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**Title**

*Teachers' Rapport with EFL Learners and its Impact on their  
Motivation: The Case of Fourth-Year Pupils of Affajene and Challal  
Middle Schools in Boudjima, Tizi-Ouzou, Algeria.*

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# *Dedications*

*I dedicate this work,*

*To my parents, the pillars of my success, whose love and support have been the driving force behind my dreams.*

*To my cherished sister, her esteemed husband and my brothers, my forever allies.*

*To my niece Acylia and my nephew Alenas.*

*My kindred spirits and forever friends Sophie & Sarah.*

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*All my beloved friends!*

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*To all my dearest companions, cousins and all my kinsfolk.*

*My beloved binomial Yasmine.*

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## ***Abstract***

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*The present study aims to assess the value of establishing a good teacher-learner rapport as a way to enhance pupils' motivation, in the EFL classroom at the Middle School level. The foundation of our research rests upon the theoretical framework of Brookfield, S. (2015) recommendations for creating classroom rapport and the Commandments for Motivating Learners suggested by Dörnyei, Z. & Csizèr, K. (1998). To the data collection tools, we administered twenty-three (23) questionnaires for the EFL teachers of Fourth-Year in randomly chosen middle schools in the region of Tizi-Ouzou. Additionally, twelve (12) classroom observation sessions were performed in both Middle Schools: AFFAJENE and CHALLAL of BOUDJIMA in TIZI-OUZOU. For the data analysis, a mixed-method approach combining the quantitative and the qualitative data tools is used. The quantitative data of the questionnaire were analyzed in terms of statistical analysis, then, the Qualitative Content Analysis (QCA) is applied for the analysis of classroom observation sessions and the questionnaire's open-ended items. The key findings of the questionnaire indicate that a percentage of eighty-eight (88%) of the teachers have a positive connection with their learners, twelve (12%) claim that their relationship with their pupils is limited and all of the participants motivate their learners. The main results of the classroom observation reviews demonstrate that the two teachers of the Middle Schools under study tend to work on maintaining a friendly relationship with their pupils and encourage them to learn English. Overall, the teachers implement the appropriate strategies such as, using humor to reinforce their connection with their pupils, and they are inclined to motivate them.*

***Key words:*** *Commandments, Motivation, Recommendations, Teacher-learner rapport.*

## *List of Abbreviations and Acronyms*

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- **EFL:** English Foreign Language.
- **et al:** and others.
- **First Teacher:** The Teacher of Affajene Middle School.
- **H:** Hypothesis.
- **L2:** Second Language.
- **MMTO:** Mouloud Mammeri University of Tizi-Ouzou.
- **MS4<sub>1</sub>:** Middle School, Fourth-Year, first class.
- **MS4<sub>2</sub>:** Middle School, Fourth-Year, second class.
- **MS4<sub>3</sub>:** Middle School, Fourth-Year, third class.
- **Q:** Question.
- **QCA:** Qualitative Content Analysis.
- **Second Teacher:** The Teacher of Challal Middle School.

## *List of Tables*

---

### **I. Results of the Questionnaire**

<b>Table 01:</b> Teachers' Qualifications .....	28
<b>Table 02:</b> Teachers' Professional Years of Experience .....	28
<b>Table 03:</b> Teachers' Satisfaction with their Learners' Level of Motivation .....	31
<b>Table 04:</b> Teacher-Learner Relationship.....	31
<b>Table 05:</b> Possibility of Facing Problems While Trying to Establish a Rapport .....	32
<b>Table 06:</b> The Use of Humor in the Classroom .....	33
<b>Table 07:</b> The Importance of Knowing Learners' Interests .....	33
<b>Table 08:</b> Teachers' Encouragement to Involve their Learners in the Lesson.....	34
<b>Table 09:</b> Providing the Learners with Opportunities to Express Themselves.....	35
<b>Table 10:</b> Learners' Responses to Teachers' Opportunities for Expressing Themselves in the Classroom.....	36
<b>Table 11:</b> Enhancing Learners' Self-Confidence by a Good Teacher-Learner Rapport.....	37

### **II. Results of the Classroom Observation**

<b>Table 01:</b> Results Gathered during the Observation Sessions in 'Affajene Middle School in Boudjima' .....	39
<b>Table 02:</b> Results Gathered during the Observation Sessions in 'Challal Middle School in Boudjima' .....	41

## *List of Diagrams*

---

<b>Diagram 01:</b> Definitions of Teacher-learner Rapport.....	29
<b>Diagram 02:</b> Motivation in Relation to Teacher-learner Rapport.....	30
<b>Diagram 03:</b> Teacher-learner Relationship as a Motivational Strategy.....	30
<b>Diagram 04:</b> Problems Faced by Teachers While Maintaining a Rapport .....	32
<b>Diagram 05:</b> The Methods Used by Teachers to Engage their Learners in the Lesson.....	35
<b>Diagram 06:</b> Methods Used to Monitor Learners' Misunderstanding.....	36
<b>Diagram 07:</b> Other Strategies to Monitor Learners' Misunderstanding .....	37

## *Table of Contents*

---

<b>Acknowledgments</b> .....	I
<b>Dedications</b> .....	II
<b>Abstract</b> .....	III
<b>List of Abbreviations and Acronyms</b> .....	IV
<b>List of Tables</b> .....	V
<b>List of Diagrams</b> .....	VI
<b>Table of Contents</b> .....	VII

### **General Introduction**

• Statement of the Problem .....	01
• Aims and Significance of the Study .....	02
• Research Questions and Hypotheses.....	03
• Research Techniques and Methodology .....	04
• Structure of the Dissertation.....	05

### **Chapter One: Review of the Literature**

1. Learner Rapport .....	06
1.1. Definitions .....	06
1.2. How to Create a Classroom Rapport? .....	07
1.3. Benefits of Teacher-Learner Rapport.....	08
1.4. The Role of Teacher-Learner Rapport on Pupils' Well-Being .....	09
2. Motivation .....	10

## ***Table of Contents***

---

2.1. Definitions .....	10
2.2. Categories of Motivation .....	11
2.2.1. Understanding Personal Motivation Forces .....	11
2.2.1.1. Intrinsic Motivation.....	11
2.2.1.2 Integrative Motivation.....	13
2.2.2. Exploring the External Motivational Factors.....	14
2.2.2.1. Extrinsic Motivation .....	14
2.2.2.2. Instrumental Motivation.....	16
3. The Impact of Rapport on Learners' Motivation .....	17
4. Theoretical Framework .....	18
4.1. Brookfield, S. (2015) Recommendations for Creating Teacher-Learner Rapport ....	18
4.2. Dörnyei, Z. & Csizèr, K. Commandments for Motivating Learners (1998) .....	19
Conclusion .....	20
 <b>Chapter Two: Research Design</b>	
Introduction .....	22
I. Context and Participant of the Study .....	22
II. Procedures of Data Collection .....	22
III. Procedures of Data Analysis .....	25
Conclusion .....	26
 <b>Chapter Three: Presentation of the Findings</b>	
Introduction .....	28
I. Results of the Questionnaire .....	28
II. Results of Classroom Observation .....	39
Conclusion .....	42

## *Table of Contents*

---

### **Chapter Four: Discussion of the Findings**

Introduction.....	43
I. Discussion of the Teachers' Questionnaire Results.....	43
1. Educators' profile.....	43
2. Understanding Teacher-Learner Rapport and Motivation.....	44
3. Challenges Faced by the Teachers.....	46
4. Teaching and Engaging Strategies.....	48
II. Discussion of the Classroom Observation Results.....	55
1. Teacher-Learner Rapport and Effective Communication.....	55
2. Learners' Engagement and Motivation.....	56
3. Learner-centered Approach.....	58
Conclusion.....	59
<b>General Conclusion.....</b>	<b>60</b>
<b>Bibliography.....</b>	<b>64</b>
<b>Appendices</b>	



*General Introduction*

- **Statement of the Problem**

Brown (2000, p. 7) states that “*Learning is acquiring or getting of knowledge of a subject or a skill by studying the experience or instruction*”. Therefore, English foreign language learning is based on the acquisition of four English skills: Listening, Speaking, Reading, and Writing. A good teacher-learner relationship is based on the construction of mutual trust and respect between teachers and their learners, thereby; it is required for learners to achieve the mastery of those four language skills.

Establishing a constructive connection between EFL teachers and their learners should be present in all the EFL classrooms nowadays because it influences and affects the EFL learners’ motivation. However, the problem is that teachers do not give much importance to this rapport, which may lead to the discouragement of pupils. For this reason, there are many studies conducted at the global level and even in the Algerian context investigating the importance of establishing a good rapport between EFL teachers and their learners and how this impact on their motivation.

First, at the global level, a study submitted by Girón Chávez, A., Cruz Maldonado, E., Cancino, R., & Villar, M. (2017) entitled ‘The Effective Use of Positive Rapport in EFL Students in Mexico’. This research aims at exploring how a good teacher-learner rapport can encourage students to speak the target language (English) fluently and develop their oral communicative abilities. Yet, there is no mention of the role of this rapport in increasing EFL learners’ motivation. Second, in the Algerian context, more precisely at the University of ‘Abdelhamid Ibn Badis of Mostaganem’, the dissertation conducted by Chahira MATALLAH (2018) under the title of ‘Teacher’s Role in Increasing Motivation of EFL Learners’, lines up to explore the role of EFL teachers in motivating students to learn English and what leads to their demotivation, but she did not pay much attention

to the interrelation between the educators and their learners. Thus, our research work focuses more on the teacher-learner correlation, and the way it influences the pupils' motivation in the middle school level.

Third, at the Department of English, MMUTO, there is only one dissertation submitted by Ms. Kahina OUAZZI and Ms. Safia TABTI (2016), post-titled 'Students' Attitudes towards Learning through Humor: The Case of First Year Master Students in the Department of English at Mouloud Mammeri University of Tizi-Ouzou'. The purpose of this study is to investigate students' attitudes towards the use of humor in the classroom and how it influences the teaching-learning process. Nonetheless, this study focuses on humor, which is only one component of teacher-learner rapport. Therefore, there is a need to consider our topic regarding its significance in increasing EFL learners' motivation and promoting their learning

### **• Aims and Significance of the Study**

Our study aims to diagnose the importance of establishing a supportive rapport between teachers and their learners to enhance pupils' motivation. In fact, a favorable association between them increases learners' participation and encourages them to express their ideas, as it provides them a higher self-confidence.

First, establishing a positive teacher-learner connection facilitates to the instructors attracting pupils' attention and involvement, as it ensures an environment where learners feel at ease and comfortable for their English foreign language learning journey, as well as, to develop their English skills with a sense of assurance and enthusiasm.

The second objective of our work is to investigate the impact of teacher-learner rapport on pupils' motivation to learn English as a foreign language. Thereby, teachers who have a good

interaction with their pupils afford them a positive reinforcement in a meaningful way, which can help them to feel recognized and appreciated by their educators. This increases their motivation to continue performing well.

Third, the learners can succeed or fail in their achievement, thus a favorable teacher-learner relationship is among the main driving forces for learning English. It minimizes anxiety, makes learners less nervous and better able to handle the challenging aspects of the learning process. When learners feel safe, they are more likely to see problems as chances to learn.

The significance of our dissertation lies in the increase of respect and trust based on effective communication that may lead to a mutual understanding and comprehension through maintaining a good rapport in the classroom. More importantly, the present study seeks to enhance learners' motivation through designing strategies employed by teachers that aim to strengthen their bond with their pupils. Furthermore, this dissertation sheds light on the value of constructing a good rapport and creating an encouraging and positive learning environment, which can help educational institutions to recognize the worth of this mutual interconnection between teachers and their learners, and its role in motivating the learners.

### **• Research Questions and Hypotheses**

In order to achieve the objectives of this study, three (03) research questions are proposed:

**Q1.** To what extent can an effective pedagogical bond between instructors and their learners contribute to gaining the learners' engagement and attention during the lessons?

**Q2.** Does a favorable teacher-learner relationship affect learners' motivation? If so, how?

**Q3.** How does the teacher-learner connection help overcome difficulties in the EFL classrooms?

Based on the previous research questions, the following hypotheses are suggested:

**H1.** A teacher-learner rapport influences learners' preferences for their lessons, which leads to a greater engagement among pupils during the instructional sessions.

**H2.** Yes a good teacher-learner relationship impacts learners' motivation, being among the main factors that motivate them to learn English as a foreign language.

**H3.** Through a harmonious teacher-learner connection, learners feel comfortable with their teachers. Subsequently, it reduces their anxiety and increases their self-confidence to express their ideas and perform better.

### • **Research Techniques and Methodology**

To investigate our topic, we follow the relevant research techniques to achieve our objectives. For that, we adopt a mixed-method approach integrating the quantitative and the qualitative procedures. On the one hand, for the quantitative method, a questionnaire is designed for teachers of Fourth-Year in different middle schools. On the other hand, classroom observation is a necessary qualitative tool for observing teacher-learner relationship and its effect on their motivation. For the first method, we adopt a descriptive statistical analysis to find out more clear and precise results. For the second method, we use Qualitative Content Analysis (QCA) to discuss the different answers of the open-ended questions of the questionnaire, as well as analyzing the results of the classroom observation sessions.

