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**The Teacher-Student Relationship to
Optimize learning: The Case of First-year
LMD Students at Tlemcen University**

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Fulfilment for the Requirements of the Degree of Master in Language Studies

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Dedication:

*Deepest thankfulness is gifted to my dearest parents for
their precious love, affection and support.*

Enormous thanks are offered to my dearest brothers:

Mohamed, Ahmed, and Hamza

*To my lovely sister and the gem of my life: Bendellaa Nour El-
Houda Yousra*

To the best friends that I ever had:

Salma, Djamila, Asmae, Zahra, Abdelmonaim,

*Abdelbassit, Youness, Oussar Mustapha, and all the GVC
members,*

Thank you for keeping the sun shining

*I also welcome this opportunity to thank my favorite
and dearest teacher "Djebbari Zakia"*

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First and for most we should as we do acknowledge our work for the most merciful and helpful of all , our creature Allah for if without his help we would not be here

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Abstract

The objective of this research is to investigate how a supportive teacher-student relationship can improve the learning process. It assumes that Good relationships with students may provide chances to be motivated and feel engaged in the classroom. This research aims at knowing the role of these relationships in enhancing learning, and the ways of building, and promoting them in the classroom to gain the students' academic achievement. In addition, it also provides the main strategies, and keys to cultivate strong and supportive teacher-students relationships in EFL classrooms. The tools that are used in this research are: the questionnaires, and the classroom observation, which revealed that a good teaching and learning requires good and supportive relationships between teachers and students, and between students themselves within the classroom setting.

List of Acronyms

EFL English as a Foreign Language

ELT English Language Teaching

LMD Licence-Master-Doctorate

TEFL Teaching English as a Foreign Language

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General Introduction

Good teaching is essential for achieving the mission of education. The foundation to this is the combination between the teacher, the learner, the learning environment, and the relationships sustained in the classroom environment. Forming strong and supportive relationships with teacher may allow students to feel safe and secure, more competent, and may promote positive connections with peers. Therefore, this research work aims at looking into the following problematic:

How to optimize learning through teacher-student relationships?

Moreover, the present questions are asked:

- What is the role of teacher-student relationships in optimizing learning?
- How may teachers' relationships with learner help to develop their learning skills?
- How to cultivate a positive encouraging relationship in our EFL classroom?

To answer these questions, the following hypotheses are presented:

- Supportive and positive relationships between teachers and students may ultimately promote a sense of environment belonging, and encourage students to participate cooperatively in classroom activities.
- The quality of teacher-student relationships that are sustained in classroom seem to be a fundamental strate for the development of learners' engagement and achievement.
- Showing care and offering security may create an atmosphere of motivation, and encouragement that may keep students attached to their classrooms.

This work is divided into three chapters; the first chapter is the theoretical review, it consists of definitions of some issues that are related to the subject of relationships in classroom, and their importance in the development of the learning skills, in addition to their influence on the students' motivation and classroom

engagement. The second chapter; the practical chapter is concerned with collecting data of the case study through teachers' and students' questionnaires, and the classroom observation, then analysing and interpreting the results. The last chapter tries to provide some suggestions and practical activities to build and promote positive relationships in our EFL classrooms.

Chapter One

Theoretical Review

- 1.1. Introduction
- 1.2. Teacher-Student Relationship and the Learning Atmosphere
 - 1.2.1. Teacher-Student Relationship
 - 1.2.1.1. Positive Relationships
 - 1.2.1.2. Negative Relationships
 - 1.2.2. Teacher-Student Communication
- 1.3. Improving Relationships with Difficult Students
 - 1.3.1. Classroom Management
- 1.4. Breaking the Wall of Silence between the Teacher and the Student
 - 1.4.1. Classroom Attachment
 - 1.4.2. The Influence of the Teacher Relationship on Students' Classroom Engagement
- 1.5. Conclusion

1.1. Introduction

This chapter deals with the theoretical analysis of the teacher- student relationships, it further deals with the description of the relationship between the teacher and the student, and its importance in classroom communication, in addition to its value in influencing the students' classroom engagement, and breaking the wall of silence inside the classroom.

1.2. Teacher-Student Relationship and the Learning Atmosphere

The teacher-student contact in the classroom can improve the learning process, offering a positive classroom environment may give the best conditions and chances to enhance students' learning and interaction.

1.2.1. Teacher-Student Relationship

Since the beginning of the educational stream, the students spend around 7 hours a day for nearly 10 months in schools, and that confirms the importance of the relation between the teacher and the students. In this sense, Collins and Repinski quoted in Wubbels and Brok (1994: 20) state: "*Relationships are typically defined as enduring connections between two individuals, uniquely characterized by degrees of continuity, shared history, and interdependent interactions across settings and activities*".

Relationships can evoke positive as well as negative experiences. In this regard, researchers have focused on the benefits of various relationship provisions such as emotional well-being, a sense of cohesion, instrumental help, a secure base, and a sense of identity for promoting positive outcomes.

