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Master Degree in “Language and Communication“

***The Impact of the teacher-student  
relationship on efl learning***

The case study of Second Year Master language & communication  
Students of English at Abdelhamid Ibn Badis Mostaganem University

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# **Dedication**

**This dissertation marks the end of a 17 years chapter of my life and the start of something new and I can't wait to see what the future has in store.**

**I dedicate my Master dissertation work to my deceased father, his last words to me were that I have to succeed in my educational journey, I am sure he is proud of me now  
(may God have mercy on his soul)**

**I want to thank my mother, my brother and my sisters for their help during tough times and for teaching me the essential values and manners that shaped the man I am today, may God bless them.**

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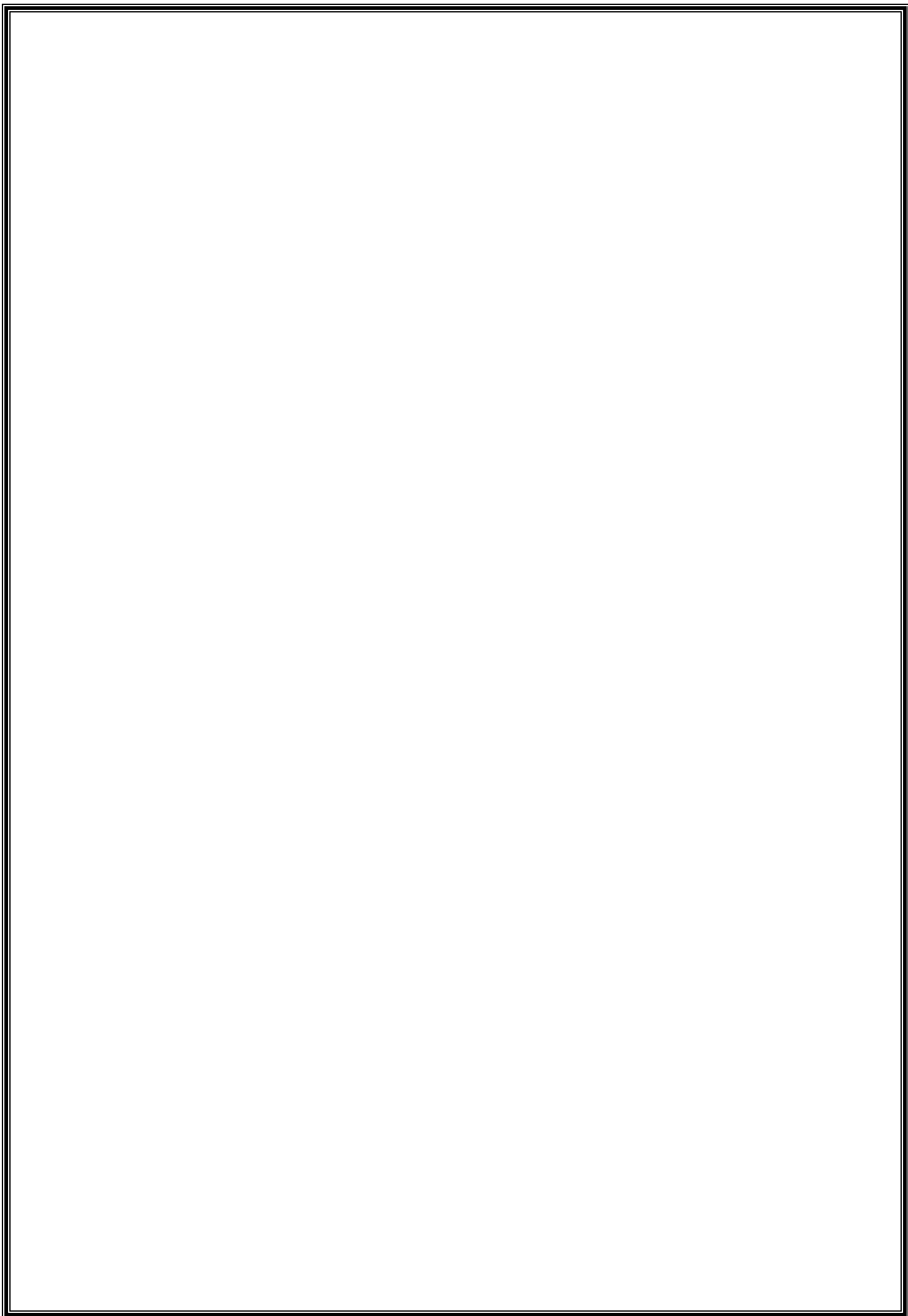
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## ◆ General introduction

Education is the act of learning new skills and acquiring knowledge through training and many teaching methods. To obtain and reinforce the students' skills and knowledge, the teacher plays a salient role in delivering them to the student. As a matter of fact, the student-teacher relationship and interaction in the classroom are critical and important. In an EFL classroom, the role of the teacher is also significant since the teacher not only teaches a language but also teaches a culture.

Various studies emphasize about the level of the teachers and their reliability inside EFL classrooms, it is always reasonable for most teachers to implement new methods and approaches that boost the performance and creativity of the student especially for foreign languages learners. Therefore, our research topic concerns the impact of the student-teacher relationship on EFL learning, and what factors that can influence and affect that relationship whether for the student or the teacher in the classroom.

This research study's goal is to improve the relationship between students and their teachers in the classroom by revealing and understanding the importance of the role of the teachers and their impact on the student's performance, energy, and interaction. We are particularly focusing on how the students feel about their teachers, their methods, approaches, behavior and also the way teachers treat the student to deliver the desired ideas. Moreover, our aim is to help master students that are on the verge of becoming teachers themselves to be conscious about the teaching profession and grasping the essential traits required for the job and for becoming effective teachers.

The motivation to perform this study is that the relationship between the student and the teacher is not given the importance that it deserves and it is often underrated ; therefore, the researcher wants to highlight its value in education through this research.

## Research questions

To investigate the aforementioned topic, there are two main questions that the research is based on:

- Does the student-teacher relationship have an impact on EFL learning?



- Are both sides (Student-Teacher) required to make efforts to achieve progress in the classroom?

Therefore, to respond to these two questions, two hypotheses are put forward:

-Students can succeed and achieve good grades by having a good relationship with teachers in the classroom.

-Teachers are also responsible for the progression of the student.