### • **Structure of the Dissertation**

The present dissertation follows the traditional simple model, which consists of a General Introduction, four chapters and a General Conclusion. The 'General Introduction' presents the

Research problem, Research Questions and Hypotheses, Aims and Significance of the study, Research Techniques and Methodology, and finally the Structure of the Dissertation. The first chapter entitled 'Review of the Literature', counts for the key concepts and information about teacher-learner rapport and motivation. This chapter also explains the theoretical framework on which the research is based. The second Chapter post-titled 'Research Design', deals with the procedures, methods, and participants involved in our study to achieve the research aims. The third chapter called 'Presentation of the Findings', displays the data collected from the questionnaire and the classroom observation. Finally, 'Discussion of the findings', which is the last one, serves to discuss and interpret the results shown in the previous chapter. Our dissertation is concluded with a 'General Conclusion' that summarizes all the points developed throughout the investigation.



*Review of the Literature*

## **Introduction**

This chapter provides an overview of the literature regarding our research topic, it sheds light on previous studies conducted in the field of our research inquiry, which diagnoses the role of establishing a positive connection between the teachers and their learners in enhancing pupils' promotion of their learning outcomes and level of motivation. This section starts by defining the teacher-learner relationship, techniques to form this connection and its advantages, also its role on the learners' well-being. It also embodies motivation, its categories including intrinsic and integrative motivation to which our study is related, extrinsic, as well instrumental motivation. Afterwards, it introduces the impact of rapport on the learners' motivation. Lastly, the theoretical framework of Brookfield, S. (2015), recommendations for establishing rapport, along with, Dörnyei, Z. & Csizèr, K. (1998) 'Commandments for Motivating Learners' on which our dissertation is based.

### **1. Teacher-Learner Rapport**

#### **1.1. Definitions**

As stated by British Council (2008), rapport is the link between the teacher and their learners that fosters a safe climate, which will promote the teaching and learning process (see Girón Chávez, A., Cruz Maldonado, E., Cancino, R., & Villar, M., 2017). This means that it is the relationship that takes place in the classroom between the instructors and their learners, which provides a welcoming atmosphere that supports the pupils' academic and personal growth. According to Marzano, R. J. (1992) "*this is the first dimension of learning and, without a positive attitude, learning is inhibited*" (p. 34). That is to say, an encouraging classroom atmosphere is important to make the learning process successful. Likewise, Paterson, K. (2005) indicates that rapport is the

chain that links between teachers and their learners, which allows them to work together and learn well.

Furthermore, Brookfield, S. (1990) explains rapport as an effective glue that holds educational relationships together. In the same vein, Ramsden, P. (2003) deals with another aspect of the teacher-learner bond, which is the emotional side, as he argues, “*the emotional aspect of the teacher-learner relationship is much more important than the traditional advice on methods and techniques of lecturing would suggest*” (p. 74). To put it differently, the emotional dimension includes the good teacher-learner connection as far more reaching and influencing the learners’ achievement, than the conventional and the traditional teaching methods. To illustrate that, by the emotional dimension, the teacher needs to know each learner’s interest, strengths however, by the traditional dimension, the teacher only deliver the lesson content.

## **1.2. How to Create a Classroom Rapport?**

Teacher-learner rapport is established through several methods. Thereby, many researchers deal with that, as Lowman, J. (1995) notices that caring, welcoming, encouraging, being positive, democratic, and showing interest to learners are effective strategies to make the teachers able to form a good relationship with their pupils. Buskist, W., & Saville, B. K. (2001) also contribute by indicating some techniques likewise, teaching diligently and bringing humor to the classroom so that the learning becomes enjoyable (see Zunic-Rizvic, L., & Dubravac, V., 2017). In other words, when relying on these practices, it becomes easy for teachers to get pupils’ engagement in the lessons. In addition, it is significant to stimulate classroom discussions in order to develop learners’ interactive skills.

Lenkova, L. A. (2012) counts for five steps in favor of creating rapport. At first, to establish a rapport, teachers should perform importance towards their learners. For example, when the learner

struggles and feels discouraged the teacher tends to provide them with additional support. The second step is based on asking questions and active listening, in that way, teachers should ask their learners engaging questions and listen attentively, show interest when they speak, as they should give them time to answer. Third, she gives importance to the non-verbal communication involving body language, style of communication, eye contact and voice tone; as a matter of fact, the latter can tell about the person more than verbal communication. An illustration of the style of communication, when a pupil has just started learning a foreign language, the teacher should not address him like speaking to a native speaker. The fourth move focuses on finding a common interest or a point of agreement with the others, thus, on the teaching-learning process, the teacher should learn and know as much as possible about their learners. Lastly, the teacher should retrieve similarities with their pupils such as interests, backgrounds or experiences to build trust and create a strong rapport with them.

### **1.3. Benefits of Teacher-Learner Rapport**

Brown, H. D. (2006) argues that *“all children, given a normal developmental environment, acquire their native languages fluently and efficiently”* (p. 34). Thus, when the learners like their teacher and feel comfortable with him/her, they will actively participate in their lessons and get involved, which increases their interest on the subject matter. As Reyes and Von Antony (2020) state *“a harmonious teacher-student relationship which encompasses enjoyment, connection, respect and mutual trust”* (p. 02). To state it differently, a balanced bond between the teachers and their pupils is characterized by pleasure, bonding, admiration, and shared confidence.

Through a constructive classroom communication, the educators can create an enjoyable learning climate that consists on a wide range of positive emotions, such as joy, happiness, and interest. (Mottet et al., 2006). Besides, Maybury, K. K. (2013) suggests that a strong relationship

between the instructors and their learners can create a stress-free environment and recover the learners' well-being. Moreover, Culpeper, J., and Kan, Q. (2020) claim that establishing a strong connection with pupils empowers them to deal with challenges and difficulties of the learning process given that, as well it makes them able to solve the learning problems. In case that the classroom atmosphere is lively and pleasurable, pupils get relaxed in their learning, which strengthens their problem solving abilities.

#### **1.4. The Role of Teacher-Learner Rapport on Pupils' Well-Being**

The concept of well-being has been defined as *“the mental health indicator shown by individual ability to cope with the pressures in ordinary life, be productive, and able to contribute to society”* (World Health Organization, 2004, as cited in Aulia et al., 2020, p.2). Similarly, Garg, P. and Rastogi, R. (2009) define learner well-being as it is related to happiness and satisfaction experienced by learner in an educational context (cited in Long et al., 2012). In contrast, Keyes, C. L., and Annas, J. (2009) explain this concept as being not only the presence of happiness, but it also has to do with the way learners can improve their skills to successfully accomplish their academic objectives.

This construct has been categorized by Miller et al (2013) into three dimensions. The first is named 'Psychological Well-being', which deals with happiness, satisfaction or sadness, depression, anxiety, together with, the apprehension of learners during their learning process. 'School Connectedness', as they state, it is the idea that learners have about the faculty and the learning staff that they genuinely care about their education, as well as, about them as individuals valuing the integral part to play in shaping the life of the institution. The last category is the 'Relationship with Teachers and Classmates', to rephrase it, it is the bond that learners have with

their teachers, classmates and all the school society. This healthy relationship can reinforce pupils' achievement.

Brandseth et al (2019), deal with how teachers can influence learners' well-being. Therefore, they contribute by arguing that teachers can significantly promote their pupils' well-being by enhancing their learning process, supporting their ideas and encouraging them. According to Seligman, M. E. P. (2011), positive psychologists aim to increase psychological functioning and individual success through gathering positive insights about well-being, Sandstrom, G. M. and Dunn, E. W. (2014) report that a sense of belonging raises from the cooperative and close or the weak and bad relationship with friends or relatives, by means that, in the classroom context, learners learn well when they are in good connection with their teachers and their mates. Braun et al (2020) also hypothesize that teachers who are able to reduce the negative emotions in the classroom situation can carry a dramatic positive impact on their learners' comfort.

Establishing close relationship with others is essential for well -being and happiness. Through our interpersonal relationships, we establish our personal identity, express our thoughts and feelings, engage in collaborative activities with others and satisfy our needs for affiliation with others (Haslett, B.J., 1987: 196).

To put it in another way, creating a close rapport with others is crucial to the pupils' well-being, this way is helpful to express ourselves and satisfy our desire to belong to others.

## **2. Motivation**

### **2.1. Definitions**

The word 'Motivation' comes from the Latin verb 'movere' meaning 'to move' (Dörnyei, Z. & Ushioda, E., 2011, p. 3). Many scholars define this concept differently. According to Williams and Burden (1997, p. 120), it is "*a state of cognitive and emotional arousal which leads to conscious decision to act and gives rise to a period of sustained intellectual and /or physical effort*

*in order to attain a previously set goal or (goals)''* (cited in Mattalah, C., 2018). This means that it recovers thoughts and emotions that drive us to do something and accomplish an objective. Pink, D. H. in his book Drive: The Surprising Truth about What Motivates Us (2009) contributes with a different definition of motivation being the combination of three components including autonomy, mastery, and purpose and their significance in enhancing behavior and performance. That is, the combination of those skills drive human to act in a particular manner.

## **2.2. Categories of Motivation**

According to Ely, C. (1986), motivation is determined by a set of orientations that represent different reasons for learning a language. Some of these stances are the learners' internal and integrative factors, including an interest or a desire to succeed and to integrate into a certain social group. External and instrumental factors in the context of learning incorporate reward, peer pressure and professional requirements. Thus, intrinsic, integrative and extrinsic, instrumental motivation are categories of human direction.

### **2.2.1. Understanding Personal Motivational Forces**

#### **2.2.1.1. Intrinsic Motivation**

It is one of the types of motivation to which our dissertation is relevant. According to the 'Self-Determination Theory' developed by Deci, E. & Ryan, R. (1985), 'intrinsic motivation' is a powerful force that drives human behavior, as it allows individuals to derive fulfillment and pleasure from the process of achieving their goals. Specifically, when people are intrinsically motivated, they are more persistent in their work that leads to a greater sense of accomplishment and satisfaction. Intrinsic motivation occurs when people can satisfy three basic psychological needs that consist of, autonomy, competence and relatedness.

Firstly, ‘Autonomy’ refers to the individuals’ need to feel in control of their life decisions or preferences. To put it in another way, when people feel they can make choices and control their actions, they are inherently more motivated to achieve their objectives. In addition, ‘Competence’ is another psychological need that deals with the individuals’ demand to feel competent, capable and effective in their work. To illustrate that, when a learner feels that he can acquire new skills, he tends to have an intrinsic motivation to continue learning. Finally, ‘Relatedness’ focuses on the connectivity of the individual with his environment, when people perceive value and support from others, they become more primarily directed to participate in the social activities and pursue goals with others.

Therefore, in an ideal world where the learners’ curiosity and inherent motivation has not as yet been curbed or diminished by a student-unfriendly school system, all learners are eager to learn and the learning experience is a constant source of intrinsic pleasure for them. (Dörnyei, Z., 2001, p. 50)

As he states also Dörnyei, Z (2001) “*the intrinsic value of L2 learning is associated with the learners’ interest in and anticipated enjoyment of the language learning activity*” (ibid; 53). In other words, emphasizing on the importance of ‘Intrinsic Motivation’ on learners’ enthusiasm to perform a task, it is a factor that promotes their curiosity and creativity and enhances their learning. Another definition of intrinsic motivation by Legault, L. (2016) demonstrating that people naturally strive to pursue things they find fascinating and delightful, which is another way of saying that intrinsic motivation is a fundamental human propensity. To say it more clearly, people rapidly try to accomplish things that they find entertaining. Likewise, Fachraini, S. (2017) indicates that students’ attitudes in the classroom demonstrate that they have intrinsic motivation, which is the willingness to attain self-motivated intentions. To spell it out, inherent motivation is the desire to attain objectives that come from a person, as it is shown in the behavior of learners in the classroom.

The two psychologists develop two different explanations of intrinsic motivation. On the one hand, Amabile, T. M. (1983) highlights the principle of intrinsic motivation claiming that extrinsic motivation often hinders creativity, however, intrinsic motivation reinforces it (cited in Hennessey, B.A. & Amabile, T. M., 2010). To express it differently, it refers to the internal direction and enjoyment of the individuals when performing a creative task for the satisfaction and the pleasure that comes from it. Also, it enhances their persistence on challenges; in the case that a human is internally motivated, he is more enthusiastic to achieve his creative goals, without fear of judgment or failure. On the other hand, Dwerck, C. (2000) evolves the concept of ‘Growth Mindset’ that emphasizes the significance of intrinsic motivation for learning and achievement, she claims that people who think they can improve their talents by working hard are more likely to encounter internal motivation to accomplish their aims.

#### **2.2.1.2. Integrative motivation**

Our research topic is connected with another category of human motivation, which is ‘Integrative motivation’ categorized by Gardner, R. C (1985) & Clément (1990) & MacIntyre (1993) on their model of L2 motivation (cited in Dörnyei, Z. & Csizèr, K., 1998). Wong, Y. M. (2011) expounds this type of motivation as the process of learning a second language through positive attitudes towards the target language group and a desire to integrate into its community. To put it in short, individuals learn a target language when they have a favorable outlook towards it. Moreover, for Masgoret, A. & Gardner R. C., it refers to “*an openness to identify at least in part with another language community*” (2003, p. 126), in connection with this idea, Chalak, A. & Kassaian, Z. (2010, p. 39) affirm that integrative motivation is “*The desire to learn second language/foreign language to communicate with the people of the second language society*”. To

put it in nutshell, this concept enhances target language learning by the wish of being part of its linguistic community.