1.2.1.1. Positive Relationships

Good relationships are needed in the classroom, but, in fact building a positive one between teachers and students is not really easy. Martin & Dowson quoted in Furrer at all (2014: 105) state that "*the basis for student-teacher relationships, like*

all close relationships, is interpersonal liking and trust. Students feel they belong in school when teachers express involvement and warmth". Thus, Students need to feel that they are welcome and valued, and teachers enjoy having them in classroom besides showing care and affection. In the same line of thought, Stipek quoted in Furrer et al (2014: 105) believe that: *"Students also need structured interactions, in which teachers set high standards, clear expectations, and reasonable limits for students' behaviors and performance and consistently follow through on their demands"*.

A caring teacher tries to ensure that the classroom environment is welcoming to all students, in addition to enhance students' self-belief that reinforce their motivation to learn as Doda and Knowles (2008: 28) said:

The key to being a good teacher is to know the kids. You have to know every single one and have a relationship with every single one. I think that one thing that really allows me to work hard is knowing that my teacher knows where I am in life at that moment. If they don't know me, I will tend not to work as hard for them.

Teachers' autonomy support shapes students' motivation. Teachers need to treat students with respect and seek out, listen to, and value their opinions, if teachers give students options, encourage them to work on issues that are interesting and important to them; students will develop an autonomous orientation to schoolwork, to become self-regulated learners, and to take ownership of their own academic progress.

1.2.1.2. Negative Relationships

Unlike the positive relation, the negative one between teachers and students may be found in classroom. In this sense, Harmer (2009:126) suggested that:

most teachers in many different learning culture have moments when their students fail to cooperate in some way, thus disturbing the

learning which should be taking place, sometimes getting significantly out of control. Such moments of disruption can be unsettling not just for teachers but also for students.

Furthermore, the teacher-student relationships maybe affected by chaotic interactions, in which students experience teachers as inconsistent, undependable, and especially in grating ,or rule-following. Teaching can be chaotic if students do not comprehend or do not know how to accomplish their learning tasks, in addition to the feedback, if it focuses only on what is wrong rather than how to improve it. Skinner (2014: 108) mentions that: “ *if teachers are unavailable, students soon learn not to count on them. Cumulatively, chaotic experiences can make students feel they do not know how to succeed in school and are helpless and incompetent*”.

On the other hand, rejecting interactions with students appear to make them feel that they are not welcome or valued in class. Teachers sometimes fail to remember students’ names or learn about their backgrounds. Teachers can express disinterest by not having time for students, or not listening to them. Dislike can also be communicated by an irritated or impatient tone of voice, comments, or criticism aimed at a student’s personality or abilities.

1.2.2. Teacher-Student Communication

This section will focus on the importance of teacher-student relationships in classroom communication; communication in classroom includes many parameters like: feedback, directing, questioning, and explaining. A good and supportive relationship makes students feel comfortable, safe, and gives them the floor to be motivated and capable to learn, as supported by Nielson, Lorber and Para (2009: 10): “ *students feel motivated and stimulated to learn and actively collaborate with the teachers when the classroom is running in a safe and supportive environment .Thus, the teacher’s role is vital to the effects of the language learning*”.

1.3. Improving Relationships with Difficult students

It is also crucial to recognize relationships that do not work well in the classroom, that can be shown through coming late, becoming unsupportive, unfriendly, and demotivated to learn. These relationships are not hard only for students and affect negatively their learning outcomes, but also considered as the main reason behind the teachers' stress. Improving a good relationship with students requires some techniques, and aspects that provide a well organized classroom, and prevent the students' misbehaviour as well.

1.3.1. Classroom Management

Classroom management is about all the strategies sustained in classroom to decrease the students' misbehaviour and create a safe environment that enhance their learning. The classroom management is the ability of teachers to organize classrooms and manage the behaviour of their student is a critical to achieving positive educational outcomes (Oliver and Reschly, 2007). The classroom management aims to flourish teaching and learning, decrease the students' misbehaviour, and helps them to communicate and interact effectively. Management can be at the level of the environment, learning process, and discipline s explained in the following table:

Management	Description
Managing the environment	<ul style="list-style-type: none"> -Managing the environment is good for the learning progression. -It makes students feel comfortable and interact easily. - helping teachers to control the classroom and deliver the message for a smooth running of the lesson.
Managing Learning	<ul style="list-style-type: none"> - Managing learning is the teachers' responsibility -Teachers should prepare lessons with clear aims and objectives based on the students' needs. -Utilizing the appropriate materials that provide a good explanation and clarification of the lessons. -Managing activities has a big impact on learning. -Help the students to maintain their classroom engagement through the teachers' sense of control over their outcomes that leads to success.
Managing discipline	<ul style="list-style-type: none"> - Teachers aim to prevent the students' misbehaviour. -Teachers should provide the behaviour model that they want students to emulate. -The implemented rules in classroom should be respected and not acceptable to be broken.

Table1.1. Classroom Management.

