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# **The Dynamics of teacher-learner rapport : insights and Strategies . Case Study: Master 2 Students, Department of English, Dr. Tahar Moulay University**

A thesis submitted as partial fulfilment of the requirements for the degree of *Master* in  
Didactics.

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## **Didications**

I dedicate this work :

To my parents, whose endless encouragement, understanding, and affection have been my  
constant source of strength.

To my sister and my brothers, who always support me.

To all my friends and teachers at the University of Saida, who always push me forward.

Thank you for your help.

To all who have shown me support, kindness, and patience,  
this humble work is dedicated to you.

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## **Abstract**

Enhancing and improving the learning process for students is a shared priority among teachers and researchers. Central to these efforts is the establishment of a constructive and supportive dynamic between students and teachers in the classroom. This study seeks to highlight the importance of rapport and its effects on students' learning outcomes. Therefore, to achieve this goal, an exploratory case study was carried out including Master Two English as foreign language (EFL) students at Saida University. Data collection involved distributing a questionnaire to thirty-seven students, conducting interviews with six teachers, and observing classrooms to explore the nature of teacher-student relationships in the classroom. The data gathered were analyzed quantitatively and qualitatively through content analysis. The results revealed that fostering positive teacher-student connections plays a vital role in enhancing learning outcomes and academic success. The findings of this research raise concerns about teachers' awareness of the significance of nurturing positive relationships with students and their ability to effectively maintain these connections. Moreover, it indicates the critical need to integrate the enhancement of these skills into teacher training programs.

**Key words :** The learning process , rapport , learning outcomes , EFL students , teacher-student relationship , academic success .

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### List of Acronyms:

EFL : English as a Foreign Language .

SCT : Social Cognitive Theory.

SDT : Self Determination Theory . :

SES: Socio Economic Status .

% : Percentage.

# **General Introduction**

### General introduction :

Building relationships can be challenging in various aspects of life, with the classroom being no exception. Effective relationship-building not only facilitates the learning process and ensures communication but also creates an environment conducive to achieving course objectives, improving retention, and enhancing student success.

In academic contexts, the relationship between teachers and students is commonly known as rapport. The establishment of rapport between teachers and students is crucial in cultivating a supportive classroom environment. However, English students at Saida University encounter communication obstacles due to the lack of rapport with their teachers. As a result, EFL teachers employ various strategies to promote a nurturing environment. This study aims to highlight the role of teacher-learner rapport in shaping students' learning outcomes. Additionally, it seeks to increase awareness among teachers regarding the significance of building relationships in the classroom.

To explore the work, the researcher formulated four research questions, stated as follows:

1. Does teacher-student rapport impact students' learning process?
2. How does teacher-student rapport influence students' engagement and motivation?
3. To what extent does the rapport between teachers and students impact the social-emotional side and well-being of students?
4. What strategies can teachers use to build a strong rapport with their students?

According to the above questions, four hypotheses were formulated:

1. It is hypothesized that having a strong teacher-student rapport will positively influences the student learning process.
2. Students who feel a strong rapport and connection with their teachers may exhibit higher levels of motivation and engagement in their academic achievement.

3. Students who experience a positive relationship with their teachers will demonstrate better social-emotional development and overall well-being.
4. Teachers who incorporate strategies such as active listening and providing constructive feedback will experience stronger rapport with their students.

To test our hypotheses, we will employ three different research tools: a questionnaire addressed to Master Two EFL students to assess the impact of teacher-student rapport on the learning process, interviews with teachers to understand their perceptions of rapport and the strategies they employ to maintain such relationships, and classroom observations to explore the dynamics of rapport within the learning environment.

The dissertation consists of three major chapters. The first chapter deals with the theoretical framework of the topic. The second chapter delves into the practical side, where data are collected through the use of three research tools: the questionnaire, the interview, and classroom observation. This section will include an in-depth analysis of the gathered data. The third chapter focuses on discussing the main results obtained from the second chapter, which allows us to test the validity of our hypotheses. Furthermore, it allows us to give recommendations and suggestions for enhancing stronger teacher-student rapport in the future.

# Chapter One

### 1.1Introduction :

The interaction between a student and their teacher is crucial in determining the academic success and the social development of the learner .The current chapter delves into various literature regarding building rapport in the classroom to create a conducive and healthy environment for a better learning process . It explores historical perspectives and detailed insights about the concept of rapport and its significance. Furthermore, This study seek to understand the dynamic between teachers and students by examining various key points that influences students' learning outcomes.

### 1.2 Definition of rapport :

Merriam-Webster outlines rapport as a "relationship characterized by agreement, mutual understanding, or empathy which facilitates effective communication." In Oxford Learner's Dictionaries, it is defined as a "friendly relationship where individuals comprehend each other very well." Similarly, according to the Cambridge Dictionary, rapport is a good understanding of someone and the ability to communicate well with them.

### 1.3 Teacher –learner rapport :

Rapport is widely recognized concept in diverse professional fields. Yet defining it precisely can be difficult . Though , For such purpose , rapport have been defined in different ways . According to Brook (1990) in Rapport is defined as « The effective glue that binds education relationship together » .(P .171) . It is interpersonal behavior pertains to one's ability to maintain harmonious relationship based on affinity for others . ( Faranda and clarke , 2004 , P ,272). Frisby and Myers (2008) defined it as : « The ability to build relationship based on trust and harmony , and it is considered to be positive and powerful enough to enact cohesive , reduce threat and structure social interaction »(p .27) .

In it's general sense , It is social and psychological phenomenon , It is the ability of an individual to relate to others in a way that creates a trust and understanding .Accordingly , cat and schallenkamp (2007) defined it as an overall feeling between two people encompassing a mutual , trusting and pro –social bond cited in Dyrenforth, (2014) . In the same context , Buskist & Saville (2001) in their article examines the definition of rapport , as the medium for building and maintaining trust .It involves the students' belief in a teacher 's ability to achieve class goal, the student's own motivation on these goals . The teacher's demonstration of genuine care for students learning and well being and the connection between students and

teachers as they become motivated for active learning are all the component of rapport , They stress that rapport is not simply a process but also an outcomes attained when the necessary conditions are fulfilled . In the educational context , lammers and byrd (2019) conceptualized teacher –student rapport as a mutual bond between teachers and studens students that inspires them to collaborate with each other in instructional-learning contexts.

### **1.4Importance of techer-learner rapport and its outcomes :**

Rapport is tricky concept , however, It is foundational to effective teaching . Its doesn't involve shaping learners' beliefs or trying to improve them rather it is about building positive relationship based on understanding and accptance .Thus , teacher-student rapport significantly impacts the learning environment atmosphere , ultimately effecting the learning quality that occurs .Therefore, builiding strong relationship with students has been among the main concern of all instructions and EFL ( English as a Foreign Language ) , teachers are not an exception by any means . Hence , Fostering a positive rapport in the classroom is vital for a variety of reasons . First , It helps establish trust between students and teachers which is crucial in teacher –student dynamic . according to brookfield (1990) :« Trust between teachers and students are the effective glue that binds educationnal relationship together .Not trusting teachers has several consequences for students . They may unwilling to submit themselves to the perilous uncertainties of new learning . They avoid risk , they keep their most deeply felt concerns for themselves .Thus , students need to trust the teacher's intentions , without this basic trust , they may feel the teacher is unapproachable making them hesistant in facing new learning challenges .

Second , Fostering a positive learning environment , The rapport between a teacher and student can play a vital role in the overall learning process and the success on individual students. Coupland( 2003) argues that establishing rapport can lead to positive learning environment . It can minimize anxiety , increase student's participation , structure and encourage social interaction , foster a positive learning environment and increase learning (Frisby and martin , 2010) . Claus et al .(2012) assert that when an intimate positive teacher – student exists .Both parties engage in activities such as learning about each other , establishing expectations , and focussing on their goals . Students need to feel that they are welcome , respected , valued by their teachers .Furrer et all (2014 ) state that : « Students feel they belong to school when teachers express involvement and warmth. » Thus , a caring



teacher strives to create a welcoming atmosphere for all students and boosts their self belief to enhance their motivation for learning.

In addition , when learners have rapport with their teachers and feel a sense of connection with them motivation is higher ..Barbara Carson's study based on reflection from Rollins College revealed that the most impactful and memorable aspect of their education even 30 years after graduating was a caring instructor (14) .From an instructor's perspective , establishing rapport fosters a more connected and engaged atmosphere , leading to reduce burnout , increased teaching satisfaction and greater commitment to the institution . Wang and Eccles (2013) found that students tend to perform better academically and feel more committed to school when they believe that their teachers have a positive attitudes toward them .When students feel unsupported by their teachers they tend to skip their classes (Delir et al , 2019) . However , they are motivated to attend classes when they have higher levels of rapport with their teachers or when they trust them more .Further more , consistent class attendance provides students with opportunities to develop rapport with their teachers .Adding to that , positive teacher –student rapport aid students' transition to college . (Cheung, 2019) .When students are engaged in school and possesses confidence in their abilities , they adapt better . Thus , Students demonstrates higher level of motivation when they interact with their teachers regularly (Liu and Chiang , 2019 ) . Culpeper and Kan (2020) stated that forming strong bonds with pupils not only motivate students to actively engage in different stages of learning but also empowers them to cope with the challenges and difficulties of learning process.

In a recent investigation by Brandi Frisby and Matthew Martin to explore the significance of rapport between instructors and students in the classroom .This research , which included 233 participants from an American university aimed to deepen our insights of how interpersonal relationships affect the learning experience . The participants aged between 19 and 29 comprising 125 men and 108 women across different academic levels . were examined to test hypotheses related to the impact of perceived instructor rapport on the classroom environment , student engagement and the relationship between rapport and learning outcomes .

The findings of the study indicated that a positive correlation between students' perceived rapport with their instructors and their level of classroom connectedness , participation , and overall learning outcomes . Frisby and Martin discovered that teacher rapport influenced nearly all aspects of classroom environment ( 2010 ,P .146) .These results confirm their hypothesis that perceived rapport in the classroom is correlated with an

enhanced learning environment .This further reinforces the idea that student value being linked by their teachers and teacher –student rapport is crucial element for student success and achievement .

It is worth mentioning that positive teacher-student relationships are vital for both short term and long term educational outcomes . In the short term , they foster a positive classroom atmosphere , boost students' self –esteem and enhance their mental health . (Buffet , 2009) . Additionally , these relationships help in reducing behavioral problems and promoting academic success . On the other hand , these relationships have an enduring effects , they help build students' confidence , validate the value of their ideas which can positively impact their future academic pursuits ,and promote an understanding that mistakes are natural part of learning process . This approach to continuous improvement and learning positively impact various aspects of students' social and emotional well being in the long term .

### **1.5 Building Rapport in the Classroom and Online Settings:**

Establishing relationships can be challenging in various contexts and the classroom being no exception . Nonetheless , developing these connections is crucial whether inside the physical classroom or in an online setting as it enhances the learning process , ensuring effective communication and ultimately creating a learning environment that boosts the achievement of course objectives and foster student success . Building connection with classroom can aid students in developing their social aptitude and sense of autonomy , this is accomplished through the teacher's unique style of classroom management , interactions with students , role modeling and their individual approach to leading the class . (Field& Hoffman ,2012)

Several studies examines by Helker and Rai (2009) demonstrate a direct relationship between a teacher's behavior in the classroom , the rapport they maintain with students and the academic as well behavioral outcomes of students . Although, this strong connection between teacher-student relationship , there are still many opportunities for both traditional and online educational institutions to improve the effectiveness of their relationship building process . Without delving deeper , it is crucial to question the necessity and the significance of building relationships in a classroom . It is widely agreed that courses are more effective and students are more engaged when they feel a strong connection with their professor . This relationship , which formed out from regular teacher-student interactions, can develop into one characterized by trust , mutual respect and sometimes admiration. In just few weeks or

months ( depending on the class duration) , teachers can make a significant impact in a student life , inspiring them to strive for success .

Building rapport not only increases student success in a particular class but also lead to success in their broader academic program , enabling them to carry these valuable traits into their future careers . Teachers must primarily be seen as leaders in both traditional and virtual classroom . This entails understanding how to lead while also cultivating relationships .Building trust is a key part of relationship development , involving a continuous process of idea generation , prioritizing them and making selection . This approach encourages online participants to cooperate and involve in this process , fulfilling their interest while trusting others including teachers and fellow students even this trust initially seems fragile and temporary ( Pailen,2003,PP.227-256) . Some researchers argue that building connections in a virtual setting differs significantly from that in traditional settings .

Online education offers significant benefits especially in terms of its convenience and flexibility as it helps students who can not physically access a university or require schedule due to work and family obligations . With the growing popularity and accessibility of online education , researchers have started to investigate its quality and the specific factors that affects achievement , students motivation and persistence in this distinctive learning environment. Similar to traditional classroom setting, educators who cultivate a sense of community and build rapport with students can positively influence student motivation persistence and achievement . (Joyner et al., 2014 ; Mallot et al.,2014 Pascarella & Terenzini , 2005) . There are many several ways of cultivating rapport in an online environment .Being available , accessible and responsive involve replying to emails , providing detailed feedback and offering flexibility in scheduling individual conferences . Instructors should not only be available but also approachable to encourage students to make use of office hours and individual meetings . Despite the asynchronous nature of online courses , there are instances where non –text based interactions such as audio or video communication are crucial for structuring interaction and promoting clarity and connectivity .

It is worth mentioning that certain students who opt for online education may not be interested to meet face to-face or in real time interactions . While others may welcome such opportunities . Despite the lack of physical interaction , rapport can be maintained in online settings . Understanding students' need , gaining insights into their interests and personalities , and creating a regular communication can help instructors build rapport in both online and face to- face interactions .