Saville, T. M. (2006) asserts that the learners learn a second language as a way to interact with and participate in a target language society. In such a way, learners see the acquisition of the second language as a process of communicating and incorporating with the culture and society, for example, a learner who is studying the Italian language in order to communicate with Italian costumers in the workplace. As claimed that integrative motivation is multi-dimensional since it encompasses emotional, cognitive, and behavioral components including three broad variables, which are, motivation, attitudes towards learning situations and language anxiety (see Gardner, R. C. 2010). It conveys the social and cultural conditions that affect the process of target language leaning, such as learners' sense of belonging to a community that speak the target language or their perception of its value and usefulness.

## **2.2.2. Exploring the External Motivational Factors**

### **2.2.2.1. Extrinsic Motivation**

Extrinsic Motivation involves external rewards or incentives such as money or praise. In the same degree, research has shown that when individuals were given extrinsic rewards for an activity, their intrinsic motivation tends to decrease. In the 'Self-Determination Theory' developed by Deci, E. & Ryan, R. (2000a), "*Extrinsic motivation refers to doing something because it leads to a separable outcome*" (p. 55). To rephrase it, it is the fact of being part of an activity, even if the action itself is not interesting, there is an external factor that motivates to act, which is not related to the action itself. Therefore, they subdivide extrinsic motivation into four types (cited in Dörnyei, Z. & Ushioda, E., 2011).

Primitively, 'External Regulation' represents the lowest level of self-determination and comes entirely from external sources such as reward. In this type, individuals engage in a behavior to receive a reward or avoid a sanction. For instance, a pupil who revises his lessons because he is afraid of his parents' punishment.

The second type of extrinsic motivation under the name of 'Introjected Regulation', involves externally imposing rules that the pupil accepts as norms to follow in order not to feel guilty, at this level, a person is motivated by the external pressures, rather than personal wants. As someone who engages in an exercise to alleviate his feeling of guilt rather than a personal interest or enjoyment of the material itself.

The next kind is 'Identified Regulation', which portrays a superior degree of self-reliance and determination, it occurs when a person engages in an activity because of the values and benefits of the behavior. To clarify it, doing an act on account of its usefulness and benefits. As a way of illustration, a pupil who studies hard to get good grades, achieves his desired career path or earning academic honors.

Finally, 'Integrated Regulation' which refers to a higher level of extrinsic motivation, involving a behavior that has diverse choices, which is fully assimilated with the individuals' other values, needs and identity such as a person who makes a regular exercise part of his daily routine because it ranges with his selfhood as a person that shows organization.

Pink, D. (2009) views extrinsic motivation as what drives us to perform tasks or achieve goals because of external factors including benefits, recognition, or the threat of punishment. By way of explanation, extrinsic motivation drives a human to accomplish tasks and objectives, due to external aspects such as returns, risk and sanction. When the individual is externally motivated to fulfil an act they primitively emphasis on its concrete returns.

### **2.2.2.2. Instrumental Motivation**

As classified by Gardner, R. C. (1985), Clément (1990), and MacIntyre (1993) on the basis of their model of L2 motivation (quoted in Dörnyei, Z. & Csizèr, K., 1998). In the view of Gardner, R. C. (2010), the learners who are motivated by such a category learn another language with the purpose of some pragmatic gains, instead of social implications with the target language community. To recast it, in this category the learner learns another language for practical rather than social benefits. As he points also for the idea of “*Learning a language because of someone or less clearly perceived utility it might have for the learner.*” (Gardner, R. C. 1983, p. 2003). In this regard, Lambert. W. E. (1974, p. 98) proposes “*the practical value and advantages of learning a new language*”. With the means that, it is the wish to learn a language to attain some specific objectives, for example, acquiring a target language in order to secure the ability to communicate with people from different cultures and backgrounds.

Razavi, L. (2014) describes instrumental motivation as the desire to learn a language in order to get into college, earn more money, and meet a credit requirement. In a concise manner, it focuses on the motive to learn a language for its practical reasons as gaining admission to the school, increasing earning potential or fulfilling a language requirement. In other respects, Deci, R. (1975) & Kruglanski (1978) claim that this concept refers to engaging in an activity because of its instrumental value or as a means to an end (cited in Vallerand, R. J. and Bissonnette, R., 1992). That is, it deals with the advantages that an activity could bring in terms of utility and practicality. Indeed, it is viewed as a source or a way to attain an instrumental goal, for instance, when a learner engages in a volunteer work to reinforce their college application, not because of its intrinsic enjoyment for the activity itself.

### **3. The Impact of Rapport on Learners' Motivation**

Exploring the influence of rapport as a motivational strategy, Dörnyei, Z. (2001, p. 36) states that *"I don't think it requires much justification to claim that it is important for a motivating teacher to have a positive relationship with the students on a personal and not just on an academic level"*.

Teachers who share warm, personal interactions with their students, who respond to their concern in an emphatic manner and who succeed in establishing relationships based on trust and respect with the students, are more prospective to spirit them in academic matters than those who have no ties with the learners (Ibid; 36).

This shows that the teacher-learner interrelation is important to motivate pupils, thus the instructors should maintain this good relationship.

In accordance with Lowman, J. (2000), the cultivation of rapport is realized as the educators effectively convey their sincere concern and keen interest on their learners, employing diverse strategies to demonstrate their commitment. This dedication is manifested in their earnest aspiration to facilitate and promote the acquisition of knowledge and skills. Similarly, Fleming, A. & Hiller, C. (2009) suggest, *"Relationships in the classroom involve complex, dynamic processes of rapport, learning and power which are never fixed or unidirectional"* (p. 92). Rapport includes complex, dynamic relationships between teachers and their pupils that occurs in the classrooms, where they show interest towards their learners that reinforces their involvement and motivation.

As Jones (2004) reports that in an emotionally charged environment, it is crucial for teachers to enhance a favorable connection with their learners, while also offering suitable instructional resources that attract individuals' interest. In the same vein, the teacher-learner association refers to a higher degree of transparency, wherein diverse range of personal concerns shared with the learners (cited in Zhan, S. and Le, Thao., 2004). To clarify this, teachers should not only do their

duty of acknowledging information but also work more on their personal relationship with their learners, thereby, maintaining and improving a positive bond with their learners is from the most important elements of effective teaching process.

#### **4. Theoretical Framework**

##### **4.1. Brookfield, S. (2015) Recommendations for Creating Teacher-learner Rapport**

In his book The Skillful Teacher: On Technique, Trust, and Responsiveness in the classroom, Brookfield, S. (2015) suggests some recommendations for the teachers to establish a good correspondence with their learners. At the outset, the educators who share personal experiences with their learners enhance the communication and interaction between them that leads to a greater improvement and involvement. Acknowledging learners' perspectives and asking them questions that elicit what they are thinking, indicates that the teachers are extremely interested in their experiences and that they respect their ideas and thoughts, which positively motivates the pupils and grows on them a higher self-confidence that enables them make mistakes without any fear. Then, teachers should encourage and try to engage their learners in the lessons; as a result, the learners feel at ease with their teachers. Afterwards, making learning enjoyable is from the effective ways to create a relaxed and approachable atmosphere in the classroom, but it is worth to mention that the educators should use it in an appropriate manner, as they should not make jokes of everything, which can hurt the learners. He also counts for the importance of making the lessons quite understandable and providing the learners' chances to express their ideas. Finally, these are effective strategies, which can promote the learners' outcomes, as well as their connection with their pupils.

## **4.2. Dörnyei, Z. & Csizèr, K. Commandments for Motivating Learners (1998)**

Dörnyei, Z. and Csizèr, K. (1998) suggest Ten Commandments that provide valuable insights into effectively motivating pupils to learn a language. It is worth to mention these techniques, since they offer a comprehensive framework for the teachers seeking to create an engaging learning atmosphere and motivating their pupils.

Primarily, as a teacher, it is essential to ‘Set a Personal Example with your own Behavior’, which focuses on the role of the teacher as the model for their learners in the classroom (Dörnyei, 1994a, cited in Dörnyei, Z. and Csizèr, K., 1998). To put it simply, learners’ attitudes and orientations are primarily shaped by their teachers in terms of effort or interest on the subject matter. As long with this idea, as an educator, it is beneficial to ‘Cultivate a Relaxed Atmosphere in the Classroom’, for Gardner, R. C. (1985), attitudes toward the learning situation is an important feature for motivating learners (see Dörnyei, Z. and Csizèr, K., 1998). Indeed, teachers should provide their learners with a positive learning environment. Thirdly, as an instructor it is important to ‘Present the Tasks Properly’, the way teachers present the activities may increase their learners’ interest and confidence for a task completion through providing adequate techniques to achieve it, since it is a powerful tool to motivate learners.

Alongside, as a lecturer, it is vital to ‘Develop a Good Relationship with the Learners’, much of the pupils’ learning achievements are driven by the good rapport between them and their teachers. Besides, being a teacher, one of the important goals is to ‘Foster an Environment that Nurtures the Learners’ Linguistic Self-Confidence’ that deals with individual perception of one’s own competences and abilities to attain an end, it is related to personal capacities. Among other

things, in the position of an educator, it is crucial to ‘Ensure that the Language Classes are Interesting’, in order to captivate the pupils’ attention. It focuses on the role of self-experience on the learners’ motivation to learn. Continually to this idea, as a teacher, it is essential to actively ‘Promote Learner Autonomy among the Pupils’, Dörnyei, Z. (2001, p. 103) claims that “*there is some evidence that learners who are able to learn independently may gain greater proficiency*”. That is, learning alone reinforces pupils’ capabilities. For instance, when pupils learn freely they discover new things; as a result, they acquire new expertise.

Moreover, being an instructor involves ‘Personalizing the Learning Process’ to meet the learners’ needs and interests, this requirement addresses the need of second language lessons to be personally appropriate to the learner to facilitate sharing personal knowledge. Furthermore, in the role of an instructor, one of the key responsibilities is to ‘Increase the Learners’ Goal-orientedness’. Oxford, R. and Shearin, J. (1994) suppose that goal setting can have a great significance in enhancing L2 learning motivation. Unfortunately, it has not been incorporated in their L2 classrooms. For the last mandate, as a teacher, it is essential to ‘Familiarize the Learners with the Target Cultural Aspects’, on which Gardner, R. C. (1985) declares that it is necessary to introduce the learner to the cultural backgrounds of the target language being learned, by using authentic teaching materials and facilitating contact with L2 native teacher with their learners.

### **Conclusion**

Overall, this chapter deals with the review of previous works about the teacher-learner rapport and its impact on the pupils’ motivation. It exposes the different definitions of classroom interrelation and motivation by various scholars. This section sheds light on the benefits and advantages of a supportive relationship between the teachers and their learners as well as, the

strategies to create that rapport. Afterwards, its role on the learners' well-being. Concerning motivation, it starts with the definitions, the different main categories and the impact of the teacher-learner rapport on the learners' motivation. It also encompasses the theoretical framework of Brookfield, S. (2015) and Dörnyei, Z. & Csizèr, K. (1998) on which our dissertation is centered. The coming section attempts to investigate the research design and involving the procedures of data collection and analysis.



*Research Design*

## **Introduction**

This chapter is devoted to the methodology that our study adopts, in order to uncover answers to the questions driving our research. Primitively, it introduces the context of our study and the participants engaged. Secondly, it counts for the methods of data collection tools involved including a questionnaire and a classroom observation. The third section, is called “Procedures of Data Analysis”, which encompasses the mixed-methods approach combining the quantitative technique evaluated by the descriptive statistical analysis for close-ended questions, and qualitative method using the Qualitative Content Analysis (QCA) for open-ended questions. The combination of diverse research methods reinforces the examination of our study.

### **I. Context of Investigation and Participants**

Our study aims to explore the importance of the teacher-learner rapport in enhancing pupils’ motivation. For collecting answers to our research inquiries, a questionnaire is designed for teachers of Fourth-Year in various Middle Schools that are chosen randomly around the region of Tizi-Ouzou, and a classroom observation tool to analyze teachers’ behaviors and interactions with their learners in the Middle Schools of ‘Challal’ and ‘Affajene’ in ‘Boudjima’ in ‘Tizi-Ouzou’, on which the teachers are the targeted population regarded as a source of data in this research.

### **II. Procedures of Data Collection**

In this study, we opt for the mixed-methods approach combining the quantitative and the qualitative methods that incorporate a number of twenty-three (23) questionnaires for the teachers of Fourth-Year in the Middle Schools. Besides, twelve (12) attendances of classroom observation to reach more data.

## **1. The Questionnaire**

Brown, H. D. (2001, p. 6) defines questionnaire as “*any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers*”. That is to say, a questionnaire is a written document that provides the individuals with a set of items, requiring them to respond either by writing out their own responses or choosing from available options.

Generally, the questionnaire’s items are divided into two categories. On the one hand, ‘close-ended’ questions to be answered by selecting ‘Yes’ or ‘No’ or ‘choosing a limited number of responses’. On the other hand, ‘open-ended’ items provide the participants with the ability to express their thoughts. Our research inquiry uses a questionnaire to gather data that are more efficient in a systematic and standardized way. The latter is subdivided into two sections, ‘Teachers’ Profile’ in the first section. Then, ‘Teachers’ Opinions about Teacher-learner Rapport and Motivation’ in the second section.

