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Investigating the Influence of Teacher-Learner Rapport on EFL Learners'
Motivation

The Case of First Year EFL Students at Mohammed Kheider University

Dissertation Submitted in Partial Fulfillment of the Requirements for the Master Degree in
Science of Language

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Declaration

I, Djoumana Boussehel declare that this work in this dissertation titled “The Influence of Teacher-Learner Rapport on EFL Learners' Motivation” is my own work. This dissertation was not previously presented for the award of any other degree. Also, the information extracted from the literature is provided a list of references. This study was conducted and completed for the academic year 2023/2024, at Mohammed Kheider University of Biskra; Algeria.

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Signature

Dedication

This study is dedicated to myself who continues to strive to complete it well.

To my beloved parents, thank you for your patience and all your sacrifices.

To my sisters, brothers and friends who support me and give me advice in every situation I face, thank you.

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First and foremost, all praise and thanks to ALLAH for the gracious mercy and blessings that enabled me to accomplish this master's thesis. I extend my gratitude to my supervisor **Dr. Messaouda Bendahmane** . I would like also to thank the members of the jury **Dr. Hanane Saihi** and **Dr. Fatima Messaoudi** for reading and evaluating this humble work. I am also immensely grateful to all teachers and students who have accepted to take part in the study. Last but not least, my thanks and appreciations go to all my teachers, classmates and administrative staff of department English language and literature at Mohamed Kheider University of Biskra.

Abstract

Learning a language is not an easy task due to many reasons, among which, motivation. This study focuses on motivation as a salient factor that influences students' academic performance and their willingness to learn. It seeks to highlight the importance of the teacher's role in increasing students' motivation by exploring the impact of teacher-learner rapport on students' motivation. To achieve this aim, two different questionnaires have been administered to ten (10) English teachers and eighteen (18) second year EFL students at Mohamed Kheider University. The findings revealed that teachers' support is highly required in the classroom to foster learners' interest and sense of engagement. Teachers' teaching methods and strategies should be varied and a strong confident relationship needs to be built between the teacher and his/her students to boost motivation to learn. The study concludes with some recommendations and pedagogical implication addressed to educators and teachers to ameliorate the teaching-learning situation.

Keywords: EFL, Motivation; Teacher-Learner Rapport; Teaching Method;

List of Abbreviation

EFL: English as a Foreign Language

L1: First Language

L2: Second Language

MS: Motivational Strategies

2LL: Second Language Learning

List of Tables

Table 1 : Learners' Gender Distribution 50

Table 2 : Teachers' Years of Experience. 51

Table 3 : Teacher's Awareness of their Motivation on their Learners 52

Table 4: Teachers' Perception if they Are Motivational. 52

Table 5 : Teachers' Strategies to Keep Learners Motivated 53

Table 6: The Challenges Teachers Faced in Motivating their Learners' 54

Table 7: Teachers' Perception on their Relationship Affection with their Relationship..... 55

Table 8: Teachers' Suggestions to Make Positive and Supportive Relationship with their Learners.
..... 56

Table 9 : Aspects that Teachers can improve their Rapport with Learners..... 57

Table 10: Learners' Gender Distribution 59

Table 11: Learners' Age..... 60

Table 12: Learners' Motivation Level to Learn English Language. 61

Table 13 : Learners Point of View on the Importance of Motivation. 62

Table 14 : The Most Effective Strategy to Stay Motivated..... 63

Table 15: The most Influential Factor that can Influence on the Learning Process..... 64

Table 16 : Learners' Rating their Relationship with their Teacher. 65

Table 17: Learners' Point of View on the Importance of Strong Relationship with their Teacher.. 65

Table 18 : Learners Describing the Meaning of Strong Relationship with their Teacher..... 66

Table 19: Strategies that Teacher should use According to Learners. 68

List of Figures

Figure 2.1: Learners' Gender Distribution 50

Figure 2.3 : Teacher's Awareness of their Motivation on their Learners..... 52

Figure 2.4:Teachers' Perception if they are Motivational..... 53

Figure 2.5 : The Most Strategies Teachers' Use to Keep Learners Motivated. 54

Figure2.6 : The Challenges Teachers Faced in Motivating their Learners' 55

Figure 2.7 : Teachers' Perception on their Relationship Affection with their Relationship.
..... 56

Figure 2.8 : Teachers' Suggestions to Make Positive and Supportive Relationship with
their Learners..... 57

Figure 2.9 : Aspects that Teachers can improve the Rapport with their Learners. 58

Figure 2.10 : Learners' Gender Distribution 59

Figure 2.11 : The Age of the Learners..... 60

Figure 2.12: Learners' Motivation Level to Learn English Language. 61

Figure 2.13 : Learners Point of View on the Importance of Motivation. 62

Figure 2.14 : The Most Effective Strategy to Stay Motivated..... 63

Figure 2.15 : The most Influential Factor that can Influence on the Learning Process..... 64

Figure 2.16 : Learners' Rating their Relationship with their Teacher..... 65

Figure 2.17 : Learners' Point of View on the Importance of Strong Relationship with their
Teacher. 66

Figure 2.18 : Learners Describing the Meaning of Strong Relationship with their Teacher.
..... 67

Figure 2.19 : Strategies that Teacher should use According to Learners..... 68

Appendices

Appendix 1	83
Appendix 2	85

Contents

Declaration.....	2
Dedication.....	3
Acknowledgments	4
Abstract.....	5
List of Abbreviation	6
List of Tables	7
General Introduction.....	13
Statement of the Problem	15
Aims of the Study	15
Research Questions	16
Research Assumptions.....	16
Significance of the Study.....	16
Research Methodology	17
Population and Sample of the Study	17
Data Gathering Tools.....	17
Structure of the Dissertation	17
Chapter One: Theoretical Part	18
Introduction	19
1.1 Definition of Motivation	19
1.2 Definition of Teacher Motivation	19
1.3 Motivation of Foreign Language Learning	20
1.4 Types of Motivation.....	22
1.4.1 Extrinsic Motivation.....	22
1.4.2 Intrinsic Motivation.....	23
1.4.3 Instrumental Motivation.....	23
1.4.4 Integrative Motivation.....	23
1.5 Factors Influence Learners' Motivation	24
1.5.1 Classroom and School Environment.....	24
1.5.2 Teaching Strategies and Learning Styles	25
1.5.3 Rewards.....	26
1.5.4 Feedback.....	26
1.5.5 Technology.....	27

The Influence of Teacher-Learner Rapport on EFL Learners' Motivation

1.5.6 Home Environment	28
1.5.7 Parental Involvement.....	29
1.5.8 Age Difference	29
1.5.9 Gender Differences	30
1.6 Motivational Strategies	31
1.7 Dörnyei's (2001) Motivational Strategies Framework.....	34
1.8 The Importance of Motivation.....	36
1.9 Defining Teacher and Learner Relationship.....	36
1.10 Teacher and Learner Rapport as a Factor Affecting Learners' Motivation.....	37
1.11 Teacher and Learner Rapport.....	38
1.11.1 Poor Relationship	38
1.11.2 Strong Relationship	39
1.12 Strategies to Build Rapport between Teacher and EFL Learners.....	40
Conclusion.....	45
Chapter two: Data Analysis and Interpretation	47
Introduction	48
2.1 Review of Research Methodology.....	48
2.1.1 Research Method.....	48
2.1.2 Population and Sample of the Study	48
2.1.3 Data Gathering Tools	48
2.2 Teachers' Questionnaire	49
2.2.1 Aim of Teachers' Questionnaire	49
2.2.2 Description of Teachers' Questionnaire.....	49
2.2.3 Piloting and Validating	49
2.2.4 Administration of Teachers' Questionnaire	50
2.2.5 Analysis of Results.....	50
2.3 Learners' Questionnaire.....	58
2.3.1 The Aim of Students' Questionnaire.....	58
2.3.2 Description of Learners' Questionnaire	58
2.3.3 Administration of Learners' Questionnaire.....	59
2.3.4 Analysis of Results.....	59
2.2 Discussing the Findings:.....	68
2.3 Teachers' Questionnaire	69

The Influence of Teacher-Learner Rapport on EFL Learners' Motivation

2.4 Learners' Questionnaire.....	69
Conclusion.....	71
General Conclusion.....	72
2.5 Limitation of the Study.....	73
2.6 Recommendations and Pedagogical Implications.....	73
Appendix 1.....	0
Appendix 2.....	2
المخلص.....	5

General Introduction

The Influence of Teacher-Learner Rapport on EFL Learners' Motivation

It is assumed that learning a new language depends on some fundamental factors such as: environment, age, personality and most importantly motivation. This latter is making someone want to do something. Sinclair (2008) defined motivation terms of attraction, retention and concentration as something that determines 'what attracts individuals to teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession' (p. 37).

From the existing definitions, it is obvious that learner's motivation depends mostly on their teacher's profession during the learning process.

Teachers have a powerful long-lasting influence on their students. They directly affect how students learn, what they learn, how much they learn. and the ways they interact with one another and the world around them .considering the degree of teacher's influence , we must understand what teachers should do to promote positive results in the lives of students with regard to school achievements, positive attitudes towards school, interest in learning, and other desirable outcomes. (William & burden, 1997:p. 9)

The teacher is the one who can stimulate an effective language instructions for example: if the teacher has a low motivation, he will not use learning materials that can help his students learn easily and not get bored such as: audio books, flash cards, listening to natives, smart boards, overhead projector whereas, a motivated teacher is the promoter of learning who is always competent to motivate the learner. A motivated teacher is the essential factor that can influence learners' success in the learning process. Moreover, the level of motivation a teacher brings to the classroom transforms learning for better or for worse. So it is clear that there is a strong relationship between the teachers and their learners' in learning a new language and stay motivated during the process.

Teachers can make learning more fun and exciting by first, matching their instructions with their student's abilities and interests such as teaching by vocabulary games, listening to dialogues. Second, when the teacher gives the right amount of activities and in the right way to make sure they are acquiring

what they need by following specific programs from what they should learn, what they lack and what type of activities they must engage in, students will be motivated to learn. Even with teachers who always complain that EFL learners are not motivated to talk in English or to participate in classroom activities, it is because the teacher has a low degree of motivation and did not add much entertainment to teaching due to the use of same instructions and the repetition of the lesson for more than three classes per day.

To conclude, teaching is not only transmitting knowledge but also being aware of students' interests, abilities and what make them motivated to learn, outside and inside the classroom and creating a good relationship between the teacher and the learner. So it is highly important to investigate on what kind of teaching strategies should be used by teachers to motivate their learners and how teacher-learner rapport affects learners' motivation.