### **1.6Theoratical frameworks :**

The belief of the quality of teacher –student relationship is a key aspect for boosting motivation and improving learning originates from interpersonal psychology .This perspective considers behavior as influenced by interactions and reciprocal effects .within this framework , Attachment theory , Social cognitive theory and self determination theory are widely recognized approaches that highlight the significance of positive teacher-student relationships .

#### **1.6.1 Attachement theory :**

Attachment theory originating from research on mother –child relationship highlights the importance of positive parent child bonds in fostering a child's emotional security . this sense of emotional safety is vital for child exploration and engagement with their environment . (Roorda et al , 2011) . Applied to education ,this theory suggests that strong teacher-student relationship influence students' motivation and academic success .At the core of this theory is students who develop strong bonds with their educators perceive them as a secure base allowing them to confidently engage with their classroom environment . In educational context , positive teacher-student rapport can inspire students to tackle learning tasks with confidence and cultivate a genuine curiosity for acquiring knowledge . Though , these relationships enables teachers to provide students essential psychological resources such as hope , resilience and a sense of competence .

These resources referred to as « Academic psychological Capital » are considered fundamental for effective learning and improved academic performance . Empathy and warmth stressed as important components of high quality teacher –student relationships , this underscores their crucial role in promoting positive educational outcomes .

#### **1.6.2 Social cognitive theory :**

Social cognitive theory (SCT)as outlined by Bandura (1997) asserts that individuals are active agent in their own learning and they have the ability to influence their environment .According to this theory , learning is a dynamic process that occurs through observation of others in social contexts . Individuals adapt their behavior based on their beliefs , values , direct experience and interaction with the environment , and they have the capacity to regulate their thoughts and actions . within this framework , Self-regulated learning has been a significant focus with research emphasizing its importance in academic achievement and

personal development .(Bembenutty , Cleary & Kitsantas ,2013 ; Zimmerman & shunk ,2011) . Teachers are viewed as significant social models and learners are considered as active agents in their learning taking a proactive and self directed approach .

In this vein , Self efficacy is considered as the belief on one's ability to succeed in specific tasks plays a crucial role in shaping behavior and learning outcomes . While self – regulation is seen as a developmental process , where individuals set goals , select strategies , monitor progress and reflect on their own learning . (Bembenutty et al., 2013; Boekaerts, Pintrich, & Zeidner, 2000; Zimmerman & Schunk, 2011). Zimmerman findings reveals that learners have the ability to set learning objective , select affective methods , monitor their process and reflect on their achievement . in this regard , Bandura (1986) argues that employing modeling behavior can be effective and positive method of teaching . Within the classroom , Teachers acts as live models demonstrating desired and social bahviors and effective communication skills to adopt social cognitive theory also highlights the significance of teachers provides feedback and encouragement to students , as it can greatly impact student performance . Teachers who acts as role models play a crucial role in guiding and influencing student behavior through their interactions and relationships .

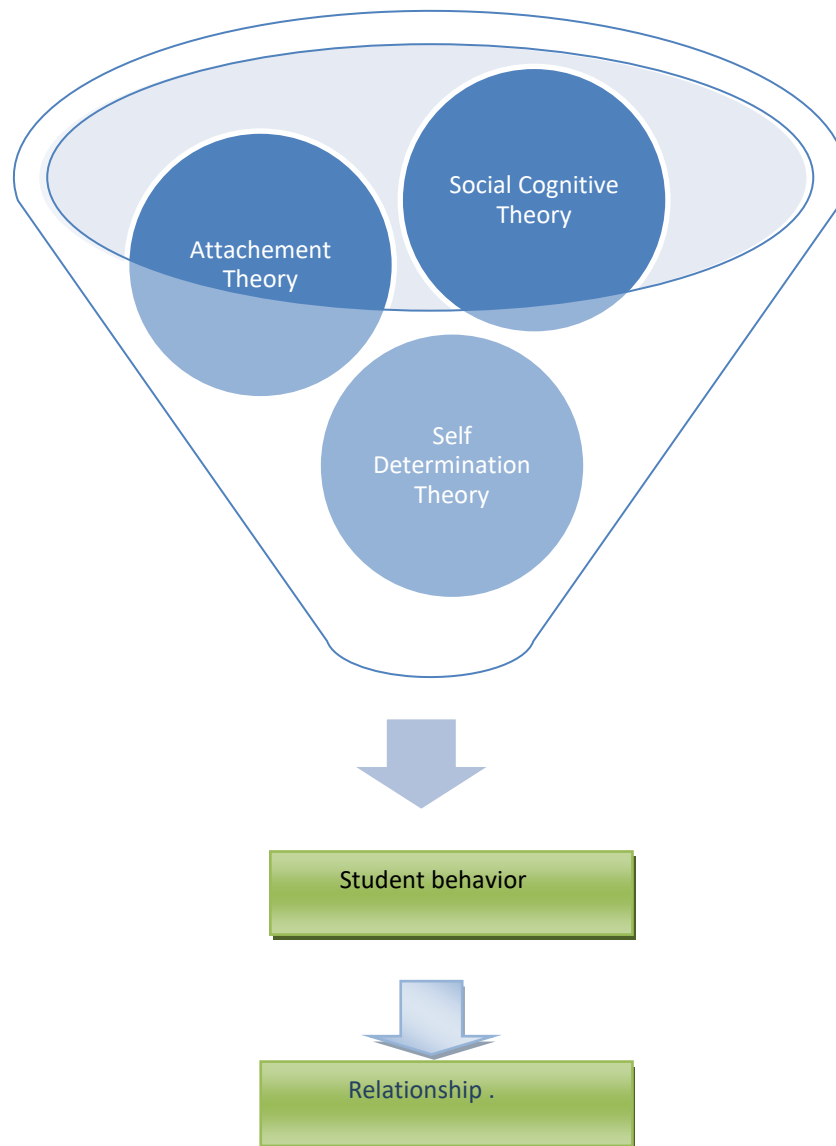
### **1.6.3 Self Determination Theory :**

Self Determination Theory (SDT) is a motivation theory that employes traditional empirical methods to develop its framework and practical application in educational settings . According to SDT , students of all background including Age , gender , Scocio economic status , nationality or cultural background inherently demonsttrate growth oriented tendencies such as intrinsic motivation , curiosity , and psychological need . These innate characterisitcs act as a cornorstone of motivation encouraging active and positive engagement in the classroom activities and fostering overall academic performance . (Deci & Ryan, 1985a, 2000 ; Reeve, Deci, & Ryan, 2004 ; Ryan & Deci, 2000, 2002 ; Vansteenkiste et al., 2010 ).

While other motivational theories explors how students' beliefs , expectations , and goal impacted their engagement . SDT uniquely emphasizes the instructional role of educators in activating student's inner motivational resources (Reeve& Halusic , 2009 ) . By enhancing these qualities , educators can enhance students' engagement which is in turn can result in positive outcomes for their academic and personal growth (NIemiec & Ryan , 2009) . According to Self Determination Theory (SDT) individuals have three basic psycological need : competence , autonomy and relatedness that are essentiel for their personal and cognitive development as well as overall well being (Deci & Ryan, 2000).Relatedness

involves feeling care and connected with others which is vital for our emotional growth and flourishing (Deci & Ryan, 2000) .

In the educational setting, Teachers can promote students' sense of relatedness and intrinsic motivation by being empathetic , warm and affectionate and by dedicating their psychological resources such as attention and energy to their students (Deci & Ryan, 1991; Reeve, Deci, & Ryan, 2004). By creating an environment where students feel connected and valued . Teachers can enhance their relationships with students (Buskist & Saville, 2001) .



**Figure01** :Theoretical framework. Be, B. (2017)

### **1.7The influence of Teacher behavior on students achievement :**

Recognizing the significant influence of teachers' behavior on students academic achievement, It is crucial to investigate its broader effects on students' emotional well –being and their sense of belonging within the educational context .

#### **1.7.1 The impact of emotions on students' learning :**

Emotions play a vital role in academic and social contexts especially within the realm of education . Classroom serves as emotional space where students express and encounter a wide range of emotions both positive and negative throughout their learning journey , including during lessons , studying and even during exams . Caring is pivotal element in the teacher-student relationships , comparing to other forms of relationships such as friendships . Mc Croskey (1992) noted that student exhibit higher level of motivation when they feel their teachers care about them . Labaree(2000) stressed the need of teachers to build an emotional bond with students to encourage active engagement and perception in the learning processs (P .229) . In educational settings , students may experience anger due to various reasons , such as feeling challenged by a teacher's question or being unable to participate in activities they enjoy . These situations often make many students more physiologically aroused (Pishghadam,2009) . Some students may express mild anger and resentment , others may show more exhibit anger . In recent years , there has been an increasing shift of the profound impact emotions have on learning . (pishghadam et al . ,2017)

Learners emotions impact their engagement , attitude toward learning and the overall learning environment . (Houston,2016,pishghadam et al ,2000) . Thus , emotions are crucial in learning and can have a significant impact on learning performance . Psychologists and neuroscientists highlight the significance of emotions in cognitive learning , as positive emotions can enhance cognitive activities . Emotions also affect how learners process information and understand their experience (Wang et al , 2021) .

Emotions are commonly classified as pleasant (positive) or unpleasant (negative) and can influence learning . Positive emotions such as happiness , interest satisfaction and love are believed to broaden attention and boost insight and creativity (Swain ,2013) . positive experience provide individuals with better learning opportunities . Whereas negative emotions can hinder learning . Previous research has demonstrated that as students experience

more stress , their task performance tend to decrease . Furthermore, students experiencing higher level of anxiety tend to exhibit lower level of empowerment , along with decrease in their self confidence and self- esteem .Students in a positive emotional state can demonstrate a higher motivation levels than those in a neutral state . According to Schlosser's study on successful middle school students (1992) . Students identified several key qualities they valued on teachers . They included the ability to recognize when a student was facing difficulties , engaging students in discussions or relevant topics like gangs and drug addiction , and offered additional support by being available for further discussions after class . Students felt that these behaviors enhanced their sense of Self-worth , importance and found learning more enjoyable as a result .

### **1.7.2 Promoting a Sense of Belonging :**

The need to belong is vital aspect of human psychology impacting our mental state significantly . Our psychological state differs completely when we feel accepted and valued by a member of community compared to when we feel isolated , rejected or being a stranger .Therefore , it is essential for students to experience a sense of belonging in the learning environment to achieve affective learning and positive academic performance . School belonging has been defined in numerous ways by researchers in different fields , including education (Allen & Boules, 2012 ; Allen et al .,2016) . In recent times , there has been a proliferation of definitions for school belonging . Mucchielli (1980) suggests that belonging involves more than just being a part of or excluded from a group ; it entails the development of personal identification and social identity . In the same context , Kestenberg (1988) describes belonging as covering various aspects , such as identity , object relationships , and the sense of ownership over familiar spaces and objects . In their study on the role of belongingness in well –being . Baumeister and Leary (1995) pointed the belongingness hypothesis .

They argued that individuals have an innate motivation to create and establish a minimum level of enduring , positive and significant interpersonal relationships (P.497) . Additionally , They noted that the lack of sense of belonging can lead to negative emotions such as social isolation , loneliness and alienation . According to Hagerty et al . (1996) , a sense of belonging is a fundamental requirement that encourages individuals to establish social connection with groups. Anant(1967) suggests that the desire for group affiliation is predicted by the belief that it will lead to the development of strong social bonds . Essentially



, The need of belongingness is satisfied through interpersonal relationships that are characterized by stability , emotional care , and the expectation of continuity into the future . (P.500) . Williams and Downing (1996) highlighted the importance of friendship in the context of belonging . Students believe that being a part in the class where they are welcomed, wanted and respected by their peers and teachers. Furthermore, having a classmates who are familiar and friends who empathize them gives students a sense of belonging to the group or the entire class .Research consistently indicates that students who feel a sense of belonging in their educational environment are more motivated and engaged in school and classroom activities and they show greater commitment to learning (Osterman , 2000) . Additionally , existing research suggests that students who have a sense of belonging in their educational environment report higher levels of enjoyment , interest enthusiasm and happiness and they demonstrate increased confidence in engaging in their learning .

### **1.8Factors Affecting the Development of Teacher –Student Relationship :**

The relationship between teachers and students is multifaceted , influenced by a various factors including their characteristics , personalities , age of both teachers and students . (Rudasill & Rimm –Kaufman , 2009) highlight the importance of these elements in affecting the teacher –student relationship .For instance , Suldo et al .(2014) have found that instances of teachers bullying can negatively impact the relationship resulting to undesirable outcomes such as students experiencing increased stress , or engaging in delinquent behavior . In contrast , Thomberg et al .(2020) suggest that when teachers demonstrate care and support , it fosters positive relationship with students .Yu et al (2018) reinforce this concept by indicating that students’ perception of their teachers regarding their personality , traits , humor and teaching style can influence their motivation to establish significant relationships .

in term of Age differences , Hagenauer and volet (2014) ; Hargreaves (2000) and Lynch & Cicchetti (1997) suggest that younger students may be more affected by their interactions with their teachers because of their higher dependency . Whereas older students tend to become less emotionally deep reliant on their relationships with teachers and more focused in building strong bonds with their peers . Thus , the teacher-student relationship is a reciprocal interaction that may be affected by the personalities and traits of both teachers and students .Lynch and Cicchetti (1997) observed a shift from teacher-student relationships to

student –peer relationships in adolescence and middle grades , this shift is influenced by several factors

First , class sizes tend to increase as students progress in age , which can reduce the amount of individualized attention teachers can provide to each student . ( Kosir & Tement , 2014). Second , students’ desire need for autonomy as they age . (L.chang et al ., 2004 ) . Additionally , Furrer and skinner (2003) found a significant decrease in students’ ability to relate to and form relationship once they reach middle school .Furthermore , Mercer and DeRosier ( 2010) and Košir and Tement (2014) found that the quality of teacher-student relationship varies with the age of the student .Regardless of age , many students experience favoritism from teachers which can effect their behavior and how teacher consider them (Košir & Tement, 2014). Hamre and Pianta (2006) emphasize that these interactions between students and teachers are vital for establishing and sustaining rapport . in terms of students ‘ perceptions of teachers treatment and attitudes toward students Kuklinski & Weinstein (2000) found that students ‘ notice teachers ‘ unequal treatment of high and low achievers this also indicate that some teachers adopt various approaches in the classroamm which influence teacher –student relationship this leads to an inquiry of whether teachers actually treat students differently or if students perceive teachers’ actions differently .