### **1.1. Teachers’ Questionnaire**

In this study, a total of twenty-three (23) questionnaires are disseminated to the teachers of Fourth-Year in ten (10) Middle Schools around the region of Tizi-Ouzou to reach insights in their perspectives. Out of these twenty-three (23), we have successfully collected seventeen (17) completed questionnaires. The latter is made up with a short introduction explaining to them the overall aim of this dissertation, as well as, the significance of their contribution and participation in this study. It contains fourteen (14) items, the first division entitled ‘Teachers’ Profile’, helps getting information about the teachers’ level and experience. By the second unit called ‘Teachers’ Opinions about Teacher-Learner Rapport and Motivation’, we explore the teachers’ views about creating rapport with their learners and how it influences their motivation to learn EFL.

## **2. Classroom Observation**

In order to meet more effective data, we select another tool, which is classroom observation. Hargreaves, A. (1994) defines it as a procedure by which one individual actively observes the events that occur in the educational setting, on the purpose of gaining insights regarding the processes of teaching and learning. To put it in another way, attending sessions to observe, take notes and validate or refute a set of statements in a given checklist, contributes to a comprehensive evaluation of the information. It allows us to discover if the instructors pay a considerable importance to their relationship with their learners and use the adequate strategies to motivate them. It is a useful tool that permits us to gain more accurate data, in addition to the questionnaire. This classroom observation occurs in two Middle schools in Tizi-Ouzou, 'Challal' and 'Affajene' in 'Boudjima' with two teachers and a whole of five classes (MS4<sub>1</sub>, MS4<sub>2</sub> and MS4<sub>3</sub> with the teacher of Affajene middle school. MS4<sub>1</sub> and MS4<sub>2</sub> with the teacher of Challal middle school) starting from 9<sup>th</sup> April, until 19<sup>th</sup> April, by twelve (12) sessions performed.

### **2.1. Checklist**

To ensure a thorough observation, it is imperative for the researcher to possess a well-organized checklist in hands to highlight the important notes to be analyzed. The checklist incorporated on our study comprises nine (09) items, needed to be observed in order to find out pertinent information. During our observations, it facilitates to emphasize the quality of rapport between the teachers and their learners and if it really motivates the learning process.

### **III. Procedures of Data Analysis**

#### **1. The Mixed-Methods**

The present dissertation adopts a mixed-method research, which is a combination of the quantitative and qualitative research methods. Creswell & Clark (2007) assume that mixed-methods approach assists the researcher to a good understanding of research issues (cited in Dörnyei, Z. & Ushioda, E., 2011). To put it in a nutshell, it allows the learners to get more sources, as well as, more data in order to deal better with the research problem and answer the research questions.

##### **1.1. The Quantitative Data Analysis**

Aliaga, M. & Gunderson, B. (2002) define the quantitative research as a systematic practice that describes an issue by getting data in numerical design and analyzing them using scientific methods. That is, explaining insights in an objective and experimental way, which enables the researchers to draw more precise and meaningful conclusions. This method allows us to measure the data gathered from the questionnaire in a constructive manner and facilitates the evaluation of the topic under investigation.

###### **1.1.1. Descriptive Statistical Analysis**

According to Dörnyei, Z. and Ushioda, E. (2011, p. 213) *“the main data collection method is the use of questionnaires, and the results are typically processed by means of descriptive statistical analyses to provide frequencies, means, percentages, ranges, etc.”*. As a matter of fact, it calls for the use of statistical measures to allow the researcher a better understanding of the data under the study.

## **1.2. Qualitative Method**

The qualitative approach involves the analysis of data, which are not quantifiable, as Dörnyei, Z. and Ushioda, E. (2011) propose that “*qualitative research involves data collection procedures that result primarily in open-ended, non-numerical data which are then analysed primarily by non-statistical methods*” (p. 203). It means that, it helps us to analyze and explain the data gathered from the questionnaire’s open-ended items, the classroom observation and interpret them in a proficient manner.


### **1.2.1. Qualitative Content Analysis (QCA)**

There are several techniques used to analyze qualitative data. It is worth to mention Qualitative Content Analysis (QCA), which is a method of evaluation and interpretation of textual and non-numerical data. In the view of Elo, S. and Kyngäs, H. (2008), Qualitative Content Analysis is a strategy of research for the interpretation of textual matters using the process of categorization, coding and identifying subjects. In our research work we have identified a set of themes such as motivation, humor, self-confidence and analyzed them accordingly. Krippendorff, K. (2004, p. 18) contributes by defining Qualitative Content Analysis as “*a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of their use*”. In the same sense, it provides a medium of examining the processes that take place over a long period of time.

## **Conclusion**

To sum up, this section outlines the data collection tools and methods of analysis employed to explore teachers’ establishment of rapport with their learners and how it affects their motivation. The data collection instruments encompass the dissemination of a questionnaire to the teachers of Fourth-Year in Middle Schools. Alongside, an observation of the educators’

instructional practices. Finally, this chapter revolves around the techniques employed to evaluate the data obtained, including mixed-methods approach that integrates quantitative, qualitative data analysis and the importance of their incorporation to gain a good comprehension of the subject of research.



*Presentation of the Findings*

## **Introduction**

The following chapter deals with the presentation of the questionnaire and the classroom observation's results. On the one hand, it portrays the yields of twenty-three (23) questionnaires addressed to the teachers of the concerned middle schools. On the other hand, it further represents the findings of the classroom observation sessions, using a checklist as a tool. We have attended twelve (12) sessions in the two middle schools in Boudjima 'Challal' and 'Affajene'.

### **I. Results of the Questionnaire**

The comprehensive findings obtained from the administered questionnaire are effectively showcased through the implementation of clear and concise tables, as well as, straightforward diagrams.

#### **Section One: Teachers' Profiles**

**Question One (01):** What is your qualification (s)?

<b>Options</b>	<b>Licence</b>	<b>Master</b>	<b>Total</b>
<b>Number</b>	08	09	17
<b>Percentage (%)</b>	47%	53%	100%

**Table One (01): Teachers' Qualifications**

Table one (01) shows that the teachers have different degrees. Thus, nine (09) of them (53%) have the 'Master Degree'. However, eight (08) teachers with a percentage of (47%) have the 'Bachelor Degree' (Licence).

**Question Two (02):** How many years of professional experience do you have?

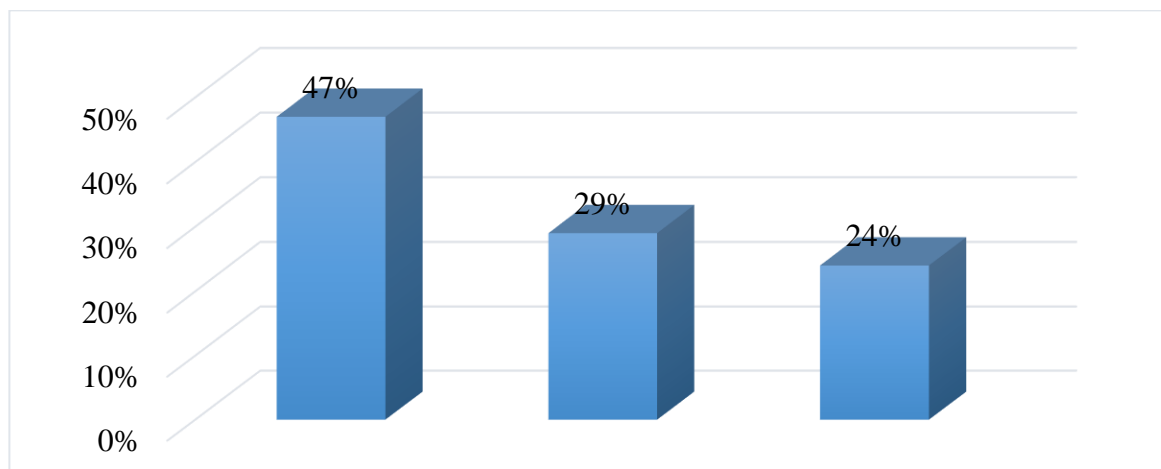
<b>Options</b>	<b>0-01 Years</b>	<b>01-05 Years</b>	<b>More than Five Years</b>	<b>Total</b>
<b>Number</b>	05	07	05	17
<b>Percentage (%)</b>	29.4%	41.1%	29.4%	100%

**Table Two (02): Teachers' Professional Years of Experience**

The second table (02) indicates that the majority of the teachers (07) representing a percentage of (41.1%) have from ‘One to Five Years’ experience. Yet, five (05) instructors that represent the percentage (29.4%) have ‘Less than One Year’ of professionalism. Likewise, the same estimation of the educators have taught ‘More than Five Years’.

## **Section Two: Teachers’ Opinions about Teacher-Learner Rapport and Motivation**

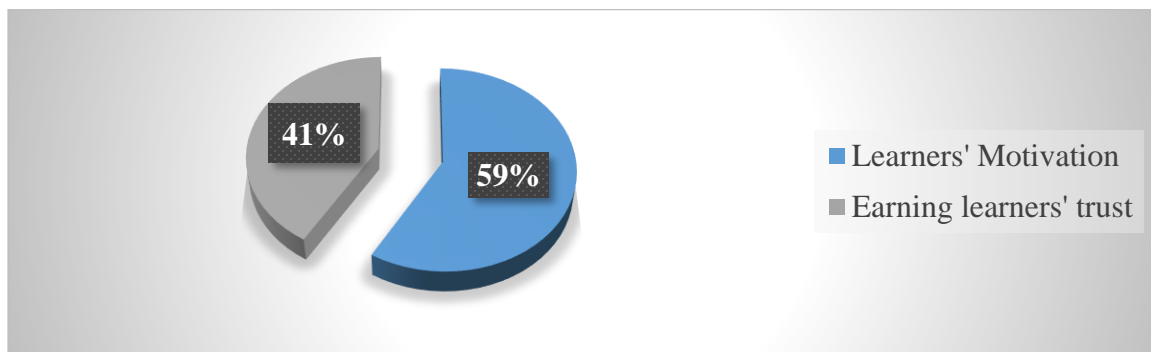
**Question Three (03):** In your point of view, what is meant by teacher-learner rapport?



### **Diagram One (01): Definitions of Teacher-Learner Rapport**

The results from Diagram one (01) show that the definitions of almost all the teachers (08) reflecting (47%) revolve around the fact that the teacher-learner rapport is the good relationship that exists between the educators and their learners which takes place in the classroom. Second, five (05) teachers (29%) claim that it refers to the emotional connection between them and their pupils. The last group of teachers containing four (04) of them (24%) contend that the educators’ relationship with their pupils is the strong bond that permits them to exchange information and knowledge effectively, in a way that the learners’ personality and struggles are taken into consideration.

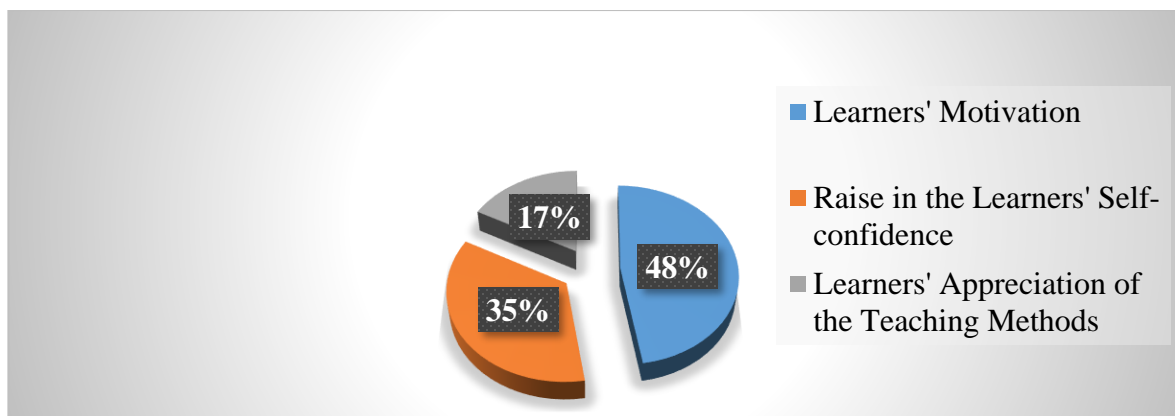
**Question Four (04):** How can you explain motivation in relation to teacher-learner rapport?



**Diagram Two (02): Motivation in Relation to Teacher-Learner Rapport**

Our analysis reveals that ten (10) of the teachers representing the vast majority (59%) convey that a good rapport between the teachers and their learners will effectively motivate them. As a result, when the pupils feel supported, they will actively get engaged in the lessons. Moreover, seven (07) of them (41%) believe that the two aspects are related, accounting for the importance of valuing the learners' promotion on motivating them.

**Question Five (05):** Is a good teacher-learner relationship an effective strategy to motivate pupils? If so, how?



**Diagram Three (03): Teacher-Learner Relationship as a Motivational Strategy**

From the results displayed in the diagram three (03) that all the teachers (100%) share the same opinion, that a good teacher-learner connection is an effective strategy to motivate the learners.

Eight (08) of the teachers among those to whom we have distributed the questionnaire and whom represent eight (08) of the teachers with the percentage of (47%) suggest that when the pupils have a good relationship with their teachers, they are more likely to have higher motivation to learn. Six (06) of the teachers (35%) declare that the learners who appreciate their teachers' method of teaching learn more autonomously. Lastly, three (03) of them (18%) assert that, it deals also with the teachers' motivation, which plays a vital role to achieve successful learning outcomes.