Statement of the Problem

English language is the most widely used language worldwide, particularly in trade and politics, It become a necessity to teach the new generation the language but it is not an easy task for both teacher and learner and there are numerous obstacles and problems that English teachers overcome with their students in order to be more adaptable and facilitate their learning, from classroom management to school administration.

Researchers found out that presenting lessons for students and ask them to memorize information or mastering grammar rules are not enough, Teachers definitely need to be aware of their students' psychology and attempt to make them motivated and last have better relationship between them. Therefore this research seeks to focus on the impact between teacher and learner relationship on English foreign language learners' motivation.

Aims of the Study

The aim of this study is to draw attention on the influence of teacher-learner rapport on EFL learner's motivation. It attempts to shed light on the importance of this teacher-learner relationship in prompting motivation and

creating a supportive and encouraging learning atmosphere. To this end, it tries to suggest some motivational techniques for the teacher to use with his learners and help them to concentrate and sustain positive behavior over a long period.

Research Questions

RQ1: What are the challenges teachers face while motivating their learners?

RQ2: What is the effect of teacher-learner rapport on students' motivation?

RQ3: How can teachers establish a strong and supportive relationship with their learners?

Research Assumptions

RH1: The challenges teachers face might be related to learners' lack of interest, lack of self-confidence and lack of engagement.

RH2: If teachers strengthen the relationship (rapport) with their students, students' motivation would increase.

RH3: If teachers cater for their students' needs and improve their interest, the teacher-learner rapport would be strongly established.

=

Significance of the Study

Since researchers rarely focus on the influence of the teacher-learner rapport on EFL learners' motivation as a serious problem that must be solved, this research aims to get deeper insight on the importance of building a strong relationship between teacher and learner is for boosting learners' motivation, encourage them to participate in classroom, how it can effect on learners and find some strategies for the teachers to follow to influence on the learners positively. The result of this research is significant for the teachers to be aware of developing their relationship with their learners' positively.

Research Methodology

This study is exploratory in nature. It aims to explore the potential relationship between teacher-learner rapport and motivation.

Population and Sample of the Study

The participants of this study are ten (10) EFL male and female teachers who were randomly selected for the survey. Moreover, eighteen (18) first year EFL students were also randomly selected to take part in the study.

Data Gathering Tools

Two questionnaires were used in this study. The first questionnaire was conducted with the EFL teachers. It is divided into two sections with close-ended questions. The first section includes five questions for general information about the participants and the second part includes four questions that relate to building rapport between the teachers and learners.

The second questionnaire is devoted for first year EFL students. It consists of two sections; the first section has seven general questions and the second one has four questions about how the learners think on building relationship with their teachers by providing specific strategies to follow.

Structure of the Dissertation

This research is organized into two chapters; each chapter will cover an introduction, a body and a conclusion about a particular part of the research.

The first chapter provides an overview, definitions about motivation, teacher-learner rapport, types and different factors of motivation, and deep insight into the strategies used to build rapport between teachers and learners. The second chapter presents the field work which includes two semi-structured questionnaires for EFL teachers and first year EFL learners with two sections for each.

Chapter One: Theoretical Part

Introduction

In the field of teaching and learning a foreign language teachers continuously use the term 'motivation' to describe successful or unsuccessful learning environment. Motivation is the internal drive to make someone do things in order to achieve a certain goal. In the field of teaching and learning, motivation plays a vital role as it leads to positive outcomes for teachers and learners. Therefore, this chapter attempts to present a general overview about motivation and one of the factors that may lead to its improvement which is teacher-learner relationship or rapport. The chapter is divided into two parts. The first part tackles the definition of motivation, types, and factors and strategies that influence learners' motivation. The second part discusses teacher-learner relationship (rapport) and the effect of this rapport on students' motivation.

1.1 Definition of Motivation

Motivation, defined as the internal and external forces that initiate the triggering, direction, intensity and persistence of behavior (Vellerand & Thill 1993), is often mentioned as one of the determinants of fulfillment in numerous regions of personal, expert or academic life. It is related to emotional processes and contributes significantly to learning. For example, it can lead to the persistence of efforts made by students and positively influence the emotional reactions they experience when they encounter difficulties during learning.

Motivation is the main element that can support and encourage students to perform a considerable effort to achieve the highest level of success thus, avoiding failure. It has various roles, among which we can mention the role of dynamism, mobilization, orientation, directing the students' behavior to achieve the goals and objectives they have set. (Biggs, 1987).

1.2 Definition of Teacher Motivation

Motivation is described as the predominant motivating factors within the educator that triggers and guides pedagogical behavior with the aim of achieving the predetermined goals established by the educational discipline, as articulated by scholars. This can inspire enthusiasm and influence human or personal conduct to result in enhanced results. (Farida, 2022)

According to Dörnyei (2018), Teachers are the key to shape the classroom life, Teachers have the potential to become transformational leaders, and their own excitement and desire for change and advancement serves as the engine for this transformation. The good news about teacher motivation is that it spreads easily, with the ability to captivate students and create an alluring impression of language acquisition.

Sinclair (2008) defines teacher motivation as a factor of attraction, retention, and concentration. This definition seeks to understand the reasons why individuals are drawn to the teaching profession, the duration of their involvement in initial teacher education courses, and their subsequent commitment to the teaching profession. Furthermore, it considers the level of engagement that individuals have with their courses and the teaching profession as a whole (Sinclair, 2008, p.37).

1.3 Motivation of Foreign Language Learning

Second language learning (L2) or foreign language learning motivation is different from general motivation in that it is learned rather than instinctive. Human behavior was thought to be driven by instincts in the early nineteenth-century psychological research on motivation (William & James, 1980; Freud, 1964). L2 motivation grows and expands in response to specific environmental stimuli. A person has many chances to cultivate motivation for L2 learning as they get older.

Motivation is the important factor in learning a foreign language. Most educators and scholars have widely embraced motivation as a fundamental element that impacts the speed and achievement of acquiring a second or foreign language. Additionally, motivation serves as the primary catalyst for commencing the learning of the second language and subsequently the driving force for maintaining the extensive and arduous learning journey; indeed, all other elements involved in second language acquisition assume motivation to a certain degree (huang, 2007).

It can grow as a result of outside stimulation, as well as from inspiration or internal interests. It is possible that a person would never experience L2 motivation or development. Regarding L1 learning, children are naturally

The Influence of Teacher-Learner Rapport on EFL Learners' Motivation

motivated to learn and speak in their parents' language; so motivation for L1 learning is inevitable. Unlike first language (L1), L2 is likely a choice in a person's life. Therefore, it is unrealistic for an L2 teacher to assume that every student will arrive at class motivated by language.

The motivation of L2 is dynamic. It is thought that motivation plays a significant in L2 learning success, and that high motivation can lead to successful learning. L2 motivation is always prone to different influences. In L2 learning, L2 motivation is either strengthened or weakened. Furthermore, motivational orientation, or the reason behind a person's L2 learning, can be altered based on their past L2 learning experiences. That feature is never stable. For instance, some people begin learning English merely to fulfill their academic requirements. However, as time passes, they may discover that they enjoy the language more than the subject matter, as evidenced by their conversations in English with foreigners and their enjoyment of English-language music.

Both short-term and long-term L2 motivation possible. As was previously mentioned, L2 is not always required for some people. An individual may experience periods in their lives when they are extremely motivated to learn L2, or they may experience periods in which they have no interest in learning L2. Maintaining high L2 motivation over the course of a lifetime is quite challenging for an individual. The motivation would be long-term if one had to use L2 in order to make a living. This is closely linked to what people consider to be essential.

It is important to understand that different people have different levels of motivation for L2, and that motivation alone does not ensure successful L2 learning. Learning successfully requires both strength and motivation, specifically energy invested in second language acquisition. "Strength of motivation" served as the term used to express the idea. According to Ely (1986, p.28), "it is imperative to examine the degree of motivation behind an action in order to differentiate between the objective that drives the activity and

the level of effort or perseverance exhibited during the pursuit of the objective".

The best way to gauge a learner's motivational intensity is to find out how much work they have put in or is willing to put in to acquire the language. A student expressing motivation to acquire L2 does not imply that he or she is prepared to put in enough work in it. Ineffective L2 motivation frequently leads to ineffective L2 learning behavior. For example, Some students may stay at the first step and only "wish," while other students may advance to the second step and demonstrate "willingness," and still other students may be motivated to take action that is, to try to fulfill their "wishing" and "willingness."

1.4Types of Motivation

The recognition of the construction of motivation is emphasized by both theorists and researchers, despite the fact that learners may possess equal levels of motivation. The divergence in the sources of their motivation inevitably leads to varying levels of success in their learning endeavors. While researchers hold differing perspectives on identifying the types of motivation, there is an agreement on two major concepts: intrinsic and extrinsic motivation. According to Noel et al. (2011), the absence of intrinsic or extrinsic motivation can result in a learner discontinuing their pursuit of language acquisition.

1.4.1Extrinsic Motivation

Extrinsic motivation refers to the occurrence when an individual is driven by external factors to achieve success. As observed by Harmer (1991), extrinsic motivation is the outcome of numerous external elements. In this form of motivation, learners make dedicated efforts to acquire language skills for various practical purposes, for instance, individuals learn English to secure better employment opportunities with higher remuneration. Likewise, some students acquire language proficiency in order to obtain scholarships and pursue their studies abroad. Vallerand (1997) posits that extrinsic motivation entails engaging in a particular behavior as a means to an end, that is, to attain certain rewards such as excellent grades or to evade punishment.

1.4.2 Intrinsic Motivation

According to Harmer (2002), the importance of intrinsic motivation for promoting students' achievement in L2 learning cannot be overstated by most researchers and methodologists. Intrinsic motivation, which originates from within the individual, is particularly crucial in this regard. Intrinsic motivation is characterized by students' interest in the activity itself, rather than being driven by external rewards. Additionally, Vallernd asserts that students exhibit intrinsic motivation when they are engaged in activities that capture their interest and when they seek satisfaction and curiosity from these activities.

The absence of an obvious reward is a sign of intrinsic motivation; fulfilling a task or reaching a goal provides its own satisfaction (Deci, 1975; Cameron & Pierce, 1994). People who engage in such behavior report feeling competent and in control of their own actions, and "they perceive the locus of causality for their behavior to be internal" (Cameron & Pierce, 1994, p. 364). It is believed that naturally occurring, intrinsically motivated behavior leads to creativity, adaptability, and spontaneity (Deci & Ryan, 1985).

