship

The table above shows that no one of our informants think that the type of teacher-student relationship does not affect their level and just one (1) of them sees that it has a little influence. However, sixteen students (16) said that it somehow influences their performance and (7) pupils stress the strong effect of such connectedness. While approximately the half of the sample (44, 19%) believes that this relationship has a very strong impact on their performance. These findings suggest that there is a direct link between the students' level and the teacher-student relationship be it positive or negative one.

Question18: How is important to have good relationship with your teacher?

Options	Never	Very little	Somehow	Strong	Very strong	Total
Number	00	01	03	13	26	43
Percentage	00%	02, 32%	06, 98%	30, 23%	60, 47%	100%

Table 2.15: The Importance of Positive Relationship

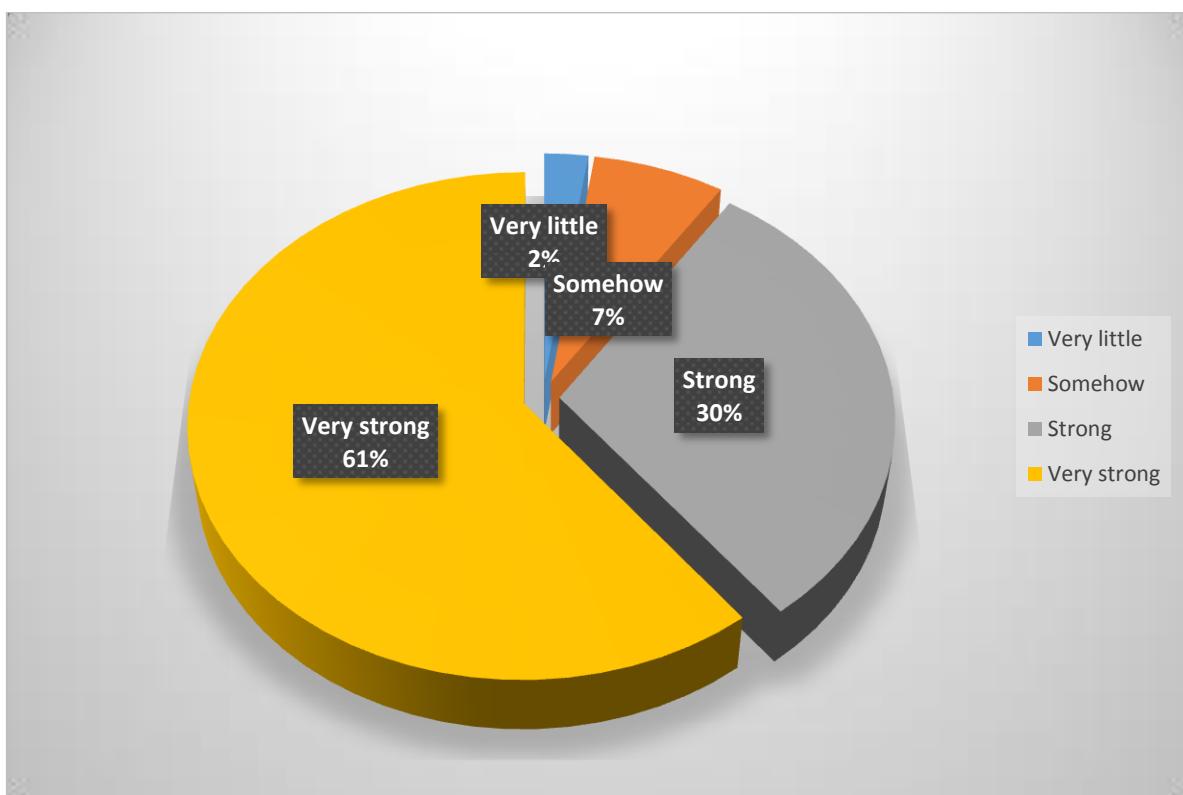


Figure 2.6: The Importance of Positive Relationship

As can be seen from the graph, no one of the respondents went for the first choice “never” and just one of them chose “very little”. A few pupils (06, 98%) think that it is somehow important to have positive relationship with the instructor. While the majority of our informants see such kind of relationships from positive angle, thirteen (13) students (30, 23%) described its importance by selecting the choice “strong” and approximately 2/3 of the sample (60, 47%) emphasized on the significance of positive teacher-student rapport by choosing the option “very strong”. These results reflect the students’ need for good relationship with their teachers so that better performance can be achieved.

2.4.2 Analysis of Teachers' Questionnaire

Question1: Specify your gender.