**Question Six (06):** Are you satisfied with your pupils' level of motivation?

<b>Options</b>	<b>Yes</b>	<b>No</b>	<b>In some way</b>	<b>Total</b>
<b>Number</b>	03	00	14	17
<b>Percentage (%)</b>	18%	00%	82%	100%

**Table Three (03): Teachers' Satisfaction with their Learners' Level of Motivation**

As Table three (03) demonstrates, the largest number of the teachers (14) by the rate of (82%) have selected 'In Some Way' to express the fact that they are partially satisfied with the level of their learners. Three (03) of them (18%) pick out the response 'Yes' to show that they are highly satisfied by the level of their pupils' motivation. However, none (00%) has opted for the answer 'No'.

**Question Seven (07):** Do you have a good relationship with your pupils?

<b>Options</b>	<b>Yes</b>	<b>No</b>	<b>In Some Way</b>	<b>Total</b>
<b>Number</b>	15	00	02	17
<b>Percentage (%)</b>	88%	00%	12%	100%

**Table Four (04): Teacher-Learner Relationship**

According to the results from Table four (04), we notice that, the overwhelming majority of the teachers (15) presented as the amount of (88%) designate the answer ‘Yes’ to express that they have a good rapport with their learners. Yet, except two (02) of them (12%) point for ‘In some way’ to indicate that their relationship is limited. None (00%) has selected the response ‘No’.

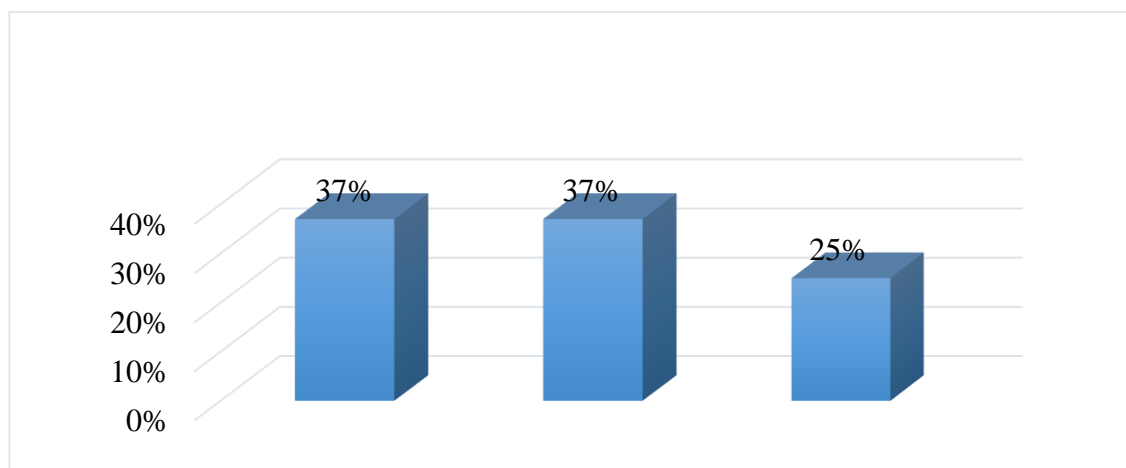
**Question Eight (08):** Do you face problems when trying to maintain good rapport with your learners?

Options	Yes	No	Sometimes	Total
Number	00	09	08	17
Percentage (%)	00.0%	53%	47%	100%

**Table Five (05): Possibility of Facing Problems While Trying to Establish a Rapport**

As the results demonstrate, nine (09) of them representing a percentage of (53%) reply ‘No’ meaning that they do not face any problems when establishing a rapport with their pupils while, eight (08) of the teachers (47%) answer that they ‘Sometimes’ encounter problems when trying to maintain a good rapport with their learners. However, no one (00%) has opted for ‘Yes’.

- The teachers who suggest the answer ‘Sometimes’ tend to mention some of the issues.



**Diagram Four (04): Problems Faced by Teachers While Maintaining Rapport**

Almost all the answers of three (03) teachers (37.5%) turn around the fact that some learners are shy and introverts. Similarly, the same percentage of the educators state that some learners lose attention and motivation during the lessons; while, only two (02) teachers (25%) find that some learners are disruptive and difficult to manage.

**Question Nine (09):** “A good teacher is the one who uses humor in the classroom”

<b>Options</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Total</b>
<b>Number</b>	03	13	00	01	17
<b>Percentage (%)</b>	18%	76%	00%	06%	100%

**Table Six (06): The Use of Humor in the Classroom**

As the Table six (06) indicates, the participants have different answers. The majority of the teachers (13) with the percentage of (76%) agree on implementing humor in the learning process. Three (03) of them (18%) have chosen ‘Strongly Agree’. Only one participant (06%) has answered with ‘Strongly Disagree’ to reject the use of humor in the classroom. No teacher (00%) opts for the answer ‘Disagree’.

The educators, who believe in the use of humor in the classroom, defend their positions by different views. Most of the teachers think that having fun while learning is a helpful strategy, however, they add that, it should be used depending on the context. Some teachers contend that using humor in the classroom eases tension and creates a pleasant environment for learners. Only one instructor is opposed to the use of humor in the classroom, arguing that it undermines the appropriate distance and respect between the teacher and their learners.

**Question Ten (10):** In your opinion, should teachers know about their learners’ cares?

<b>Options</b>	<b>Yes</b>	<b>No</b>	<b>In Some Cases</b>	<b>Total</b>
<b>Number</b>	16	00	01	17
<b>Percentage (%)</b>	94%	00%	06%	100%

**Table Seven (07): The Importance of Knowing Learners’ Interests**

Table seven (07) shows that almost all the teachers (16), by the rate of (94%), answer ‘Yes’ that they pay much importance to their learners’ cares. There is only one teacher (06%) who demonstrates a partial appreciation for his learners’ cares by providing the answer ‘In Some Cases’. Nonetheless, there is no answer (00%) for the choice ‘No’.

The majority of them state that it is critical to be aware of the concerns of pupils; since it fosters a pleasant learning and creates rapport between the teachers and their learners. They also think that it is an excellent approach to catch the learners’ attention to the lesson. Besides, it encourages curiosity and helps learners to explore areas of their interests. Conversely, the only one who has selected ‘In Some Cases’ professes that the teacher needs to know their learners’ interests despite its disadvantages, since it is time consuming.

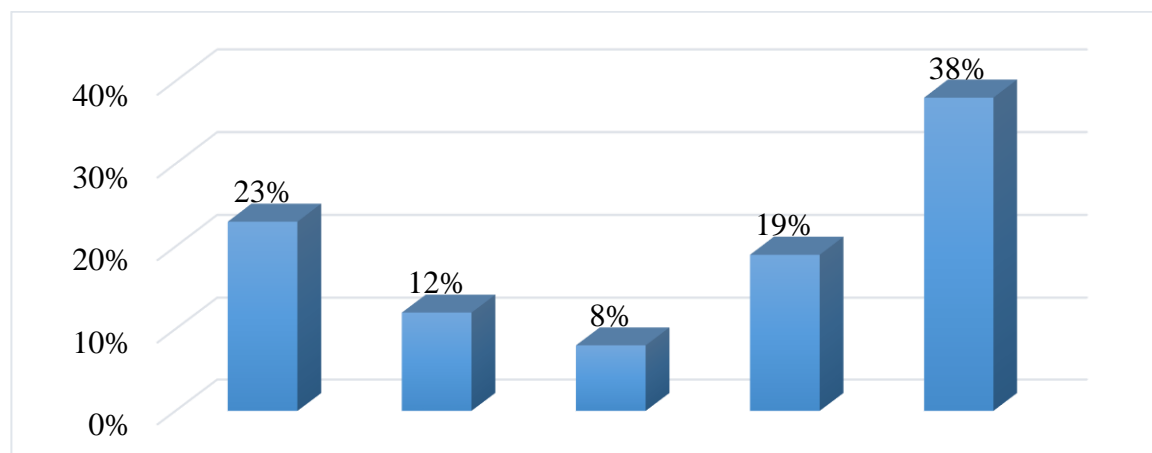
**Question Eleven (11):** Do you encourage your learners to participate in the lessons?

<b>Options</b>	<b>Yes</b>	<b>No</b>	<b>Rarely</b>	<b>Total</b>
<b>Number</b>	17	00	00	17
<b>Percentage (%)</b>	100%	00%	00%	100%

**Table Eight (08): Teachers’ Encouragement to Involve their Learners in the Lesson**

Table eight (08) displays that, all the teachers (100%), share the same view that they encourage their learners to participate in the lesson. However, none (00%) has selected neither the option ‘No’ nor ‘Rarely’.

- The methods that teachers use to encourage their learners to participate in the lessons.



**Diagram Five (05): The Methods Used by Teachers to Engage their Learners in the Lesson**

In item eleven (11), we provide the teachers the chance to choose one or more answers. The majority of the teachers (10) reflecting the rate of (38%) decide on the possibility of using all the suggestions. Six (06) of the educators (23%) prefer ‘Using Interactive Strategies’. In addition, five (05) of them (19%) favor ‘Providing their Learners with Positive Feedback’. Three (03) of the teachers (12%) think of ‘Asking Open-ended Questions’. In the same vein, two (02) of the participants (08%) opt for ‘Maintaining Eye Contact to Support their Message’.

**Question Twelve (12):** Do you provide your pupils with opportunities to express their ideas and opinions?

Options	Yes	No	Sometimes	Total
Number	16	00	01	17
Percentage (%)	94%	00%	06%	100%

**Table Nine (09): Providing the Learners with Opportunities to Express Themselves**

From Table nine (09), we notice that the greatest part (16) of the participants (94%) select ‘Yes’ to express that they provide the pupils with chances to express their ideas. Only one teacher (06%) has chosen the option ‘Sometimes’. No one (00%) opts for ‘No’.

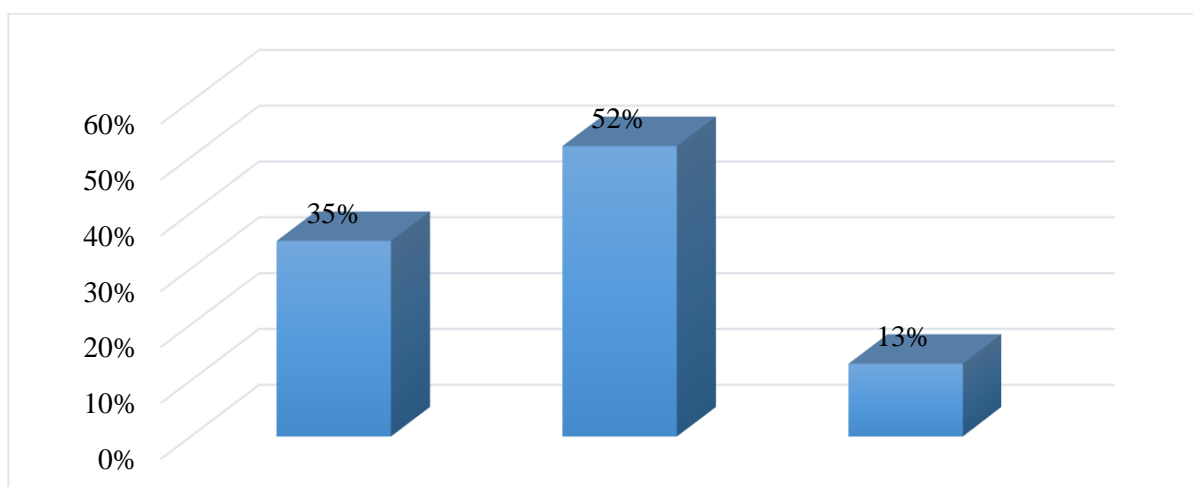
- How do the learners respond to this?

Options	Always	Often	Rarely	Never	Total
Number	06	09	02	00	17
Percentage (%)	35%	53%	12%	00.0%	100%

**Table Ten (10): Learners’ Responses to Teachers’ Opportunities for Expressing Themselves in the Classroom**

The dominant percentage (53%) select ‘Often’. Besides, six (06) teachers (35%) claim that the learners ‘Always’ respond actively to these opportunities. Except two (02) teachers (12%) who assume that the learners ‘Rarely’ respond to the chances given to them. No one rejects the statement, by choosing ‘Never’.

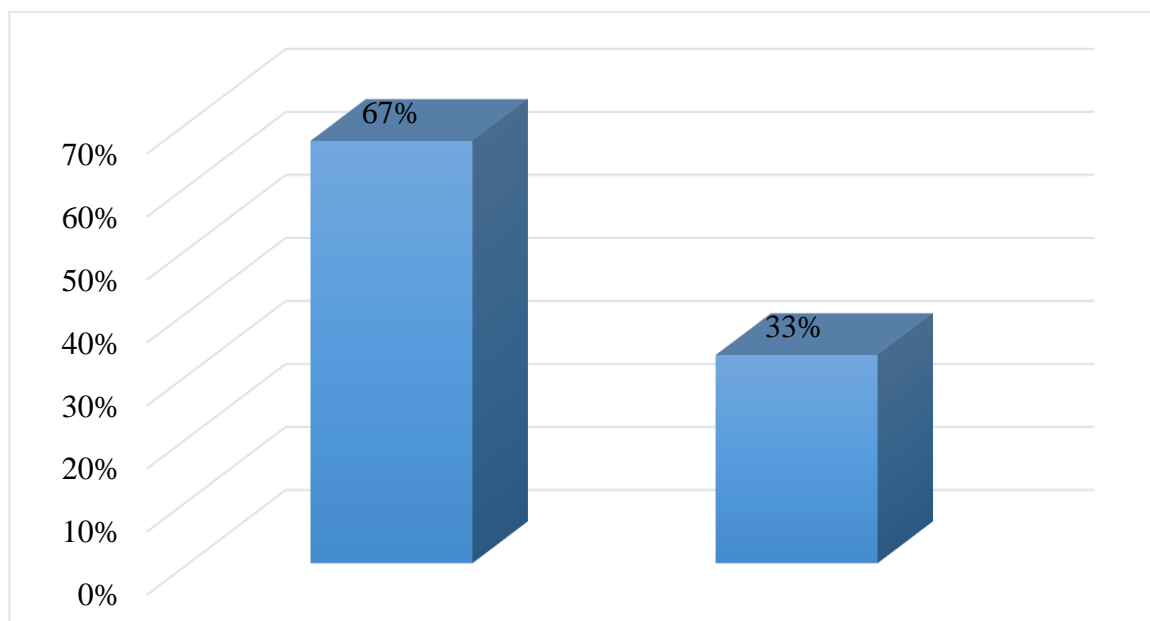
**Question Thirteen (13):** How do you monitor learners’ misunderstanding?