The research is divided into three parts :

The first Chapter deals with the theoretical background of the research, as it includes the following titles: Teaching and learning foreign languages, EFL learning and teaching, EFL learning and teaching in Algeria; this study also tackles the classroom management and environment. It also deals with the student's teacher's role in an EFL classroom to reveal the effectiveness of the process of learning and teaching English as a foreign language.

The second chapter is the practical part of the research where only one tool is used, that is a questionnaire which concerns second-year master (Language & communication) students to reveal their experiences as they were exposed to education for approximately 16 years; the questionnaire contains 11 questions that have the aim of unveiling the student's experiences with the teachers during both masters years, and to collect information and data about the impact of their relationship on their performances in the classroom. We assume that their answers would help investigate the behavior of the teacher and reveal the benefits of some teaching ways and the consequences of some others, in addition to knowing the factors that contribute to the achievement and failure of the learning process in the classroom.

The third chapter deals with the findings of the questionnaire and the results, statistics, and data extracted from the student's answers. They are discussed so as to validate and reject the hypotheses we put forward initially; also, there will be suggestions and recommendations about improving the student-teacher relationship in the classroom.

**CHAPTER ONE**  
LITERATURE REVIEW

## **1.Introduction**

Teaching effectively is important for the success of the educational journey. It is mainly based on the efforts of both the teacher and the student to create and establish a beneficial relationship that would create a suitable environment for learning in the classroom. In the English as a foreign language classroom, the teacher and the student have a special rapport that may affect the learning process. This chapter presents the theoretical background related to our research topic.

### **1.1 EFL and ESL learning**

English as a foreign language (EFL) and English as a second language (ESL) share the same purpose, which is using English by speakers who have different mother tongue languages. The difference concerns the way they are being taught by teachers and the difference in reaching the student's minds.

Gunderson et al.(2009) said that :

*" EFL is usually learned in environments where the language of the community and the school is not English. EFL teachers have the difficult task of finding access to and providing English models for their students. ... As the number of ESL students has increased in schools across North America, more classrooms and schools have become more like EFL than ESL environments".* Gunderson et al.(2009)

The quote above above means that the problem with EFL teaching is the amount of difficulties teachers encounter to provide the appropriate ideas and models which would improve the student's linguistic level. On the other side, ESL takes place in an English language speaking country with students from all different backgrounds such as China, India and Philipines; teachers in ESL face fewer difficulties when dealing with their student's language level.

The term EFL overshadows ESL in countries where English is not a native language; which means people started considering the term EFL as if English is given less importance since speakers tend to mix between the two terms; this would cause major setbacks for learning the language components and this is why they are distributed based on each country's state of language.

Learners may face some problems when dealing with English as a foreign language. Often, they tend to generate accents and pronunciations based on the native language. For instance, in the case of Spanish, a French student will not have problems because the French language is closely related to Spanish whereas a Dutch student would face bigger obstacles while learning it.

Language students tend to commit a bunch of mistakes and errors in terms of vocabulary and pronunciation, and grammar is the most difficult for the learner to grasp and memorize when exposed to the language at the very beginning of the learning process in EFL classroom.

### **1.2 EFL learning in Algeria**

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

According to Dylan Lyons (2017):

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

Dylan Lyons (2017) « How Many People Speak English, And Where Is It Spoken? »

This huge spread of English as an international language is due to the colonial campaigns that Great-Britain performed in the 16th century and also the United States of America is now the ‘*world leader*’. After the end of the cold war, English was added to almost all the curricula of countries of every continent, including Algeria where students started learning the language in the first year of middle school to join the world order, and being able to communicate with strangers., English in Algeria continues to spread each year and there are rumours on various social media about it replacing the french language as a secondary language after the Arabic language.

## **2. The relationship between the English language and the Algerian society**

The Algerian scholar Salem Zemali (2020) stated in his article that :

*”I really hope that Algerian people will discover the beauty and utility of English and realize that french is ranked 12 in the world,I have a dream that one day The Algerian child will be able to learn English in the primary school.”* Salem Zemali (2020) « English in algeria »

English in Algeria is becoming more important each year, and it is being spread across the entire country. It is mostly preferred by teenagers because of their attachment to the western culture; because of their constant online interaction with foreigners and western culture-related activities as music, video games, television shows and books. In fact, many Algerians support the idea that English must replace French because the former is a worldwide spoken language and because France had colonized Algeria for more than one hundred and thirty years, so the Algerian community would gladly replace it although it would be hard since Algerians lived with it for so long and it got combined with Arabic to give birth to linguistic phenomena like codeswitching.

## **3. The State of the Student-teacher relationship**

Teachers nowadays host their classes for the purpose of spitting out an idea or sharing some content without paying the attention to the student’s process of understanding; it is as if the teacher only looks for delivering the idea without confirming if it reaches the student’s minds.

Gordon Neufield (2004) stated that:

*“thus educators learn about teaching subjects but not about the essential importance of connected relationships to the learning process of young human beings.”*

Gordon Neufield (2004) « Hold on to your kids: Why parents need to matter more than peers »

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

think. This would help them design lessons based on what would be beneficial for the students (student-based learning) on the academic side and the emotional side because most teachers are relatively older than their students and they would think that their standard way of teaching is right and enough for their students.

The student-teacher relationship is generally known to have two types: Poor relationship and strong relationship.

### **3.1 Poor relationship**

William Glasser (2010) said that:

*"What students lack in school is an intellectual relationship or conversation with the teacher."* William Glasser (2010) « William Glasser quotes »

This means that there is not much communication between the teacher and the student which would make reaching out to one another difficult, if it lacks the teacher loses his credentials and the trust of his students, teacher's show attitude and appearance both convey a message to the students whether this person is ready or not to hear what they have to say or offer as contribution to the classroom and sometimes issues like this could lead to unhealthy relationships that have a dead-end.

As Kristine Tucker (2018) said in her article :

*"A lack of awareness on the part of the instructor leads to poor teacher-student relationships."*

Kristine Tucker (2018) « What are the causes of a poor relationship between a student & teacher? »

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

Kristine Tucker (2018) also said in the same article that:

*”Not all students respond the same way to lessons, and some require personalized educational practices.”*

Kristine Tucker (2018) « What are the causes of a poor relationship between a student & teacher? »

This means that teachers should not only focus on the minority that understands the lesson but also on other students who have a difficulty in understanding because of the way the teacher is delivering the lesson. Teachers have to customize their methods so that they can target the whole classroom; it would save time and energy. It is argued that students can start disliking their instructors because of ignorance which is avoidable if the teacher makes effort to connect with those students who were left forgotten; these learners are mostly introverts who have a hard time speaking for themselves because an introvert will never approach their teacher if they are not approached first.