Options	Male	Female	Total
Number	04	06	10
Percentage	40%	60%	100%

Table 2.16: Teachers' Gender

The table above shows that (04) respondents out of the chosen sample of the study are males; whereas, the remaining respondents (06) are females.

Question2: Which degree do you hold?

Options	License	Master/ Magister	Doctorate	Total
Number	05	05	00	10
Percentage	30%	50%	00%	100%

Table 2.17: Teachers' Degree

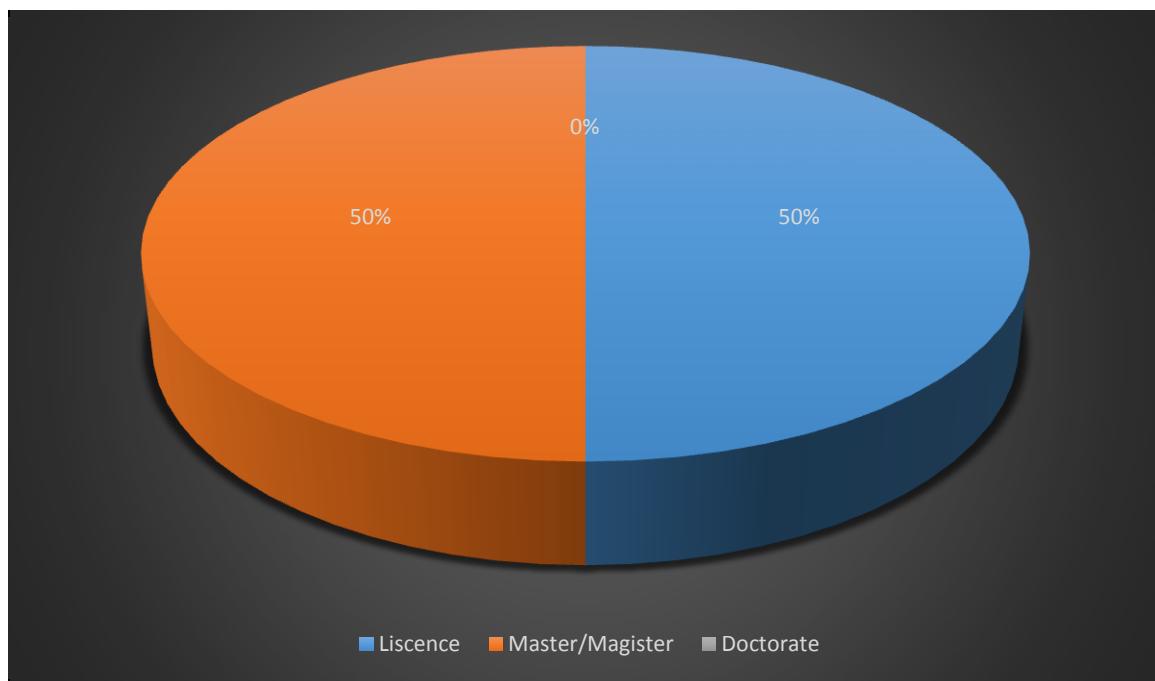


Figure2.7: Teachers' Degree

A quick glimpse at the teachers' degrees held, we can remark that the half of the sample (50%) have master/magister degree, and the second half (50%) have license degree. Whereas no room for doctorate degree (00%).

Question3: How many years have you spent in teaching?