**Diagram Six (06): Methods to Monitor Learners’ Misunderstanding**

Diagram six (06) shows that (52%) of the participants value more highly the second method ‘Illustrating with Concrete Examples’. Then, (35%) of them have selected ‘Re-explaining the Main Points of the Lesson’. Finally, (13%) of the teachers have preferred ‘Using other Solutions’.

- Other solutions to monitor learners’ misunderstanding



**Diagram Seven (07): Other Strategies to Monitor Learners’ Misunderstanding**

In Diagram seven (07), six (06) teachers suggest other solutions. Thus, four (04) of them, about (67%) propose that it is useful to re-explain the lesson in a simplified language. The answers of the two (02) other instructors (33%) reside on the usefulness of asking questions to deal with the learners’ misunderstanding.

**Question Fourteen (14):** Do you agree with the fact that a good relationship with your learners enhances their self-confidence?

Options	Yes	No	Total
Number	17	00	17
Percentage (%)	100%	00.0%	100%

**Table Eleven (11): Enhancing Learners’ Self-Confidence by a Good Teacher-Learner Rapport**

From Table eleven (11), we recognize that all the participants (17), that is, (100%) agree that a good teacher-learner relationship strengthens the pupils’ self-confidence. No one refutes it.

The teachers agreeing with the statement that a good rapport fosters the learners' self-confidence, justify their choice by a set of arguments. The overwhelming majority of the teachers (09) by the rate of (53%) think that a strong teacher-learner bond enhances the learners' self-confidence and motivation. The remaining eight (08) teachers representing the percentage of (47%) propose that a good relationship with their learners make them feel confident in expressing their thoughts and opinions.

## II. Results of Classroom Observation

The tables below displays the results of the twelve (12) classroom observation sessions occurred in the two selected middle schools with two teachers.

<b>Observed Items</b>	<b>Always</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
➤ Do the teachers use an appropriate language to the learners' level of understanding?	08	00	00	00
➤ Do the teachers maintain eye contact with their learners and use gestures or facial expressions to support their message?	03	03	02	00
➤ Do the teachers speak clearly, audibly and confidently?	08	00	00	00
➤ Do the teachers show respect and pay much attention when the pupils speak or ask questions?	02	05	01	00
➤ Are the learners encouraged by their teachers to express their ideas and opinions and actively participate?	06	02	00	00
➤ Do the teachers work to maintain a friendly relationship with their pupils?	01	05	02	00
➤ Do the teachers take pains to know about the learners' interests?	02	04	00	02
➤ Do the teachers provide positive reinforcement to their learners and motivate them?	00	06	02	00
➤ Do the learners seem receptive to the teachers' presentation of the lesson?	07	01	00	00

**Table 01: Results Gathered during the Observation Sessions in 'Affajene Middle School in Boudjima'**

Table one (01) spots that, the educator of 'Affajene Middle School' always uses a language that suits the level of their learners, and never use complex sentences. Secondly, the teacher most of time implements non-verbal communication to support their message. The instructor seems to

have a high level of self-confidence while presenting the lesson. However, when pupils tend to ask questions, the teacher frequently values their questioning. Our observations also indicate that the teacher generally invites the learners to participate during the lessons. In many instances, the teacher makes an effort to create a good relationship with their learners. Besides, the teacher sometimes attempts to know about their pupils' interests. Moreover, in some cases, the teacher provides their learners with positive reinforcement; as a result, the learners always seem to have well assimilated the lesson.

<b>Observed Items</b>	<b>Always</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
➤ Do the teachers use an appropriate language to the learners' level of understanding?	04	00	00	00
➤ Do the teachers maintain eye contact with their learners and use gestures or facial expressions to support their message?	00	01	03	00
➤ Do the teachers speak clearly, audibly and confidently?	03	01	00	00
➤ Do the teachers show respect and pay much attention when the pupils speak or ask questions?	01	01	02	00
➤ Are the learners encouraged by their teachers to express their ideas and opinions and actively participate?	02	02	00	00
➤ Do the teachers work to maintain a friendly relationship with their pupils?	02	00	02	00
➤ Do the teachers take pains to know about the learners' interests?	00	01	00	03
➤ Do the teachers provide positive reinforcement to their learners and motivate them?	00	02	02	00
➤ Do the learners seem receptive to the teachers' presentation of the lesson?	03	01	00	00

**Table 02: Results Gathered during the Observation Sessions in ‘Challal Middle School in Boudjima’**

Table two (02) demonstrates that the teacher of ‘Challal Middle School’ relies on a simple language that the learners can understand easily. However, the instructor rarely maintains facial expressions. The teacher speaks in a clear way when explaining the lesson. Nevertheless, the instructor occasionally shows respect and pays attention to the learners’ questions. The educator often motivates their learners to participate and express their ideas. The teacher sometimes works to establish a good rapport with their pupils. However, the instructor never asks to know about

their interests. Finally, the teacher infrequently contributes with a favorable reinforcement to their pupils; as a result, they are perfectly receptive to their teacher's presentation of the lessons.

## **Conclusion**

This chapter reports the questionnaire and the classroom observation outcomes concerning the consideration of the supportive rapport between the teachers and their learners in the classroom. Indeed, regarding the results, it is noticeable that the educators are friendly with their learners as they try with the appropriate strategies to foster a safe learning climate to reinforce learners' motivation, as well as, their achievement. Thereby, this highlights the importance of the teacher-learner good rapport in engaging learners and achieving better educational results.



*Discussion of the Findings*

## **Introduction**

This chapter discusses the outcomes of the questionnaire administered to the Middle Schools' EFL teachers and the classroom observation, in the light of the theoretical framework on which our dissertation is based, and the previous studies related to our investigation. The main aim of this work is to highlight the role of establishing a good rapport between the teachers and their learners in motivating them, as well as, to answer the research questions and confirm or refute the hypotheses of our study. This chapter comprises two sections. On the one hand, it discusses the data of the questionnaire. On the other hand, it explores the findings of the classroom observation attendances.

### **I. Discussion of the Teachers' Questionnaire's Results**

The first part of this chapter considers the various answers of the instructors of the randomly selected Middle Schools for the questionnaire designed for them. Valuing their experiences and perspectives, their answers serve as a valuable source of new information.

#### **1. Educators' profile**

Considering the educators' profile, the first section of the questionnaire permits us to have more insights about the participants. First, we notice that the majority of the teachers (53%) have the 'Master degree'. Rather, the remaining percentage (47%) have the 'Bachelor degree' (Licence). However, according to their views, the difference in their level does not influence their teaching, as well their relationship with their pupils. The second question (Q2) allows us to know about the teachers' professional experience. Thus, a rate of (41.1%) have 'From One (01) to Five (05) Years' of teaching experience. Besides, an amount of (29.9%) of the teachers state that they have 'More than Five (05) Years'. A similar percentage of the participants have 'Less, until One (01) Year' of professional experience. From their arguments, we notice that

educators with many years of experience are more familiar and friendly with their learners, contrarily to those of less than one year.

## **2. Understanding Teacher-Learner Rapport and Motivation**

### **2.1. Definition of Teacher-Learner Rapport**

The teacher-learner bond has a vital role in enhancing the pupils' learning achievement and motivation. Therefore, from the questionnaire's reached data, the participants have a great understanding of this concept. The majority of the instructors refer to the teacher-learner rapport as a relationship that takes place in the classroom context, it covers the necessary conditions to motivate the learners and assess their understanding. This matches with the idea of Brookfield, S. (2015) who claims that the underlying power of a good relationship between teachers and their learners becomes evident to evaluate the pupils' learning. In other words, the good connection between them enhances the effectiveness of the learning process.

Another definition of teacher-learner rapport provided by the participants is that it deals with the essentiality of the teachers' securing mutual respect with their pupils including understanding, caring, trust between them. In this regards, Brookfield, S. (2015) points out to the importance of the teachers' earning their pupils' trust for enhancing their learning. To put it differently, when the learners feel at ease with their teacher, they look forward to attending their lessons and value the instruction, which effectively promotes their academic learning outcomes.

A favorable interaction between the instructors and their learners permits them effectively to exchange information and knowledge by taking into account the learner's personality and difficulties. As put forward by Culpeper, J. & Kan, Q. (2020), teacher-learner rapport is a solid connection between the educators and their learners that enables them to perform collaborative efforts in the classroom context (cited in Zhou, X., 2021). That is to say, when there is a strong

association between them, communication flows smoothly, it also allows an effective sharing of ideas, concepts in an engaging way for the pupils. In fact, when the teachers take into consideration their learners' personality and struggle, they ensure the value of their pupils.

## **2.2. Motivation in Relation to Teacher-Learner Rapport**

The two components, 'Motivation' and 'Teacher-learner Rapport' are harmonious. On account of the overwhelming majority (59%) of the participants' perspectives, this rapport can successfully get the pupils involved in the lessons, as one of the teachers posits, *"it refers to how the positive relationship between them can enhance learners' motivation to learn; when the learners are supported by their teachers they are more likely to be motivated"*.

The remaining participants propose that valuing the learners' progress is from the key motivational factors, as it is a characteristic of the strong connection between the teacher and their learners, which clarifies that the two terms are interrelated. Teachers listening to their learners' suggestions, opinions, and paying attention to them, strengthens the instructor-learner relationship and the pupils' motivation to learn, as well as showing empathy makes them feel valued, so they respond actively to the teachers' lessons.

## **2.3. Teachers' Satisfaction with their Learners' Level of Motivation**

From the results of question three (Q3), we notice a rate of (82%) of the teachers convey their partial satisfaction with their learners' level of motivation. In the light of the idea of Brookfield, S. (2015), *"I cannot motivate anyone to learn if at a very basic level they don't wish to"* (p. 10). To clarify it, the teachers' satisfaction decreases when there is a lack of the pupils' curiosity, passion, and interest for the lessons. Yet, some of the participants posit their complete satisfaction of their pupils' intensity of motivation since the learning environment contains the relevant factors of a better motivation and engagement, as well as enhancing

learning achievements. In this respect, Dörnyei, Z. & Csizèr, K. (1998) argue “*teachers should pay special attention to when trying to implement a motivationally conscious teaching approach*” (p. 208).

### **2.4. Teachers’ Relationship with their Pupils**

Concerning the teacher-learner link, the majority of the educators assert that they have a positive connection with their pupils. In this respect, Noble et al (2021) indicate that, any pedagogical learning context must have a terrific teacher-learner bond as a fundamental component. It deals with the crucial role of a positive classroom rapport to create a dynamic, and better learning climate. Although a given number of the participants declare that their connection with their pupils has some boundaries, this can be due to many reasons such as learners’ disinterest in the lesson.

## **3. Challenges Faced by the Teachers**

### **3.1. Problems Faced while Maintaining a Classroom Rapport**

While creating a teacher-learner rapport, the instructors may face some difficulties. However, the plurality of the teachers concerned, profess that they ‘Never’ encounter such issue, since it is a key component for the success of the learning process. Those educators did not face problems while doing so, due to their use of the appropriate strategies to capture their pupils’ attention, such as incorporating real-life examples and encouraging participation.

The other teachers, among those to whom we have distributed the questionnaire, posit that they sometimes come across problems when creating a connection with the pupils. These participants justify their answer by a set of arguments which are the following:

### **3.1.1. Learners' Shyness and Introversion**

The difficulty of dealing with the learners' shyness and introversion is among the most complex problems that occur in the classroom. Accordingly (37.5%) of the participants experience that challenge. Agreeing with Brookfield, S. (2015) who claims that for the introverted learners who find expressing themselves in public extremely complicated, it is for the teachers to take some procedures in order to eliminate their intimidating aspect. More clearly, some of the learners are anxious and lack self-confidence, this can be owing to their social situations, solitudes or sensitiveness, that is why, teachers should take into consideration the learners' conditions and respect their different personalities to avoid such an issue.

### **3.1.2. Learners' Loss of Focus during the Lesson**

Closely to the first amount (37.5%), a similar rate of the participants struggle with the dilemma of pupils' losing attention and motivation during the lessons. Thus, there are various factors that lead to this situation, such as external reasons including distractions, classroom environment, and internal factors, for instance health issues, lack of sleep emotional disturbance, lack of motivation. Dörnyei, Z. (2001, p. 87) posits that "*they dwell on their own personal deficiencies and the obstacles they encounter rather than concentrating on how to perform the task successfully*". That is to say, some learners, instead of completing their weaknesses, they focus on their personal issues.

### **3.1.3. Effortless Learning and Expertise**

Some of the learners do not make much efforts to learn, including the disruptive pupils, this may significantly influence the learners' enthusiasm to learn, for a reason that, they do not take the learning process seriously; consequently, they fail in their academic path. Thus, the

teachers, we observed in both Middle Schools under study, employ the appropriate behavior management methods such as positive feedback, reinforcement and rewards.