### **3.2 Strong relationship**

Derrick Meador (2019) said in his article that:

*”A trusting classroom with mutual respect is a thriving classroom complete with active, engaging learning opportunities.”*

Derrick Meador (2019) « Strategies for teachers to develop positive relationships with students. »

Derrick Meador connected successful classrooms to respect and trust. Teachers who respect their students get that respect in return, this respect strengthens the relationship and students become more responsible for their duty as students and the teacher will not be having a hard time fixing his relationship with each student.

In fact, teachers are educators, and respect is a trait that both students and teachers should show in the classroom. This mutual respect in the classroom means showing appreciation,

attention and consideration which will influence and encourage the students to have this mindset throughout their lifetime.

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

Shanika an author in (takelessons) website stated in her blog (2016) that:

*"It's easy to teach the same lessons year after year simply because they have worked in the past, without giving much thought to students' current interest level. But even the strongest curriculum still needs some variety once in a while to make learning fun."*

Shanika an author in (takelessons) website (2016) « 5 Strategies to make learning fun. »

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

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

#### **4. Student-teacher relationship's impact on the learning environment**

An AGCD Guest Blogger (2018) said that:

*"we must move from an empathetic-only approach to an empathetic and asset-based one that appreciates our students' many individual strengths. When we do this, we intentionally look*



*for, honor, and acknowledge the values, attributes, and strengths that make every student unique.”*

AGCD Guest Blogger (2018) « Five elements of a positive classroom environment for students living with adversity »

It is argued in the quote above that for teachers to be educators and mentors, they have to extract the strengths and positive values that each student has in order to reflect them back to the students by customizing the approaches according to those attributes; this reinforces the relationship and provides a good mood and vibe in the classroom. Students would be excited and would feel the need to attend all the sessions; they would enter the classroom with a huge wave of motivation and determination which is estimated to make the teacher's job easier than before. Moreover, the learner's feelings and emotions should be protected and taken care into account, especially for introverts. Some Teachers use techniques to attract the student's attention. Also not being selective when it concerns participation, they make sure everyone gets a chance to share their ideas and thoughts, so it is up to the teacher to make the students as comfortable as possible to give them a chance to show their capabilities for the classmates.

Teachers can use various ways to make the classroom environment more appealing by implementing pair works and group works, this makes the student more comfortable when getting activities done and not feeling reluctant and afraid to interact and participate in the classroom.

Also AGCD Guest Blogger (2018) in that same article said that :

*”According to large bodies of trauma-related research, this relational approach is more effective when it occurs in an environment that fosters a sense of belonging and of feeling valued, competent, and safe.”*

AGCD Guest Blogger (2018) « Five elements of a positive classroom environment for students living with adversity. »

Being sentimental and gentle when interacting with the students comes a long way, providing them with emotional support, the teacher's role here to confront the students about any kind of talk and interaction, Students would be more than pleased to open up and talk freely, all of this can contribute to creating a safe and enjoyable learning environment.

## **5. Teacher's role in the classroom**

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

Janelle Cox (2020) stated that:

*"A responsive teacher counsels their students to use the knowledge they learn in school to become valuable members of society. They advocate for being informed and productive citizens by educating about social justice and current events. Teachers must always be aware, ethical, equitable, and engaged."* Janelle Cox (2020) « What is the role of the teacher ? »

This statment brings into attention the necessity of transforming young students into adult and responsible citizens who can contribute to the prosperity of the society that they live in. The teacher's main role is to give priority to delivering the lesson and making sure it gets into the learner's mind, through various tests and to also give feedback and grade hisher students and pointing out the mistakes, errors and then correcting them to make sure to provide a safe, comfortable and learning environment. Alongside these roles and tasks, there comes the responsibility of handling the student's social skills and capabilities outside the academic field. The teacher would be considered as close as a parent who guides the learners through the various positive traits and ethics that a good citizen must have. The teacher has also the roe of showing the students how to handle the daily social situations that they encounter daily and to try and make sense out of this world . All these actions that the teacher performs bring him/her closer to the student.

The student's emotions are critical because most human beings judge things from the first impression they get from a person; therefore, teachers must be gentle and caring when it comes to emotions, for example: taking time to listen to what a specific student has to say and

encourage them to unleash and show their best-self and that will increase their motivation and may make them be successful.

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

*"We think of teacher-heroes that taught us the academics but we don't often think of those teachers that taught us life's lessons."* Maria Wale, My Teacher My Hero (2017) « Role of a teacher in the life of students. »

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

### **5.1 Student's role in the classroom**

Students are the piece of the puzzle that completes the teacher in the classroom and in order to connect that piece successfully students are obliged to behave following some rules:

Katherine Bradley (2020) stated in her article that:

*"The student also has an obligation in the development of a quality learning environment. Following individual rules or expectations is just the beginning. In addition to complying with posted rules, students should be expected to show respect for self and others and meet all behavioral and academic expectations."*

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

The role of the student can be divided into two fields (academic and behavioural).

Academically students are expected to be attentive and interactive in the classroom and being able to complete the activities and tasks that the teacher provides Also, they are asked to prepare the predicted lesson at home and attend class fully loaded with information which will

help the student's contribution in during the session and make the teacher's job much easier, in this case, the teacher's input would add the necessary details for future tests to. Being a critical thinker is also a characteristic that teachers would like to see in their students. It is about asking questions constantly to obtain information that everyone would benefit from in the classroom, and to be curious about little details. Students are expected to read more often , especially for foreign languages students, as it would enlarge the vocabulary inventory and would help gain additional benefits of the item being read (article,book,blog).

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

Larry Ferlazzo (2019) affirms that:

*"The reality is students respect teachers who they feel respect them. The more students respect you and believe that you have their best interest at heart, the easier it is to facilitate a culturally sustaining learning environment."*

Larry Ferlazzo (2019) « Students respect teachers who they feel respect them »

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

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

## 6. Classroom management

Classroom management is the set of methods and techniques that organize the discipline of the students and controls the continuation and order of the courses without any disruptions.