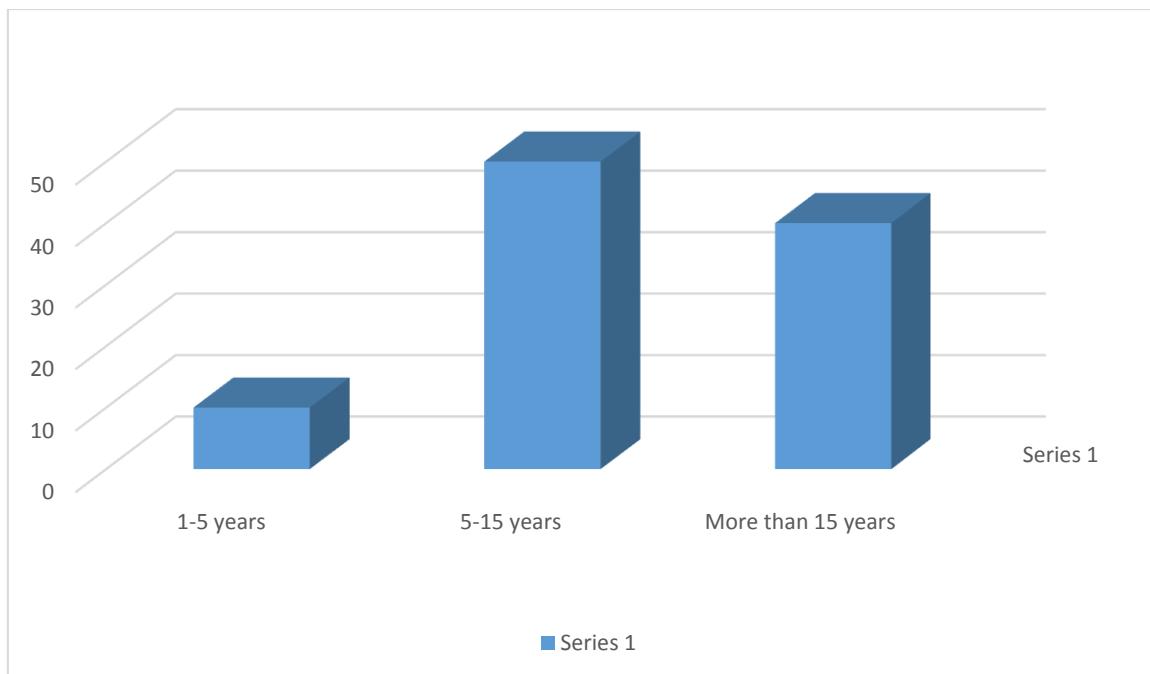


Figure2.8: Teachers' Experience

The majority of respondents' experience in teaching English ranges between (5-15) years represented by five (05) teachers (50%), and four (4) teachers have more than (15) years of experience, i.e. about (40%). While just one (1) teacher has little experience which does not precede five years. It seems that our informants are experienced enough in teaching profession. Which means that this could help us to get the necessary information and the needed answers concerning our topic?

Question4: What do you think about the teaching process?

While investigating teachers' point of view about teaching process most of them agreed about the great challenge that they are facing. In addition the difficulty of this tiring task and they consider it as a big profession that requires much efforts to be done in a perfect way. Whereas some of them see it as a joyful job

Go to describe it

Question5: Do you care about learners' differences?

Options	Never	Sometimes	Always	Total
Number	00	03	07	10
Percentage	00%	30%	70%	100

Table 2.18: Learners' Differences Care

The table illustrates that the most of teachers (70%) do always care about learners' differences. While others (30%) said that sometimes do and sometimes not, but no one of our respondents neglect learners' differences. Which means that our informants take into consideration the different styles and levels of their students and they are doing their best to help all of them to get developed.

Question6: Are you emotionally aware and sensitive to the needs of students?

Options	No	Yes	Total
Number	00	10	10
Percentage	00%	100%	100%

Table 2.19: Teachers ‘Awareness of the Students ‘Needs

As the table indicates, all the respondents (100%) said that they are conscious of their students’ needs which mean that none have answered the other way around. Thus, those teachers are mature enough to their responsibility and they are doing their best to satisfy their needs by providing them with the necessary data and the utmost help.

Question7: Do you care about students’ personal and academic future?

Options	Never	Sometimes	Always	Total
Number	00	08	02	10
Percentage	00%	80%	20%	100%

Table 2.20: Teachers’ Care about Students’ Personal and Academic Future

As the table indicates, no one of the teachers (00%) disregards the students’ personal and academic future. As opposed to a few of them (20%) who said that they always care about their students’ future. However, more than 2/3 of our informants (80%) stated that they sometimes look after their students’ academic

future and sometimes not. This may be due to the fact that not all the students are going to continue their studies so that they just look after the smart ones.

Question8: Do you know the names of your students?

Options	No one of them	Some of them	All of them	Total
Number	00	02	08	10
Percentage	00%	20%	80%	100%

Table 2.21: Knowing Students' Names

We can notice from the table that the number of teachers who know all their student's names (80%) is the quadruple of those who know just some of them names(20%). But there is no teacher who does not know any one of his pupils' names. This can be seen as a positive factor since it makes the pupils high valued, respected, and motivate them to perform better.

Question9: Do you use sense of humour during class with your students? Justify your answer.