Chong et al. (2010) found that low achieving asian students who viewed their teachers as helpful and motivating exhibited a high quality teacher –student relationship without taking into account students’ negative attitudes toward their teachers . Conversely , Yu et al ., (2018) discovered that students have both positive and negative attitudes toward their teachers . Some students view their teachers as good despite recognizing some negative traits which can affect teacher –student relationship( TSR)

Gender is another factor influencing TSR . Both teachers and students report more positive and less contentious relationship with girls compared to boys . (Birch & Ladd, 1998; J. N. Hughes & Im, 2016; Rudasill et al., 2010; Suldo et al., 2014). However , the role of the teacher –student relationship in student engagement is more significant for boys than for girls . ( Furrer & Skinner , 2003) . Boys and girls have diffrent perceptions of how strong relationship are built . Girls felt encouraged when teachers took actions to improve their emotional well being . however , boys felt supported when teachers allowed them to do activities they enjoyed , and gave them manageable workloads . Boys also reported experiencing more frequent punishment than girls ( Suldo et al , 2009 ) . ALthough teachers reporting more conflicts with boys . Research with Brazillian High School Science has found

no gender – based differences in how students perceived their teachers or the classroom environment (Matos et al., 2014)

Socio economic status (SES) is another key factor to consider, Roorda (2012) found that teacher –student relationships are crucial for the success of academically at risk – students, especially for those from lower socioeconomic background. Barile et al (2012) school with majority of higher SES students tend to have more supportive teacher –student relationship. Suldo et al (2014) reported that students from higher SES backgrounds feel more comfortable seeking help from teachers regardless of their relationship with them. On the other hand, students from lower socioeconomic backgrounds may be more impacted by variation in teacher support for their academic achievement. Suldo et al (2014) noted that while student SES may influence students' comfort in seeking help, it does not affect teachers' perceived satisfaction or conflict with students. While most focus on student SES, the role of teacher SES is also crucial.

Werang et al. (2017) suggested that teachers from lower SES background often come to work stressed which can negatively affect their students. Another study affirmed that teachers from low socioeconomic backgrounds, value conformity and obedience more than from higher socioeconomic background which could impact teacher –student relationship (Eggen et al., 2004). Research on race, ethnicity and cultural differences in the classroom and the teacher –student relationships has shown mixed findings. Some studies suggest a consistent link between teacher support and student achievement (Close & Solberg, 2008; J. Hughes & Kwok, 2007). Others have found differences for instance Saft and Pianta (2011) discovered that US teachers had less favorable relationship and more conflict with preschool and kindergarten students from different ethnic backgrounds.

In the same vein, (Barile et al., 2012). J. N. Hughes et al. (2005) noted that teachers with higher percentage of students of color reported lower quality relationship with their students. Additionally, J.N Hughes et al, (2005) found that teachers tended to relate their relationship positively with white and hispanic students compared to African American students due to difference in students' treatment with their teachers. Lindsay and Hart (2017) claimed that having teachers of the same race was associated with reduced rates of suspensions and expulsions for African American students. However, other research such as (Choi & Dobbs-Oates, 2013) found no significant influence of teacher –student ethnic matches on their relationship. Similar to the findings of (Thijs et al., 2012) who found no

difference in relationship quality of Turkish –Dutch students and ethnic –Dutch students with their ethnic –Dutch quality .

Teachers' approachability toward students is crucial factor impacting the teacher – student relationship as noted by Cotton and Wilson (2006) and Hurtado et al .(2011) . Stephan et al . (2008) discovered that friendly and approachable teachers contribute to enhancing teacher –student relationship (TSR) and decreasing student alienation by fostering strong relatedness . Similarly , Yu et al .(2018) and Karpouza & Emvalotis (2019) stressed the importance of teachers' respect , openness , approachability and effective communication and positive attitude toward students in developing TSR in a school setting .

### **1.9 Teachers and students perception of building rapport :**

Understanding how teachers and students perceive the importance of building rapport is crucial for fostering effective communication and enhancing the learning experience.

#### **1.9.1 Teachers ' perceptions**

Research has pointed out the role rapport in establishing effective teacher-student relationships . Thus , It is valuable to explore teachers perspectives on rapport and its significance on classroom dynamic . According to ( Fink , 1984 ) teachers experience a significant sense of personal satisfaction when they cultivate rapport with students . this indicates that building rapport contributes to foster a positive classroom atmosphere from the teachers' own perspective. Brown (2003) undertook a study on teachers' understanding of classroom management revealing that teachers who value the importance of building a caring relationship with students also exhibit assertiveness by setting clear academic expectations and enforcing rules and behavioral guidelines , this suggests that teachers' beliefs about classroom management shape their actions in managing the classroom .

Elaborating on this point , Hoy and weinstein (2006) conducted a study focusing on student and teacher perspectives ragarding classroom managment emphasizing the impact of teachers' beliefs on their actions . They discovered that beliefs regarding classrom management and student vary based on a teacher's teaching objectives and methods . For instance , instructors who believe in explanation , practice and direct instructions often priorotize rules such as taking turns to speak , completing individual work or observing silence . These beliefs underscore the importance of such practice , repitition and adherence to authority . Hoy and Weinstein (2006) further elaborated that successful teachers consider

classroom management as means to establish effective , engaging and supportive learning environment . On the other hand , Less successful teachers view management as means of discipline and maintaing authority , this reinforces the notion of that teachers' beliefs about classroom management can significantly influence their classroom practices , and interactions with students .

Moreover , Senior (2007) illustrate the significance of establishing intimacy and connecting authentically with students . She emphasized that teachers are crucial in language classroom stressing the necessity of building intimacy through genuine connections . Senior assserted , « People accept anything if you are real and do not pretend to be what you are not ... You have got to be really yourself with no pretentiousness » ( as cited in jurusan , 2010 , P.30 ) this indicates that teachers should present their true selves without artificiality .

### **1.9.2 Students' Perception :**

Teachers play a vital role in the learning process , as their active involvement significantly impacts students' attitudes and behaviors within the school environment . When teachers offer consistent academic support , they create an environment where students feel empowered to discover and improve their inherent talents . This positive impact is fundamental in fostering students' holistic achievement and overall well being . Motivated by teachers' support ,students are encouraged to purssie sucess as noted by The National Science Council (2004) . This emphasized the critical role of teachers in nurturing a supportive learning environment that helps them to reach their full potential .

Establishing strong bond between teachers and students has been linked to student achievement , a more desciplined attitude and a higher level of engagement in the educationnal process . Early investigation on rapport indicated that students who experienced rapport reported a higher level of enjoyment of their couses , higher class attendance , and a greater attentiveness . ( Buskist & Saulle , 2004 ) .Krashen (1985) argued that students ' perform better in learning a second language (L2) when they have a low affective filter . However , a high affective filter characterized by increased stress , anxiety and low self confidence . Price (1991) proposed that teachers can help decrease barrier by establishing positive relationship with students , behaving like supportive figures who demands performance .

Road et al .(2005) noted that students exhibit more enthusiasm for subject and more likely to learn when they have good perceptions of their instructor . A positive teacher – student correlation serves as a motivation for students to dedicate more time studying for the course .This positive atmosphere not only affects students individually but also enhances the overall classroom environment . By cultivating a sense of safety and comfort among students .Conversly , If the instructor does not exhibit enough care toward the students , they may develop disruptive behavior and show low engagement . (Boice , 1996, 2000)

Benson , Cohen and Buskit (2005) investigated students' attitudes and behaviors regarding rapport . They conducted surveys with university students to gather their perceptions and experiences particularly foccusing on teachers with whom they had experienced positive interpersonal relationship . Benson et al discovered that students had positive feelings toward both the teacher and the subject matter . Moreover , they showed greater inclination to participate in academic activities when rapport was maintained compared to when it was not (P.238) .Busket et al .(2002) conducted interviews with undergraduates to discover the qualities they value most in their teachers . The study revealed that students value teachers who demonstrate fairness respect and consideration .

Adding to that , Students mostly appreciate teachers who can establish realistic expectations , possess deep subject knowledge , and are approachable and friendly . These findings indicate that students prioritize developing strong connection with their teachers as a crucial aspect of enhancing their learning experience . In the same vein , Busler et al (2017) carried out a study where undergraduate students listed characteristics associated with poor teaching . The students' feedback included several negative characteristics such as teachers ' inability to engage students , a lack of support or interst on their students , a lack of respect and approachability and resistance in accepting feedback particualry noteworthy the complaints about teachers' lack of respect which emphasizes the vital role of respect plays in enhancing positive learning environment and developing rapport.

Brown (2001)stressed the importance of demonstrating respect for students' beliefs and ideas which promote communication and the exchange of academic and personal issues . This attitude encourages students to feel comfortable engaging with their teachers . Therby , fostering a positive atmosphere in the classroom. Sánchez et al. (2013) further highlighted the crucial role of respect in increasing student engagement illustrating how respect can shapes teacher –student rapport , creating an environment that supports academic success .

### 1.10 Rapport as a Factor Affecting EFL Students Motivation :

In the realm of language teaching , the concept of rapport has gained increasing importance , with various studies highlighting its efficacy in motivating students to achieve their goals . Teachers should exhibit enthusiasm and passion for teaching and demonstrate genuine care for their students . Learners typically prefer and value teachers who remember their names and respect their individually rather than those who prioritize explanation and repetitive language practice . For EFL teachers with appropriate professional training , it is important that achieving teaching objectives relied on their students' motivation . Thus , it is crucial for all teachers to have a well structured plan for motivation. Experts have divided motivation into two main categories : Intrinsic and Extrinsic . Intrinsic motivation drives individuals to engage in activities for its own sake , while extrinsic motivation involves engaging in activity for external rewards or avoid punishment (Kuklick and Linder,2021) . Psychologists stress the relevance of motivation in education due to its significance impact on learning , Skill development , and behavior .

One key prominent framework used to explain motivation in education is motivation for academic achievement . (Dornyei and Ushioda , 2011) which refers to behaviors that lead to learning and progress . In simple terms ,Lmai (2010) described motivation for academic achievement as a strong desire to excel in a particular field and to evaluate one performance spontaneously . Doneyeu and Otto (1998) , as cited in Shmitt(2013) , suggest a model for integrating motivation into EFL classroom . This model suggests that teachers should first establish the basic motivational conditions for motivation then stimulate student motivation , sustain and protect it , and ultimately , encourage positive self –evaluation . Then , this positive rapport can be used to enhance motivation for using English in interpersonal communication . Furthermore, this will help learners to positively appreciate their progress as it is recommended in Dornyei and Otto's model (1988, as cited in schmitt ,2013) . According to social motivation theories , learners who receive support from their educators will develop strong motivational beliefs , that enhances their active engagement and performance in learning .(Furrer and Skinner , 2003) . Additionally , a consistent teacher-student rapport can prevent the usual decrease in students' self motivation over time (Lapointe et al , 2005)

Moreover, EFL researchers have given more importance to build strong rapport . In recent years , there have been studies include rapport as a key component of motivational strategies in the foreign language classroom . For instance , Thanasoulas(2002) noted in his



paper « Motivation and Motivating in the Foreign Language Classroom » that : appropriate teacher behavior and a good teacher-student relationship can have a motivational affect on students , he elaborated that building a relationship based on mutual respect and trust can be motivational for students , fostering their commitement and interest in learning english . According to Dorney (2001) , teachers who cultivate warm , personal interaction with their students , demonstrate empathy in responding to their concerns , and establish relationship based on trust and respect are more likely to inspire academic motivation compared to those who lack some connections (P.36) . Teachers play a significant role in classroom environment impacting both student motivation and academic achievement . when teachers create a suitable conditions in the classroom and employ motivational teaching strategies , students are more engaged to learn (Dorney , 2001)

In the same vein , Barry (1999, as cited in Suxian & Thao , 2004) , argues that students are primarily individuals before they are learners . This view point highlits the importance for teachers to perceive the classroom as a social environemnt where students like their peers , seek acceptance and connections . While students may engage in competition , they also desired to be respected and valued as human beings . As human are social beings , students' well being is significantly influenced by their interpersonal relationships . Similarly , Haslett(1987) asserts that forming close relationships with others is vital for well being and hapiness through these interpersonal connections , individuals shape their personal identity , express their thoughts and emotions , participate and engage in collaborative activities and fulfill their needs for social connections .

Bouras and Keskes (2014) conducted a study exploring how secondary school teachers and students perceive teacher characteristics and their influence on motivation in Algeria . They supported Dorneyei's claim (2001 :36) that teachers who maintain warm , personal interaction , respond empathetically to students' concern and build relationship based on respect are more likely to inspire academic motivation compared to those who lack connections. Their study revealed that while students appreciated many aspects of teachers' efforts to build rapport such as remembering theie names and respecting their individually . Teachers often prefer explanation . this findings underscores the challenges faced by traditional teachers in the language departement campus who tend to foccus on helping students pass grammar test instead of developing their communicative competence . Bouras and Keskes(2014) determined that motivating EFL learners requires a balanced approach that takes into account both teachers' methods and their rapport wih students .