1.4. Breaking the Wall of Silence between the Teacher and the Student

Creating and maintaining positive relationships with students is the most effective way to maximize a student's potential for learning. The relationship that a student has with his or her teacher is extremely powerful in shaping a student's level of motivation and overall attitude within the classroom. Maintaining a positive relationship with a student creates the best environment in which to learn academic material, and also enables students to gain confidence and learn more about themselves

1.4.1. Classroom attachment

Bowlby (1988) suggests that: "*attachment is a special emotional relationship that involves an exchange of comfort, care, and pleasure*". Previous research has found that adults differ according to their own attachment style in their ability to act as a secure base for children in their care, according to researchers, there are many qualities that may lead to effective teacher-student relationships such as positive affection, warm attitude, teacher power, teacher assertiveness and responsiveness (Wanzer and Mc crosky, 1988).And the lack of any of these traits may negatively influence teacher-student interaction

According to Kennedy and Kennedy (2004) "*Teachers with a dismissing attachment style may have difficulty recognising their own lack of warmth, trust and sensitivity in their relationships with their students*".

Teachers with a dismissing status may generally respond to students by distancing themselves demonstrating a lack of warmth and understanding. Unlike dismissing, the teacher with a preoccupied style may be attuned student's needs and easily become involves in dealing with specific observable behaviour, Allen and colleagues (2005: 67) gave a brief description of the particular category:

Coupled with excessive dependency in continually feeling let down and disappointment as well as a fear of rejection and abandonment.....Worse yet, as evident in themes of ambivalence and anger, the relationship itself a prominent source of the very distress it

fails to regulate. Coping by coercive behaviour intended to elicit responsiveness from the attachment figure inevitably promotes rejection and escalates fears of abandonment.

Teachers have different perceptions and experienced different stress levels regarding to specific students in classroom. These perceptions and stress levels are linked to their classroom behaviours. In addition, if teachers stress levels increase, this will decrease their positive behaviour towards the students, and the ignorance will occur between the teacher and the student which lead to a less contact and decreasing of classroom communication.

1.4.2. The Influence of Teacher Relationship on Students' Classroom Engagement

Normally, teachers play a vital role in their students' engagement and motivation; they are among the main reason behind their success or failure. A good relationship between students and their teachers may give them the opportunity to learn effectively, and to be motivated enough to be engaged in classroom, in this vein, Hargreaves (1994: 835) points out:

Good teaching is charged with positive emotion. It is not just a matter of knowing one's subject, being efficient, having correct competencies, or learning all the right techniques. Good teachers are not just well oiled machines. They are emotional, passionate beings who connect with their students and fill their work and classes with pleasure, creativity, challenge and joy.

Building strong relationships with student provide an additional instructional capacity that could enhance learning through their interests and strengths, in addition to promote an opportunistic guidance to their students by a close knowledge of the way students learn (Spiro et al, 1987).

A further matter, allowing students to work autonomously, that support them to develop their sense of competence through creating active and collaborative learning opportunities, as it was stated by Friesen notes in Dunleavy & Milton (2009: 14):

Authentic intellectual engagement requires a deeper reciprocity in the teaching-learning relationship where students' engagement begins as they actively construct their learning in partnership with teachers, work toward deep conceptual understanding, and contribute their own ideas to building new knowledge or devising new practices in activities that are worthy of their time and attention.

1.5. Conclusion

The first chapter was the theoretical part of the study; it tried to show information about the relation between the teacher and the student and its importance in promoting a positive psychology in classroom. The second chapter will attempt to describe the target situation, sample population, and the research tools.

Chapter Two

Data Analyses and Interpretation

2.1. Introduction

2.2. ELT Situation at Tlemcen University

2.3. Sample Population

2.3.1. Teachers' Profile

2.3.2. Students' Profile

2.4. Research Tools

2.4.1 Questionnaire

2.4.1.1. Students' Questionnaire

2.4.1.2. Teachers' Questionnaire

2.4.2. Classroom Observation

2.5. Data Analyses

2.5.1. Students' Questionnaire Analyses

2.5.2. Teachers' Questionnaire Analyses

2.5.3. Classroom Observation Analyses

2.6. Data Interpretation

2.7. Conclusion

2.1. Introduction :

In the first chapter, some related issues have been mentioned as theoretical basis of the whole study. In this chapter, the research is carried out to check the teacher-student relationship of the first-year English students. To achieve this goal, the collected instruments include students' and teachers' questionnaires, and the classroom observation.

2.2. ELT Situation at Tlemcen University

Tlemcen university is one of the famous universities in Algeria. The department of foreign languages consists of four sections : English, French, Spanish, and Translation. Nowadays, this department consists only of the LMD system that is said to be far different from the classical one. The syllabus of the first-year consists of ten modules, and the following table may explain this

Modules	Hours
Anglo-saxon civilization	1h30
French	1h30
Phonetics	1h30
Linguistics	1h30
Human Society	1h30
Literature	1h30
Oral production	3h
Written Expression	4h30
Grammar	3h
Study Skills	1h30
Modules : 10	21 hours

Table 2.1. First-Year LMD Modules

The LMD system is a new organizational framework for university courses which was implemented in Algeria during the academic year 2004/2005. LMD is the abbreviation of Licence-Master-Doctorate in French or Bachelor's, Master's, Doctorate in English, and its way of organization is as follows :

- Bachelor's Degree is awarded after three years of initial higher education. This degree allows student to continue into Master's Degree.
- Master's Degree is awarded after two years of study.
- Doctorate Degree is awarded after three years of study.