1.4.3 Instrumental Motivation

Ellis (1997) defined instrumental motivation as the efforts made by learners to acquire a second language for practical purposes, such as passing an examination, securing better employment, or gaining admission to a university. Based on this interpretation, it can be inferred that instrumental motivation represents a type of motivation in language learning wherein students are driven to acquire knowledge due to a specific goal they wish to achieve through their exertions. This can be likened, for example, to students who diligently engage in the study of English in order to succeed in an English-speaking competition or obtain satisfactory test scores. In essence, instrumental motivation in the context of learning English refers to a motivational force that prompts individuals to take actions that will influence their future behavior (Aminatun, Ayu & Mulyah, 2021).

1.4.4 Integrative Motivation

According to Masgoret and Gardner (2003), a student can exhibit integrative motivation if they are eager to learn, open to interacting with

members of other language groups, and have a positive outlook on the educational process. Integrative motivation is a common trait of individuals who value the target language community and study it in order to become a member of it. According to Gardner (1985), students who are integratively motivated should have an innate desire to learn the language. According to Dornyei (2006), integrativism denotes a positive perception of L2 and its culture to the extent that students might want to integrate into the language and form relationships with L2 speakers. Integrative motivation can be identified by the learners' desire to interact with members of the target language group and their positive attitude toward them (Qashoa, 2006). The evolution that arises internally is another definition of integrative motivation. According to Tilton (2010), learners engage in activities purely for enjoyment.

1.5 Factors Influence Learners' Motivation

1.5.1 Classroom and School Environment

Diversifying forms and ways of education should always be considered. If teachers always stick to the same teaching format, students will inevitably become bored and lose their motivation to acquire language skills. Therefore, educators should use various pedagogical approaches to energize students and bring newness to the classroom, thereby effectively mobilizing students' enthusiasm and achieving good teaching results. From a psychological point of view, individuals have an innate tendency to like the new and dislike the familiar, leading to frequent changes in educational formats to add freshness and ignite passion in students, etc., it is justified to consider introducing different incentives into educational practices. As part of educational implementation, instructors need to make full use of educational resources and tools to diversify their teaching methods (Lin, 2023).

Research shows that there are large differences in student achievement between schools with good and poor school environments. School climate refers to the norms and expectations that exist in a particular school, including students' sense of safety, the physical environment of the school building, students' ability to form positive, respectful, and lasting relationships with others, and students' abilities. To do so, is to build healthy social and emotional

connections with others. Research also shows that school environment has a significant impact on student achievement (gadoe, 2016).

1.5.2 Teaching Strategies and Learning Styles

There is undeniable evidence that differences in teaching methods and learning styles influence students' motivation to learn. Bankier and Wright (2012) argue that the methods used by teachers in the classroom have a direct impact on students' motivation to learn a foreign language. For example, paying attention to the type of students learning styles such as:

Students' visual style who typically acquires knowledge more effectively in isolation with a book, without the need for any verbal explanations. This perspective is further reinforced by Ernest (1998), who asserts that "visual learners need to see the teacher's body language and facial expression to understand the content of a lesson fully. They tend to prefer sitting in the front row of the classroom and learn best from visual displays including; diagrams, illustrated textbooks, overhead transparencies, videos, flipcharts, and handouts."

Auditory learners are the one who learn through the reception of spoken words and oral explanations. Those who possess auditory learning styles have a strong recollection of information when they engage in reading aloud or moving their lips, particularly when encountering unfamiliar content. According to Etleen (2001), individuals who are auditory learners ideally prefer to acquire knowledge by means of listening to lectures and actively participating in group discussions. The optimal approach for auditory learners to effectively learn and assimilate lesson material would be through oral presentations and engaging in group discussions.

Group learners explained that learners with this particular learning style demonstrate optimal learning outcomes when engaged in collaborative study sessions (Reid, 1995). An individual with a proclivity for group learning typically assimilates information more effectively when working in conjunction with a minimum of two peers. This notion was corroborated by Jigsaw (2005) who posited that learning groups not only furnish students with subject matter comprehension, but also afford them the opportunity to actively

engage in teamwork, assume responsibility, cultivate cooperation, and foster tolerance. Group learners consistently attain proficiency through the utilization of verbal language (verbalization), thereby ensuring a constant state of vocal activity throughout the learning process.

Kinesthetic senses Reid (1995) stated that individuals with a preference for kinesthetic learning tend to utilize bodily movements and hand gestures as a means of communication. By actively engaging and participating in all educational activities, those with kinesthetic learning styles will acquire the necessary knowledge. In his online publication regarding perceptual learning styles, Reid elucidated that kinesthetic learners acquire knowledge through practical application and direct involvement, such as incorporating gestures into speech. They may struggle with auditory comprehension, exhibit responsiveness.

1.5.3 Rewards

When learning a foreign language, rewards can develop strong motivation for learners and encourage them to continuously improve their 2LL (second language learning) proficiency. Providing grades and comments on student work is one way to instill a sense of ownership during the learning process. This is because students tend to be more encouraged when they know that their work will be graded. Reward is a powerful tool that teachers can use to increase student motivation.

Reward is a powerful tool that teachers can use to boost the learners' motivation, as it is supported by Deci (1991), a reward in a foreign language classroom is "anything provided to a student in acknowledgment of his accomplishment or the work he gives in the classroom, whether it be a gift, money, anything tangible, or something in concrete."

1.5.4 Feedback

It has been demonstrated that teacher feedback affects students' motivation, particularly when it comes to second language learning. This relates to the notion that since teachers are more knowledgeable than students, students may rely on them more as partners. One common strategy for

promoting learning in the classroom is to keep an eye on students' progress and provide constructive criticism (Ananda et al. 2017). Numerous studies (Ellis, 2009; Harmer, 2005; Passov, 2010; Ur, 2009, etc.) have emphasized that in the context of FL instruction and learning, there is a strong relationship between feedback and motivation. In the context of education, assessments, grades, verbal and written feedback, and other forms of evaluation are used. Feedback is particularly important in fostering a learning attitude in the subject matter. Feedback, then, combines assessment and guidance, providing the learner with knowledge about their academic performance that they can utilize to improve areas of weakness or guide future research (Herman et al. 2023). Evaluations in foreign language classrooms include not only grades but also approval or disapproval of student comments.

Feedback is defined as "responses to improper output by teachers and peers that reformulate the forms or provide indications for adjustments," by (Li, 2013, p. 8). Feedback may result in the following: the identification of errors and mistakes in vocabulary, grammar, and pronunciation; a discussion of the completed work; the clarification of problems; the identification of the tasks' strengths and weaknesses; and recommendations for improving them (Ur, 2009, p.242).

1.5.5 Technology

The use of digital technology in teaching and learning foreign languages is not new. On the other hand, it appears that its effects are accelerating with the introduction of Web 2.0 and the wide range of more accessible, easier to use tools. Because of this integration, learners' learning strategies have been revitalized and teachers' pedagogical practices have changed.

Using technology in the classroom can help students become more intrinsically motivated to learn. Students' participation may rise if technology is also used in the classroom. The motivational aspects of each innovation are typically seen as a crucial component of its instructional qualities, as stated by Lamb, who claims that "... developments in digital technology are probably the most prolific source of innovation in L2 teaching methodology in

contemporary times, at least in western or developed world contexts."(Lamb, 2017, p. 30).

Lamb (2007) listed the main motivational benefits of using technology in foreign Language learning:

- Greater autonomy and individualization;
- Enhanced opportunities for communication;
- Identity development;
- Recognizing and utilizing learners' existing IT skills;
- Content-based instruction;
- Intercultural content;
- Designing motivating tasks;
- Increasing the relevance of the L2;
- Alternative forms of assessment.

1.5.6 Home Environment

When students come from homes that deal with 'family disruption issues' or when they come from homes where they experience one or more of the variables listed below:

- They do not live with their biological parents.
- They frequently move from house to house.
- Their biological parents are not married.
- Their primary caregiver frequently changes.
- They do not live with their biological father.
- They do not spend time with their biological father.
- They have been or are currently involved with Child Protective Services.

(Somers et al., 2011)

Students who lived with both of their biological parents demonstrated higher levels of academic motivation and achievement as indicated by their grade-point average. Similarly, students who were raised in households where their biological father was absent also reported low academic motivation, which in turn resulted in poorer educational experiences and lower academic achievement (Somers et al. 2011,).

1.5.7 Parental Involvement

Research has established a definite connection between parental involvement and academic achievement; however, there is also a connection between parental involvement and intrinsic motivation. There are numerous ways for a parent to demonstrate their involvement in their child's education. In addition to asking their children about their school day, attending school functions and meetings, helping with school projects, and encouraging their children to study for exams and quizzes, parents can also assist their children with specific skills that are being taught in school. Parental expectations for their children's potential and attitudes regarding their own abilities have a significant impact on motivation (Usher & Kober, 2012).

According to research by Gonida and Cortina (2014), parents who use an autonomous-supportive parenting style and assist their kids with their homework are more successful in raising their kids' motivational development than those who employ a different approach. Self-sufficient and encouraging parents foster their kids' motivational growth by assisting them in reaching their objectives and learning new abilities. Parents who assist their children using a parental control parenting style were less successful in increasing their children's motivational development. This parenting style not only increases student motivation but also leads to better academic achievement.

1.5.8 Age Difference

Age is another factor that may have an impact on learners' L2 motivation levels. The majority of the studies' findings seem to suggest that motivation decreased with age, despite the fact that very few studies looked at

the connection between age and L2 motivation. As stated by Williams and colleagues's (2002) study, seventh graders outperformed ninth graders in terms of perceived self-ability and success, integrative orientation, positive attitude toward their teachers, and the need for the language.

During the Critical period investigations have traditionally concentrated on disparities between children and adults, positing that individuals in their early years exhibit greater proficiency. However, recent research on the acquisition of oral language skills among children of varying ages has indicated that older children demonstrate a more rapid rate of learning compared to their younger counterparts (Collier, 1988). A study conducted by Ervin-Tripp (1974) revealed that after nine months of English language instruction, children between seven to nine years old exhibited superior performance in comprehension, imitation, and conversational abilities in comparison to children between the age four to six .

Similar findings were reported by Sung and Padilla (1998), who discovered that elementary students had greater motivation to learn Chinese, Japanese, and Korean than secondary students. Additionally, younger students in Baker and MacIntyre's (2000) study showed higher levels of motivation than older students. Age was found to be a determining factor in Sung's (2010) study of Chinese college students; younger students were found to be more enthusiastic about learning the language because of what their friends thought of the classes and professors at school and because they wanted to study in a Chinese-speaking nation. Conversely, conflicting findings were found in a few studies on the relationship between age and L2 motivation. For instance, Wong (2008) discovered that Chinese immigrants in Hong Kong who were older than 20 years old and were learning English showed greater motivation to do so than those who were younger than fifteen . Kormos and Csizér (2008) conducted a comparison between three distinct age groups of Hungarian English language learners and determined that the younger...