### 1.11Challenges of Rapport Building :

Teachers in higher education encounter notable personal challenges as their responsibilities shift in response to evolving demands of their field . These challenges arising from their unique traits skills and beliefs about teaching . This prompts a significant challenge involve the issue of student care , this leads to debate about its relevance in higher education showing what teachers think teaching should entail . In the realm of higher education , Two main prespective emerge . Some believe that caring relationships are inappropriate while others consider them as essentiel . Meyers,S.A.(2009) identified various challenges teachers face based on their attitude toward teaching and interaction with students . Some teachers who genuinely care about their students and strive to cultivate strong relationships feel that their efforts are not valued or unnoticed .

On the other hand , some teachers argue that caring for students in not part of their job , this view point is common and leads to debates about the significance of nurturing relationships with students . These teachers consider an emphasis on building personal conections with students as unproductive or overly soft which reduces their motivation to cultivate such relation . They perceive student care as detrimental to academic rigor and critical thinking often viewing it as uncritical agreement with their prespectives . Moreover , Lähteenoja, S and Pirttilä-Backman,A.M.( 2005) highlit that some teachers argue against enhancing a sense of belonging in students viewing it as unnecessary or harmful . They suggest that students should seek for independance without receiving support during their academic journey. These differing prespecting among instructors might result from diffrent interpretations of the concept of care in higher education .

Adding to that , teachers' personal challenge are evident in their personalities , particularly in those who are naturally introverted these individuals may find it difficult to demonstrate care for students which can result in students ' lack of awarness of their concern . Teachers with colder and more reserved personalities may feel anxious and constrained in their interactions as emphasized by Meyers,S.A(2009). Teachers face the challenge of striking a balance between being friendly and authoritative .Being too friendly can boost student engagement while excessive strictness can lead to student discomfort . Webb and barret (2014) indicate the need of recongnizing and sustained this balance to establish effective rapport in the classroom .

An obstacle to rapport building is the occurrence of face threatening interactions such as correcting students' errors (Cazden .1988) . When students receive harsh and negative feedback , they may consider it as a personnel attack rather than constructive criticism . This demonstrates the complexity and the challenges when developing rapport with students . Some instructors also face hardships in building rapport in large classes due to the wide –ranging backgrounds and individual traits of students . (Meyers, 2009) . Handling this diversity , Teachers may find it hard to maintain personal connections with each student and to implement rapport building strategies that accommodate these varying needs . Hence , the social distance between teachers and students in term of social interaction may significantly increase .

After a comprehensive review of how rapport building affects students' academic success in western educational settings . The current chapter shifts its focus to examining the dynamics of teacher –learner rapport in the Algerian context . The researcher primary objective is to gain a deeper understanding of the concept of rapport , highlighting its relevance particularly in today's educational landscape . Additionally , we aim to elucidate the multifaceted factors impacting teacher –learner rapport and to clarify the different perceptions of both teachers and students on this vital relationship . Through this in depth –examination , we seek to provide a nuanced understanding of how teacher –learner rapport affects the motivation of EFL students in Algeria .

### **1.12Conclusion :**

The literature review reveals a wide range of research disciplines that have investigated how rapport impacts students' learning processes and its role in developing strong teacher-student relationships, which in turn affects students' motivation and achievement. Moreover, this chapter delves into the various perspectives held by teachers and students regarding the cultivation of rapport in learning environments. In addition to these points, it discusses the relevance of establishing rapport in both physical and online learning environments, the effects of emotions on students' academic success, and the promotion of a sense of belonging in different aspects of learning. Crucially, it highlights the different factors that influence these relationships and the perceptions of teachers and students regarding rapport, as well as the challenges teachers encounter in building these relationships.

# Chapter Two

### **2. Introduction :**

After reviewing the literature regarding the significance of fostering rapport in educational settings and its influence on EFL learners, this chapter will provide an overview of the research methodology. Then, it will be followed by a detailed description of the data collection process, including the use of students' questionnaires, teachers' interviews, and classroom observations. These methods will be used to analyze and interpret the data obtained, serving as the core of the data analysis and results interpretation in this chapter.

### **2.1 Methodology :**

The current research employed the following method :

#### **2.1.1 Research Design :**

A research design , also known as research strategy is a systematic plan that explains how a researcher will investigate a particular set of questions . (McCombes , 2019) . It provides a framework that outlines the methods and procedures for collecting , analyzing and interpreting data . In essence , the research design describes the researcher's approach for exploring the central research problem . and is crucial part of the reseach proposal .

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

This study seeks to understand the significance of teacher-learner rapport on students' learning processes and outcomes . This topic was chosen to highlit the crucial role that the relationship between instructors and learners plays in shaping the learning environnement . especially in today's educational context. The first research questions examines the impact of building rapport between teachers and students in university settings. It aims to understand the nature of this relationship whether it is positive or negative. The second research question focuses on the strategies employed by the teachers to maintain a strong rapport . The hypotheses are formulated for investigating these questions and guding the research process .This section outlines the methodology , sample selection process and data collection tools used in the study .

### **2.1.3 Research method :**

The researcher used a mixed method approach to obtain comprehensive data on the dynamic of teacher-learner rapport and its influence on students outcomes . This involved integrating both qualitative and quantitative research method to examine the research questions from different perspectives .

### **2.1.4 Mixed Method Research :**

Mixed Method Research is the combination and integration of both qualitative and quantitative methods within a single study to gain a deeper understanding of the research topic . (Johnson , Onwuegbuzie & Turner , 2007) define mixed method as the incorporation of qualitative and quantitative research methods within a study integrating diverse viewpoints , data collection approaches , Analysis technique and inference strategies to achieve a comprehensive understanding and validation of findings .

### **2.1.5 Qualitative Method :**

To deepen our understanding of the topic and to tackle research questions , a qualitative methodology was employed . Unlike quantitative approaches that deal with numerical data , Qualitative approaches involve understanding concepts , opinions and experiences through in depth analysis of non numerical data . The objective here is not just to gather information . It is about capturing the essence of participants' experiences shedding light on their meaning . (Kazdin, 1998) . In simple terms , Qualitative research seeks to discover common themes or patterns by closely observing , documenting and understanding the research subject as emphasized by Maykut and Morehouse (1994).

### **2.1.6 Quantitative Method :**

Quantitative research entails the systematic analysis of numerical data to identify patterns , evaluate relationships , and draw comprehensive conclusions . It is widely used across various fields from the natural sciences to the social sciences through the application of statistical methods , quantitative methods uncover valuable insights from numeric datasets . The aim of utilizing quantitative research was to gain objective insights and deepen understanding of the topic . This methodological rigor ensures the accuracy and reliability of data , enabling for consistent testing and validation of results .

### **2.1.7 The sampling :**

Sampling involves the process of selecting individual members who are of interest to the researcher for a research study , with the intention of gathering data that can be generalized to a larger population .

This research dissertation took place in the departement of Foreign languages (English Section ) at Dr. Moulay Taher University of Saida .It foccused on both EFL teachers and students as the sample population during the 2023\_2024 academic year . The primary aim was to raise awarness about the significance of building rapport and its profound impact on students outcomes .

### **2.1.8 Participants' profile (population) :**

#### ➤ Teachers :

The main aim of dealing with EFL teachers is to gain insights into their prespectives on the concept of rapport building and its crucial influence on students' academic achievements . The sample comprises teachers form both the didactic and civilization field , university of Saida , all holding either a Doctorate or a Magister degree .

#### ➤ Students :

The participants of this study were master two didactic students from the English Departement at Dr , Moulay Taher university of Saida . We decided to focus on university-level students because they have already experienced the process of developing strong rapport in the classroom throughout their academic journey . Precisely , selecting master two students was based on their age , maturity , and intellectual linguistic background , which were considered suitable and relevant to the study and the questionnaire they completed .

### **2.1.9 Measures :**

This research study employed three major research tools relevant to the subject mater : a questionnaire for master didactic students at Dr . Moulay Taher University ofSaida , An interview for EFL teachers and a Classroom observation in order to collect data and address the research questions .

### **2.2 Questionnaire :**

Questionnaire is a widely used tool for researcher to gather data on specific topics . It consists of set of written questions that are presented to the target population either in person , by email , or online . The responses obtained from these questions are the primary data for the investigation . Shraneveleted (1985) defines a questionnaire as a tool that prompts respondents to provide answers or reactions to predetermined questions arranged in a specific order . In the same context , Krishan kumar (1992) describes a questionnaire as a written document containing questions related to the research problem .

To fulfill the research objective , a questionnaire was specifically designed for master two EFL students at the University of Dr. Moulay Taher in Saida . This questionnaire was administrated to a group of thirty seven (37) students comprised fifteen questions . It was carefully structured into three direct sections , each directly linked to the study's research , questions and hypotheses . The first section aimed to gather general information about the students including gender , age ,and their academic level , with three(3)concise questions . The second section delved into the importance of rapport in classroom , featuring six questions(6) designed to keep the students engaged and provide insightful responses . Finally , The third section investigated the outcomes of mantaining rapport and its influence on student learning , with six questions(6) aimed at understannding detailed prespectives on the teacher –student rapport dynamic .

### **2.3 Interview :**

An interview serves as a valuable research method that enables researchers to gather primary data regarding their prespectives on a company , product or topic . It enables researchers to access detailed insights that may not obtainable through other methods . According to kahnand Cannell (1957) an interview is a meaningful form of communication between two or more individuals , faciliitating the collection of in-depth information . While reducing errors , misunderstanding and ambiguities , it also promopts clarity and transparency . In this present study , The interview was conducted with EFL teachers from the departement of Saida University, it explores the teachers' personal experiences , the specific strategies they employ to cultivate strong connections with students . Moreover , The interview sought to uncover the various challenges these teachers face in their interactions with students , providing a detailed analysis of the complexities inherent in their educational interactions .



### **2.4Observation :**

Another instrumental methodology was employed in the current study is classroom observation which is crucial for investigating the dynamic of teacher –learner rapport. Observation , as defined by Marshall and Rosman (1989) , is the systematic description of events , behaviors and artifacts within a specific social setting . This method involves the researcher to observe attitudes and behaviors , recording the data collected as outcomes . It enables researchers to understand non verbal expressions of emotions , how communication occurs between individuals , and observe how ideas are shared and exchanged . Shnuck (1997) and Devalt (2002) affirm that the objective of using participant observation in research design is to achieve a comprehensive and objective understanding of the phenomena under study taking into account the limitations of the method .

The observation took place in the first semester of the 2022\_2023 academic year with master two efl students at saida university covering all the subjects . Our focus was on understanding the nature of teacher -learner rapport. It was conducted using a checklist that comprised a series of specific items . The over primary goal of this observational analysis was to examine what happens in the classroom . observations were carried out during each session using an observation grid . Importantly , neither the teacher nor the students were aware that they were being observed . As a result , both teachers and students expressed a range of behaviors .

#### **2.4.1Procedures :**

The data collection process started with informing students about the questionnaire and the research study . Subsequently , the questionnaire was distributed to master two EFL students , who were asked to complete it . Interviews with teachers were scheduled and conducted in a private and convenient setting . Classroom observation were discreetly carried out . Thus , all participants were assured of the confidentiality and anonymity of their responses .

### **2.5Data Analysis :**

Quantitative data collected through the questionnaire were analyzed , calculating descriptive statistics , including frequencies and percentages using appropriate software . Qualitative data obtained from the interviews were transcribed and analyzed thematically to

identify common themes and patterns in the educator's responses . The integration of these two types of data was achieved through a comparative analysis , allowing for a comprehensive understanding of the research topic

### **2.6 Ethical Consideration :**

The study was ethically approved by the appropriate ethics board. All participants agreed to take part after being fully informed , and their privacy and confidentiality were strictly maintained . During the entire study , we were careful to prevent any harm or distress during their participation .

### **2.7 Analysis of students' Questionnaire :**

**Section one :** Personnel information :

**Question One :** Specify your gender

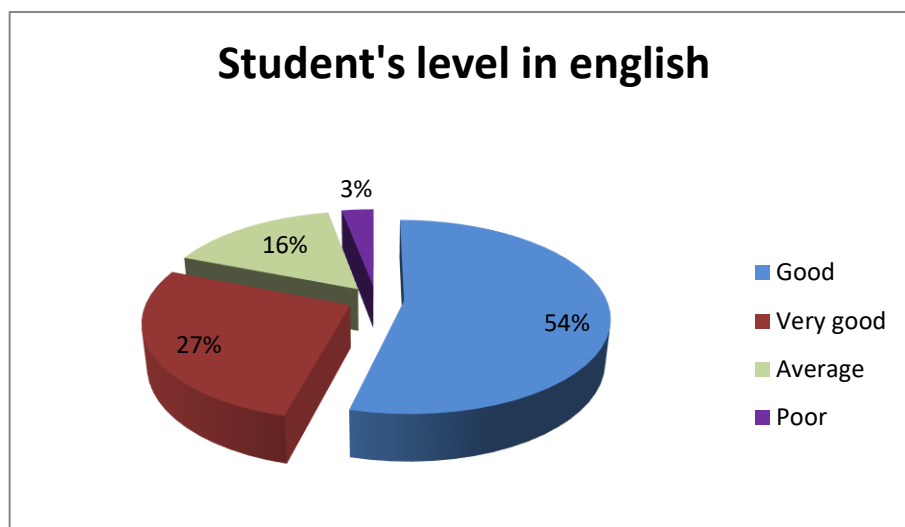
The bellow table indicates that the number of the females is 29 (78%) and the number of males is 8(22%) . This reflects that our study consists of both males and females . However, the number of female students is more than male students .The results are not influenced by the imbalanced gender.