Marcus Guido (2018) Stated that:

*“Unfortunately, 2006 research indicates that teachers overwhelmingly report lack of professional development support in improving classroom management. Despite this unideal situation, there are straight-forward approaches you can implement by yourself. These approaches can enhance prosocial student behavior and academic engagement, establishing an orderly environment.”*

Marcus Guido (2018) « 20 Classroom management strategies and techniques »

It is argued here that some teachers lack the capacity and ability to put a classroom under control because an uncontrolled class will face many failures and the student's level is the victim in this situation. Teachers must apply certain techniques to maintain the stability and effectiveness of the classroom such as entry drills that consist of warming up the students for the lesson. It might be a small and quick activity or reminder of the last session; this helps waking up the learner's mind and to prepare it for the upcoming sessions, also making rules that ensure the effectiveness of the educational process, for example, setting a reminder of the behaviour that should be integrated, keeping any distractions away such as phones and non-educational items, warning about any expected disturbance from noisy and careless students.

Encouraging students to respect one another will provide full control of the classroom because as soon as the students enter the classroom they leave the outside behaviour and switch to the discipline and good behaviour that will ensure their learning process goes as planned, when it comes to handling disrespectful, noisy and careless students, at first the teacher must be patient and have faith about their attitude.

Michael Linsin (2011): said that

*“A disrespectful student can get under a teacher's skin like almost nothing else. When confronted with disrespect, it's easy to take it personally. This is a normal reaction from a passionate teacher. But it's a colossal mistake. Because when you take behavior*

*personally, you're likely to react in ways that make managing that student's behavior much more difficult.* " Michael Linsin (2011) « How to respond to A disrespectful student »

This means that it is easy to get offended and triggered by some student's behavior, but the teacher should not listen to the human instincts that would order him/her to react in a way a teacher should react. Therefore, anger management and self-control are mandatory in these situations. Reacting at the heat of the moment would make things worst and much more complicated than they are.

From the student's side, it is easy to get caught up in joining the noise, disruption and the time-wasting especially when students are being taught by an ignorant teacher, it is up to the good bunch of the classroom to wake them up and warn them about the consequences that behaviour like this can generate, it should be done in a form of advice, especially if its a friend in the classroom that is causing troubles.

### **Conclusion**

Understanding the teachers' and students' behaviour in the EFL classroom can help to progress the learners' competence and help them to achieve a good score in the class and make the teacher's job much easier. The teacher's role involves more than simply standing and lecturing. In fact, even though teachers spends the majority of the day in the classroom, an effective teacher understands that teaching involves more than just attendance, having the skills and abilities to cope with student's education. However, unfortunately there is a kind of teachers who affect learners in a negative way through their attitudes, method and relationship with their learners in the EFL classroom.

# **CHAPTER TWO**

## RESEARCH METHODOLOGY AND DATA ANALYSIS

## **1-Introduction**

This research is created to investigate the impact of the student-teacher relationship on EFL learning. In this chapter, we will present the research methodology and procedure used to answer the research questions regarding if the student's relationship with the teachers influence his or her English learning in the classroom and the main goal behind this questionnaire is to find out how students feel about their teachers and their teaching methods, and to know about the development of their relationship from first year to second year master of language and communication students and it aims also at finding out if modules' preference impacts that relationship.

### **1.1 Data collection**

In order to collect data for this research, a questionnaire that contains 11 questions was conducted to get different opinions of the students about their relationship with the teachers and how it influenced them in the classroom.

### **1.2 Participants**

The target participants for this research were second-year master (language and communication) students. The questionnaire was distributed to 11 female students and 11 male students in order to have different opinions from the two genders.

### **1.3 The context**

The reason behind choosing to have second-year master (language and communication) students as our participants for this questionnaire was that they had 16 years of education which means they have been through a long educational journey since primary school. We expect that they have lived a lot of experiences with good teachers and bad teachers. Their branch, which is language and communication, includes loads of discussions, debates and conversational sessions, i.e. they have had much of verbal interaction with the teachers.

### **1.4 Description of the questionnaire**

A questionnaire is often the most used tool for researchers when it comes to collecting data and information for a specific purpose or research. The questionnaire is the only tool used to conduct this research as it allowed for a quick data collection in a short period of time and to



obtain the desired type of answers and opinions from the students. It is more focused on knowing about the student's sentimental side towards their teachers and the factors that have an impact on it and to investigate if the students agree and support their teacher's methodology and teaching approaches.

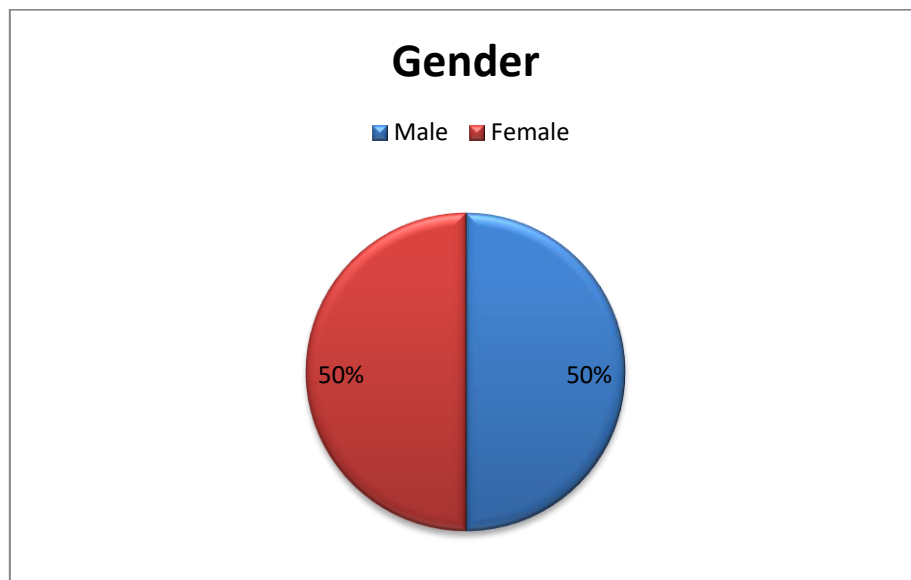
## 2 Data analysis

### 2.1 Analysis of the questionnaire:

#### •Question 1 Gender

Yes.

No.