1.5.9 Gender Differences

Gender inequality is not a unique problem. It has been noted that high-achieving teenage boys and girls differ significantly from one another.

Differences in learning preferences and styles or differences in socialization may be the cause of the observed incongruity. According to studies on the gender divide in talented students, female students who excel academically could feel pressured to hide their gifts.

As stated by Jungert et al. (2014), female students often feel that they have to make a decision between being seen as socially valuable and putting their academic goals first.

Research has shown that girls who are exceptionally gifted academically typically perform less well than their male counterparts who are similarly gifted. Additionally, there is a dearth of institutional support available to female students at the university level. Female students typically use these programs less than male students, even in situations where they are available.

At the elementary school level, at least fifty percent of female students are classified as gifted, talented, or highly capable; by the time they reach junior high school, however, this percentage falls to less than twenty five percent. The study emphasizes how many intellectually gifted women have had to hide their abilities in order to function in social settings. They have been conditioned to exhibit this behavior by their parents and educators.

1.6 Motivational Strategies

According to Dörnyei and Kubanyiova (2014), motivational strategies are divided into broad categories. As strategies focusing on the learner's vision, learning experience and group experience.

Motivational strategies focus on the learners' future vision that are based on the future self-guides which have the capacity to motivate the action, This does not always happen on its own; frequently, positive future self-images fail to translate into real action, despite the desire to acquire the foreign language. Therefore Dörnyei and Kubanyiova (2014) have designed a six-phase visionary training approach designed to increase the capacity of future self-guides to motivate action effectively:

Creating the vision: Developing desired future selves for learners—that is, building ideas of who they could become as L2 users and what learning an

L2 could bring to their lives—is a logical first step in a visionary motivational program.

Strengthening the vision: The more intense the images accompanying the vision, the more powerful the vision. Therefore, we need to help students see their desired L2 self more clearly and, consequently, with a greater urgency for action.

Substantiating the vision: Possible selves are effective only to the extent that learners perceive them as possible. Therefore, students need to anchor their ideal L2 self-images in a sense terms of realistic expectations.

Transforming the vision into action: Vision without action is a daydream; Future self-leaders are productive only if they are accompanied by a set of concrete action plans, that is, by design of concrete paths that will lead to that self.

Keeping the vision alive: Each person has several different possible selves stored in memory that compete for attention within the person's limited "working self-concept." To keep our vision alive, we need to activate it regularly so that it is not crowded out by other life concerns.

Counterbalancing the vision: A classic principle in the theory of possible selves is that for maximum effectiveness as a motivational resource, a desired future self should be balanced by a corresponding "feared self," that is, a scenario that describes the negative consequences of failure.

However, the individual learning experience involves different techniques, the most crucial ones being stimulating the students' curiosity and attention, raising their expectations of success, tailoring the teaching materials to their needs, breaking up the monotony by varying as many aspects of the learning process as possible, making the learning tasks engaging and interesting, boosting students' self-confidence by regularly encouraging them and lowering their language anxiety, boosting learner satisfaction by celebrating success, and assigning grades in a way that is motivational (e.g. transparent evaluation process, ensuring that grades represent work and growth

The Influence of Teacher-Learner Rapport on EFL Learners' Motivation

rather than just objective levels of performance, and supporting accurate student self-evaluation).

The group experience strategy is closely linked to group building techniques. The two areas have the biggest impact on learners' motivational states are norms and group cohesiveness. The former speaks about the quality of the bonds that members of the group have with each other and the group itself, while the latter speaks about the implicit and explicit classroom norms of behavior that govern the learner group's daily activities and enable cooperative learning.

A supportive classroom environment can be intentionally fostered with positive group norms. Some ideas include getting to know one another, offering extracurricular activities as a means of fostering contact and interaction between students, encouraging cooperation toward shared objectives, and encouraging intergroup competition (e.g. g. games and sporting events); and, oddly enough, forcing the group's members to endure a difficult physical task or go through a disaster together, thereby exposing them to shared struggles and dangers.

Group norms play particularly an important motivating role when things go wrong, like when the class starts to adopt a "norm of mediocrity". This is a reference to the peer pressure that students face to perform well academically in order to avoid being labeled as "nerds" or "brains". Individual student motivation levels frequently plummet as a result of this practice. The secret of norms is that they are, by definition, social products: If we want to introduce a long-lasting and constructive norm, it needs to be explicitly discussed and accepted by the group. So, how can we ensure that the norms in our classroom support rather than impede learning? Likewise, counterproductive norms must be confronted head-on and altered via consensus. In addition to lessening the frequency of norm violations, these efforts to establish norms will assist the class in reining in the "culprit" when a student disobeys a rule. Peers have the power to enforce group norms and exert significant group pressure on disobedient individuals.

1.7 Dörnyei's (2001) Motivational Strategies Framework

It is important to remember that every one of the aforementioned sophisticated strategies has unique strengths and characteristics depending on the situation. Regarding what factors in pedagogical practice might affect student motivation; those approaches approach the problem from somewhat different angles. That being said, the purpose of this paper is to examine a process-oriented model that uses several stages to motivate EFL learners. Developed specifically for educational purposes, Dörnyei's motivational teaching strategies offer an advantage over the comprehensive and clear framework (Lamb, 2017). It is centered on the process-oriented model. Additionally, since Dörnyei's (2001a) motivational strategies encourage goal-directed behavior, it should be easier for EFL teachers to incorporate them into their language teaching methods. As a dynamic quality that shifts over time in response to various influences, motivation is viewed in Dörnyei's process-oriented model (Bankier and Wright, 2012). It is therefore believed that inspiring students is a process rather than a singular state requiring instant action. In order to create, sustain, and reflect on motivation over the long term of learning processes, educators and students utilize motivation processes.

First, Dörnyei's (2001a) motivational strategies is setting up fundamental motivational conditions (Dörnyei, 2001a). It is thought that a number of prerequisites need to be met before learners can develop the drive to acquire a foreign or second language, and that's before the following strategies can be put into practice. It starts with creating a welcoming environment in the classroom.

Creating the initial drive is the second step. The focus is on determining the level of readiness and excitement among students for the material, irrespective of their prior learning experiences (Bankier & Wright, 2012; Dörnyei, 2001a). Therefore, before students begin taking any action related to learning, the strategies are typically put into practice. It includes, but is not restricted to, initiatives like raising their chances of success, tailoring the content to their needs, and highlighting the practical benefits of English.

The Influence of Teacher-Learner Rapport on EFL Learners' Motivation

Sustaining and safeguarding motivation is the third stage. As learners embark on the arduous process of acquiring a foreign language, it is probable that they will become disoriented from their initial objectives. Additionally, the motivation of students to learn is also undermined by a variety of distraction sources.

Encouraging a positive self-evaluation, According to Dörnyei (2001), "one of the most important aspects of motivating is to help learners deal with their past in a way that will promote rather than hinder future efforts" (p. 117). This holds true for both emotional everyday occurrences and important experiences from years past. Therefore, in addition to encouraging students to assign positive blame for their past successes and failures (Peacock, 2010), teachers must maintain high levels of motivation in each classroom by providing thoughtful, constructive feedback on students' work, exercising caution when using rewards, marks, or grades, and creating a sense of accomplishment through the demonstration of L2 knowledge and skill.

Therefore, in order to reduce such circumstances, motivational maintenance is needed. Plans like assigning work in an engaging manner, assisting students in setting clear learning objectives, and promoting are just a few examples of how to keep students motivated.

Dörnyei and Ushioda (2011, p.136) provide a useful summary of these strategies, updated with fresh theoretical and empirical support, but accompanied by important disclaimers:

- That teachers should select their tactics based on personal preferences, as it is not feasible for them to employ all of the strategies. E. what works for their particular style of instruction,;
- That any strategy would need to be adjusted to fit specific sociocultural settings and educational settings;
- Educators ought to exercise caution when it comes to "controlling or regulating" the use of "carrot and stick" methods to increase students' motivation.

1.8 The Importance of Motivation

According to Gearcia (2017), motivation is widely regarded as the driving force behind societal progress. In the realm of education, motivation assumes a pivotal role; it stands as a fundamental component crucial for enhancing the quality of learning. Abussalim (2008) highlighted motivation as a key factor influencing both educators and learners, thereby contributing significantly to the efficacy of the teaching-learning dynamics. The absence of motivation hinders students' progress towards their academic objectives, particularly in challenging environments such as educational institutions and workplaces. In the absence of motivation, students encounter obstacles in achieving their desired outcomes, underscoring the indispensable nature of motivation in facilitating success. Consequently, the dearth of motivation within educational settings has the potential to impede the overall learning process.

1.9 Defining Teacher and Learner Relationship

The impact of the student-teacher relationship on student engagement and academic achievement is a crucial factor. Empirical evidence from a study conducted by Skinner and Belmont revealed a reciprocal association between teacher behaviors and student motivation in the classroom. The most significant influence on behavior and students' perceptions of their teacher came from teachers' interactions with students. Put differently, when students feel cared for, they begin to believe that their needs are being met, resulting in enhanced feelings of competence and determination. The study concluded that students' level of motivation is influenced by both their perceptions of teachers and teachers' actual behaviors. This indicates that students who perceive their teachers as warm and affectionate tend to experience greater happiness and enthusiasm in class. Likewise, students who perceive their teachers as providing clear expectations, strategic help, and contingent responses also experience happiness and enthusiasm towards learning. Based on the findings of this study, it can be inferred that positive student-teacher relationships contribute to high levels of student motivation and ultimately lead to increased academic achievement among students (Skinner & Belmont, 1993).

1.10 Teacher and Learner Rapport as a Factor Affecting Learners' Motivation

The motivational traits of language teachers were a relatively underappreciated area of motivation, but this changed in the 1990s as more research focused on classroom-based motivation, according to Dörnyei (2005, p. 115). He went on, saying that since teacher motivation has a big impact on students' motivational disposition and, more broadly, on their learning achievement, it is undeniably important to understand the affective basis of instructed SLA.

Dörnyei (2001) accentuates that in order for motivational strategies or techniques to be effectively used, it is essential that the following three motivational conditions be met: a cohesive learner group with appropriate group norms; a pleasant and supportive classroom environment; and appropriate teacher behaviors and a good relationship with the students.