Rating scales	Female	Male
Number of teachers	29	8
Percentage	78%	22%

**Table01:** Gender of students

**Question Two:** Student's Age : It is noticed that the majority of the students have the age 21 and 22 except eight which their ages are more than 30.

**Question Three :** How do you consider your level in english ?

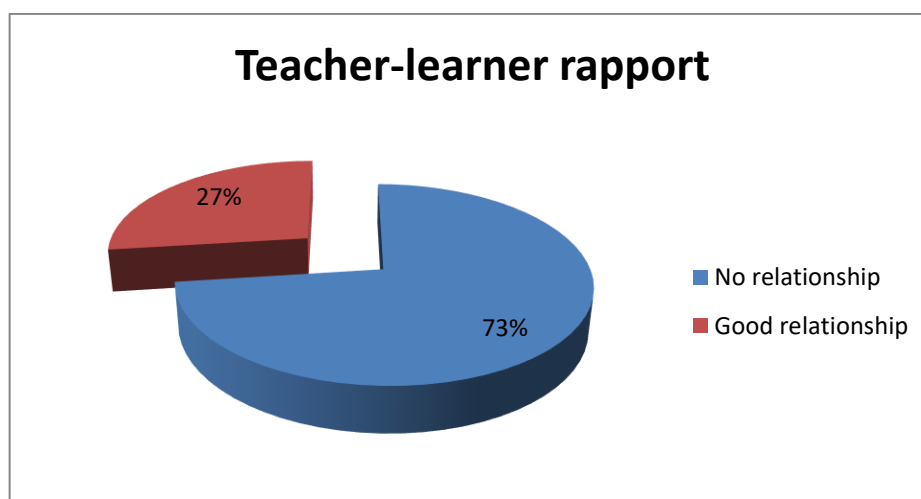


**Figure 02 :** Student's level in english .

From the above chart, we noticed that the highest of the student's(54%) claimed that their level in english is good . (27%) very good , (16 % )average and (3%) poor.

## **Section Two :Rapport in classroom .**

**Question Four :** What type of relationship exists between you and your teacher :

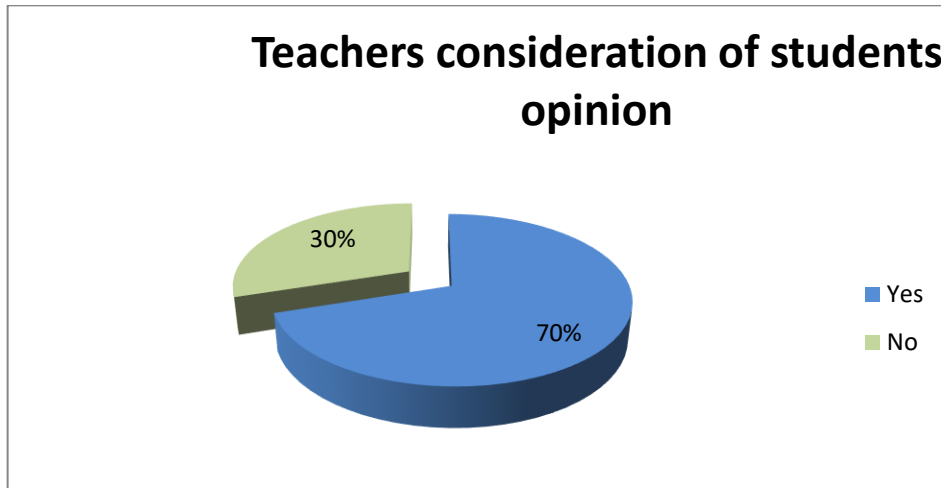


**Figure03 :** Teacher -learner rapport.

The figure above shows that 73% of students have no relationship with their teacher .However, the rest 27% have evaluated it as a good relationship .

**Question Five :**Do you think that your opinion is taken into consideration in the the classroom?

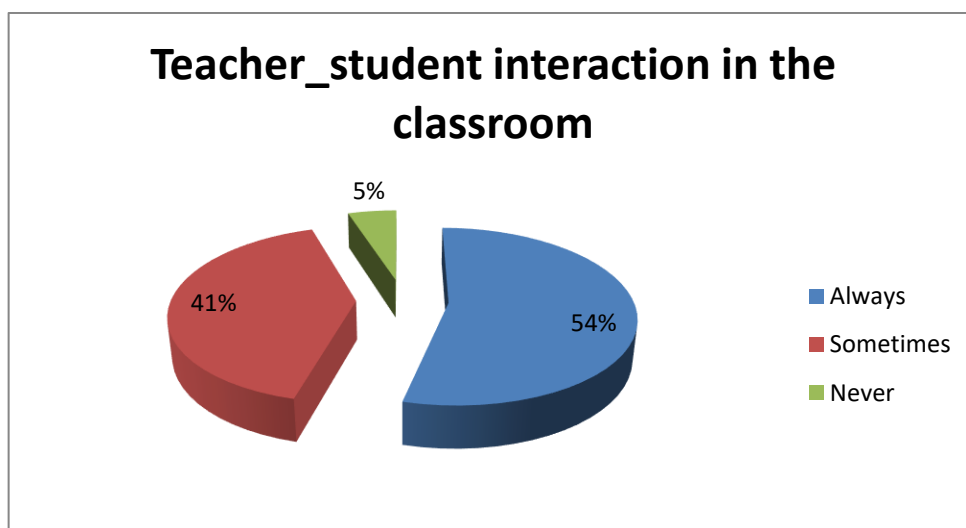
The majority of the students 70% agreed that their teachers take their opinion into consideration while the minority (30%) of the students said that they do not consider their opinion in the classroom .



**Figure04 :** Teachers consideration of students opinion .

**Question Six :** How frequently does your teacher provide you with the oppourtunity to engage and interact with him .

The bellow charts indicates that the majority of the students representing (54%) always have the oppourtunity to interact with their teachers .However, (41%) students claimed that sometimes and (5%) stated that there is no interaction with their teachers .This indicated that most of teachers give and take with their students .

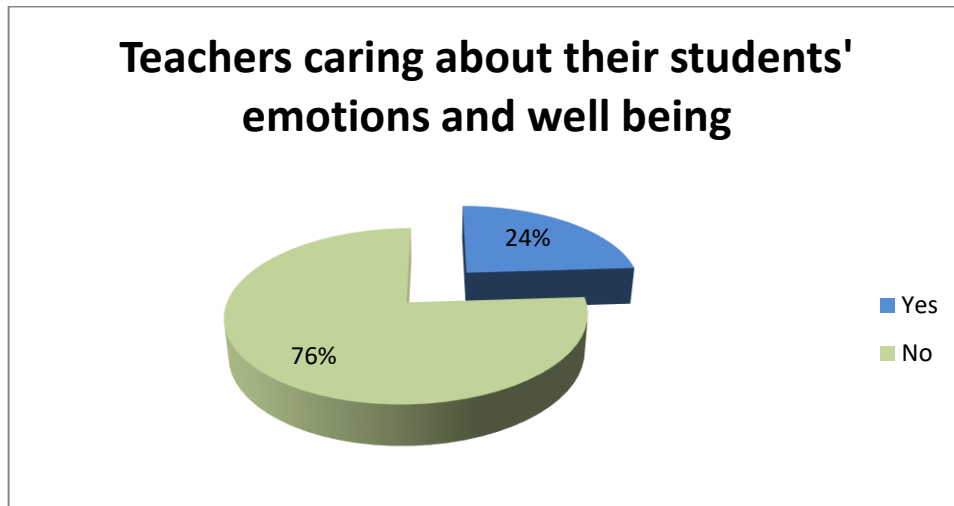


**Figure05 :** Teacher-student interaction in the classroom.

**Question Seven :** Teachers caring about student's emotions and well being in the classroom .

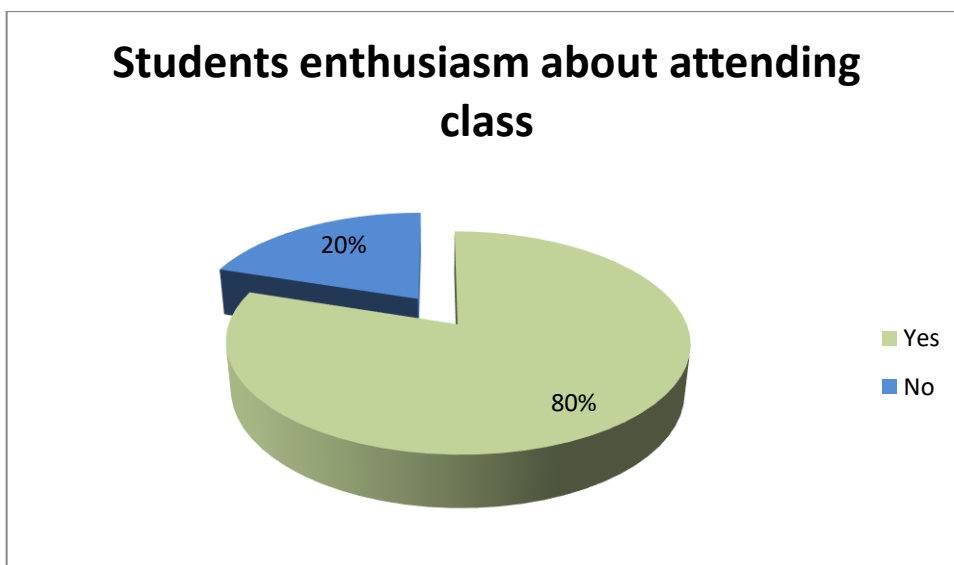
The main aim of this question is to examine to which extent students think that their teacher care about their well being and their emotions .

From the bellow chart , 24% of the responses are positive .whereas, 76% of the responses were negative answers . they believe that their teachers does not show any interest about their academic and emotionnal well being .



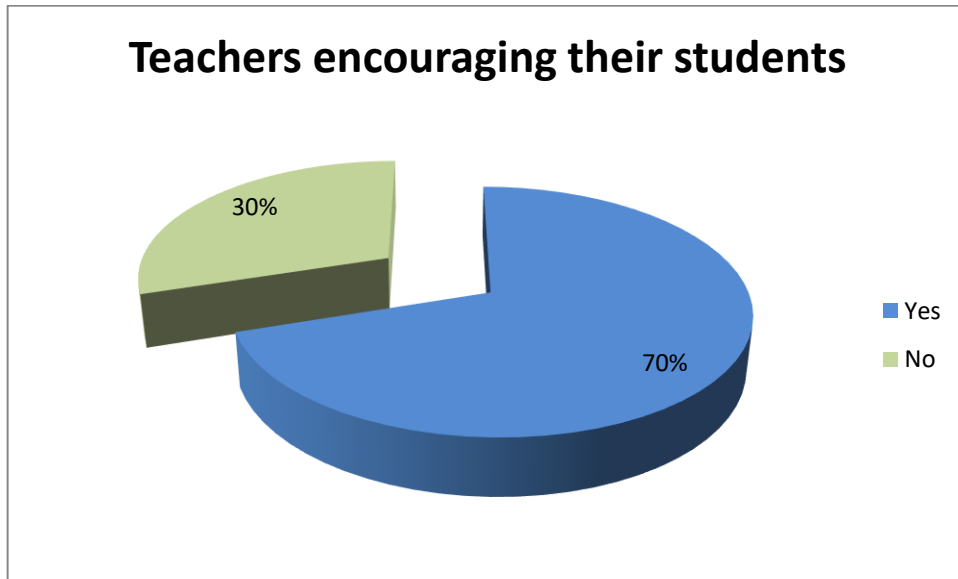
**Figure06 :** Teachers caring about their students' emotions and well being.

**Question Eight :** The students were asked if their relationship with their teachers develops an enthusiasem about attending their class . The bellow charts shows that the majority of the students 80% claimed that good teacher is the one who motivates and encourages his students . while the rest of the responses among 20 % didn't agree.



**Figure07 :** Students' enthusiasm about attending class

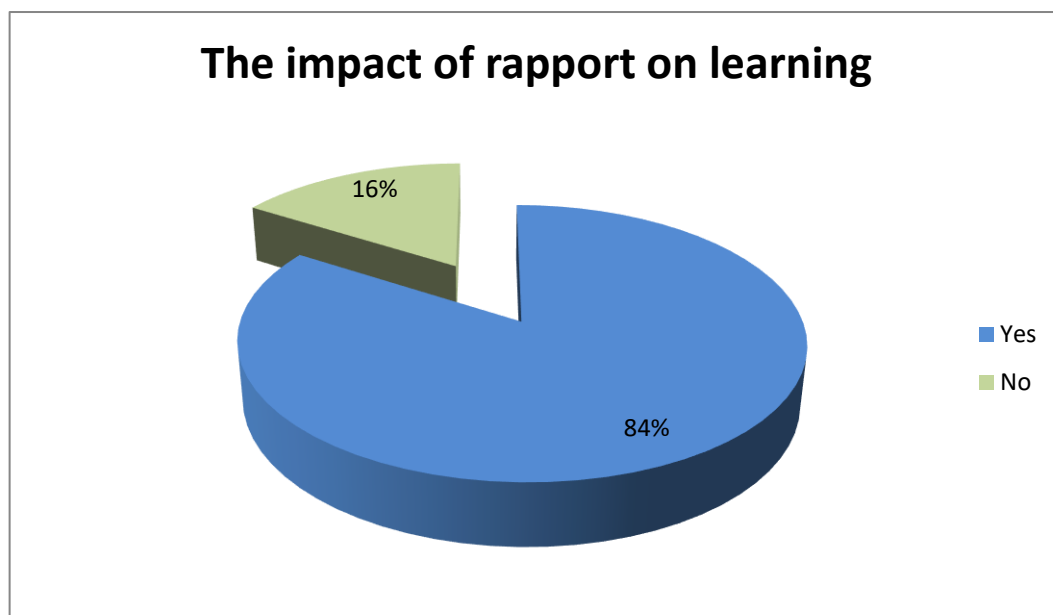
**Question nine** : Teachers establishing a supportive and an encouraging atmosphere . The question aimed at discovering whether teacher establish a positive and safe atmosphere or not . The majority of them represnting 70% have positive responses . whereas the rest of the students representing 30% stated that their teacher does not establish a supportive environment .