**Figure 1 The gender of participants in this questionnaire**

↳ The first question is about the students's gender; there is an equal number of the two genders. It included 11 male participants (50%) and 11 female participants (50%) who contributed to this questionnaire.

#### •Question 2: Do you find learning English pleasant and amusing in the classroom ?

Yes.

No.

Sometimes.

Yes	No	Sometimes
9 (40.9%)	1 (0.6%)	12 (54.5%)

**Figure 2 Pleasure in learning english**

↳ This question shows that 54.4% of students lose their pleasure in certain situations as 12 students answered with the third choice « sometimes » and 9 students (40.9%) answered with the first choice « Yes » and 0.6% which is only 1 student answered with the second choice « No » out of 22 students.

**•Question 3 Explain why**

These are some students answers:

Student1 said yes and explained: "Because i have always been passionate about learning languages, and the fact that you practice learning in the classroom is so much entertaining because you are surrounded by your classmates (friends ) whome u exchange ideas/ thoughts with eachothers ».

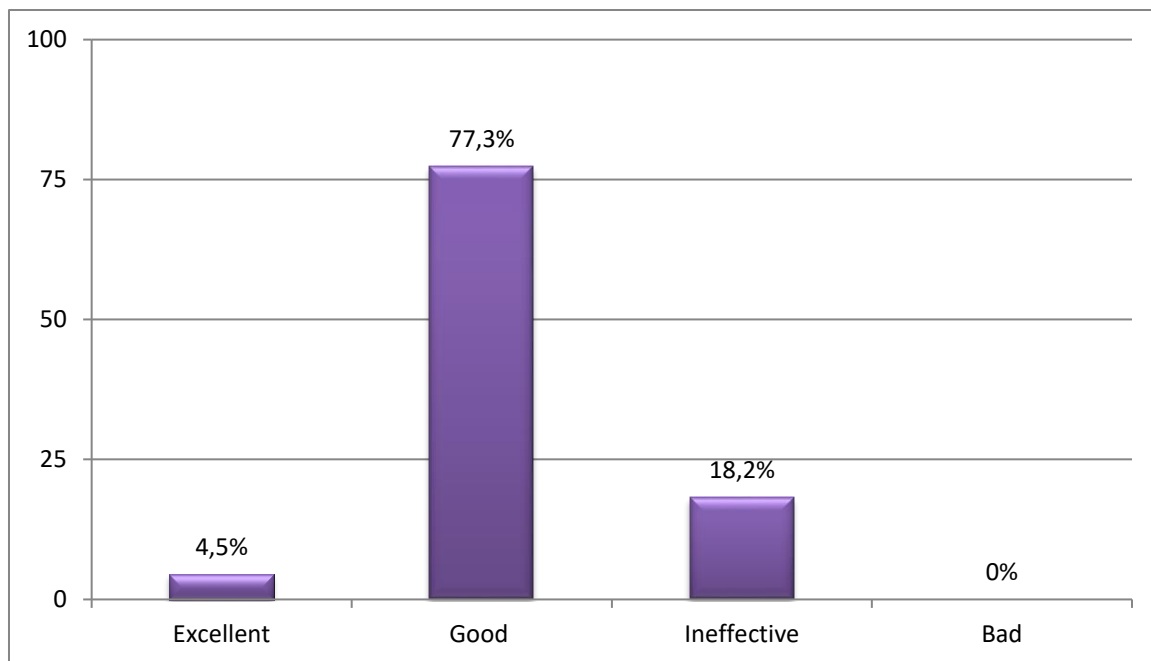
Student 2 does not find it pleasant and said: « because some teachers are strict to the program, they do not bring new methods, and ways to involve students, and make learning interesting ».

Student 3 answered with sometimes and said « I've always enjoyed learning english where ever it was , but sometimes the learning pedagogy is quite boring ».

Student 4 said no and said: « almost all teachers follow the same method in teaching no creativity ».

**•Question 4 How do you find the teacher's approaches and methods in the classroom ?**

Excellent.      Good.      Ineffective.      Bad.



Excellent	Good	Ineffective	Bad
1 (4.5%)	17 (77.3%)	4 (18.2%)	0 (0%)

**Figure 3 Students rating of their teacher's approaches and methods in the classroom**

↳ This question revealed that 77.3% of students find that their teachers methods are good as 17 students answered with the second choice « Good », 4 students (18.2%) answered with the third choice « Ineffective », 1 student answered with the first choice « Excellent » and no one answered with the forth choice « Bad » out of 22 students.

**•Question 5 Does your relationship with the teacher affect your performance in the classroom ?**

Yes.

No.

Yes	No
21 (95.5%)	1 (4.5%)

#### Figure 4 The effect of the teacher-student relationship on the students performance in th classroom

↳ This question revealed that 95.5% of the students performance in the classroom is affected by the relationship as 21 answered with the first choice « Yes » and only one student answered with the second choice « No » out of 22 students.

#### •Question 6 Explain why

These are some of the student's answers:

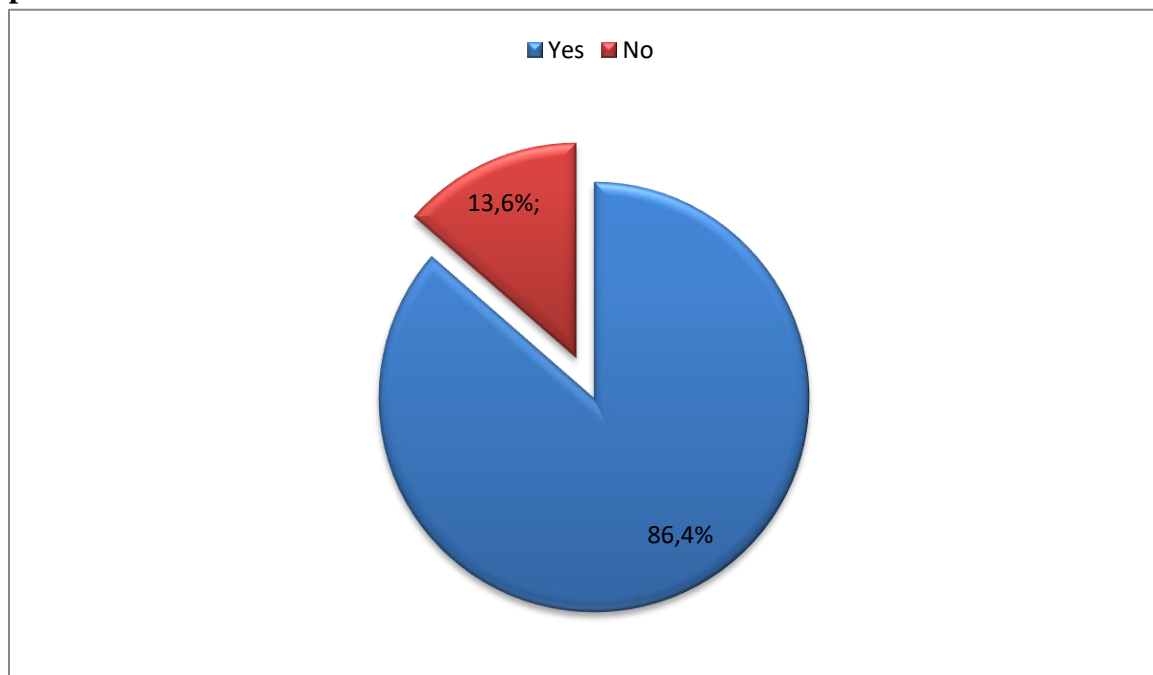
Student 1 said that it affects their performance and stated : «Because they are the sources of energy of the class , whenever you know them and have a good relationship with them, it helps you to develop the communication skill, and have less anxiety .».