2.3. Sample Population

First year LMD students and EFL teachers are selected to gather comprehensive information about the teacher-student relationship in the English department at Tlemcen University.

2.3.1. Teachers' Profile

This sample consists of three Teachers who teach the oral production to first-year LMD students are the chosen ones. Their teaching experience varies between eight to twelve years at university, who have a doctorate degree in TEFL, and Sociolinguistics.

2.3.2. Students' Profile

The number of first-year LMD students is probably 500 students in the English department. However, only fifty students in the English department were asked to take a part in this research. The age of these students ranges between eighteen to twenty four.

2.4. Research Tools

The research tools are used to facilitate collecting information and results. In this research, two research tools are mainly used to gather the needed result to be analysed.

2.4.1. The Questionnaire

Questionnaires are used as the most important instrument because as Robinson (1991:21) says "*it can be sent fairly easily to a large number of people*". Therefore, one can gather a large amount of information over a short period of time. Questionnaire were designed using simple English and distributed to three teachers and fifty students.

2.4.1.1. Students' Questionnaire

The students' questionnaire consists of two rubrics, the first one is related to the students' profile, and the second one contains six questions ; five of them are close-

ended questions and the last one is open-ended question (see Appendix A). The objectives will be displayed in the following table :

Question	Description
Rubric one	-Q1 : is about the students' age. -Q2 : is about the number of years studying English.
Rubric Two	-Q1 : this question is about the evaluation of the teacher-student relationships in classroom. -Q2 : showing the importance of the positive relationships is improving the students' learning. -Q3 : reveals the value of the emotional attachment in increasing the students' learning outcomes. -Q4 : concerning with the influence of the cooperative teachers on the learning outcomes -Q5 : is about the teachers' support of the classroom communication and interactions -Q6 : this question is an open-ended question , showing if the supportive teachers' relationship increase the students' motivation and classroom engagement.

Table 2.1. Students' Questionnaire Objectives

2.4.1.2. Teachers' Questionnaire

The teachers' questionnaire consists also of two rubrics, the first one is related to the teachers' profile, and the second one contains seven questions, all of them are open-ended questions(see Appendix B). The objectives will be put as follows :

Question	Description
Rubric One	-Q1 : is about the teacher’s domain -Q2 : concerning the teacher’s degree -Q3 : showing the teacher’s experience in teaching English language
Rubric Two	-Q1 : concerning with the way to avoid a negative relationship and build a positive one in classroom. -Q2 : aims to show the strategies to improve relationships with difficult students. -Q3 : highlights the way to promote a positive psychology in classroom. -Q4 : related to the influence of teachers’ relationship on students’ classroom engagement. -Q5 : reveals the way to increase the students’ sense of environment belonging. -Q6 : shows the importance of the classroom attachment in increasing the learning outcomes and motivation. -Q7 : this question is concerning with the way to cultivate a positive teacher-student relationship in our EFL classrooms.

Table 2.2. Teachers’ Questionnaire Objectives

2.4.2. Classroom Observation

The classroom observation is considered as one of the effective research tools, it allows the researcher to view and observe the concrete situation. This classroom observation aims to highlight the nature of the teacher-student relationships and the main obstacles that negatively affect these relationships, in addition to the main techniques and strategies tackled by the teachers to provide a safe environment to increase the students’ sense of environment belonging, moreover, the relationships’ value in increasing the students’ motivation and their learning outcomes. This classroom observation focuses on the teacher-student communication and the way of interaction, the peer relationship, and the strategies through which the teachers’ relationships

influence the students' classroom engagement and attachment. It took place with the teachers of oral production along four sessions.

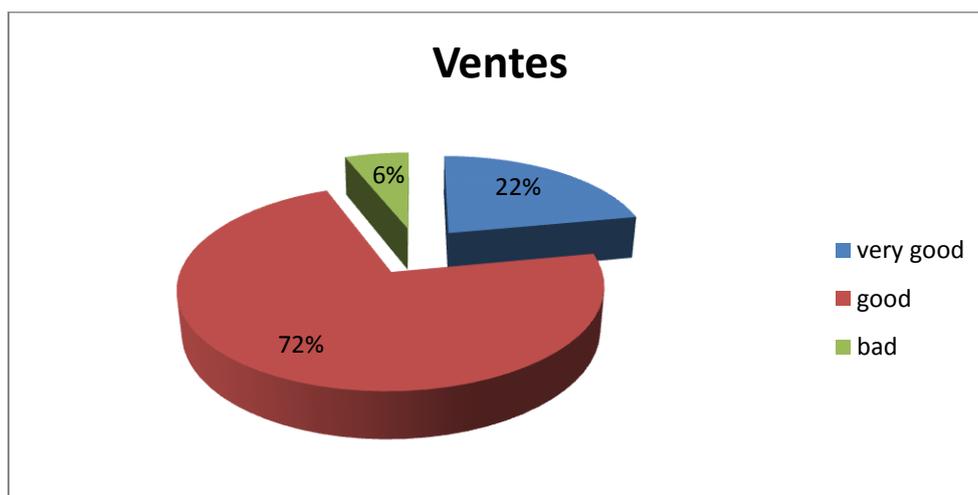
2.5. Data Analysis

This part will investigate the data collected from students' and teachers' questionnaires, in addition to the classroom observation. Data will be analyzed qualitatively through the teachers' questionnaire and the classroom observation that aimed at showing the ways to build and cultivate positive relationships between teachers and students in classroom, and quantitatively through the students' questionnaire that helps to reveal the number of students who have good and bad relationships with their teachers.