**Figure08** : Teachers encouraging their students .

**Section Three** : The outcomes of building rapport :

**Question Ten** : The impact of teacher \_learner rapport on learning . In this question students were asked to give their points of view and their believes about the effect of rapport in their learning by choosing either Yes or No . and giving them more space to express and justify their answers . As expexted , the majority of students representing 84% claimed that the relationship they share with their teacher have an impact on their learning . Only 16% of students believed that their relationship with their teachers has no impact on learning .



**Figure09** : The impact of rapport on learning .

**Question Eleven** : Teacher's support and encouragement

It is a two part questions : in the first part .students were asked if their teachers support and praises on students work . 81% of the students gave positive responses . while only 19 % of students gave negative reponses .

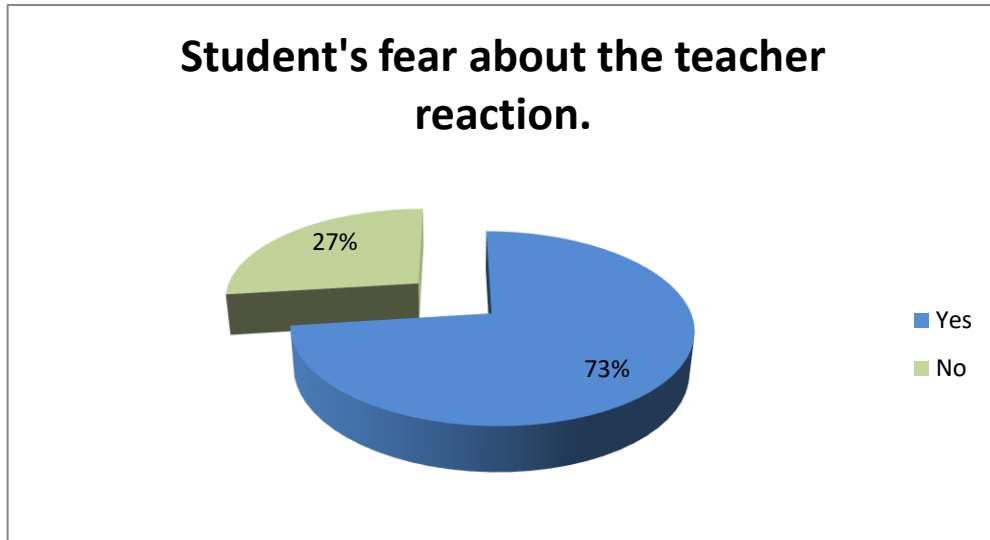
In the second part of the Qs , students were asked to justify their responses . The results shown that the majority claimed that teacher's encouragement affect their motivation and pushes them to put more efforts to work .

The effect	RF
A	81%
B	19%

**Table 02** : the effect of teacher support and encouragement.

**Question Twelve** : Student's fear about the teacher's reaction :

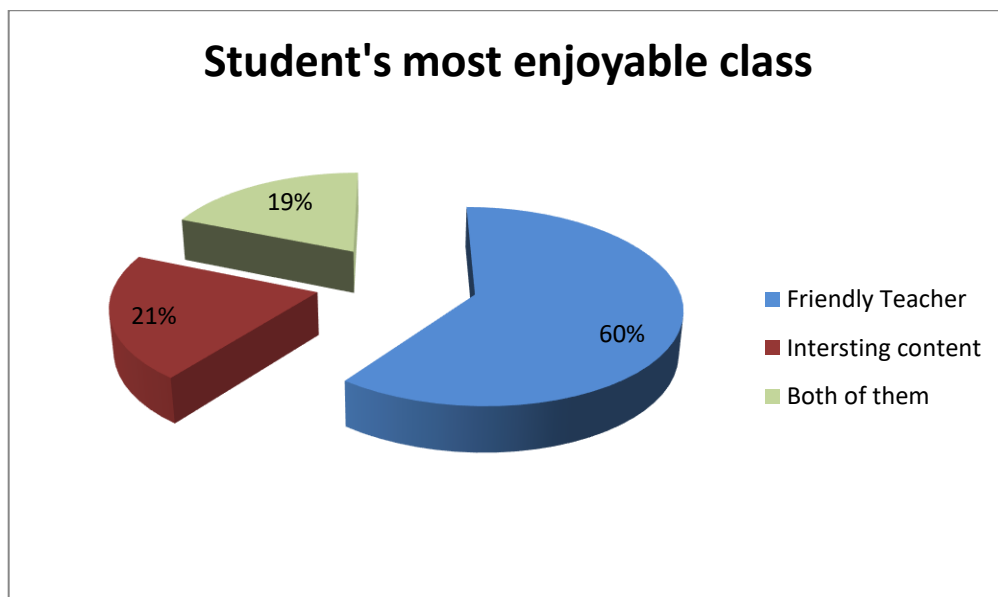
This question is yes /No .Results indicates that the majority of student's 73% feel scared and afraid of teacher's reaction.They claimed that they feel stried of making mistakes and of negative judgements of their teachers . 27% said never . they stated that most of teachers are welcoming their ideas whether it is true or wrong .



**Figure10** : Student's fear about the teacher's reaction

**Question Thirteen** : Students most enjoying the class :

The purpose behind this question is to know when and what pushed students to enjoy the class .Results shown that the majority of students representing 60% claimed that they enjoy the class when having a friendly teacher . while 21 % stated that they enjoy the class when having an interesting content . and the rest representing 19% of students said when having both of them .

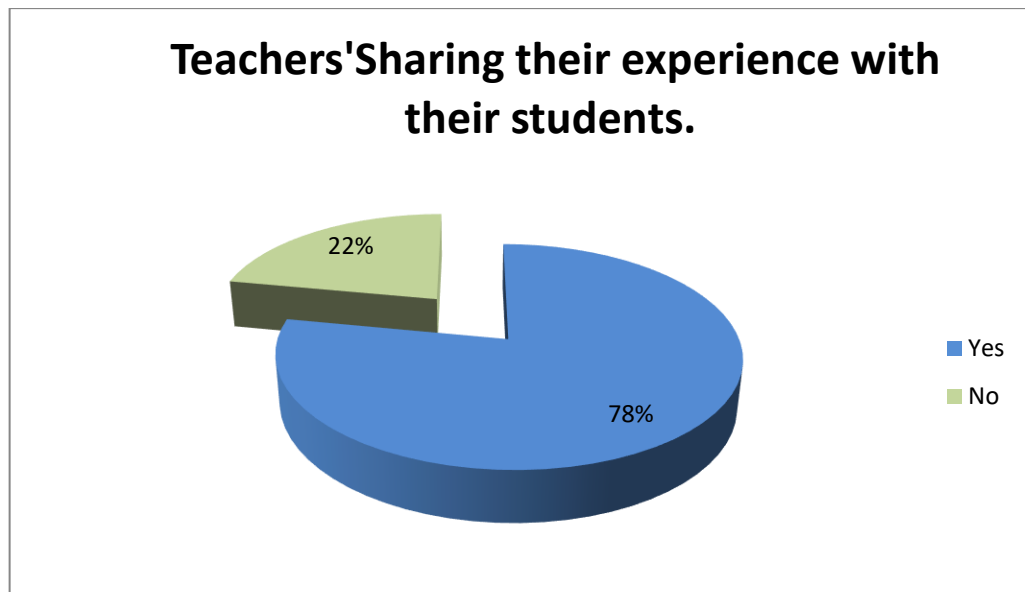


**Figure11** : Student's most enjoyable class



**Question fourteen:** Teachers sharing their experience :

This question aimed at knowing student's closeness to their teachers. The results indicates that the majority of students representing 78% stated that their teacher shares with them his / her experience .Only 22% claimed that their teacher does not share his experience .

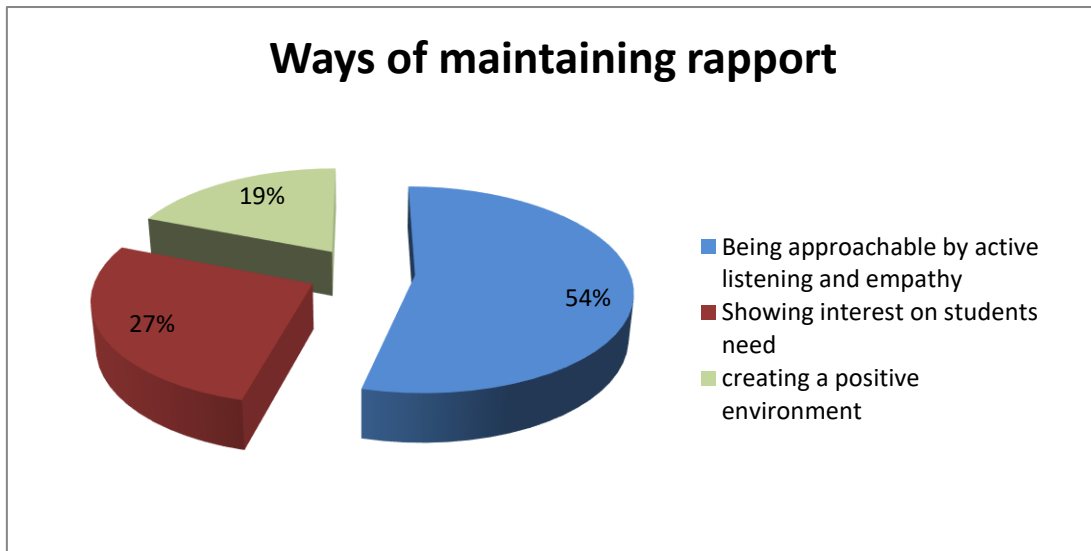


**Figure12 :** Teachers sharing their experiences with their teachers .

**Question Fifteen:** Differents ways of establishing rapport .

The students were asked about the different ways that the teacher use to establish rapport :

The bellow chart shows that 54% of students said that rapport can be established by being approachable to your students by using active listening and empathy . 27% agreed on showing interset on their students need . and the rest representing 19% claimed that rapport can be maintained by creating a positive environment .



**Figure 13 : Ways of maintaining rapport**

### 2.8 Analysis of teachers' interview :

Gender	Category	Frequency	Percent
	Male	4	66,6%
	Female	2	33.3%
	The total	6	100%
Age	Category	Frequency	Percent
	20-30	1	16,6%
	31-40	5	83.3%
	The total	6	100%
Teaching Experience	Category	Frequency	Percent
	1-3	1	16,6%
	4-7	2	33,3%
	8-11	3	50%

**Table 3 : Teachers profil**

The teachers in the interview consistently highlighted the profound role of building rapport in fostering students' academic achievement, motivation, engagement and emotional well-being. Central to their discussion, the teachers stressed the importance of creating an inclusive environment where students feel supported.

A key aspect emphasized by the teachers was the significance of establishing an empathetic and a caring relationship with students early on. They emphasized the need of creating a safe environment where all students especially those who are shy and introverted,

feel comfortable participating in classroom activities and discussions . This initial bond , built on empathy was considered essential for building rapport and enhancing student achievement . Moreover , they discussed various strategies they used to maintain rapport . First , they mentioned the value of using students' names , being flexible in teaching methods , and showing genuine interest in students ' lives and passions . Then , they pointed out their availability for help and support whenever needed . Additionally , they highlighted the relevance of empathetic listening and using humor . These strategies were viewed as crucial for bridging the generation gaps and enhancing a sense of connection between teachers and students . Another important aspect noted by the teachers is the impact of rapport building on students ' motivation and engagement . They discussed that how enhancing genuine relationship with students can lead to increased participation and involvement in classroom discussions . Furthermore , the teacher explored the impact of teacher-student rapport on students' emotional well-being . They highlighted the need for teachers to be mindful of students' emotional side as this can greatly affect their ability to learn effectively . By enhancing positive rapport , teachers can help them feel confident and motivated to succeed . On the whole , the teachers' responses underscore the critical importance of cultivating rapport with students . They stressed the importance of respect , empathy and authentic connections in boosting students' motivation , engagement and well being

### **2.9 Classroom observation Analysis :**

In addition to the student's questionnaire and teacher's interview, another instrumental methodology was employed in the current study is classroom observation which is crucial for investigating the dynamic of teacher –learner rapport . The observation took place in the first semester of the 2022\_2023 academic year with master two efl students at saida university covering all the subjects .our focus was on understanding the nature of teacher -learner rapport assessing different aspects such as communication patterns, Teacher-student interaction and teachers' attitudes toward their students. It was conducted using a checklist that comprised a series of specific items . The overall primary goal of this observational analysis was to examine what happens in the classroom for instance we aimed to assess whether teacher genuinely care about their students' emotions and well being , if he is helpful and friendly with his students , and if he provided opportunities for interaction including the incorporation of humor .