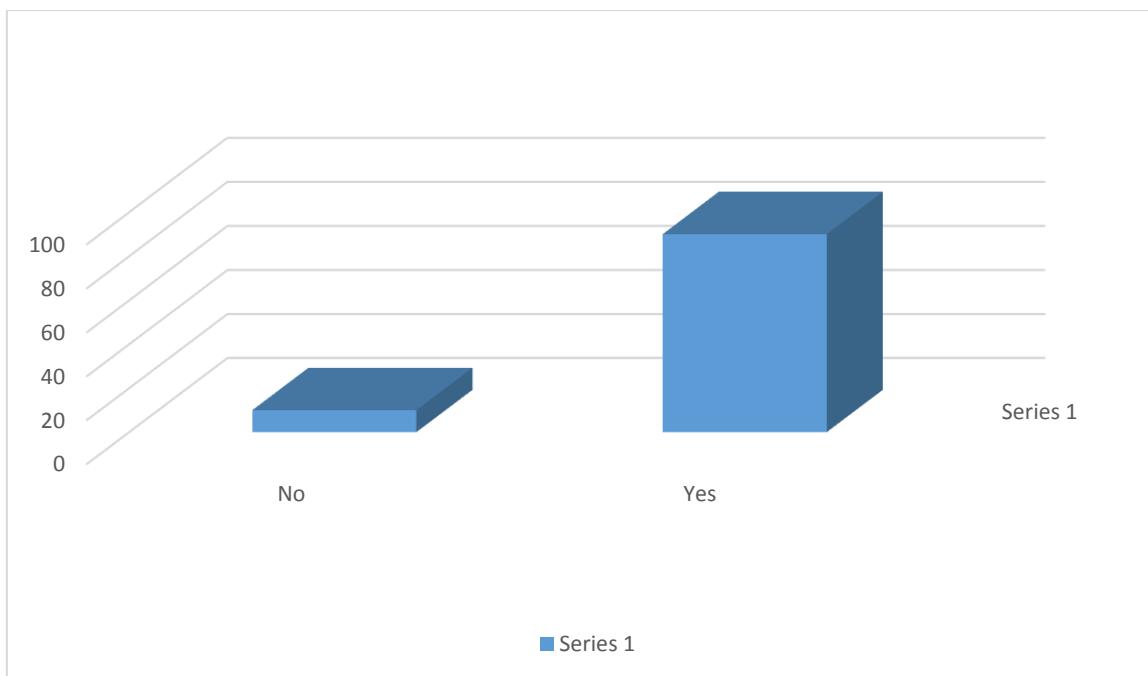


Figure2.9: The Use of Humour

Teachers' answers were divided into two categories. The first category represented by only who does not resort to the use of humour as a strategy in the class (10%). He justified his answer by saying that it is needless to be light-hearted; and he can do his task without using it. For the second category almost all teachers take into consideration the use of humour which is represented by a percentage of (90%). They consider it as a helpful element and as a way of attracting students' attention, making them relaxed and comfortable, gaining their love and respect in addition to the fact that it gives a kind of refresh; and students tend to remember easily what is given to them through humour. Their justifications stress the significance of using humour in teaching profession and its great impact on stealing students' hearts.

Question10: What kind of relationship do you offer to your students?