Furthermore, Dörnyei (2001, p. 36) made it clear that a motivating teacher must have a positive relationship with his/her students that extend beyond the classroom, stating, "I don't think it requires much justification to claim that". He also emphasizes

Teachers who foster relationships of mutual trust and respect with their students, who respond to their concerns in an empathic manner and who share warm, personal interactions with them, are more likely to inspire them in academic matters than those who have no personal ties to the students.

According to Ahdi and Hassan (2021, as cited in Jeremy and Pearson, 2007), rapport pertains to the connection that exists between learners and their instructors, characterized by positivity, enjoyment, and mutual respect within the context of English language instruction. Within this framework, there is a constructive exchange of support and encouragement which serves to enhance motivation and facilitate learning. Ahdi and Hassan (2021, as cited in Jill, 1993) emphasized the significant role of a conducive learning environment in bolstering learners' self-assurance, drive, and overall disposition, thereby influencing their educational progress.

1.11 Teacher and Learner Rapport

According to Frisby (2019), the rapport between educators and students is characterized as amicable, perceptive, and genuine relationships. Thus, rapport is defined as a mutually respectful understanding that results from a trusting relationship between the instructor and the students. The teacher and students have had a lot of fun together, which is why Rapport is a relation-related concept that has been shown to raise the possibility of positive learning outcomes. Friendliness is the hallmark of rapport, and one of its primary components is taking care of others (Frisby & Gaffney, 2015).

According to Burke-Smalley (2018), students view rapport as a vital component of effective instruction. Teachers must thus consistently support students, value their academic endeavors, and show respect for their ideas in order to build rapport with them (Wilson et al. (2012)). In a similar spirit, Thompson (2018) says that in order to meet the needs and interests of the students, teachers and students must develop a cordial, reciprocal relationship. Building rapport with students helps to create a positive learning environment and enjoyable learning experiences. This therefore improves positive feelings about learning and results in a more effective presentation (Delos Reyes & Torio, 2020). A key component of successful L2 learning is building and sustaining a rapport between the teacher and students.

1.11.1 Poor Relationship

Glasser (2010) believes that what students lack in school is an intellectual relationship or conversation with the teacher, This means it would be difficult for the teacher and the student to reach out to one another if there is a lack of communication between them. In addition, the teacher's demeanor and mannerisms send a message to the students about whether or not they are willing to listen to their opinions and make contributions to the classroom. Occasionally, problems like these can result in unhealthy relationships that come to an end.

As Tucker (2018) said in her article: "A lack of awareness on the part of the instructor leads to poor teacher-student relationships".

The Influence of Teacher-Learner Rapport on EFL Learners' Motivation

This confirms that certain educators can be thoughtless and heartless, which causes them to become distracted from their students' needs and desires in the classroom. Educators would be better served by asking each student directly what kinds of presentations and content they would like to see in their classes.

Tucker (2018) also claimed that: "not all students respond the same way to lessons, and some require personalized educational practices."

This means that teachers should pay attention to other students who are struggling to understand the lesson because of the way the teacher is presenting it, in addition to the minority of students who understand it. In order to save time and energy, teachers must adapt their teaching strategies to the needs of the entire classroom. It is said that ignorance is the reason why students may begin to dislike their teachers, but this can be prevented if the teacher tries to build relationships with the students who were overlooked. These students are typically introverts who find it difficult to speak up for them, and they will never approach their teacher if they are not approached first.

1.11.2 Strong Relationship

Meador (2019) noted that "a trusting classroom with mutual respect is a thriving classroom complete with active, engaging learning opportunities."

Meador (2019) made a connection between respect and trust and effective classrooms. When teachers treat their students with respect, they receive that respect back. This builds stronger relationships, makes students more accountable for their academic responsibilities, and makes it easier for the teacher to mend his relationships with each student.

Teachers, as educators, and students should both display respect in the classroom. This reciprocal respect involves demonstrating appreciation, attention, and consideration, which can shape and inspire students to adopt this attitude for the rest of their lives.

Strong student-teacher relationships are also characterized by trust, which gives teachers the ability to believe in their pupils and instill confidence in them. Students who are shown trust also have faith in the possibility of

advancement and level improvement. Because it shows that their teacher is paying attention to their progress and is concerned about it, learners are impacted by this cautious behavior, which will inevitably lead to academic and personal growth.

Shanika stated (2016) that It is easy to teach the same lessons year after year simply because they have worked in the past, without giving much thought to students' current interest level. But even the strongest curriculum still needs some variety once in a while to make learning fun.

This supports the idea that lessons should occasionally be creative and enjoyable because repetitive instruction will drive students away and cause them to become disengaged. It is said that instructors who get along well with their students are the ones who are laid back and willing to break things up to make for at least five minutes of entertainment. In order to get students' attention, these teachers frequently relate lessons to real-world situations through storytelling and illustration, which lessens the lesson's intensity and tension. Teachers contend that lessons shouldn't be solemn and depressing all the time. However, enjoyment also defuses tension in the classroom. Teachers who naturally exhibit this kind of trait—always grinning and with a positive outlook—are common, and students tend to pick this up since positive attitudes are contagious

1.12 Strategies to Build Rapport between Teacher and EFL Learners

Positive interactions between teachers and students are one way to preserve the teacher-student bond. The success of a teaching and learning activity is determined by the interaction between the teacher and the students Bruney, (2012). Positive effects on teachers' effectiveness and students' learning make good classroom interaction a crucial component of student learning and the enhancement of effective teaching and learning activities (Özer, Atik, ad, & Kiş, 2015; Swenson, 2010; Webb & Barrett, 2014). (Pianta et al. 2012; Swenson, 2010; Sánchez, González, & Martínez, 2013).

The Influence of Teacher-Learner Rapport on EFL Learners' Motivation

According to Bruney's research (2012), the presence of classroom interaction influences students' perceptions of teachers' effectiveness in setting up activities and establishing any in-class activities will not be successful if the teacher and students do not have a strong relationship. Positive interactions in the classroom increase student achievement (Nguyen, 2007) and foster a positive attitude toward the learning task (Pianta et al. 2012). Sánchez et al. (2013) conducted another study. They found that a positive teacher-student relationship affects students' motivation to learn by making them feel more at ease and confident to approach teachers with concerns about their academic and personal lives. Students will feel more at ease and driven to pay attention in class if they believe they have a positive relationship with their teacher.

A teacher must be aware of two factors that influence the development of rapport when building one. Respect is one of the main variables that affect rapport. Respect is essential when handling any problematic behavior that arises in the classroom (Harmer, 2007a; 2007b). Unrealistic learning objectives that are set in the classroom and may be too easy or too difficult for the students to achieve can give rise to any problematic behavior. According to (Scott & Ytreberg ,2000), having realistic learning objectives is a way to show respect for students who come from different backgrounds and have varying levels of language acquisition. According to Brown (2001), establishing and maintaining a positive rapport also requires respect for their opinions. It also includes the way the teacher responds to the students' conversations. Teachers' communication style has an impact on students' perceptions of them (Harmer, 2007). Giving feedback is one instance of the frequent teacher talk that takes place in the classroom. Since not all students are happy to be corrected, teachers must carefully consider correcting mistakes without undermining the positive effort put forth by the students (Paul, 2006). However, some students require more support and positive reinforcement (Harmer, 2007). Consequently, encouraging feedback that uplifts students without depressing them must be increased in the classroom (Paul, 2006).

In addition to teacher talk, teachers' gestures are another important observation to make. Mime, gesture, and expression should all be appropriate for the language being used in the classroom (Harmer, 2007). Eye contact is

The Influence of Teacher-Learner Rapport on EFL Learners' Motivation

necessary to demonstrate interest in and attention to students' conversations (Levine & Adelman, 1982), and smiling helps to create a positive atmosphere in the classroom, (Paul , 2006). As a result, a teacher who values their students will treat them with respect and handle any issues in the classroom with the same respect (Harmer, 2007).

Fairness is a significant contributing factor to the development of rapport. Since students can sense when a teacher is being unjust, (Scott & Ytreberg, 2000) asserted that treating them fairly is also essential to developing positive relationships. Whether they are inactive or active learners, good learners or bad learners, they should all have equal opportunities to practice their language and receive assistance from their teachers (Harmer, 2007). (Paul, 2006) It is imperative that educators provide equitable attention to every student in the classroom, demonstrating concern for both the good and the bad students (Paul, 2006). According to Hammer, building and sustaining rapport with students can be facilitated by treating them equally.

The EFL teacher must come up with suitable classroom management techniques in order to keep the rapport intact. Experts have created certain techniques for preserving the rapport between teachers and students. According to Brown (2001, p.203), teachers should engage in the following seven activities to build rapport with their students:

- Demonstrating an interest in each student as an individual;
- Providing feedback on each student's development;
- Actively seeking out the ideas and feelings of the students;
- Appreciating and respecting the opinions and thoughts of the students;
- Laughing alongside rather than at the students;
- Cooperating with them rather than against them;
- Cultivating a sincere sense of vicariously joy when they succeed or learn something.

The Influence of Teacher-Learner Rapport on EFL Learners' Motivation

Harmer (2007) also encourages additional activities to build rapport. These include: recognizing students' names, characters, and backgrounds, listening attentively to each student, showing respect, and being fair and equal in attention. This helps foster teacher-student relationships and successful classroom interactions (pp. 113-115).

Bruney (2012) has also carried out related research on strategies for upholding the rapport between teachers and students. Her investigation focused on how the relationship between teachers and students influences the development of trust and emotional intelligence in elementary school classrooms. This study found that the presence of the teacher in the classroom influences the students' perception of the teacher's performance through interviews with two experienced teachers in the Greater Toronto Area. This study also recommended three practical methods for preserving the rapport between teachers and students:

- Talking about one's own feelings;
- Asking for students' assistance;
- Storytelling.

Pianta (2012) also carried out similar research. They carried out a study to look into the ideas of engagement and interactions, as well as how to enhance interactions between teachers and students. Four ideas were found to be important in preserving the relationships and interactions between teachers and students:

- Assessing background information and interaction cognitions;
- Creating continuous relational supports;
- Providing frequent individual feedback;
- Being the focus of interactions.

Sánchez (2013) also carried out another investigation. Their research examined how the relationship between teachers and students affected EFL instruction. Information regarding the challenges of developing a good teacher-

The Influence of Teacher-Learner Rapport on EFL Learners' Motivation

student relationship and how it affects students' motivation was found in this study. According to this study, in order to increase students' confidence and comfort level when approaching them to discuss personal and academic concerns, teachers should establish a relationship of trust.

The following ten rapport-building principles have been found to be useful in establishing good rapport in the classroom:

- Recognizing students;
- Working cooperatively;
- Building trust;
- Equal and fair treatment;
- Sharing ideas and feelings;
- Experience and feeling sharing;
- Sharing humor;
- Listening appropriately;
- Providing feedback;
- Expressing non-verbal communication.