Student 2 also agreed by saying yes and said :« Because of their behaviour to you matters, if the teacher is not making a relationship with his students, the learning process will not be enjoyable ».

Student 3 said : « Because learning cannot be done just with the teacher's effort only or the student's, it is a mutual exchange of ideas/thoughts/ opinions. So, if you keep a safe (good) rs w/ ur teacher, it can do a major change in the students performance during the course ».

Student 4 affirmed: « If i have a "bad relationship" i can't interact with the teacher and for sure cant participate . In general i would have a low performance because i'm not comfortable in that class ».

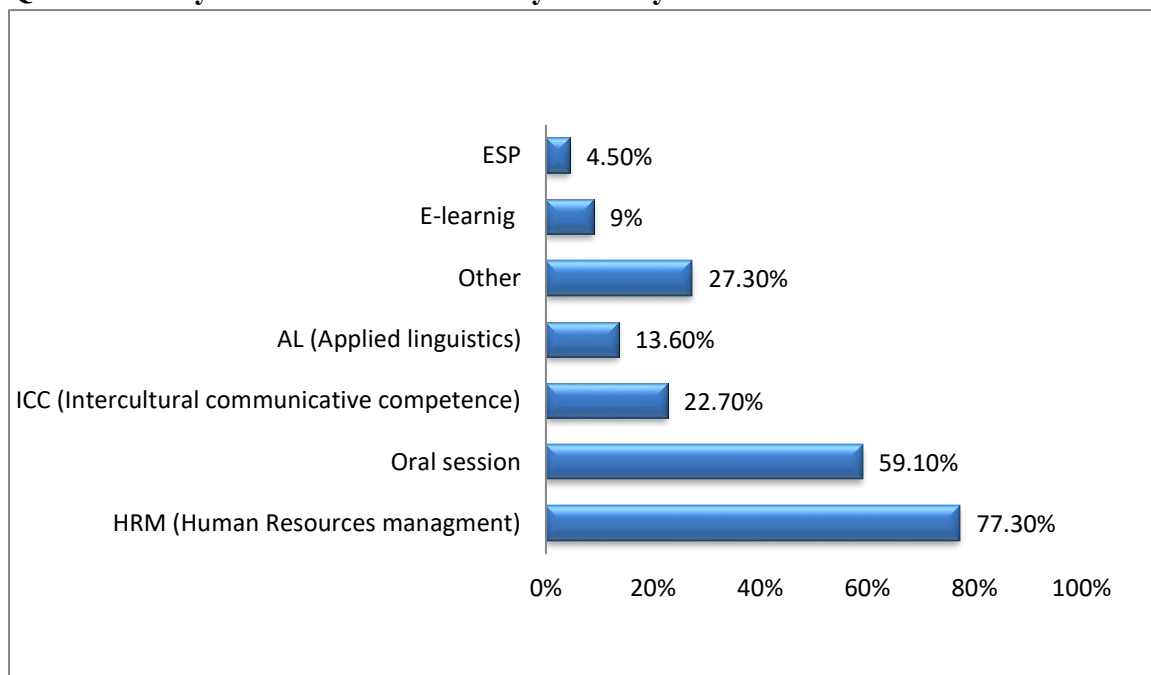
#### •Question 7 Does your level of interaction with your teachers vary depending on module preference ? Yes. No.



### Figure 5 Module preference link with the level of interaction with the teachers

↳ This question showed that 84.4% of the students interact with their teachers based on the modules they prefer as 19 students answered with the first choice « Yes » and 3 students (13.6%) answered with second choice « No » out of 22 students

### Question 8 If yes...Which modules do you find yourself interact with the teacher mostly ?



### Figure 6 Modulc preference

↳ This question revealed that HRM (human resources management) (77.30%) and Oral session (59.10%) are the modules that the students of language and communication interact with their teacher the most.

### •Question 9 Justify your answer

Student 1 chose Oral session and said: « Oral session has always been a session where I personally don't push myself to follow with the teacher, I mean it is truly a course that you just say whatever comes to your mind and whenever.. so it is like a stress relief course ( because we always feel like we are chained during the other courses as they are always typical and programmed from A to Z).And HRM because i think it is the only module that we can truly relate to ».

Student 2 chose HRM and said : « i like HRM because the teacher actually always bring new methods, and styles to her lessons, she also checks the level of knowledge students acquired from her classes, which shows that she actually cares, and she wants all her students to recieve the information not just presenting a lesson then leave ».

Student 3 chose oral and HRM and said : « In the selected modules teachers are more **conversational** and they push thier students to be critical wish makes thier class a good motivating environment to speak freely and discuss new ideas ».

Student 4 chose HRM and E-learning and said: « In the selected modules teachers are more conversational and they push thier students to be critical wish makes thier class a good motivating environment to speak freely and discuss new ideas ».

**Question10 Did your relationship with the teachers improve from M1 to M2 ?**

Yes.                      No.                      Not all.