It is noteworthy that the observation was done discreetly without the awareness of both teachers and students ensuring that their behaviors and actions were natural and not influenced by being observed . As a result , diverse behaviors were observed from both parties

but this goes beyond research ethics ,it is vital to inform them and seek their agreement.

### **3.Conclusion :**

This chapter delves into the research methodology employed in this study . It outlined the research design , participants sample , and data collection instrument . The methodology was guided by a triangulation framework , using student 's questionnaire , Teacher's interview and classroom observation . Thus , The coming chapter will focus on discussing the findings and provide recommendations based on the research outcomes .

# Chapter Three

### **3.1Introduction**

After analyzing the data and presenting it using charts and tables for clarity, this chapter serves as the final segment of the research. It will offer a detailed discussion and further analysis of the main results obtained and represented in the preceding chapter. The aim is to interpret the findings gathered from the data collection tools and engage in a comprehensive discussion of their implications. Furthermore, recommendations will be presented to offer practical suggestions and advice for building and promoting a positive teacher-student rapport.

#### **3.2.1The interpretation of Students' Questionnaire Results :**

The questionnaire administered to students provided valuable insights into their experiences and perceptions within the EFL classroom. Firstly, when examining personal information, it was observed that a majority of respondents were female, suggesting a higher inclination among female students towards studying English as a foreign language. Additionally, most students fell within the 21-22 age range, with a notable number exceeding 30 years old. Regarding English proficiency, approximately half of the students rated their proficiency as good, with a substantial portion considering it very good, while a minority perceived their proficiency as average or poor.

Moving on to the dynamics of teacher-student relationships, the findings indicated room for improvement. The majority of students perceived their relationship with their teachers as distant or non-existent, revealing potential gaps in communication and connection. While half of the students felt their teachers valued their opinions and interacted with them on various topics, a minority reported minimal interaction outside the classroom. Furthermore, a significant number of students expressed that their teachers did not adequately address their emotional well-being, suggesting a need for greater support and empathy from educators.

Exploring the outcomes of building rapport, the questionnaire revealed noteworthy findings. The majority of students believed that a positive rapport with their teacher increased their involvement and participation in class, underscoring its significance in academic achievement. Additionally, a significant percentage of students reported that encouragement and praise from teachers motivated them to work harder. However, many students also expressed occasional fear about teachers' reactions, highlighting the impact of perceived judgment or negative feedback on classroom dynamics. Despite these challenges, students

## **Chapter Three : Discussion , Recommendations and Implications.**

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overwhelmingly acknowledged the importance of teachers being approachable, practicing active listening, and showing empathy in fostering a positive learning environment.

### **3.2.2The interpretation of Teachers' Interview :**

The interview conducted with six educators played a pivotal role in providing valuable insights into the importance of building rapport in educational settings. Initially, the interview explored the profiles of the teachers, including details such as age, gender, and teaching experience, with collective experience ranging from three to twelve years. It was evident that all instructors possessed significant experience in teaching English at the university level and had impressive educational backgrounds.

During the interview, teachers emphasized the fundamental role of rapport in fostering students' learning outcomes. They highlighted that, rather than solely focusing on delivering academic content, building meaningful connections with students was essential for academic success. Teachers stressed the importance of creating a conducive and inclusive environment in the classroom, where all students feel valued and appreciated regardless of their backgrounds or learning preferences.

Furthermore, the interview revealed practical strategies for establishing rapport, such as learning students' names, offering support as needed, using humor, and demonstrating a genuine interest in their lives. These efforts were seen to enhance students' motivation and engagement in the learning process. Additionally, teachers emphasized the significant impact of rapport on students' emotional well-being, empowering them to feel secure and valued in the classroom.

Throughout the interview, core values such as respect, empathy, and authenticity emerged as guiding principles for establishing meaningful connections between teachers and students. These values were considered essential for fostering a positive classroom environment grounded in trust and mutual respect.

### **3.3The interpretation of classroom observation :**

The classroom observation conducted alongside the students' questionnaire and teachers' interviews provided further insights into the dynamics of teacher-student interactions. Focused on a specific group of master-two EFL students at Dr. Moulay Taher in Saida, the observations spanned various sessions across different modules, including psychopedagogy, psycholinguistics, and educational psychology. Each observation session lasted approximately one and a half hours.

To facilitate the observations, an observation grid was designed, featuring items focusing on both teacher and student behaviors and reactions. The grid included columns for recording YES/NO responses and a section for the researcher's comments and notes, with the observation grid provided in the Appendix. Acting as a participant observer, the researcher aimed to collect reliable data without explicitly stating their observation to avoid any pressure on both teachers and students.

During the observation, it was noted that the majority of teachers were understanding and friendly when discussing various topics. Lessons were generally well-structured and organized, with some teachers showing a genuine interest in students' passions and inquiring about their social lives, fostering a personal connection. Few teachers encouraged freedom and responsibility in the classroom. Additionally, teachers welcomed students' different perspectives and provided constructive and positive feedback, considering their emotional well-being.

In terms of student behavior, observers noted that most students seemed confused at the beginning of the session, especially when the introduction was lacking or inappropriate. Students also exhibited fearfulness when teachers didn't greet them at the session's start. However, the majority of students followed teachers' instructions, indicating a clear respect for the authority of teachers in the classroom. Despite this, nearly half of the students showed a high level of autonomy in different tasks given by teachers or even topics discussed, forming their understanding and collaborating with their peers, while a minority of students were overly dependent on teachers for learning.

### **3.4Discussion of the Results :**

The findings of this study shed light on the significance of positive teacher-student relationships in the Algerian university context, particularly emphasizing the role of rapport in



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shaping students' learning experiences and outcomes. Previous research in educational settings, (Acharya, 2017 ; Be, 2017 ; Neequaye, 2023). has predominantly focused on instructional aspects, often neglecting the crucial role of rapport, especially in the Algerian educational context. Furthermore, there has been a lack of attention given to the emotional well-being of students in this context.

Building upon previous research, this study sought to investigate the teacher-student relationship within Algerian universities, including diverse essential dimensions such as emotional connection and social interactions to provide a nuanced understanding of these dynamics. By employing a comprehensive methodology that included students' questionnaires, teachers' interviews, and classroom observations, a diverse range of data was gathered to address the initial research questions and validate hypotheses.

The results from the questionnaire addressed to Master two EFL students at the University of Dr. Moulay Taher in Saida revealed a widespread dissatisfaction regarding their interactions with teachers. These findings align with previous studies indicating that negative interactions with teachers can lead to decreased motivation and interest in learning (Pranjić and Žižanović, 2021; Soo, 2016). Conversely, positive aspects, such as teachers valuing student input and creating opportunities for interaction, were also noted, consistent with previous research highlighting the importance of supportive environments in fostering student engagement.

The interview with teachers further emphasized the significance of rapport in EFL classrooms, aligning with previous research that underscores the importance of genuine connections with students and the fostering of empathetic relationships. The strategies employed by teachers to maintain rapport, such as learning students' names and showing genuine interest in their lives, reflect previous findings on effective rapport-building practices.

Similarly, the classroom observations yielded consistent findings, highlighting both areas for improvement, such as teachers' limited familiarity with students' names, and positive aspects, such as encouraging critical thinking and providing opportunities for student participation. These observations align with previous research emphasizing the need to enhance intrinsic motivation and autonomy in the educational framework (Zhang, 2023 ; Koca, 2016).

In conclusion, this study contributes to the existing body of research by reaffirming the importance of positive teacher-student relationships in Algerian university contexts. By

## **Chapter Three : Discussion , Recommendations and Implications.**

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addressing the limitations of previous research and highlighting the significance of rapport in fostering supportive learning environments, this study underscores the need for educators to prioritize building genuine connections with their students to enhance learning outcomes.

### **3.5 Recommendations :**

Based on the preceding findings, the researcher offers the following recommendations :

#### **3.5.1 Strategies of Rapport Building :**

As social beings , humans are influenced by the opinions and treatment of others. We naturally prefer those who respect us and avoid who don't . This social dynamic applies for students as well . When students have positive attitudes toward their teachers , they express a high level of motivation , they enjoy being in class , and attend more regularly . Thus , establishing rapport with students is incredibly important as it gives teachers leadership and presence . To enhance the teaching learning experience EFL teachers utilize different strategies to build positive relationship with their students . Lowman (1995) outlined various strategies for promoting rapport within the classroom . First , one effective strategy to become familiar with your students is learning their names , using their names when addressing them , and sharing personal and course related information whether online or face to face interaction . These efforts help in creating a safe and welcoming environment where students feel comfortable expressing themselves freely without any fear . Similarly , Duffy and Jones (1995) suggests that knowing student name is simple and effective way to foster trust between teachers and students . The second is to actively involve students in class activities or other interaction which indicates that teachers care about the students . According to Lowman (1995) , this can be achieved by arriving early and staying late in the classroom . This involvement also includes interacting with them outside the classroom , participating in various activities and sharing personal experiences .

Adding to that , EFL teachers should practice active listening to understand what students say and observe their interactions and behaviors in class . These actions can be deeply motivating and fosters a positive attitude that supports students' learning of the target language . Harmer (2001) emphasizes the importance of respecting students as a key aspect in maintaining rapport and addressing behavioral issues . This entails responding to students' misbehavior in a calm manner and focusing on criticizing the behavior rather than the

### **Chapter Three : Discussion , Recommendations and Implications.**

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student's personality to avoid making them feel worthless in front of their classmates EFL teachers should be careful when correcting students , respecting their ideas and taking their learning style into consideration , so they don't feel discouraged or insulted when receiving feedback .

Moreover , using eye contact , facial expression , and gestures can help teachers communicate with students .Establishing eye contact is a vital component of classroom management and teaching . It is not just about maintaining discipline , it is also crucial for involving the entire class in discussion and fostering classroom interaction . It helps in creating rapport between teachers and students leading to better understanding .Ledbury , white and Darn (2004) highlight the significance of eye contact in non verbal communication noting its effectiveness in conveying messages .Even though , students often focus on study materials and the classroom environment. Eye contact stands out as a fundamental form of direct visual interaction within the classroom . Another effective method is to show personal interest in students' lives outside of the classroom , this can involve attending their sport events , and acknowledging their successes these efforts show students a sense of caring as emphasized by Dyrenforth (2014,P .6) . other strategies for cultivating rapport in the classroom include using icebreakers , positive body language and humor . The use of icebreakers activities are vital in education for various reasons as they play a key role in building rapport , creating a welcoming and inclusive environment . These activities break down barriers between students , encouraging them to interact and collaborate with their peers by fostering a sense of teamwork . They are used whenever students feel confused , ashamed or in a situation where the topic is challenging for them and they can't express themselves . They are designed to relax learners and they are considered as basic factor in flipping the classroom atmosphere and the whole school conditions (Dweikat and Raba ,2019) Furthermore , it helps teachers to gauge the dynamic of their class and understand the students better . Thus , tailoring their approach to meet the specific needs of learners . on the whole , Ice breakers are crucial for building a positive relationship and in creating a supportive learning environment . Adding to that , using humor in the classroom involves creating an enjoyable atmosphere through jokes , stories , anecdotes and activities that align with students' need and interest However , It is paramount to use humor appropriately to avoid any misunderstandings . Humor can enhance the learning process by making lessons more engaging . Moreover ,Teachers who display enthusiasm and passion for teaching , they can further enhance students' motivation and engagement .

### **3.5.2 Fostering a Positive Psychology in Classroom Dynamics :**

One often strategy for teachers to foster student outcomes is by integrating positive psychology within their teaching strategies . According to Keyes(2007) , both teachers and students who incorporate positive psychology in the classroom experience numerous benefits . This include increasing resilience , improved stress management skills , reducing depression , enhancing attention and mindfulness , fostering creativity and a greater cognitive flexibility . Moreover, The integration of positive psychology has been linked with enhancing student well-being and greater engagement in the classroom .(Myatt,2016)

It is crucial to recognize the significant role that teachers can have on their students . Their attitudes and beliefs can shape students' behavior , motivation and level of engagement in classroom . Positive psychology based on the belief that individuals are intrinsically motivated to develop their strengths . According to Martin Seligman , a leading figure in this field , positive psychology is defined as « The scientific study of the strengths that enables individuals and communities to flourish »

Managing a classroom and enhancing positive learning environment include implementing different strategies that prioritize students ' social –emotional well being and academic success. One effective strategy is to design classroom activities that cultivate essential qualities such as respect , cooperation and metacognition . For example , tasks that setting short term and long term goals . (Sea et al , 2010) . Similarly , assignment that requires student to emphasize with different perspectives such as analyzing historical events from multiple viewpoints which can foster their empathy and critical thinking . Another effective way is by creating a classroom culture that values openness , respect and celebration of achievements . (Frederickson ,2004) . In addition , providing constructive feedback while also acknowledging students' strengths and accomplishments can cultivate a supportive learning environment . By incorporating activities that align with students strengths , educators enables students to take ownership of their learning . Finally , establishing an atmosphere of approachability and positivity from the outset of the semester is essential (Noble & McGrath , 2008) . This can be achieved by offering various channels for students to contact you and building personal connections through introductions and addressing your students by their names .