2.5.1. Students' Questionnaire Analysis

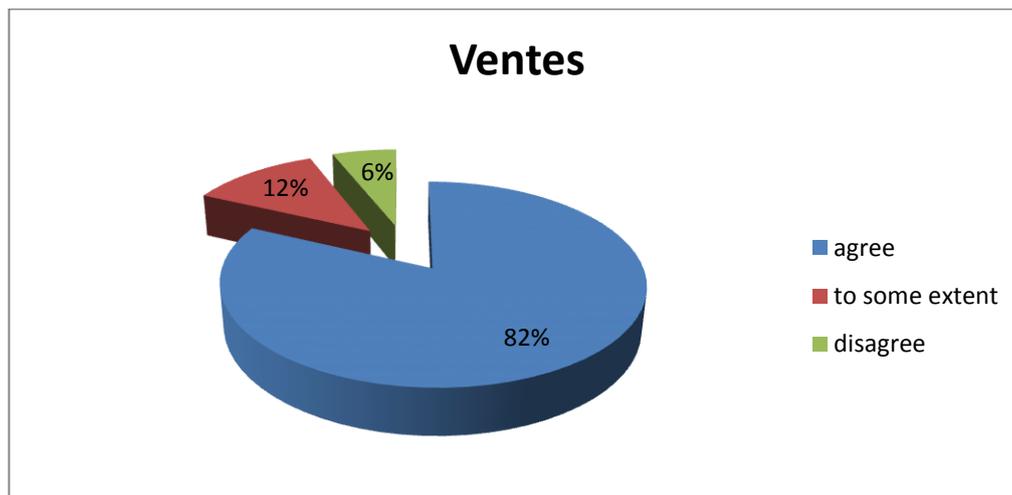
Students' questionnaire analyzed quantitatively, these results were attained :

- ❖ Q1 : It was found in the first question that 22% of the students have a very good relationship with their teachers, and 72% have a good relationship, while 6% of the students have a bad relationship with their teachers, this is well explained in the following pie-chart :



Pie-Chart 2.1.Teacher-Student Relationship.

- ❖ Q2 : 82% of the students agree that a positive relationship in classroom improve their learning, 12% said that it has not a big impact on their learning, and 6% showed a disagreement that learning can be improved by this relationship. This is shown below :



Pie-Chart 2.2.The influence of positive relationship on learning

- ❖ Q3 : Concerning this question, 58% of the students believe that an emotional attachment increases the learning outcomes, 30% agree that it has a small effect on learning outcomes, whereas,12% neglect the effect of the emotional attachment on the learning outcomes.
- ❖ Q4 : Results show that 66% of the students agree that cooperative teachers influence the students learning outcomes, 22% believe that they do not have a big influence, while, 12% of them disagree and neglect the influence of cooperative teachers on their learning outcomes
- ❖ Q5:Results reveal that 34% of the students state that all teachers support classroom communication and interaction , whereas, 66% said that just some of their teachers support such communication

- ❖ Q6 :Concerning this question, all the students agree and believe that such relationships are very important, it may shape and improve their learning outcomes. A positive and supportive teacher-student relationship within the classroom built the students' self confidence which may increase their motivation, and attract them to be engaged in the classroom.

2.5.2. Teachers' Questionnaire Analysis

The teachers' questionnaire was analysed qualitatively, the following results were achieved :

- ❖ Q1 :In the first question, mainly all teachers have the same points and steps to build a positive relationship in classroom ; the first teacher insists on the theory to define the role of everyone, and knowing their rights and obligations, the second teacher insists on the respect of the mission and show interest to students and being fair in addition to engourage them, whereas , the third teacher demands to avoid hurting students and using bad language, besides show respect and make them feel that they are valued in classroom.
- ❖ Q2 : Concerning the second question, the first teacher said that the teachers should be open to students and listen to them to get closer to them, the second one tries to involve the students in the lecture and show them interest by offering secure, while the third teacher tries to use negotiation, guiding , and avoid hurting or neglecting them.
- ❖ Q3 : In this question, the first teacher said that learning with pleasure helps to promote a positive psychology, while the second teacher proposes that the teacher should wear different faces such as being an artist, a father, and a friend which allow him to get closer to their students, the same thing with the third teachers who tries to create a friendly and relaxed atmosphere, pair and groupe work, in addition to invite them to take an active part in the lecture to avercome their fear and shyness.
- ❖ Q4 : In the fourth question, the first teacher tries to influence the students' classroom engagement by being a model and inspire them, the second one said that strengh in relationship will have a positive effect on students' engagement,

whereas, the third teacher insists in showing enthusiasm for teaching, and that all the lectures are carefully planned and prepared.