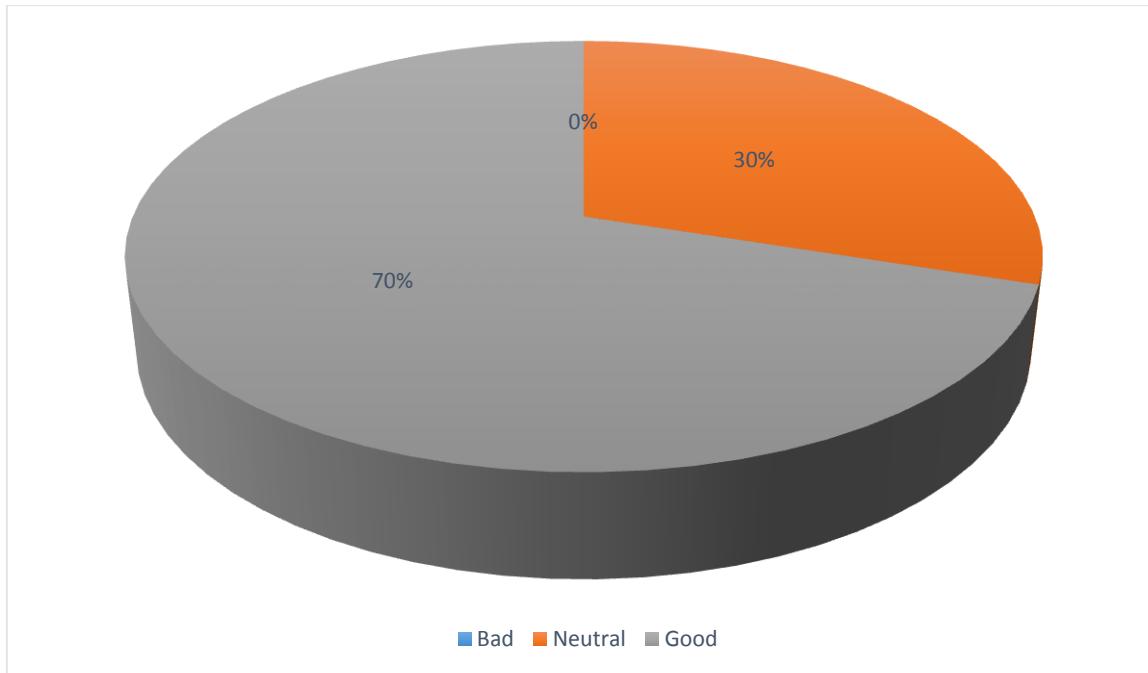


Figure2.10: The Offered Kind of Relationship

The figure above shows that (07) teachers (70%) offer a good relationship to their pupils. Others (30%) do not have feelings towards them, may be due to the nature of their character. And no one of the respondents said that he has a bad relationship with his students. This may reflect the teachers' awareness of being close to their students so that they may like to learn and will not have negative attitude towards the school setting.

Question 11: Do you think that your relationship with the students affects their behavior in the classroom?

All the respondents see that the relationship with the students has a direct link with their behaviours in the class. They see that providing the pupils with a good association motivates them to learn, obliges them to avoid discipline problems, leads for better understanding and overcomes their hesitating.

Additionally, learners tend to be more at ease with the instructor they can easily talk with, and therefore can ask questions without being ashamed.

Question12: Do you think that the relationship with your students affects their learning and academic performance?

Options	Never	Somehow	Of course	Total
Number	00	01	09	10
Percentage	00%	10%	90%	100%

Table 2.22: The Relationship Effect

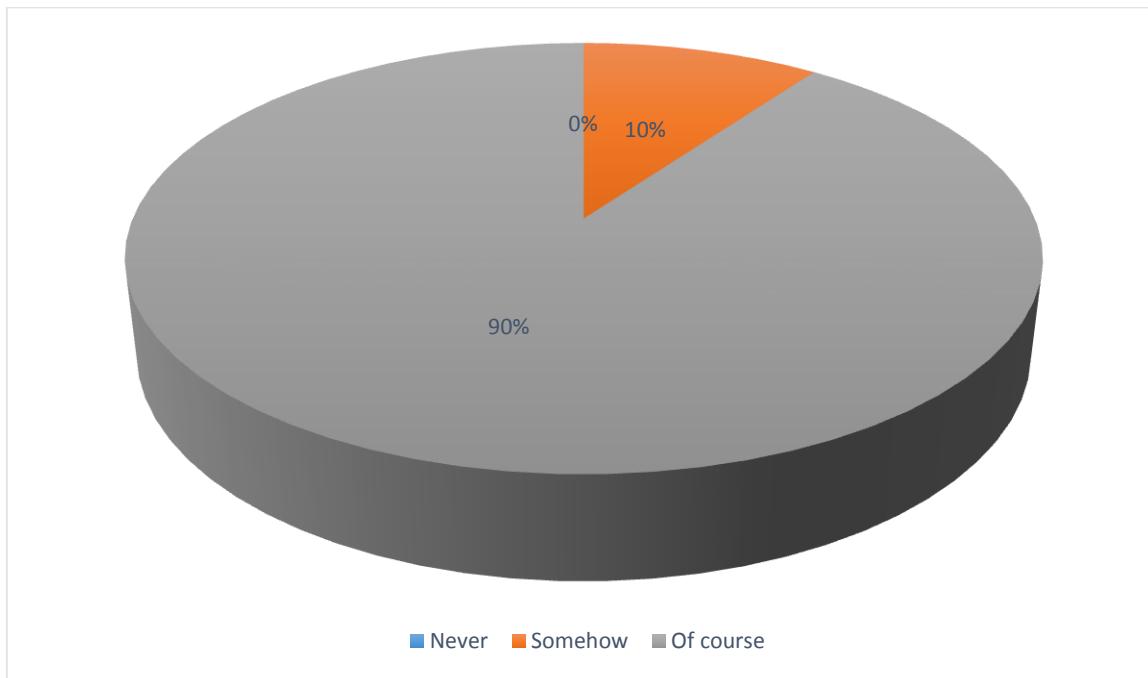


Figure 2.11: The Relationship Effect

As it is illustrated above, no teacher sees that his relationship with the students does not influence their academic performance be it positive connectedness

or negative one. In addition, nearly all the teachers (90%) appreciate the role of such relationship in their level. And just (10%) of them said that it somehow effects their achievement. There is a general consensus among teachers about the efficiency of their relationship with students, which emphasizes the need of building meaningful relationship to pave the way for getting good results.