As Webb and Barrett (2009) both point out that developing rapport with students is actually a difficult task for EFL teachers. However, most EFL teachers still struggle greatly with maintaining the rapport, even though it will automatically continue after a while (Swenson, 2010) particularly in face-to-face meetings (Coutrim, 2016; Murphy & Manzanares, 2012). A teacher's difficulty in controlling classroom interaction was revealed by Gebhard (2006). According to Gebhard there are three issues that English teachers deal with when it comes to classroom interactions:

- The teacher feels as though they don't have enough time to talk to the students because they typically struggle with time management;

The Influence of Teacher-Learner Rapport on EFL Learners' Motivation

- There are not enough English-speaking students, which makes the interaction run smoothly;
- The teacher cannot remember the names of the students, which is an issue that nearly all teachers encounter when managing large classes.

To establish a strong connection, an English as a Foreign Language (EFL) teacher may engage in self-assessment. Numerous researchers argue that self-assessment can help learners become more aware of their progress and motivate them to self-monitor their learning journey (Baniabdelrahman, 2010; Butler & Lee, 2010; Egodawatte, 2010; Kato, 2009; Meihami & Razmjoo, 2016; Srimavin & Darasawang, 2004), to be self-motivated (Butler & Lee, 2010; Ross, 2006; Srimavin & Darasawang), to be self-directed in learning (Butler, Lee & Kato 2009), is also applicable for teacher's professional development (Airasian & Gullickson, 1994; Ross & Bruce, 2007).

Self-assessment can help teachers become more aware of the needs in establishing teaching and learning activities and improve their performance in the classroom (Avalos, 2011; Montgomery & Baker, 2007; Ross & Bruce, 2007). Teachers spend most of their time in the classroom acting without knowing why they are acting the way they do (Çimer & Vekli, 2013). Teachers who engage in self-assessment can better reflect on their teaching, examine the state of the classroom, and assume greater accountability for their future actions (Airasian & Gullickson). According to Lumpe, Haney, and Czerniak (2000), offering teachers the assistance they require like self-assessment might be sufficient to sustain their enthusiasm for teaching.

Conclusion

To conclude this chapter, it can be said that motivation for EFL learners is an essential part. Mentioning the types of motivation and identifying the common factors that influence their language learning proficiency has been an important aspect to shed light on. The strategies that can enhance motivation have been also tackled because, they play a major role building good and positive relationship between the teacher and the learner. The second chapter

The Influence of Teacher-Learner Rapport on EFL Learners' Motivation

will be devoted to the fieldwork where the data will be analyzed and interpreted.

Chapter two: Data Analysis and Interpretation

Introduction

This research attempts to investigate the impact of teacher-learner rapport on EFL learners' motivation. In this chapter we will present the research instruments, the population, the sample and the description of the questionnaires. The questionnaires have been sent to English language students and teachers of Mohammed Kheider University, Biskra. The questionnaires focus on the motivational strategies that teachers use. Also, on how their interaction between each other can affect their learning motivation, challenges that teachers face to motivate their learners and how they will improve themselves professionally.

2.1 Review of Research Methodology

2.1.1 Research Method

This study is exploratory in nature. It aims to explore the potential relationship between teacher-learner rapport and motivation.

2.1.2 Population and Sample of the Study

The participants of this study are ten (10) EFL male and female teachers who were randomly selected for the survey. Moreover, eighteen (18) first year EFL students were also randomly selected to take part in the study.

2.1.3 Data Gathering Tools

Two questionnaires were used in this study. The first questionnaire was conducted with the EFL teachers. It is divided into two sections with close-open ended questions. The first section includes five questions for general information about the participants and the second part includes four questions that relate to building rapport between the teachers and learners.

The second questionnaire is devoted for first year EFL students. It consists of two sections; the first section has seven general questions and the second one has four questions about how the learners think on building relationship with their teachers by providing specific strategies to follow.

2.2 Teachers' Questionnaire

2.2.1 Aim of Teachers' Questionnaire

The questionnaire is designed to gather general information about EFL teachers; gender, teaching experience, teachers' point of view about their learners' motivation, reasons that make teachers consider themselves motivational, and the most strategies that help learners stay motivated. Also, seeks to build a relationship between the teacher and the learner by asking about challenges they face while motivating their learners, if the relationship affect their motivation during the learning process, and the ways that can establish a supportive relationship.

2.2.2 Description of Teachers' Questionnaire

The questionnaire is designed to collect data from EFL teachers at Mohamed Kheider University of Biskra. The teachers' questionnaire starts with a brief introduction that describes the goal of the research and the importance of teachers' clear and precise answer. It was composed of nine (09) mixed questions that require answers with dichotomies (yes/no question) or picking up the appropriate answer from a series of options, or open questions asking teachers to explain their choices. The questionnaire was divided into two sections each section focuses on a particular aspect. First section aimed at finding the general background information through five (5) simple questions. Second section contained four (4) questions about on building rapport between teachers and EFL learners.

2.2.3 Piloting and Validating

After designing the first draft of teachers' questionnaire, the researcher pre-used it to verify its validity before the administration stage. Fundamentally, the piloting draft was submitted to the supervisor of at Mohamed Kheider University of Biskra. The aim of piloting stage of the questionnaire was to check if the questions clear and simple for teachers, to verify if teachers' answers will serve the study, and to check if there were any repeated questions.

2.2.4 Administration of Teachers' Questionnaire

Teachers' questionnaire was administered to the selected sample that consists of EFL teachers at Mohamed Kheider University of Biskra. For the administration phase, we decided to distribute the questionnaire online to teachers through "Facebook" and "E-mails", however, only ten (10) teachers accepted to participate and give their answers.

2.2.5 Analysis of Results

Section One: Background Information

Item01: Specify your Gender.

Gender	Number	Percentage
Male	5	50%
Female	5	50%

Table 1 : Learners' Gender Distribution

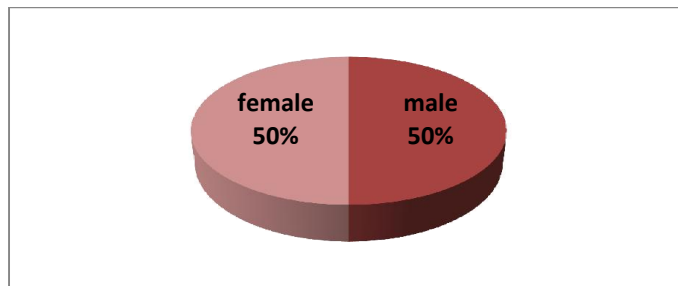


Figure 1.1: Learners' Gender Distribution

This question aims to know how many males and females have answered the questionnaire. The analysis showed that 50 % were males (5 teachers) and 50 % were females (5 teachers).

Item02: How long have you been teaching English?

Years of Experience	Number of teachers	percentage
16	2	20%
10	2	20%
9	2	20%
8	1	10%
7	1	10%
6	1	10%
5	1	10%
Total	10	100%

Table 2 : Teachers' Years of Experience.

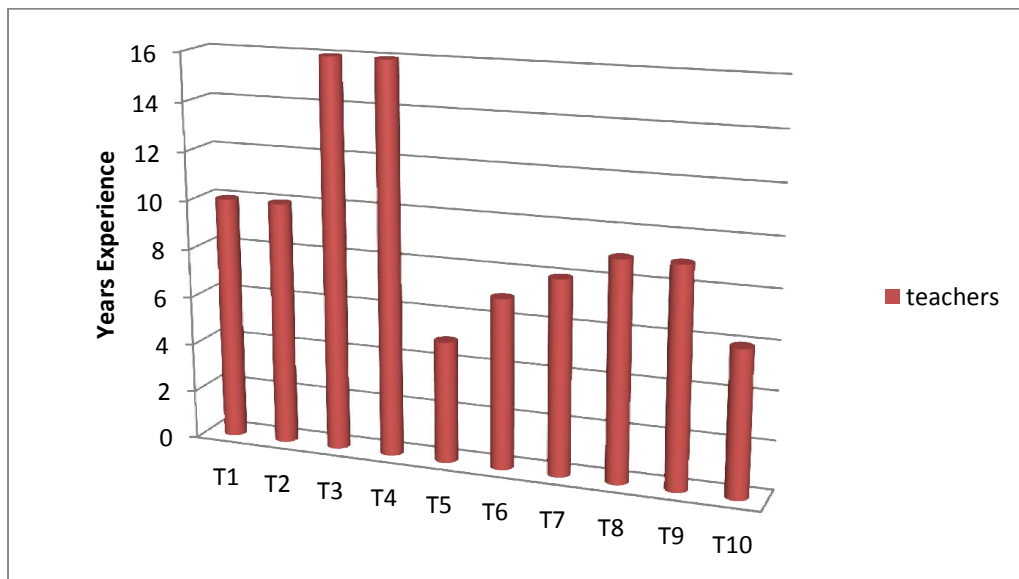


Figure 2.2: Teachers' Years of Experience.

This question shows that most of the teachers have experience in their profession for more than 10 years, 20 % (2 teachers) have been teaching English for 16 years, 20 % others have experience for 9 years, and the rest of teachers have experience between 5 to 9 years.

Item03: Do you see your learners motivated enough to learn a foreign language?

Option	Number	Percentage
Yes	5	50%
No	5	50%
Total	10	100%

Table 3 : Teacher's Awareness of their Motivation on their Learners.

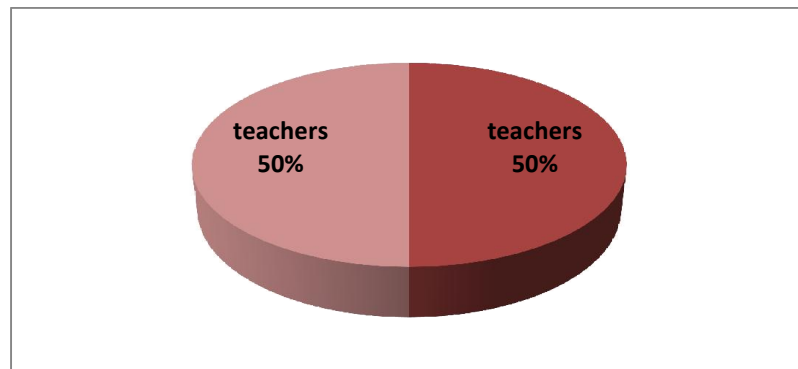


Figure 2.2 : Teacher's Awareness of their Motivation on their Learners.