#### **4. Teaching and Engaging Strategies**

##### **4.1. Implementing Humor in the Classroom**

Humor is an effective technique that reinforces the learners' engagement. Thereby, the greatest part of the participants (76%) agree on learning by fun, but they should implement humor appropriately depending on the context. They have justified their answers by different views. Seeing that, while the teacher uses humor as a tool for learning, this is an engaging approach to enhance the learning process and foster a constructive classroom environment. From the teachers' practices in the middle schools observed, they subsequently use humor as a strategy to involve their learners in the lessons. However, it is crucial to be aware of its disadvantages, thus the teacher should not always rely on this approach. For instance, it is not pleasant to make jokes about sensitive subjects, in order to avoid hurting the learners. This matches with the idea of Brookfield, S. (2015) who argues that the teachers should implement humor in an adequate manner keeping away from hurting the learners by offensive comments, making racist and sexist remarks.

Moreover, the other part of the teachers, to whom the questionnaire is given out, hypothesize that they strongly agree on the advantages of learning through humor. In this respect, Dörnyei, Z. & Csizèr, K. (1998) highlight the component of bringing humor and fun in the classroom. Similarly, Cornett, C. E. (1986, p. 15) profess that "*Teachers who use their sense of humor to maintain a positive classroom atmosphere know how to reverse the direction of negative energy*". That is to say, using humor while teaching is an effective strategy to establish a safe classroom environment, since it encourages the learners to express their ideas in a funny and comfortable way, reduces stress and anxiety and get the learners relaxed in their learning.

In contradiction to the majority of the participants, only one strongly disagrees and communicates the negatives of implementing humor in the classroom. Humor in the teacher-learner bond has the potential to undermine the decorum and respect that should exist between them. Therefore, it is advisable to keep a professional distance.

### **4.2. Teachers' Awareness of their Learners' Interest**

Teachers' devotion to know about their learners' interests assesses them to make the learning process as relevant and meaningful as possible to suit their learners. In this context, the predominant part of the teachers indicate that they devote much attention to their learners' cares. According to Dörnyei, Z. & Csizèr, K. (1998, p. 221) "*Build on the learners' interests rather than tests or grades, as the main energizer for learning*". By means that, it is significant to know each learner individually and try to satisfy their needs. The participants support their decision by different arguments, as one of the teachers posits "*it helps to design lessons and materials that would engage learners and fulfill their needs and interests*". In the same vein, understanding the learners' backgrounds helps the teachers to tailor their lessons as they fit their learners' requirements and interests, it facilitates to them to catch their attention.

Only one participant states that despite the teachers' awareness of their learners' interest, it is, in some cases, disadvantageous and demanding. Brookfield, S. (2015, p. 6) points out "*I know I will never connect with everyone preferred learning style 100 percent of the time because the diversity of my students' personalities, experiences, racial and cultural traditions, and perceptual filters...*". In the same connection, the participant defends his view by mentioning some examples of the inconveniences of being aware of each learner's interest. To illustrate this, a narrow focus on specific topics of interest of the learners ignoring other important subjects, as it is time-consuming.

### **4.3. Empowering Learners' Involvement in the Lessons**

There is a wide range of methods that aim at engaging the learners in the lessons. Thus, the teachers should employ those techniques in order to get their pupils' involvement. From the results of question ten (Q10) all the participants express their commitments to actively fostering learners' participation through various approaches and techniques. In this statement, we have provided the participants with five hypotheses to tick one or more of them. A certain number of the participants favor all the methods being all effective techniques to enhance learners' participation, and their use together make teachers implement the appropriate engaging strategies to ensure that all the learners are involved in the learning process.

#### **4.3.1. Using Interactive Activities**

The first method deals with choosing activities that require the learners' interaction, such as group works. This corresponds with the idea of Brookfield, S. (2015) who tends to divide the pupils into groups and ask them interactive questions by providing them with some time to discuss then answer; consequently, opening a discussion, which permits them to exchange their opinions either together or with their teachers. The participants who have chosen this method illustrate by debates, which promote learners' curiosity to be critical thinkers in the classroom and develop learners' communicative skills.

#### **4.3.2. Providing Learners with Positive Feedback**

The second method is related to the significance of providing the learners with positive feedback, the teachers assert that it is important to acknowledge the learners' strengths and weaknesses. This gives them a chance to correct their errors and encourages their improvement. This corresponds to the idea of Brown, H. D. (2006, p. 271), "*The feedback learners get from*

*their audience can be either positive, neutral, somewhere in between, or negative*". To clarify it, a positive feedback can boost the learners' promotion, level of enthusiasm to make efforts and attain superior educational results. However, both neutral and negative feedback provide learners with the opportunity to assess and correct their mistakes. Consequently, this contributes to their overall academic achievement.

### **4.3.3. Asking Open-ended Questions**

From the remaining teachers, (12%) prioritize asking open-ended questions as a tool to encourage the learners' participation. Gall, M. (1984, p. 41) points out that "*Where emphasis on fact questions is more effective for promoting young disadvantaged children's achievement, which primarily involves mastery of basic skills, emphasis on higher cognitive questions is more effective for students of average and high ability...*". In other words, the fact of asking questions is helpful for the weak pupils to improve their skills as it is needed also for the average learners to stimulate their thinking and reasoning on the subject matter.

### **4.3.4. Maintaining Eye Contact**

For the last method, a minority of the teachers determine that maintaining eye contact is a good method to advocate the learners' classroom participation. As Miller, P. W. (1988, p. 29) argues, "*Direct teachers' eye contact can also express support, disapproval or neutrality*" (cited in Papadopoulos, R., 2019). In simpler words, eye contact conveys several communicative meanings. For instance, it makes the teachers feel confident, thus the learners will respect them, it also shows that the teachers are actively listening and value the learners' contribution.

## **4.4. Providing Pupils with Expressive Opportunities**

The learners usually need to express their opinions, therefore, the dominant majority of the teachers enable their pupils to communicate their thoughts and ideas. As Willis, J. (1996, p. 7) proclaims that the learners “*need chances to say what they think or feel and to experiment in a supportive atmosphere using language they have heard or seen without feeling threatened*”. In an alternative formulation, providing the learners chances to express themselves, stimulate their active participation, through making errors they acquire fresh insights. Only one teacher who sometimes provides his learners with such chances, despite its usefulness in enabling pupils to take risks without worrying of judgments, and gain self-confidence. However, it may lead the educators and their learners out of the subject of the lesson.

### **4.4.1. Exploring Learners’ Distinctive Reactions to Self-Expressive Opportunities**

The participants, whom share a common stance that it is crucial to offer learners chances for self-expression, assert that the learners respond in distinctive cases for those opportunities. The overwhelming majority of the teachers affirm that the learners, in most of the time, contribute to express their ideas and appreciate while they do it. Allowing the learners to express themselves is a fundamental approach to promote the learners’ personal development. In addition, it gives them the ability to communicate their emotions into words and effectively transmit them to others.

Eventually, (12%) of the teachers explain that the learners rarely express themselves for many reasons, as Shier, H. (2001. p. 112) argues “*many reasons why children, who have opinions on many issues may not express those opinions to adults working with them*”. In some cases, the learners get afraid of criticism by their mates, so they hesitate in sharing their views. Another reason is the lack of vocabulary by the learners since in most of the time, learners find

difficulties to formulate a complete sentence with articulating their viewpoints. For this, they prefer remaining silent.

## **4.5. Methods to Monitor Learners' Misunderstanding**

### **4.5.1. Illustrating with Concrete Examples**

The most efficient way to transmit an explanation is by illustrating with concrete examples. Most of the participants claim that, it is a strategy which aims to assess the learners' misconceptions. In this respect, Brookfield, S. (2015) assures that it is highly significant to thoroughly explain subjects, which pupils find difficult to grasp, using concrete examples. Similarly, VanLehn, K. (1986, p. 133) maintains, "*An "example" of a procedure is an execution of it*" which means that learners learn more when they observe a concrete illustration by their eyes. For instance, drawing the young learners a 'square' and a 'circle' as examples of 'geometric shapes' will make them directly understand what the latter term means. In general, illustrating with observable demonstrations provides the learners a chance to a well understanding of concepts without many efforts.

### **4.5.2. Re-explaining the Main Points of the Lesson**

Considering this method, a rate of the participants agree on reformulating the main points of the lesson as a good strategy to regulate the learners' misleading. The pupils sometimes lose concentration and cannot pick up everything, then, it is the teachers who repeat the key elements in a more simplified way to ensure a well assimilation of their learners. Some teachers tend to suggest other different solutions to monitor the learners' misunderstanding. The two points below are illustrative.

### **4.5.3. Re-explaining the Lesson with Alternative Methods**

Re-explaining the lesson using more simplified methods facilitates the learners' assimilation and perception. Some of the teachers reinforce their arguments through illustrating

that sometimes the learners find that their teacher's presentation of language forms is complex, then, the educator finds it better to simplify as it suits the level of their learners. In such a way, the learners grasp the lesson more effectively.

#### **4.5.4. Interrogating the Learners**

The remaining (33%) refer to the method of asking questions that teachers use to avoid learners' misinterpretation of the lesson. In the view of Smart, J. & Marshall, J. (2012, p. 251) asking questions "*can serve as scaffolding to support students' construction of conceptual understandings*" (cited in Whitver, S. M. & Lo, L. S. 2017). To rephrase it, interrogating the learners is useful to refresh their background knowledge and build new expertise. Additionally, the use of questioning assists the teachers to check their pupils' apprehension and review the missed aspects from the lesson.

### **4.6. The Role of Teacher-Learner Rapport in Promoting Learners' Self-Confidence**

All the participants are on a mutual agreement on the idea that a good relationship between educators and their learners boosts the pupils' self-confidence, which is one of the commandments proposed by Dörnyei, Z. & Csizèr, K. (1998) (see chapter one). From the participants' perspective, we have noticed that while communicating with their learners, teachers provide them encouragement, which grows up on them a sense of self-confidence.

#### **4.6.1. Enhancing Pupils' Self-Assurance through Teacher-Learner Bond**

The plurality of the teachers profess that a favorable connection between the educators and those they teach strengthens the pupils' self-assurance and motivation to learn. In this regard, Dörnyei, Z. & Csizèr, K. (1998) count for some strategies to build on the learners a sense of self-assurance, such as reinforcing their learning and providing them with the feedback they need, which are the characteristics of a good teacher-learner link. Hence, when the learners feel that they are able to perform an activity, they are likely to be motivated to make more efforts in

order to achieve their intended goal. It also increases their capabilities to take risks and face challenges since they are highly confident and believe in their own capabilities.

#### **4.6.2. The role of a Safe Classroom Climate in Enhancing Pupils' Self-Confidence**

Investigating the role of a good classroom atmosphere on the learners' promotion, an amount of (47%) instructors believe that when the learners feel at ease with their teachers and their environment, they are more likely to have a higher self-confidence. As Adalikwu, C. (2012, p. 5-6) posits "*Self-confidence can be summed up as the belief that a person has in their ability to succeed at a task, based on whether or not they have been able to perform that task in the past*". This means that, when the learners have higher self-esteem, their abilities to perform and succeed on an activity increase, as they also communicate their ideas effectively with the environment and control their shyness and nervousness.

## **II. Discussion of the Classroom Observation Results**

The second section investigates the findings assembled from the classroom observation sessions in both Middle Schools in 'Boudjima' with two different teachers. The tool used for this is a 'checklist' containing nine (09) items which are perceived in terms of frequency 'Always', 'Sometimes', 'Rarely' and 'Never'.

### **1. Teacher-Learner Rapport and Effective Communication**

#### **1.1. Language Teaching Appropriateness**

Language appropriateness is from the main basis of a good classroom communication. The results of all the classroom review sessions demonstrate that the two EFL teachers of the concerned Middle Schools, always use a language that suits their learners' level of understanding. In the lines of Brown, H. D. (2006, p. 146), "*keep your theoretical explanations very simple and brief*". This indicates that the teachers should adjust their jargon to fit their

learners' level of comprehension of the subject matter. For this reason, the teachers tend to make from the complex components more basic ones to reinforce their learners' assimilation.

### **1.2. Non-verbal Communication in Teaching**

It is a dynamic tool that involves teaching by using facial expressions, gestures and other non-verbal cues. During the observed sessions, it is noticeable that most of the time, the first teacher (teacher from Affajene Middle School) keeps connecting with their pupils through non-verbal interaction (see chapter three). In the educator's current state in the MS4<sub>3</sub> class, using this technique to reinforce, further explain and make more comprehensible the information being transmitted. In contrast, the second teacher (teacher from Challal middle school) who rarely uses this strategy, in their present stand in MS4<sub>2</sub> class, implementing eye contact and using gaze are their preferred methods to keep the pupils silent. This lack can influence negatively on the pupils' cognition, it can also lead to a decrease of mutual communication between the learners and their teacher.

### **1.3. Exploring the Clarity and Confidence of the Classroom Speech**

About the teachers' speech in the classroom, both of the educators assessed, always speak in a confident manner which provides them respect from their learners. This fits with the idea of Brookfield, S. (2015), who argues that, in order for the learners to trust their teachers, they need as clear as confident declarations from them. To say it in a different manner, when the teachers seem highly confident, they captivate their learners' attention and create a favorable perception of themselves.