- ❖ Q5 : Concerning the fifth question , answers differ, the first teacher increases the students sense of envirement belonging through giving them responsibilities and counsil them, while, the second one do this through offering security and showing care, whereas, the third teacher increases this sense of belonging by using simple language in teaching, encouraging them by praising their efforts, and showing enthusiasm.
- ❖ Q6 : All teachers agree that classroom attachment has a great effect in increasing the students learning outcomes, because, the fact that students attend classes regularly is a sign of motivation, which push them to produce pisitve results in one way or another, sooner or later.
- ❖ Q7 : Concerning the way of cultivating a positive teacher-student relationships in our EFL classrooms, teachers suggest that teaching should be creative showing no routine, showing enthusiasm, intrest in students as persons and treat all of them equally.

2.5.3. Classroom Observation

The first classroom observation took place with the first-year LMD students during the session of oral production. This classroom observation focused on the teacher-student talk including the classroom communication and interaction, the student-student talk to know the nature of the peer relationships in classroom , and the classroom management and engagement.

From the observations, the researcher viewes that teachers provided an envirenoment full of respect occupied with the sense of humor to refresh the students and avoid their stress, then starting warming up and storm their brains to get all of them involved in the lesson through cooperative works that make students motivated enough to share their ideas and exchange knowledge in addition to peer correction of mistakes.

The teachers provided a well managed classroom based on the rights and obligations that confirmed to be an effective key which prohibit students to go beyond

the limits and prevent their misbehaviour. A further matter, teachers succeeded in promoting a positive psychology in classroom, which is shown through a total listening and full attention, that made the students' engagement easier for teachers.

2.6. Data Interpretation

This research work aimed to highlight the nature of the teacher-student relationship in classroom, in addition to the main strategies and techniques obtained to influence the students' classroom engagement and attachment. From questionnaires analysis, and classroom observation analysis, both students' and teachers findings maybe summarized as follows :

Teachers and students agree that supportive relationships provide a safe and secure environment that lead to promote a positive psychology which helps to increase the students' sense of environment belonging and be motivated to participate in cooperative activities in classroom.

The optimistic result achieved through the questionnaires and classroom observation indicates that most of the teachers and students are aware of the value of a good relationship in classroom and its importance on the development of the academic engagement and achievement.

It is not a surprise that both of teachers and students want to build and cultivate supportive relationships in classroom through offering safe and secure environment based on rights and obligations to inculcate the sense of respect and responsibility that keep students attached to their classroom and their teachers.

2.7. Conclusion

This chapter focused on data gathering and analysis, it provides a brief analysis and interpretations of the collected data from questionnaires with a comprehensible analysis of the results obtained

Based on these results, the third chapter tackles some suggestions and recommendations that may play a principle role in providing a positive teacher-student relationship to optimize learning.

Chapter Three

Cultivating Positive Teacher-Student Relationship in EFL Classrooms

3.1. Introduction

3.2. creating a Learner-Centred Classroom

3.2.1. Supportive Classroom Environment

3.2.2. Practical Suggestions for Teachers

3.3. Cultivating Positive Teacher-Student Relationships

3.3.1. Managing Students' Misbehaviour

3.3.2. Promoting Positive Psychology in Classroom

3.3.3. Motivating and Conducting Learning

3.3.4 Building Working Relationships in Classroom

3.4. Conclusion

3.1. Introduction

This chapter is the last chapter in this research. It tries to provide some effective advices to avoid negative relationships in classroom, gives also some suggestions to build and promote positive teacher-student relationships and peer relationships within a safe environment, in addition to, providing some keys to cultivate supportive relationships in our EFL classrooms.

3.2. Creating a Learner-Centred Communicative Classroom

The learner-centred classroom seems to be among the effective strategies that build supportive relationships in classroom and positively affects the students motivation and their classroom engagement.

3.2.1. Supportive Classroom Environment

Most of the environments that encourage motivation, independence , and risk-taking conduct to creativity. To create such environment, teachers should support creative thinking, encourage students' self-confidence and trust, in addition to be tolerant and showing students that they are capable of creativity.

The teacher-student relationships have a great importance in a creative environment. The quality of the teacher-student relationships support students to be active, and push them to handle creativity (Morganett, 1991), and these relationships are important for students development (Terenzini, 1980). The relationships in classroom affect the students' creativity, so teachers shoul stimulate creative thinking through brainstorming and modeling ; and help them to take responsibility to build their own character, tolerate the students' dissent, and seeing mistakes as opportunities for learning rather than signs of failure, in addition to consider creativity as a learned process that can be reached through effort and practice.