Question13: What are the most important factors in building meaningful teacher-student relationship?

When we asked the teachers to give some suggestions by which good relationship can be built, they provided many procedures. Some of them proposed the creation of friendship atmosphere.

Going further to have a clear idea about a meaningful teacher-student relationship, teachers tried to elucidate how successfully achieve a high respectful relation. Some of them suggest that creating an atmosphere of friendship in the class; which could lead to a better understanding and establishing a mental link between both.

Others insist that a sense of a mutual respect and mutual trust must exist in the classroom so that the teaching process could be easy, exciting and useful. Furthermore, it is mentioned that caring and understanding are two crucial factors leading to a perfect teacher-student relationship. However, others have recalled some sort of acts that should be kept away during the teaching process like being arrogant, or using offensive words. The latter would make it difficult for both. Eventually it is strongly recommended to be positive, helpful, humorous and never insulting pupils so that to build a strong positive relationship.

Question14: What are the behaviours that may lead to a negative relationship with your students?

While investigating through the behaviors that may lead to a bad connectedness between teachers and students, we are given some propositions. Some teachers suggested that the lack of respect, discipline, and trust lead to a bad relationship. Others consider too much of jokes and sense of humour can be a factor of a negative relationship. To put it in a nutshell, a bad or a negative relationship can be a problem for achieving positive goals this is why it is recommended to build up a close relationship between the student and the teachers for it had a direct impacts on the student's achievement.

Question15: what do you think about the topic of our research?

Multiple reactions were seen for how positive, good, important this research is in the field of education. Teachers were pleased and opinions were written down. "It is the first time I face such a topic" this was a reaction of a teacher who admitted its importance and effects. Others considered it as a keystone because of the huge Importance it holds for teachers in the educational professions.

2.5 Discussion of Students' and Teachers' Questionnaires

For the sake of a clear debate of the findings, and for a thorough analysis to draw a final verdict on the importance of the relationship between teachers and students when it comes to the so-called student's achievements. In this section, we are going to discuss and examine the differences found in the answers of both the students and the teachers and to what these differences refer according to them.

2.5.1 Discussion of Students' Questionnaire

The designed questionnaire consists of nineteen questions. From the analysis, we can ensure that the number of female students is larger than that of the male students. This may be due to the inclination of the female sex to study foreign languages, and their deep love for the foreign languages too. Question four and five, portrait how emotionally the students are, when it comes to their studies and teachers. They were asked about their honest love to their studies, and successfully, most of them gave a positive and an expected answer. Question number eight was about the type of teachers the students like the most, they were given two choices, whether a boss teacher or a leader teacher instead. Most of the given answers were unambiguous, because all of them chose the leader teachers who are able to control the teaching process in the class, give instructions and pieces of advice, participate and be involved in discussion. The leader teachers though, are meant to help the student participate and make them not backward in coming forward. In question number nine, the students were asked whether the kind teachers has a direct effect on understanding the lecture or not. Similarly to the previous answers, students ensured that teachers' personality has a colossal impact and a forthright relationship with comprehending the lecture.

Participation in the class and being active the entire course has been a little bit taxing for students from different language classes. However, we have included a question to be answered. Question number eleven; what may hamper students to be a vigorous member in the class. Responses were divided into four categories. For some, they answered by having no problem when it comes to participation and discussion. Others are still afraid of offensive words that may come out from the teachers in case of wrong answers or bad ideas, which could lead them to a circle of insecurity. However, shyness, for some others, was the only problem, otherwise

they do not have any problems. Eventually, the lack of enlightenment is still one of the main reasons for why students keep silent and positive during the lecture.

When we asked the students about the importance of a positive relationship, the majority of them answered that it is very significant and crucial. Which clearly reflects the students' need for good relationship with their teachers so that better results can be seen during the years of studies? Such an answer fills the gap between the teacher and his/her students because a positive relationship is a forthright step to build trust, respect and love in the classroom.

2.5.2 Discussion of Teachers' Questionnaire

In addition to the analysis and discussion of the students' questionnaire, we have to go further to discuss teachers' questionnaire, so that we have an abundantly clear picture of the nature of the relationship between both teachers on one hand, and students on the other one.