## **2. Learners' Engagement and Motivation**

### **2.1. Respect and Attention towards the Learners**

The teaching process is not only about the duty of transmitting knowledge, but it is also crucial to value each learner's thoughts, assumptions and questions. From the review sessions' reached data, the first teacher often values their learners' questions and pays subsequent

attention to their beliefs, even for the answers of the weakest of them, observing that on the MS4<sub>2</sub>, which get the pupils engaged in the classroom discussions, feel valued, and this strengthens their connection with their teacher. Conversely, the other teacher infrequently focuses on their pupils' speech, in the case of MS4<sub>1</sub>, the educator rarely asks them the question "Is it okay?" to check their understanding. The rare consideration of the learners' perspectives weakens the link between them and their educators; consequently, this leads to inferior learning outcomes.

## **2.2. Empowering the Learners' Participation through Teachers' Encouragement**

One of the key driving forces of the learners' motivation and participation is the teachers' support. With regard to this, both teachers perpetually support their learners to express their ideas, participate in the lesson. An example with the first instructor in MS4<sub>1</sub> classroom, who is encouraging even the weak learners to participate. This complies with the idea of Dewey, J. (1916) arguing that the teachers can view their learners' knowledge as something they actively engage with. More precisely, educators assume that interaction with the topic they are teaching and active pupils' participation are essential to improve better learning outcomes.

## **2.3. The Role of Teachers in Fostering Friendly Relationship with Their Pupils**

The existence of a good teacher-learner rapport is indispensable for a higher educational attainments. Regarding this part, all the educators sporadically maintain a friendly relationship with their learners. As it is viewed with the teacher from 'Challal' Middle School, in the MS4<sub>1</sub> classroom calling their learners by their proper names. In line with the standpoint of Prindiville (1967, p. 3) who assesses that "*learning begins in the person and is fostered through the human element in the pupil-teacher relationship. When the student experiences a sense of security, he*

*begins to grow*". That is to say, a mutual connection between the teachers and their pupils is necessary since it influences the learners' cognitive development and communicative skills.

### **3. Learner-Centered Approach**

#### **3.1. Understanding Learners' Interests**

Teachers' adopting much attention to their learners' interest helps them to know their learners well, additionally, know how to teach them. In this regard, the first teacher cares much about their learners' passions, likes and dislikes. This is seen with them in the MS4<sub>1</sub> class asking their learners questions as "*what do you do in your free time?*". This matches with the idea of Brookfield, S. (2015) who argues that the teacher has to devote considerable attention to their learners' interest or disinterest to the subject matter by noticing the ideas that they suggest during the classes. Furthermore, by this way, the learners are predisposed to make choices about the subjects they care about. In contrast, the other instructor never cares about their pupils' attraction which may decrease their retention, as it is recognized in both of the classes (MS4<sub>1</sub> & MS4<sub>2</sub>). When they feel that their interests are not in value, their engagement and integration to the lesson decrease.

#### **3.2. The Importance of Positive Reinforcement and Motivation in the Classroom**

Learners need to know about their learning progress and should be guided and supported by their teachers. By doing so, they tend to be more persistent on their academic quest. In reference to the classroom observation sessions, we deduce that both of the teachers motivate their learners by providing them with positive reinforcement. The first teacher is noticed in the MS4<sub>3</sub> Class providing a learner an example of a good verbal support by saying "*it is somehow good, try again. You can do more*", which seems to influence positively on their enthusiasm. In relation to this, Brookfield, S. (2015) claims that learners usually wait their teachers to acknowledge them about their learning advancement, so that the educators have to provide them

with reinforcement and feedback they need about their learning. This explains the crucial significance of delivering the learners an encouraging feedback, which builds on them a sense of self-assurance and helps them to improve their abilities to overcome challenges.

### **3.3. Learners' Embracing the Teachers' Lesson Presentation**

A well performed presentation of the lesson reinforces in a way the learners' understanding of the subject matter. Reflecting on the observational sessions, the learners of both instructors seem to have a good perception, we can recognize that from the attitudes of the learners in the MS4<sub>1</sub> class in 'Affajene' Middle School, as they always raise their hands to answer the questions asked, or to convey opinions. In this respect, Brookfield, S. (2015) argues that a skillful teacher is the one who is aware of the way their pupils experience their learning and their perceptions. To word it differently, a good teacher is the one who knows about his learners' level of understanding and interpretation of the material being taught.

### **Conclusion**

All in all, this chapter clarifies the findings of the two tools employed in our dissertation. First, the questionnaire distributed to the teachers of some chosen randomly Middle Schools around the town of Tizi-Ouzou, by eliciting their answers to obtain necessary data. From the results, we conclude that the teachers give much importance to their relationship with their learners, which influences their motivation, behaviors and involvement. Second, classroom observation was done in two Middle Schools in 'Boudjima', which has allowed us to find real-time data in an authentic educational setting, based on the classroom reviews, the teachers adopt effective methods to reinforce the learners' achievements, by using a suitable language with them and maintaining non-verbal communication, and caring about their interests. The teachers opt for the use of the appropriate methods to strengthen their rapport with their learners and motivate them.



*General Conclusion*

The contemporary research endeavors the crucial role of the teachers' rapport with EFL learners and its significant impact on their motivation. The core purpose of the ongoing research work is to explore the way a positive connection between teachers and their learners facilitates attracting their attention and increases their motivation. Additionally, the research shows how a good teacher-learner relationship sustains the learners' difficulties, anxiety and grows on them a sense of self-confidence. Our dissertation is grounded in the theoretical framework of Brookfield, S. (2015) and Dörnyei, Z. and Csizèr, K. (1998).

This research work strives to answer the research questions posed in the General Introduction and to confirm or refute the hypotheses put forward, that a good teacher-learner interaction keeps learners' engagement. Moreover, it fosters a conducive learning environment; it also enhances the learners' intrinsic and extrinsic motivation; as well as it minimizes their fear and boosts their self-confidence to communicate their thoughts.

Through the examination of the questionnaire and the classroom observation sessions, two research tools are incorporated in our data collection and analysis. For the first, twenty-three (23) questionnaires of fourteen (14) items administered to the instructors of some selected randomly Middle Schools in the region of Tizi-Ouzou. Furthermore, a classroom observation tool is implemented to strengthen the validity of the data gathered, twelve (12) sessions in both middle schools 'Affajene' and 'Challal' in 'Boudjima' are observed, based on a 'checklist' that contains nine (09) items. To assess the obtained data, a mixed-method approach is applied. For the questionnaire, we have employed quantitative data analysis for the numerical data collected. Besides, for the qualitative data, Qualitative Content Analysis (QCA) is operated for the open-ended questions gathered from classroom observation. The combination of these two methods has allowed us to carefully examine the data gained.

The reflection on the questionnaire's results has provided reinforcement for our study's research questions. The questionnaire's outcomes manifest that the teachers work towards maintaining a supportive interrelation with their learners by relying on a range of effective techniques, including the implementation of humor to create an enjoyable learning climate in the classroom, genuinely valuing their learners' interests and considering their suggestions. The educators also attempt to encourage them to participate in the lesson activities.

Interestingly, we figure out from the classroom observation sessions that the teachers speak in a lucid manner that fits the learners' understanding, which plays a significant role in maintaining a strong teacher-learner bond; they even show a notable appreciation to their learners' cares through providing them with expressive opportunities and actively listening to them. By attentively addressing the learners' concerns, and offering practical solutions they reinforce their motivation and enjoyment of learning EFL, this approach fosters a positive perception of the instructors' proficiency and enriches the overall learning journey.

The first hypothesis holds true for several reasons, seeing that, when they support their learners, they feel comfortable in sharing their ideas, knowing that their expressions are received with a positive feedback, this promotes their sense of belonging, boosts their overall engagement, and favorable attitudes towards the lessons.

The results obtained from both tools incorporated in this study assert the following hypothesis, that the teachers motivate their pupils to invest time and efforts to learn. Given that, the establishment of a positive rapport between the teachers and their learners is associated with an advanced level of motivation. While creating this relationship, the teachers involve the learners in the process of fostering aspirations, which can expand the learners' responsibility and motivation to achieve their envisioned outcomes.

From the empirical data gathered through the utilization of questionnaire and classroom observation tools, we deduce that the last hypothesis is likewise valid highlighting the essentiality of the constructive teacher-learner link in reducing pupils' stress, introversion, and anxiety. More specifically, by observing the teachers while treating their learners' in an empathetic way, we can notice a greater learners' perception and feedback to their teachers' presentation of the lessons. They also gain more self-confidence; as a result, being more willing to take risks, make mistakes without fear, ask questions, and offer comments or corrections, which overall helps them grow on both personally and academically.

In spite of the concerted effort dedicated to the completion of our dissertation, we have encountered several limitations that should be acknowledged. Primarily, concerning the theoretical component, a multitude of interesting books relevant to our subject were regrettably inaccessible neither online nor in the libraries. Secondly, with respect to the practical aspect of our study, we were able to collect only seventeen (17) completed questionnaires out of the initial twenty-three (23) designated to the teachers of Middle Schools. Similarly, the timing posed significant challenges for the classroom observation tool, as our attendances overlapped with the final weeks leading up to the pupils' examinations. This restricted our ability to conduct additional observations and gather supplementary data to reinforce and enhance our findings. Thus, we were able to conduct only twelve (12) observation sessions. Overall, mentioning these limitations is a crucial reminder of the complexities of the research path and highlighting the need for further considerations.

Ultimately, it is hoped that this effort has helped to offering important insights into the subject of teacher-learner rapport and illuminated its impact on the learners' motivation. Throughout the findings gathered, we had a clear view about the effectiveness of the methods incorporated by the teachers to create a friendly relationship with their learners. We aspire that our study has provided valuable insights and recommendations for the improvement of the field

of instruction. Our dissertation is based on establishing rapport in the classroom context in relation to the pupils' motivation; therefore, further studies in the same field can be conducted on tailoring teaching methods to suit individual learners' needs. Our investigation is restricted only to Middle Schools; yet, future researchers can conduct their works at the Secondary School level, even in the Primary School using other data collection tools including interviews.



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***Appendices***

## **Appendix 01: Teachers' Questionnaire**

Dear teachers,

This questionnaire is part of an academic attainment; it seeks to explore the role of teacher-learner rapport on enhancing learners' motivation. Your valuable responses allow us to gain more precise and accurate data. We ensure the anonymity and the confidentiality of your answers. Hence, your truthfulness is significant to the improvement of this study. We are thanking you in advance.

### **Section One: Teachers' Profile**

**Q1**-Qualification (s)

License

Magister/ Master

**Q2**-How many years of professional experience do you have?

0-1 year

1-5 years

More than 5 years

### **Section Two: Teachers' Opinions about Teacher-Learner Rapport and Motivation**

**Q3**-In your point of view, what is meant by teacher-learner rapport?

.....

.....

.....

**Q4-**How can you explain motivation in relation to teacher-learner rapport?

.....

.....

.....

**Q5-**Is a good teacher-learner relationship an effective strategy to motivate pupils? If so, how?

.....

.....

.....

**Q6-**Are you satisfied with your pupils' level of motivation?

Yes                       No                       In some way

**Q7-** Do you have a good relationship with your pupils?

Yes                       No                       In some way

**Q8-** Do you face problems when trying to maintain good rapport with your learners?

Yes                       No                       Sometimes

- If yes, please state some of them?

.....

.....

.....

**Q9-** “A good teacher is the one who uses humor in the classroom”

Strongly Agree       Agree       Disagree       Strongly disagree

- Would you justify, please:

.....

.....

.....

**Q10-**In your opinion, should teachers know about their learners’ cares?

Yes       No       In some cases

- please, Justify

.....

.....

.....

**Q11-**Do you encourage your learners to participate in the lesson?

Yes       No       Rarely

- If that is the case, is it through:

Using interactive activities; debates, group works....

Asking open-ended questions

Maintaining eye contact to support their message

Provide them with positive feedback

All of them

**Q12-**Do you provide your pupils with opportunities to express their ideas and opinions? We should add it here

Yes

No

Sometimes

- How do the learners respond to this?

Always

Often

Rarely

Never

**Q13-**How do you monitor learners' misunderstanding?

Re-explaining the main points of the lesson

Illustrating with concrete examples

Using other solutions

- If you use other solutions, please cite some of them.

.....

.....

.....

**Q14**-Do you agree with the fact that a good relationship with learners enhances their self-confidence?

Yes

No

- If so, please justify

.....

.....

.....

**Thank you for your contribution**

**OUNOUZ & SAFRI**

**Department of English**

**MMUTO**

**Appendix 02: Classroom Observation Checklist**

<b>Statement</b>	<b>Always</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
➤ Do the teachers use an appropriate language to the learners' level of understanding?				
➤ Do the teachers maintain eye contact with their learners and use gestures or facial expressions to support their message?				
➤ Do the teachers speak clearly, audibly and confidently?				
➤ Do the teachers show respect and pay much attention when the pupils speak or ask questions?				
➤ Are the learners encouraged by their teachers to express their ideas and opinions and actively participate?				
➤ Do the teachers work to maintain friendly relationship with their pupils?				
➤ Do the teachers take pains to know about the learners' interests?				
➤ Do the teachers provide positive reinforcement to their learners and motivate them?				
➤ Do the learners seem receptive to the teachers' presentation of the lesson?				

**Checklist for Observing Teacher-Learner Rapport and its Impact on Learners' Motivation (Adapted from Abdallah, M, S., 2012 and Brown et al., 1993)**