### **3.5.3 Cultivating a sense of mutual respect to develop between teachers and students :**

## **Chapter Three : Discussion , Recommendations and Implications.**

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Respect is crucial aspect in human interaction , is frequently seen as an innate inclination . It is widely recognized that how we esteem others reflects our own self –regard . Demonstrating the principle of reciprocity , which entails treating others as we wish to be treated , exemplifies the essence of respect (O’Grady, 2011) . Scholars highlight the crucial role of relationships guided by respect in enhancing a positive psychological environment . (Sari,2009) . Although defining respect can be complex , dictionaries often describe it as admiration for virtues or accomplishments . In the classroom , fostering respect between students and teachers is paramount . This mutual relationship creates an environment that support academic achievement and fosters positive attitudes toward learning . (Jones,2022 ;Makracek,2021 ; Celkan ,2015) . It is essential not only for students to be respected but also for teachers to be respected in turn . Without this mutual recognition , enhancing a culture of respect becomes a challenging task . Respect between individuals can be seen as both a basic entitlement . Honoring the dignity of each person , and an appreciation of their talents or achievement .(O’Grady, 2011)

Students are supported to actively engage and participate in learning experiences while teachers strive to deliver high –quality education , they also make efforts to recognize the unique strengths and qualities of each student this can be by addressing students by name in respectful and calm manner which serves as concrete indications of respect . (Richardson ,2006)

Richardson (2006) , a highly regarded fourth-grade teacher , highlights the importance of active learning as an essential principle in the classroom . He explains : «Active learning isn’t simply a teaching method , it entails a collective mindset embraced by both students and teachers . It encourages them to function as a cohesive team , with teachers guiding the learning process , while students actively participate , leading to meaningful educational interactions . »( P.244) . Richardson highlights that this mutual commitment to active learning enhances an environment characterized by mutual respect . Despite the teacher leadership , students are encouraged to become active agents in their own learning , contributing to a collaborative educational environment where both teachers and students are recognized as valuable participants .

### **3.5.4 The role of Teachers’ Empathy and Motivation in Learning :**

Empathy stands as a cornerstone in various professions that requires emotional support like teaching , medicine and social work . Yet , its significance in education has frequently

## **Chapter Three : Discussion , Recommendations and Implications.**

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been overlooked . Tettgah and Anderson (2007) defined teacher empathy as the ability to effectively connect with students' concerns , comprehend their perspectives and perceive situations from the students' view points . Recent research shedlight on its significant impact , especially in the realm of teaching . Studies demonstrate a strong link between teacher empathy and optimism , particularly toward students with special needs . (Hen , 2010) Empathy goes beyond being merly a soft skill ; it serves as a catalyst for effective learning .Teachers who empathize with their students 'experiences not only create a conducive learning environment but also build a strong rapport between themselves and their students (Rogers,1995) .

Additionally , Motivation is an enduring obstacle faced by teachers , impacting their engagement and achievement . Teachers who demonstrate a high level of empathy play a vital role in enhancing students' self –belief and motivation . (Cooper,2004) .Moreover , the beliefs held by teachers significantly impact their empathy and motivation , leading to positive responses from students when teachers exhibit passion and enthusiasm in their teaching . (Gandhi et al .,2021)

Brophy and Good (1986) emphasize the crucial role of teacher enthusiasm in positively affecting motivationnal outcomes . They stressed the significance of excitement in their teaching process , indicating that students' enthusiasm often reflects that of their teachers . This highlight the vital role of teachers' empathy and motivation in inspiring and engaging students .

### **3.5.5 Employing Positive Reinforcement for Behavior Improvement :**

Positive behavior support is crucial in cultivating a conducive learning environment and implementing effective teaching methods , aimed at managing and adresssing disruptive behaviors . (Johnson , 2009) . By employing positive reinforcement strategies , teachers can motivate students to participate in desirable behaviors , thus fostering a supportive atmosphere .Strategies such as verbal encouragement , tangible rewards and recognition of students'efforts are effective tools in reinforcing positive behaviors and maintaining a harmounious classroom environment . (Zhao ,2014) . Recognizing students'achievement through verbal praise like « Well done » or « Excellent » not only enhances their self confidence but also solidifies desired behaviors , inspiring their peers . (Maag, 2001)

It is essentiel for teachers to offer timely and specific feedback , focusing on students' strengths as well as areas for improvement to foster academic development .(Hattie &

## **Chapter Three : Discussion , Recommendations and Implications.**

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Timpereley,2007 ; Brookhart ,2017) . When disruptive behavior occurs , it is crucial for teachers to promptly and gently intervene , combining authority while preserving a conducive learning environment (Martinez,2017) . Dealing swiftly with such behaviors sends a clear image that disruptive behavior is unacceptable and engaging in private discussions with students demonstrate care and aims to prevent future disruptions (Boxter,2019) .In summary , The combination of positive behavior support along with providing constructive feedback and managing disruptions create a flourishing learning environment where both teachers and students can excel .

### **3.5.6 The limits of Teacher-student Rapport in Classroom :**

Fostering a strong connections between teachers and students is essential for enriching the learning experience and boosting academic outcomes. Hence, teachers must initiate the process of cultivating positive relationships with their students right from the beginning of the school year .Developing this connections takes time and efforts and requires careful management with specific boundaries . Teachers should effectively communicate and establish classroom rules in ethical standards in a manner that promotes respect and humility among students , ensuring they don't feel restricted .By setting these rules early on , teachers can create a positive learning environment where students willingly follow the guidelines . However , the researcher encountered notable obstacles when trying to schedule interviews with teachers Where meetings had to be rescheduled or delayed due to their unavailability . Despite these obstacles , once teachers overcome these challenges , implementing the above suggested strategies may prove more achievable .

### **3.5.7 Recommendations for further Research :**

The current study emphasizes the importance of building rapport in EFL classroom and its effects on students' emotional –well being and motivation . The findings strongly affirm the crucial role of these relationships , and confirm the research hypotheses

Based on these findings , we suggest the following recommendations for both teachers and students :

- ✓ EFL teachers should recognize the significance of fostering rapport within EFL classroom .
- ✓ Teachers should strive to create a welcoming and inclusive classroom environment that enhance student engagement and participation , a key findings of this study was

### **Chapter Three : Discussion , Recommendations and Implications.**

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the significance of fostering positive classroom environment where students feel at ease .

- ✓ Teachers should prioritize the development of relationships with their students as a central components of their teaching strategies , they should actively engage in communication both inside and outside the classroom and participating in extra curricular activities , through these efforts , teachers establishes an enduring relationships .
- ✓ Teachers should take time in reflecting regarding their methods of building connections and managing classroom dynamics . Through these reflection , teachers can identify their own weaknesses , culturally –specific expectations , values and assumptions about their students
- ✓ Students are actively encouraged to actively participate in developing rapport with their teachers , and avoiding the disruptive behavior .
- ✓ Students count on their teachers to be attentive to their needs and intersts , while also enhancing an evironement of trust , mutual respect , and care .



### **3.6 Conclusion :**

This chapter discusses the main findings driven from students' questionnaire , teachers' interview , and classroom observation, providing corresponding suggestions . This research aims to explore the significance of building strong teacher-student rapport and its effects on students achievement at the university of Saida . Through this study , hypotheses were formulated regarding the role of rapport in students' learning processes . Consequently , the results gained from this chapter enables the researcher to offer suggestions for teachers to cultivate a favorable relationships with students in the classroom .

## **General Conclusion :**

### General Conclusion

Numerous academic studies have investigated the dynamic between teachers and students, often with a predominant focus on educational aspects rather than the emotional and social dimensions. Teachers commonly believe that building a content-centered approach in the teacher-student relationship is more beneficial for students than fostering interpersonal connections. The main objective of this study is to explore the dynamics of teacher-student rapport among EFL master's students at Saida University, as well as its impacts on students' learning outcomes. The aim is to gain a comprehensive understanding and insights into this subject. To accomplish this objective, a triangulated data collection approach was employed, including the use of three research instruments to gather both quantitative and qualitative data: students' questionnaire, interviews with teachers, and classroom observation.

This study was based on four research questions:

1. Does teacher-student rapport impact students' learning process?
2. How does teacher-student rapport influence students' engagement and motivation?
3. To what extent does the rapport between teachers and students impact the social-emotional side and well-being of students?
4. What strategies can teachers use to build a strong rapport with their students?

As a result of these procedures, the following hypotheses were formulated:

1. Having a strong teacher-student rapport positively influences the student learning process.
2. Students who feel a strong rapport and connection with their teachers will exhibit higher levels of motivation and engagement in their academic achievement.
3. Students who experience a positive relationship better relationship with their teachers will demonstrate better social-emotional development and overall well-being.
4. Teachers who incorporate strategies such as active listening and providing constructive feedback will experience stronger rapport with their students.

The study comprised three main chapters. The first chapter deals with the theoretical part, examining different literature regarding the concept of teacher-learner rapport. In the second chapter, the focus shifted to practical implementations, dealing with the case study of the work, including its design, sampling, data collection instruments, and data analysis. The last chapter examines the findings derived from the second chapter, offering recommendations to

## **General Conclusion**

cultivate a positive rapport between students and teachers in the classroom. Additionally, the results serve to validate and confirm the initial hypotheses proposed.

The findings of this study aimed to raise awareness among teachers regarding the crucial role of teacher-student relationships in affecting students' learning outcomes. There is a critical need to incorporate skills for enhancing positive teacher-student interactions into teacher training programs and intervention strategies. This integration has the capacity to greatly increase the quality of the teaching-learning environment. However, it is essential to recognize the limitations of this study, especially its small sample sizes, which limit the ability to make broad generalizations. Thus, this study provides valuable insights derived from real-world situations, establishing a framework for more investigations in the future.

In conclusion, this study enriches our understanding of the teacher-student relationship, emphasizing the significance of fostering positive rapport. Furthermore, it is hoped that this research will inspire further explorations and open new horizons and perspectives of inquiry within this field of study.

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# APPENDICES

## **Appendices list :**

Appendix 1 : Students' questionnaire .

Appendix2 : Teachers' interview .

Appendix 3 : Classroom observation checklist .

## Appendix one

### Students' Questionnaire :

Dear students,

You are kindly requested to respond to this questionnaire which aims at exploring the influence of teacher -student rapport and its outcomes on students learning process for master two students at Saida University .I would be grateful if you answer these questions to help us in our research. Please, use a tick ( x ) to indicate your option, and justify your answers.

Thank you for your collaboration.

#### Section one: Personal Information.

Q1.Specify your gender

a)Male

☐

b) Female

☐

Q2: Age: .....years old

Q3 : How would you consider your level in English?

a. Very good

☐

b.Good

☐

c.Average

☐

d. Poor

☐

#### Section two: rapport in classroom

Q4: How would you describe the relation between you and your teacher?

a. Good

☐

b. No relationship

☐

Q5: Do you think that your opinion are taken into consideration and given importance in the classroom?

☐

a. Yes

b. No

Q6: How frequently does your teacher provide you with the opportunity to engage and interact with him?

a. Always

b. sometimes

c. Never

Q7: Is your teacher attentive to your emotions and well being in the classroom?

a. Yes

b. No

Q8: Does the teacher's relationship with you make you feel enthusiastic about attending their class and develop an interest about the subject matter ?

a. Yes

b. No

If yes justify:

.....

.....

.....

.....

Q9: Does your teacher establish a supportive and encouraging atmosphere that fosters a sense of positivity and well being in the classroom?

a. Yes

B. No

### **Section three: The outcomes of building rapport:**

Q10: Do you think that having a good relationship with your teacher affects your learning process?

a. Yes

b. No

If yes justify

.....  
.....

Q11) Does your teacher praise and support you?

a. Yes

b. No

IF yes how it makes you feel?

a. It inspires me to put more efforts to work

b. It doesn't affect my motivation at all.

Q12: Do you feel scared or a sense of fear about how the teacher reaction when you share your ideas?

a. Yes

b. No

Explain:

.....  
.....  
.....

Q13: When do you find yourself enjoying the class the most?

a. A friendly teacher

b. An interesting content

Q14: Does your teacher share with you his experience?

A. yes

B.No

Q15: How does the teacher establish rapport:

a. Showing interest in their students need

b. Creating a positive environment

c. Being approachable by using active listening and empathy.

## **Appendix two**

### **Teachers' Interview**

Dear teachers ,

This interview serves as a data collection instrument for a research project focusing on examining the impact of teachers' rapport on English as a Foreign Language (EFL) learners. Your perspectives are crucial and we appreciate your cooperation. Thank you

Rubric 1 :

Experience

1/ Your domain :

2/ your degree :

3/Your experience in teaching english language :

Rubric 2

1. How do you think your relationship with students affects their academic achievement ?
2. In your experience , can you share any strategies you've implemented to enhance teacher-learner rapport ?
3. What are the challenges you have encountered when building rapport with your students ?
4. How do you deal with students who always ask questions and think critically?
5. Do you agree to be approachable and have friendship with your students ?
6. Do you agree that students tend to enjoy the class more when they have a positive rapport with their teacher?
7. Why do you think it is important for teachers to consider the emotional side of students when building rapport ?
8. In your opinion, What are the long term outcomes or benefits of building rapport ?

**Appendix three .  
Classroom observation checklist**

<b>Time :</b> <b>Date :</b> <b>Subject matter :</b>		
<b>Observations :</b>	<b>Yes</b>	<b>No</b>
<p><b>Teacher –student interaction:</b></p> <p><b>Teachers’ Behavior :</b></p> <p>Delivring lessons in clear and organized manner .</p> <p>Fostering an environment where students feel comfortable sharing their ideas .</p> <p>Demonstrating familiarity with easch student’s name.</p> <p>The use of humor .</p> <p>Providing constructive and positive feedback .</p> <p>Showing genuine care and interst in students’progress and success.</p> <p>Teaching with enthusiasm .</p> <p><b>Students’ Behavior :</b></p> <p>Actively engaging in classroom activities and disscussions .</p>		

<p>Feeling hesitant to participate due to fear to the teacher's reaction .</p> <p>Enjoy the lessons .</p> <p>Feeling motivated to learn .</p> <p>Demonstrating autonomy in learning .</p> <p>Showing respect to the teacher and classmates .</p>		
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