3.2.2. Practical Suggestions for Teachers

This section will provide some suggestions that help teachers to promote good relationships in classroom; that are summarized in the following table:

Suggestion	Description
Being a creative teacher	<ul style="list-style-type: none"> -The creative teacher is seen among the main factors behind the students success. -Creating a simulating classroom environment. -Helping students to find relevance in their learning through directions and orientations, and motivate them to find an adequate affective learning. -Being flexible, and applying new methods and strategies to increase the students' risk-taking. -Being aware of the requirement of the curriculum.
Creating a Positive Class Climate	<ul style="list-style-type: none"> -The classroom climate can improve the students' learning, and increasing their sense of environment belonging. -Classrooms that promote emotional well-being create an environment for effective learning (Stronge, 2002). -Some factors are needed in creating such climate and considered as proactive approach: <ul style="list-style-type: none"> * The teachers. *Establishing a safe classroom atmosphere (Adelman and Taylor, in a press) -Setting a positive atmosphere helps teachers to perform effectively and encourage motivation. -Some scholars provide the following principles to gain a positive climate(cited in Adelman and Taylor, in a press): <ul style="list-style-type: none"> * Creating a safe environment. * A set of possibilities for achieving learning objectives. * Teaching aiming at individual weaknesses. * A safe classroom setting leading to learning and teaching. * Implementing a series of techniques to address problems.
	<ul style="list-style-type: none"> -Praising comes spontaneously for teachers who care about students, and who aim to provide a positive classroom

<p>Praising Students Effectively</p>	<p>engagement (Barkley, 2010). -Praises are manipulative and contributing to a relationship between students and teachers (Kohn, 1993). -(Brophy, 2004) provided the following suggestions for an effective, encouraging praises: * Show authentic admiration by being spontaneous, sincere and simple; avoid interjection and elevated styles. * Praises the achievement and point at the areas of improvement within specific criteria tied to the learning outcomes.</p>
<p>Using Humour in Classroom</p>	<p>-Students put high expectations in using humour in classroom with caring teachers. -The main value of humour is its usage to stimulate, illustrate, and motivate (Humsaker, 1988). -Students need their teachers to be humans in terms of performance, and humoristic behaviour provides a relaxed environment (Weaver and Cotrell, 1987). -Weaver and Cotrell (1987) provided a ten phrase for efficient using humour in classroom: * Be cheerful * Act naturally * Reduce control * Make fun yourself whenever necessary * Start the lesson with a warm up * Connect your classes to real life and students' needs. * Be a co-learner and address your students y their names. * Design short range objectives and insert humour. * Ask students something to confess when you cannot do it. Act as a human being. -Introducing humour in classroom does not require specific efforts, but teachers need simply to act spontaneously, and just being themselves.</p>

Table3.1. Practical Suggestions for Teachers(adopted)

3.3. Cultivating Positive Teacher-Student Relationships in our EFL Classrooms

All teachers and student seek to avoid negative relationships and build positive , and supportive ones that make them feel relaxed, and motivate them to create and being engaged in classroom.

3.3.1. Managing Students' Misbehaviour

The most appropriate way that could prevent the misbehaviour is the effective classroom management, through creating a positive environment that can control students, and increase their motivation and classroom engagement. Applying rules is very important, with the explanation of the objectives that oblige students to respect them (qtd in Mazano et al, 2003).Moreover, creating strategies that encourage good behaviour, or provide the appropriate ways to respond in different situations to increase the students' sense of responsibility and self-esteem. Even the punishments, that should be well chosen and aim to prohibit the students to repeat the misbehaviour, not to hate the teacher.

3.3.2. Promoting a Positive Psychology in the Classroom

It is not an exaggerating to say that a great teacher can change a student's life, his behaviour and beliefs can shape the students' behaviour, motivation, and the classroom engagement. First of all, the classroom structure and management are very important to create a good environment to enhance the students learning, in addition to the structured interactions that have a big impact on students and offer them the appropriate ways of communication that prevent misbehaviour, Murray &Pianta (2009: 108) believe that: *"Such structures can also promote positive relationships within classrooms. A well-managed classroom environment provides students with a consistent, safe setting where expectations for appropriate behaviors are clearly stated and consistently reinforced"*.

There are different techniques and strategies to well manage the classroom and offer students opportunities to build their knowledge. First the teacher has to see student as an individual full of hopes, and dreams, and tries to create an atmosphere in which the guiding principle is respect for each other, and making students feeling safe enough to share their thoughts and exchange their knowledge, moreover, making mistakes should be seen as opportunities to learn rather than feeling like a failure. A teacher can make learning exciting through helping students to find their strengths to explore and master, and trying to see things through the students' eyes, working hard to be fair and encouraging them to realize their goals and objectives.

3.3.3. Building Classroom Working Relationships

Teachers may implement some techniques, and strategies that enhance working relationships in classroom ; like establishing a classroom structure, and use individual conferences promote communication and connection with each student; for ensuring accommodations for individual differences in both motivation and capacity, implementing cooperative learning in ways to promote academic, social, and emotional learning, and being certain that students understand what can be gained for working together. In addition to minimize negative pre-judgement between students, and increase experiences that can enhance feelings of competence, motivation, and connectedness to others.

Furthermore, teachers need to show enthusiasm in teaching, and believing in students, and their capacities, encouraging and supplying them with models of appropriate communicative behaviour through role-playing activities. Over and above, Supporting students to strive for greater self-control in different situations, that enable them to increase their sense of responsibility in classroom.