Question number four, teachers were asked about the teaching process. Answers were given and opinions were extremely contrasting. For some teachers, the teaching process is a hard one, since it relies upon a hard work, concentration, preparation, and an open mindset, otherwise, the teachers will face difficulties without the mentioned above. For other teachers, the teaching process or in other terms the teaching profession is a joyful, easy, simple occupation, once you know your objectives and the needs of your students, you will not face any problems. Question number six however, deals with the consciousness of the teachers to the needs of their students. All of them confirmed that they are mindful and conscious about their students' needs which may make them closer to their students.

Question number ten is about the kind of relationship that teachers offer to their students. The majority of them volunteer a good correlation; this must be due to their character and too much care they give to their students. However, few have nothing to do with it. In other terms, they are being whether impartial or unbiased with the students. In the same vein, question number twelve enquires about the kind of relationship and its effect on students' learning and academic triumph. The majority of the teachers accepts and encourages building up a strong relationship with the student because it has a direct impact on their learning results and it helps to create the appropriate learning environment as well.

2.6 Recommendations

The following recommendations are offered for related research in the field of teaching and learning.

-The teaching process is a difficult subject to manage, yet, both students and teachers are trying getting it under control.

-Students should cooperate with their teachers to successfully fulfill classroom tasks.

-To a greater extent, teachers should be directors during meetings for discussions and seminars because it has a forthright relationship with their students' outcomes.

-Teachers should have to adopt leader positions, granted that learners like to see a leader taking control of the situation.

-The correlation between teachers and students should be positive in order to bolster learning by following certain attitudes and actions, so that learners' final achievement can be satisfactory and acceptable.

-For the sake of their students' future needs, teachers should constantly try to direct, guide, and accept getting in touch with them even outside the class.

-Effective learning must go hand in hand with meaningful teacher-student relationship.

-Mutual trust and respect are two crucial factors that should be engraved in teachers' and students' behaviours in the class.

-Teachers should encourage their students to participate and to be active.

-Learners' differences must be taken into consideration, especially the inequality in students' language levels.

-Learners' punishment should be avoided as much as possible.

-Teachers should select their words carefully to avoid insulting and misunderstanding.

- Friendship atmosphere should be created.
- Teachers have to use the sense of humour while interacting with their students during the classroom sessions.
- Being all smiles, wearing a positive face; calling every individual student with his/her name have to be all a part of the teachers' character.

2.7 Conclusion

This chapter is devoted for the research issue from both students and teachers perspectives because they are the main concerned with it. They both approve that the teachers-student relationship is an important element that should be introduced in teaching languages. Both teachers and students apprehend the necessary role of this relationship in teaching and learning process.

The similarity between the results of both participants can be considered as an evidence of the great effect that the teacher-student rapport has on students' academic performance. This can be regarded as a sign of their eagerness to bridge the gap between them to create an ideal teaching environment.

Although the existing research provides valuable insights on the effect of teacher-student connectedness and teaching and learning process. The topic is huge and it requires keeping the door open for more researches.

General Conclusion

The research aims at investigating the ways that could eventually guide both teachers and learners to fulfill certain objectives successfully. Teachers, on one hand, are the members who organize; control, evaluate, examine, help, advise, and guide the students during the teaching process. However, his/her relationship with the students is meant to be vital, because of its colossal importance on their student's accomplishments during the year. The way the teachers act and react is, to a certain extent, the gate to realize whether a positive outcome or a negative one.

Our research is based on delving into the hypothesis; we begin by a literature review of the first chapter, in which we went on defining the most relevant and most important ideas that has a straightforward relationship with teaching in a large part and teachers and learners in a particular one.

The analysis of the teachers' and students' questionnaires showed that the both of them are conscious of the significance of the teacher-student rapport. Building up a suitable atmosphere for teaching students is still on first sight. For the sake of students' success, teachers should understand the needs and requirements of their students and try avoid certain ways that, in a greater extent, lead them to a white-knuckled experience.

To put in a nutshell, the current dissertation has shed light on the importance of the teacher-student relationship and its effective role in enhancing students' academic performance. Accordingly, this work may be seen as a keystone that paves the way for other researchers to make further investigations in order to improve teaching learning process at different levels.

Appendices

APPENDIX A: Students' Questionnaire:

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

1- Specify your gender.

-Male Female

2- How is your level in English?

-Bad Medium good Excellent

3- Do you love your teacher?

-Never No feelings Very much

4- Do you enjoy being at school?

-No Yes

5- Does your teacher care about you?

-No Yes

6- Does your teacher ask about your personal problems?

-Never Sometimes Always

7- Does your teacher notice your absence?

-Never- Sometimes Always

8- Which kind of teachers do you like the most?

-Leader teacher -Boss teacher

9- Do you think that the kind of teacher affects your lecture understanding?