This question aims to see if teachers are aware of their learners' motivation to learn the language. The analysis shows that 50 % (5 teachers) of teachers think that the students are not motivated enough while, 50 % (5 teachers) shows that their motivation is enough to learn a foreign language.

Item04. Do you consider yourself as motivated teacher? Why?

Option	Number	Percentage
Yes	9	90%
No	1	10%
Total	10	100%

Table 4: Teachers' Perception if they Are Motivational.

The Influence of Teacher-Learner Rapport on EFL Learners' Motivation

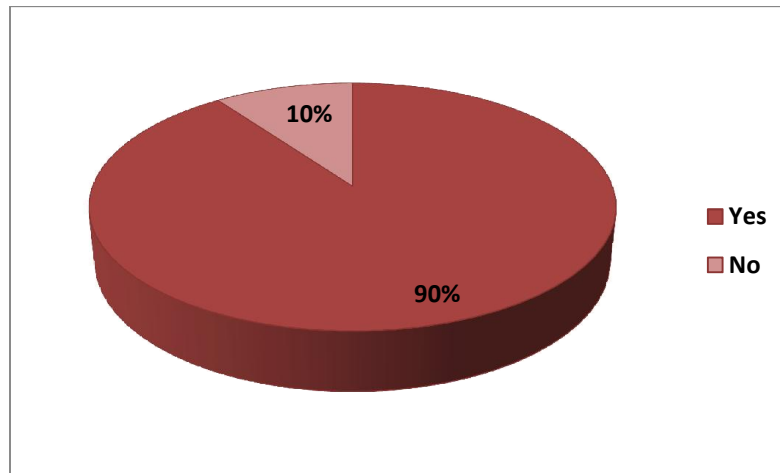


Figure 2.3: Teachers' Perception if they are Motivational.

This question aims to show how many teachers consider themselves as motivational factors. The analysis showed that 90% of them said 'Yes' and only 10% who answered 'No'. However, the reasons of saying 'yes' were mostly because they are very passionate about their job, they consider themselves as workaholic teacher to motivate their learners with every possible way.

Item05. Which from these strategies do you use to keep your learners motivated most of the time?

Option	Number	Percentage
Providing feedback	3	30
Sharing humor sometimes	1	10%
Being supportive	3	30%
Equal and fair treatment	1	10%
Know your students interests	1	10%
Respect and trust	1	10%
Total	10	100%

Table 5 : Teachers' Strategies to Keep Learners Motivated

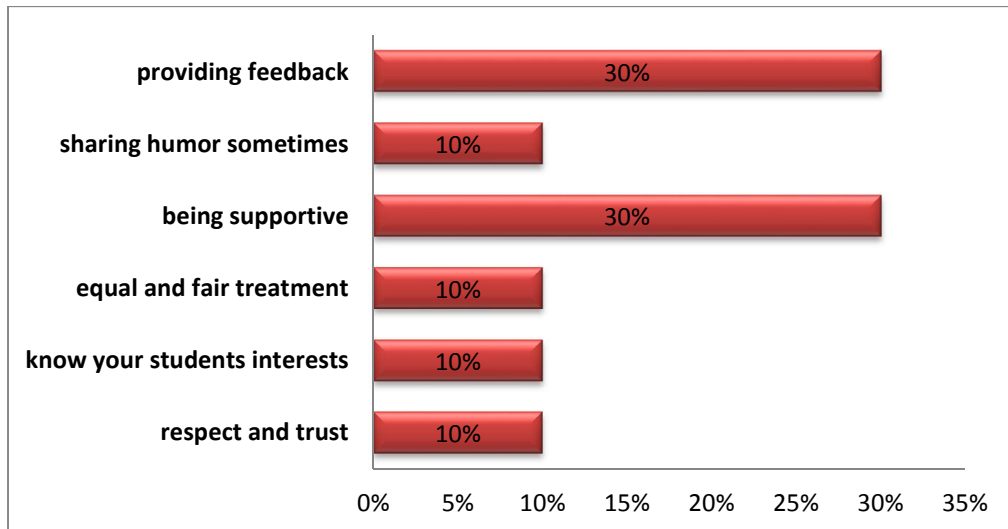


Figure 2.4 : The Most Strategies Teachers' Use to Keep Learners Motivated.

The aim of this question is to understand which from these strategies is the most used by the teachers to keep the learners motivated and more engaged during the learning process. However, the analysis showed that 60 % of teachers chosen providing feedback and being supportive as the most used strategy. 40% of respondents have chosen knowing the students' interests and providing feedback as strategies they use to keep the learners motivated also sharing humor sometimes and equal and fair treatment.

Section Two: Building Rapport

Item06. What challenges have you faced in motivating your learners?

This question aims to show the common challenges that teachers face in motivating their learners.

Option	Number	percentage
Lack of interest and excitement	7	70%
Busy schedule	1	10%
Low self-esteem	2	20%
Total	10	100%

Table 6: The Challenges Teachers Faced in Motivating their Learners'.

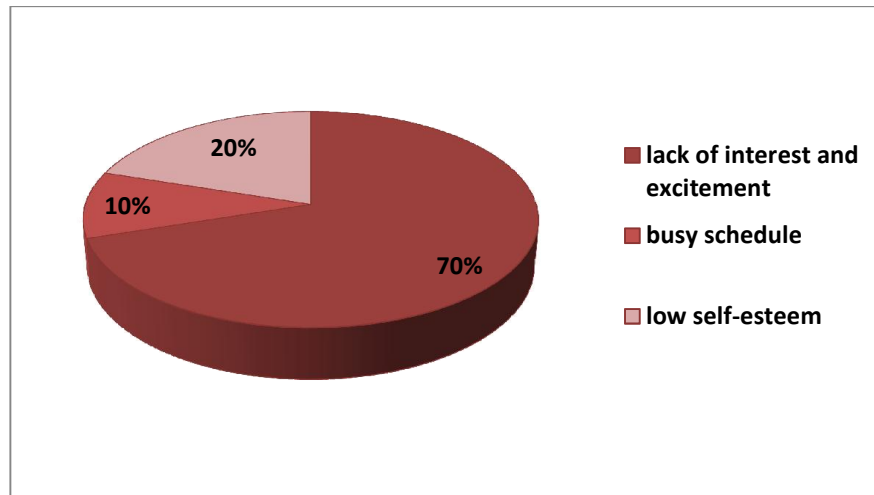


Figure2.5 : The Challenges Teachers Faced in Motivating their Learners'.

Statistically speaking findings in the table reveals that 70% of participants considered students lack of interest and excitement as the biggest challenge they always face while teaching, 20% of them have low self-esteem and not confident enough to participate in class and share their ideas, and only 10% believe that learners with busy schedule is a challenge they face to motivate them.

Item07. Do you think your relationship with your learners can affect their motivation during their learning process?

Option	Number	Percentage
Yes	10	100%
No	0	0%
Total	10	100%

Table 7: Teachers' Perception on their Relationship Affection with their Relationship.

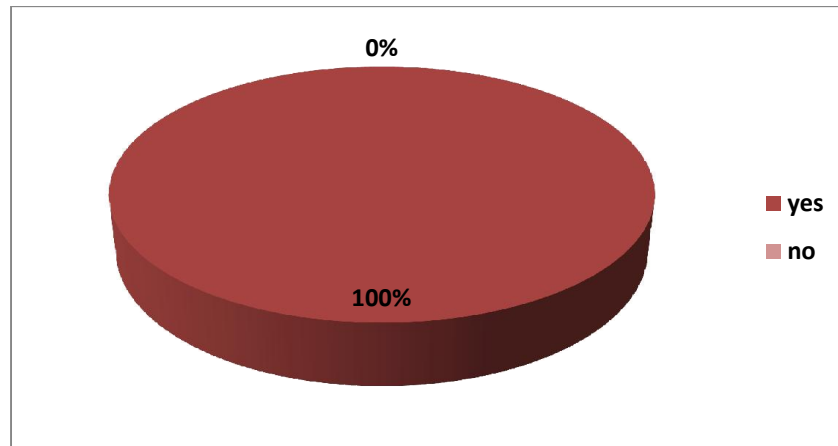


Figure 2.6 : Teachers' Perception on their Relationship Affection with their Relationship.

This question aims to know if the teachers are aware of their impact on their learners motivation or not and the analysis showed that all of them (100%) are aware of it.

Item08. How do you establish a positive and supportive relationship with your learners?

This question aims to find what kind of strategies the teachers try to use to build better and positive relationship with the learners.

Option	Number	Percentage
Communication	3	30%
Being friendly	2	20%
Treating them as adults	2	20%
Being fair and respectful	2	20%
Using simple and easy teaching techniques	1	10%
Total	10	100%

Table 8: Teachers' Suggestions to Make Positive and Supportive Relationship with their Learners.

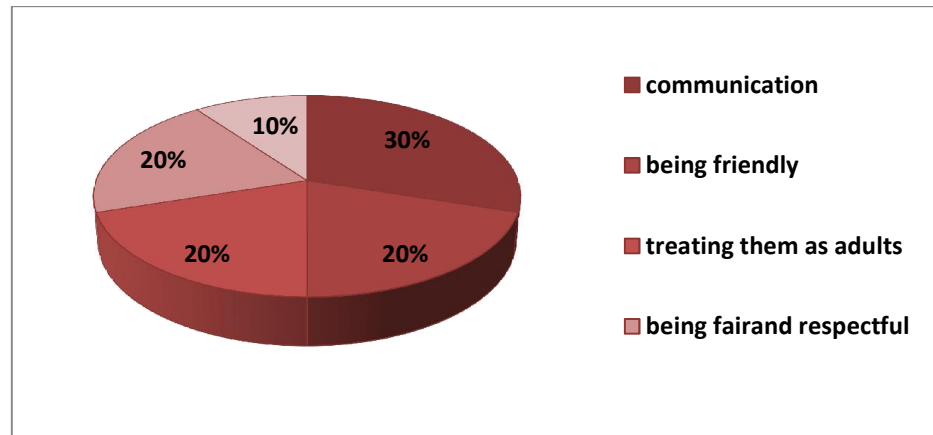


Figure 2.7: Teachers' Suggestions to Make Positive and Supportive Relationship with their Learners.

As it is showed from the analysis; 30% of the teachers try to communicate and be closer to them to make them feel more comfortable to learn, 20% said treating them with respect and fairness and giving them the space to speak is a way to build better relationship with them, and 20% have chosen being friendly and approachable to them, also 20% have chosen treating them as adults because as they are EFL learners means they no longer teenagers anymore. However, only 10% preferred using simple and easy teaching techniques as an effective way to build better relationship with learners.