Yes	No	Not all
14 (60%)	4 (20%)	4 (20%)

**Figure 7 Relationship improvement from M1 to M2**

↳ This question revealed that 60% of the students think that their relationship with the teachers improved as 14 students answered with the first choice « Yes », 4 (20%) students answered with the second choice « No » and 4 (20%) students answered with the third choice «Not all » out of 22 students

**•Question 11 Explain why**

✱ These are some students answers:

Student 1 agreed somehow and said : « it depends on the teachers, some of them started to consider us as their sons while others started to care less, and did not care of how hard we are trying to learn they just wanted to get on with their day ».

Student 2: « Yes, the teacher seem to be very polite & respectful with us during the M2, mainly because it's our last year of education & we're at the peak of our maturity in the classroom ».

Student 3: « Yes for sure , we start knowing them more and they know us better to , so the relation become more stronger , a lot of respect , help , sport, collaboration founded in M2 better then M1 .

Student 4 : « with some teachers yes because they started to consider us as adults and we became more close ».

Student 5 did not agree and stated: « I don't really think so. Nothing has changed we were just seeking to get done with the year » .

### **Conclusion**

To conclude, the researcher used one tool to obtain some data and information and to extract a whole lot of different answers and opinions from master 2 language and communication English students of Mostaganem University. The questionnaire included 11 questions that were open-ended in order to extract the most useful data possible for this reasearch.

The discussion of the findings and results will be presented in the next chapter. We will also put forward some recommendations and suggestions on how to improve the student-teacher relationship in order to enhance, improve and reinforce the level of both teaching and learning to achieve better educational experience for the upcoming generations.

# **CHAPTER THREE**

## DISCUSSION OF THE FINDINGS AND RECOMMENDATIONS



## **1. Introduction**

This third and last chapter is devoted to display the results of the questionnaire and to discuss the findings of the study. As a reminder, the data collected concerns the impact of the student-teacher relationship on EFL learning for second year master students of language and communication. The researcher used one method to conduct this study which is a questionnaire, after the data collection, the researcher came out with conclusions from the obtained information and data and from the theories that were discussed in chapter one in order to find an answer to the research question that was mentioned earlier in previous chapters.

### **1.1 Data analysis**

The following paragraphs will introduce and interpret the data and information obtained from the student's answers to the questionnaire.

### **1.2 Questionnaire findings**

The questionnaire was distributed to 22 students who were 11 male and 11 female second year master students of language and communication at Abdelhamid Ibn Badis University, department of English.

#### **Do you find learning English pleasant in the classroom ?**

This question was asked to confirm if the students had the will and pleasure to learn English. The researcher noticed that (54.5%) of students said that they find learning English pleasant sometimes; this may be due to the fact of loving the language and sometimes not agreeing with some of their teacher's method. In contrast (40.9%) of the students answered with the first choice « Yes », and we may assume that these students love the language and agree on the teachers' methods and 0.6% which is only 1 student answered with the second choice « No » out of 22 students. It is caused by lack of care and will to learn.

#### **How do you find your teacher's approaches and methods in the classroom ?**

This question was asked to see if students do not like the methods of their teachers as rumored in public by the Algerian society or otherwise. When it comes to their opinions about

the teacher's approaches and methods (77.3%) of students think that they are good which means they agree on the methods used, and only (18.2%) of students believe that they are ineffective; this may be due to the fact of preferring different methods; the remaining percentage (4.4%) includes only one student who finds them excellent.

### **Does your relationship with the teacher affect your performance in the classroom ?**

when it comes to whether the student's relationship with the teachers affects their performance in the classroom, The majority think that it does with (95.5%) and this is a major proof of the influence and impact of the relationship on them because the teachers are their main source of motivation, and only one student disagrees and said that he does not care and that's a personal choice which refers to self-dependence.

### **Does your level of interaction with your teachers vary depending on module's preference?**

This question aims at knowing if the students link their level of interaction with teachers with the modules they prefer. On this one, also the majority (86.4%) agreed that their level of interaction with the teachers depends on module preference, which is understandable according to the students' answers. For instance, HRM and Oral sessions allow for the students to speak freely and share their ideas and thoughts with their mates, whereas for the remaining percentage and there are other modules that seem difficult to most students but they are preferred by some because of teacher's influence in it as they change the student's feelings towards some modules for example (Applied linguistics and ESP).

### **Did your relationship with the teachers improve from M1 to M2 ?**

This question was asked to investigate if the student's relationship with their teachers has improved through M1 to M2 because they had the same teachers throughout both years. The results for this question revealed that 60% of the learner's relationship with their teachers did

improve; that's due to being accompanied by the same teachers for two consecutive years straight.

20% students answered with « No », that's due to not letting their relationship with the teachers interfere with their studies. The remaining 20% answered with « not at all » mainly because some teachers treated them well and others did not and that is due to some circumstances mentioned before.

### **1.3 Discussion of findings**

The aim of this study was not to detect the pleasure or will of the student to learn the English language. It rather aimed at investigating the impact of the student-teacher relationship on EFL learning and how it influences the amount of motivation the students acquire and receive. The researcher concluded that the teachers are the ones that fill their students with motivation, energy, and will to learn. Their answers confirm the second hypothesis, which is achieved through their behavior towards the students and their tendency to make efforts to create a friendly relationship that will make the learning process enjoyable, and the learner must accept the dose of motivation he receives, so it's an effort made from both sides as the first hypothesis suggests. Also many studies prove that the student's emotional side is triggered when it comes to interacting with the teacher; therefore, the learner's efforts whether they are considered as failure or success, must be appreciated and welcome so that the students can improve their level and performance in the classroom.

Concerning the student's answers about the methods of the teachers, they stated that some were outdated and repetitive but there are some teachers who made efforts to come up with new methods and approaches to transfer and deliver the ideas. According to our respondents, these good teachers overshadow the other teachers whom students might not agree with their ways of teaching, and all of this is due to the fact that EFL students are generally ambitious who have a huge sense of innovation and creativity. This disapproves the first hypothesis which means the students do rely on the teacher to a great extent and need their guidance to achieve good grades and reach their objectives, and it also proves the link of the students' answers with the first research question about the huge influence of their teachers.

The second important factor is the module preference. According to the students' answers, the researcher concluded that modules that rely on oral skills are the ones that students enjoy and are interested to attend because today's students prefer speaking over writing as it is the case

for HRM and Oral session. Students stated that these sessions are conversational and train the learner to be a critical thinker because of the overload of information and ideas that these modules invoke inside the student's mind. As for teachers, they can innovate and come up with creative ways to provoke debates, discussions and exchange of ideas that bring them closer to students because of the amount of interaction this could involve, and therefore it answers the second research question because in these modules both sides make the effort to exchange ideas to reach a solution or an objective.