-No Yes

10- How often do you participate in the class?

-Never Rarely Sometimes Al always

12- What may hinder you to participate?

- Lack of knowledge Shyness Punishment No problem

13- Does your teacher punish you when you make a mistake?

-Never -Sometimes Always

14- Does your teacher encourage you to participate?

-Never Rarely Sometimes always

15- Do you feel your teacher is a cooperating one?

-No Somehow Of course

16- Do you contact with your teacher outside the classroom setting?

-No Yes

17-What type of relationship exists between you and your teacher?

-Bad Needs Improvement good Very good

18- Does this kind of relationship effect your level?

-Never Very little Somehow strong Very strong

19-How important is to have positive relationship with your teacher?

-Never very little somehow strong very strong

APPENDIX B: Teachers' Questionnaire

You are kindly requested to fill in this questionnaire to express your thoughts about your teaching career. Feel free to add any comment. We would be grateful if you could answer the following questions by ticking (✓) the appropriate box, or by making a full statement wherever needed. Thank you for your collaboration. Your answers are very important for the validity of the research.

1- Specify your gender.

- Male Female

2- Which degree do you hold?

- License Master/ Magister Doctorate

3- How many years have you spent in teaching?

-Less than 5years Between 5 and 15 years More than 15 years

4- What do you think about the teaching process?

.....
.....

5- Do you care about learners' differences?

-Never -Sometimes Always

6- Are you emotionally aware and sensitive to the needs of students?

-No Yes

7- Do you care about students' personal and academic future?

-Never Sometimes Always

8- Do you know the names of your students?

-No Some of them All of them

9- Do you use sense of humour during class with your students? Justify your answer.

.....
.....

10- What kind of relationship do you offer to your students?

-Bad Somehow/ Neutral good

11- Do you think that your relationship with the students affects their behavior in the classroom?

.....
.....

12- Do you think that the relationship with your students affect their learning and academic performance?

-Never Somehow Of course

13-What are the most important factors in building meaningful teacher-student relationships?

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.....

14-What are the behaviours that may lead to a negative relationship with your students?

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.....

15- What do you think about the topic of our research?

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Abstract:

The present study is designed to investigate the effect of teacher-student relationship in enhancing learners' achievements. It attempts to examine the possibility of improving teaching-learning process. It takes the case of third year foreign languages classes at SassiRedouani secondary school. Students' and teachers' questionnaires used in order to collect and analyse data. The findings indicate that there are some strategies that pave the way for building meaningful teacher-student relationship which has a major impact on the students' academic performance and it plays an extremely important role in creating the appropriate learning environment and facilitating the teaching profession.

Key words: teacher-student relationship- learning achievements- improving teaching learning process- meaningful teacher-student relationship- academic performance- facilitating the teaching profession.

ملخص:

تبحث هذه الدراسة على مدى تأثير علاقة الأستاذ بالطالب على المردود الدراسي لهذا الأخير حيث تحاول أن تدرس احتمالية تحسين المنهج التعليمي. أجري هذا البحث على طلبة السنة ثلاثة ثانوي للغات الأجنبية بثانوية السادس الرازي بالرقيبة الوادي ، و لذلك صمم استبيانين خصص الأول للاستاذة بينما كان الاستبيان الثاني موجهاً للتلاميذ. أظهرت نتائج هذه الدراسة عن بعض الطرق التي من شأنها أن تبني علاقة جيدة بين الأستاذة والتلاميذ والتي بدورها تملك تأثيراً بليغاً على المردود الدراسي للتلاميذ و خلق جو مناسب للتعليم على حد سواء.

الكلمات المفتاحية :

علاقة الأستاذ والתלמיד- المردود الدراسي- المنهج التعليمي- علاقة جيدة- جو مناسب للتعليم

Résumé:

Cette étude cherche à connaitre l'influence de la relation enseignant/élève sur le rendement scolaire de ce dernier dans le but d'améliorer le processus d'enseignement. Pour cela nous avons réalisé un sondage au lycée concernant les élèves de troisième année secondaire de la branche des langues étrangères. Nous avons réservé la première partie du questionnaire aux enseignants et la deuxième partie aux élèves. Au terme de cette étude, nous avons découvert des méthodes d'enseignement qui peuvent créer de bonnes relations enseignant/enseigné et un climat de confiance dans le but d'améliorer les performances scolaires des élèves et faciliter la tâche du prof.

Les mots clés:

Relation enseignant/élève- rendement scolaire- améliorer le processus d'enseignement- questionnaire- des méthodes d'enseignement- bonne relations enseignant/élève