3.3.4. Motivating and Conducting Learning

Choosing the appropriate learning activities could promote the students engagement; because good instructions keep students involved in learning activities, a good instruction will motivate students and develop their ways of interaction and their learning skills. Some scholars provide the following suggestions to build a strong relationship in classroom, and increase the students motivation :

- ✚ Use motivators that adress the task in questions. The rewards and the students effort should shadow over each other (Brooks et al, 1988)
- ✚ Get closer to students and make them involved within a safe and environment (Skinner and Belmont, 1991)
- ✚ Provide a positive responce t students questions and praise them for academic achievement (Dev, 1997)
- ✚ Be a facilitator and design shorter motivating tasks to garantee an ease of uptake (Lumsden, 1994)
- ✚ Give positive feedback as soon as posible (Stronge et al, 1995)
- ✚ Provide assesement for students and avoid peer competetion (Dev, 1997)

3.5. Conclusion

Previous parts including introduction, literature review, results,and discussion have introduced all the concepts and viewpoints around this topic as well as demonstrated the implementation and the result of this research. Finally this part of research summarized and evaluated the outcomes of the whole work by summarizing the findings. It also provides some suggestions for further study as well.

General Conclusion

This research tried to learn about the relationships between teachers and students, the ways to avoid negative relationships and build positive ones as well, besides the methods and techniques used to cultivate supportive relationships in our EFL classrooms. This was done through a case study using questionnaires and classroom observation.

This research work was divided into three chapters; the first one was about the value of the teacher-student relationships in creating a positive climate, which enable students to increase their sense of environment belonging, motivation, to learn effectively, and raise their classroom engagement. The second chapter was about the case study; collecting data through questionnaires and classroom observation, then analysing the findings, in addition to reveal and interpret the main results. The last chapter was concerned with providing some suggestions to promote and build good relationships in classrooms, in addition to some practical activities to cultivate strong relationships in our EFL classrooms.

After all, the research and theories over the year, one may admit that no definite conclusions have been reached and there is a lot yet to be done in the field of optimizing learning through the teacher-student relationships. Results demonstrated that both teachers and students seek to find a way to provide a positive environment for a relaxed and effective learning, which support and encourage creativity in classroom that lead students to gain their academic achievement, equally important , aim at finding practical ways to cultivate strong relationships in classrooms.

However, it is generally accepted that both teachers and students seek to find a way to avoid negative relationships and build positive ones, that may increase the students' motivation, and classroom engagement, which may positively affects their learning process to gain the academic achievement.

Since promoting and building a good teacher-student relationship in classroom is very important to enhance students' learning, it offers other researchers large area to conduct further studies relating to this topic. Thus, this question may also be asked for further research.

- ❖ If relationships in classroom are neglected, what would happen?

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Student's Questionnaire

This questionnaire aims at knowing the nature of the teacher-student relationships, and its importance within the classroom, in addition to its influence on the classroom engagement.

Rubric 1 :Students' profile

1/ Your age :.....

2/ numbers of years studying english :.....

Rubric 2 :

1/ What is your evaluation on the relationship between you and your teacher ?

Very good

Good

Verybad

Bad

2/ Does a positive teacher-student relationship improve your learning ?

-Yes

-To some extent

-No

3/ Does an emotional attachment between the teacher and the student increase students' learning outcomes ?

-Yes

-To some extent

-No

4/ Do cooperative teachers have an influence on their students learning outcomes ?

-Yes

-To some extent

-No

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4/ In your opinion, how may teacher's relationship influence the student's classroom engagement ?

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5/ According to you, how to increase the students sense of envirenement belonging and motivation ?

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6/ Does the classroom attachment increase the students learning outcomes ?

-Yes

-No

Why ?

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7/ How to cultivate a positive teacher-student relationship in our EFL classrooms ?

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Thankyou for your help

Date :
Time :
Module :

Teacher-Student talk	Student-Student Talk	Classroom Engagement
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التلخيص:

يهدف هذا البحث إلى إبراز قيمة العلاقة القائمة بين الأستاذ و الطالب في مجال التعليم، و أهميتها في تطوير مهارات التعلم، تحفيز الطلاب، و تعزيز الإحساس بالانتماء؛ التي تسمح للطلاب بالتعلم بطريقة ناجحة. إضافة إلى تقديم بعض الاقتراحات التي تهدف إلى بناء و ترسيخ علاقات قوية في الأقسام.

الكلمات المفتاحية: العلاقات، التحفيز، الإحساس بالانتماء.

Résumé :

Cette recherche vise à montrer la valeur des relations enseignant/étudiant dans l'éducation, et son importance dans le développement des compétences d'apprentissage, ce qui augmente la motivation des étudiants, et de leur appartenant l'environnement particulier; qui leur permet d'apprendre efficacement. En outre, il nous a paru utile de fournir quelques suggestions visant à construire et à cultiver de solides relations dans les classes

Mots Clé : Relations, Motivation, l'environnement .

Abstract :

This research aims to show the value of teacher-student relationship in education, and its importance in developing the learning skills, increasing the students' motivation, and their sense of environment belonging; that allow them to learn effectively. Besides, it provides some suggestions which aim at building and cultivating strong relationships in the classrooms.

Key Words : Relationships, motivation, sense of environment belonging