Finally, concerning the improvement of the relationship from M1 to M2, students stated that their teachers started to consider not as students but rather as adults and became close with them. Another reason is that teachers seem to treat students with more respect and start to develop a bond throughout the two years. From a pedagogical perspective, students seem to get more familiar with the methods that they were exposed to them in the first year and grasped and became more familiar with them. This proves that the constant change of teachers affects the students negatively. Other students, who did not agree on this idea, did not let their relationship with the teachers interfere with their studies.

To conclude, it is proven that the teacher is responsible for the student's level and performance in an EFL learning environment because she/he is the mentor and educator for the learners. She/he has to always seek to innovate and come up with teaching ways that bring the student's attention and reach their minds easily despite of all the obstacles and factors they might encounter. Therefore, the student-teacher relationship impacts EFL learning.

## **2. Recommendations**

Through the questionnaire, the researcher gathered some recommendations and suggestions for the reader and both teachers and students in the EFL classroom to enhance and improve the level of teaching and learning, and to provide the most comfortable learning environment where good results can be obtained.

## **2.1 Recommendations for teachers**

The Teacher is the most important side in the educational and pedagogical journey, So teachers are recommended to implement the following:

### **The Choice of appropriate methods and approaches**

Teachers must build and shape their methods around the student's needs and wants through constant analysis to guarantee a suitable and enjoyable experience for the learners.

### **Acting as a role model**

Teachers must act as an example to the students by being humane, humble and by focusing on on positive points through encouraging the students to become a better version of themselves and to be a person they look up to in their lives.

### **Setting goals**

Students tend to become more excited when there are certain goals in sight, so the teacher at the very beginning of each session or course must define a certain objective or aim to the students, this gives the notion of a challenge for them.

### **Motivating students**

As mentioned before, the teacher is the generator of motivation and she/he has to make sure she/he boosts the energy, confidence and the will to learn of the student through a constant reminder of the defined objectives. Teachers must create a positive and competitive environment. This would push students to excel and strive for good grades, offering and promising awards is also a good way of maintaining the excitement and passion for learning.

### **Making learning fun**

Teachers must try to make the learning process enjoyable and pleasant; this lowers the student's affective filter, which means less anxiety and high motivation levels for them to interact and participate more in the classroom and make the learning process memorable and

enjoyable. For instance, students love group work, as it gives them the chance to share and work with classmates. Also, they become more excited about attending class.

### **Avoiding student's preference**

Teachers must treat all of their students equally because ignorance kills the spirit of the learner, especially introverts who are the group of students that need more attention because extroverts always find ways to make themselves noticeable, so it is up to the teacher to communicate and interact with all the students with the same amount of attention and affection.

### **Showing up in a good mental and physical appearance**

Teachers are obliged to reflect the image of hygiene and respectful clothing because of the academic setting. They must be sane, have a healthy state of mind and be attentive and focused at all, to represent the best physical and mental appearance possible.

## **2.2 Recommendations for students**

These are some recommendations that the researcher suggests for students to help them improve their EFL learning process as follows.

### **Having a good physical appearance**

Just like the teachers, students are obliged to wear clean, respectful and appropriate clothing in campus or classroom and have a good straight posture and hygiene so as to reflect the best image possible of a good successful student.

### **Consulting other information resources**

Students of this age are privileged to have various ways of getting information through some technologies such as the internet, computers and smartphones, which the past generations did not have. Students are obliged to make the most of these technologies to always be able to keep up with the teachers. Therefore, students should not only limit their information sources to only the ones they get in the classroom.

### **Avoiding noise making**

Students need to keep calm, be attentive and have good behaviour to concentrate on what the teacher is saying and allow for the others to follow along, and also to avoid upsetting the teacher and get themselves kicked out of class for the constant distraction.

### **Asking questions**

Students must have a critical state of mind, and ask questions constantly to reinforce and confirm the received information, it also keeps them connected to the lesson. Asking questions is one of the actions that teachers love because it proves to them that the learner is interested and has the motivation to learn more about the discussed lessons, ideas and debates. Besides, asking questions gives the chance for the teacher to repeat explanations for the quiet or introvert students.

### **Having a good Mentality**

Students should always show up to class with confidence, self-esteem and a determinative state of mind, and keep it throughout the whole day in campus, and avoid showing signs of boredom and slacking which would otherwise destroy the energy of the learner in the classroom.

### **Complaints**

Students must not be afraid to complain about the problems, challenges, obstacles they face to the teacher, the teacher is the mentor and guide, he will happily make efforts to help defy those problems, this also enhances the relationship between them because these are signs of care and attention.

## **Conclusion**

This chapter has dealt with the findings of the study. The research has demonstrated the huge impact of the student-teacher relationship on EFL learning, This was proved through the analysis of the student's answers on the given questionnaire. This chapter also discussed and listed the main results deduced from the questionnaire and helped to clarify the hypotheses and to answer the research questions.

The chapter ended with some recommendations to the teachers as tips to enhance and upgrade their teaching methods in EFL classroom, and to the students also to consider them as pieces of advice that will improve their learning process and become excellent future teachers.



### ◆General conclusion

Teaching and learning English as a foreign language mainly depends mainly on the results and achievements of the classroom, Teachers harvest what they planted inside their student's minds as knowledge and information.

This research proved that teachers must have the will to improve their relationship with the students, therefore, they should lead them to the right way through motivation and creativity which are essential to achieve good results and extract the best outcome from students.

Teachers must care about their students' emotions and be curious about how they feel about everything to bring them closer and make them more comfortable in the classroom to provide the best learning environment through encouragement,praise and constant motivation. Also, they have to take a look back at their methods and approaches and re-consider them around the students' needs and wants.

Students also play a big part in this; they must be cooperative and understanding and have a mindset of growing and improving as a student. They have to be productive members of society and make the teacher's job easier.

To conclude, this study encourages for good student-teacher relationships because it is the key for effective and enjoyable learning experiences in EFL learning and teaching. In fact, both teachers and students have objectives that must be completed to come up with good results and reinforce the bond, the togetherness and the friendship.

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