Item 09. Which aspects you think can improve the rapport (your relationship) with students and therefore foster their motivation?

Option	Number	Percentage
Asking about their difficulties	1	11%
Mutual respect and trust	2	22%
Feeling comfortable	1	11%
Self confidence	1	11%
Responsible	4	45%
Positive and friendly	1	11%
Total	10	100%

Table 9 : Aspects that Teachers can improve their Rapport with Learners.

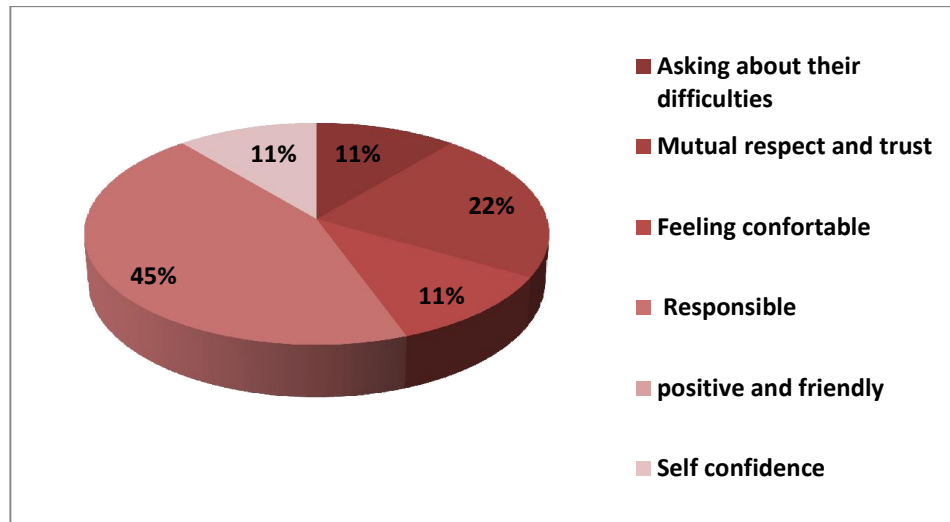


Figure 2.8 : Aspects that Teachers can improve the Rapport with their Learners.

The aim of this question is to see by the end of the questionnaire if teachers are willing to improve their rapport with the learners to enhance their motivation in certain aspects. The analysis showed that, 45% have chosen responsible as a first key to improve the rapport with learners, 22% of teachers have chosen mutual respect and trust as an important aspects to follow, 11% have chosen asking learners about their difficulties and problem they have while learning a foreign language, 11% preferred having positive energy and friendly, and the rest have chosen self-confidence and feeling comfortable as an effective aspect that should be considered.

2.3 Learners' Questionnaire

2.3.1 The Aim of Students' Questionnaire

The aim of this questionnaire is to obtain general information about first year EFL students; gender, age, level of motivation, the importance of motivation in learning a language, strategies and the effects of motivation. Also, to investigate if EFL learners' are aware of the importance in building good relationship with their teachers or not.

2.3.2 Description of Learners' Questionnaire

The questionnaire is designed to collect data from first year EFL students at Mohamed Kheider University of Biskra. The students' questionnaire begins with brief introduction that describes the aim of the study

with a focus on the respondents' answers. It used semi-structured questionnaire made up of ten (10) questions that vary from close-ended and open ended questions. The questionnaire was classified under two main sections each section focuses on a particular aspect. First one, aimed at finding out the learners' general information about motivation. Second section comprised four (4) questions seeking learners' awareness of the importance of motivation and effect of their relationship with teachers in learning a foreign language.

2.3.3 Administration of Learners' Questionnaire

Learners' questionnaire was administered to the selected sample that consists of first year EFL learners at Mohamed Kheider University of Biskra. For the administration phase, we decided to distribute the questionnaire online to learners through "Facebook" and "E-mails".

2.3.4 Analysis of Results

Section One: Background Information

Item01. Specify your Gender

Gender	number	percentage
Male	9	50%
Female	9	50%
Total	18	100%

Table 10: Learners' Gender Distribution

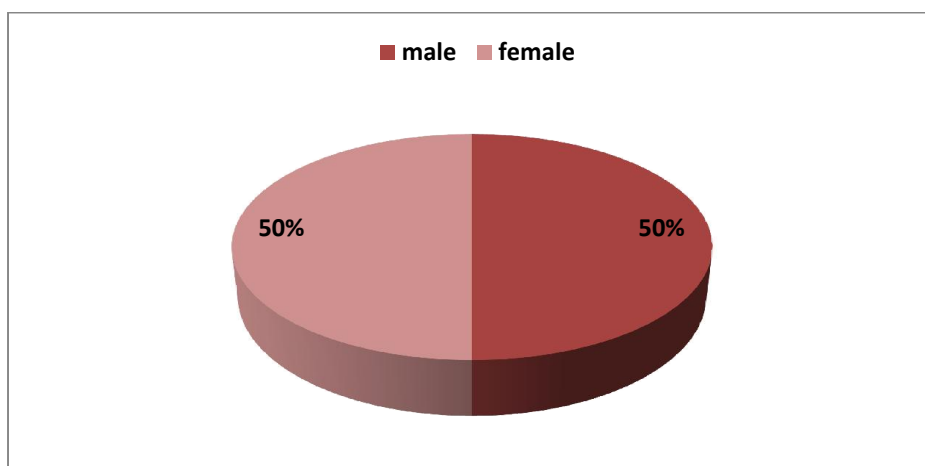


Figure 2.9 : Learners' Gender Distribution

The Influence of Teacher-Learner Rapport on EFL Learners' Motivation

This question aims to know how many males and females have answered the questionnaire. The analysis showed that 50 % were males (9 students) and 50 % were females (9 students).

Item11. How old are you?

Age	Number	Percentage
18	1	5.6%
19	5	27.8%
20	3	16.7%
21	4	22.2%
22	1	5.6%
24	1	5.6%
25	1	5.6%
28	1	5.6%
29	1	5.6%
Total	18	100%

Table 11: Learners' Age

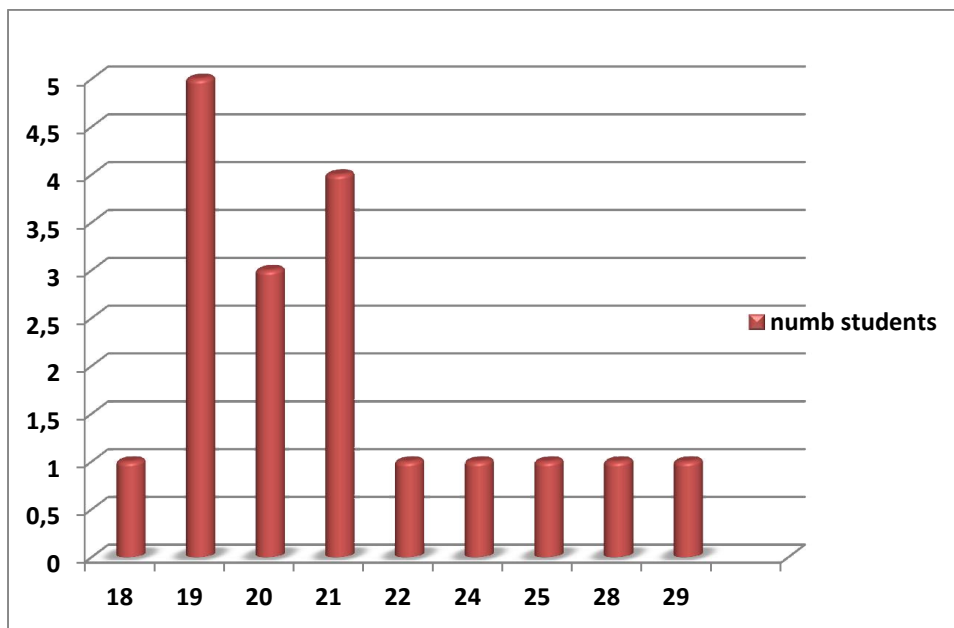


Figure 2.10 : The Age of the Learners.

This question seeks to analyze the age of respondents, which shows that most of them are between the age of 19 to 21 years old and the rest are 18 to 28 years old. That means there is age difference of students who answered this questionnaire that can show the difference of thoughts also.

Item12. On scale 1 to 10, how motivated do you feel to learn English language?

Scales	Number	Percentage
1	1	5.6%
2	1	5.6%
7	6	33.3%
8	6	33.3%
9	2	11.1%
10	2	11.1%
Total	18	100%

Table 12: Learners' Motivation Level to Learn English Language.

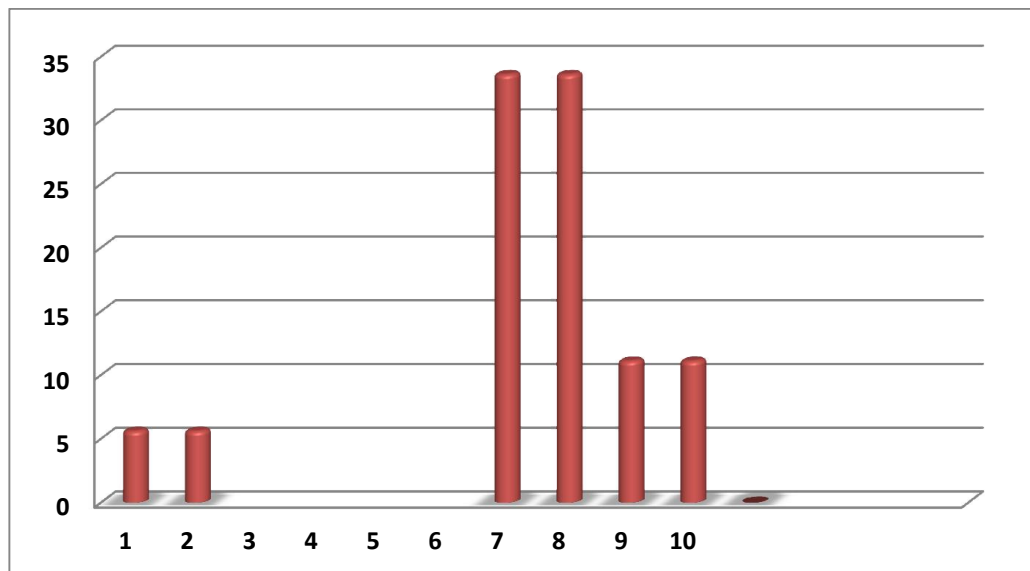


Figure 2.11: Learners' Motivation Level to Learn English Language.

The aim of this question is to find how much students are motivated to learn English language. The analysis shows that 33.3 % said 7 and 8 from

The Influence of Teacher-Learner Rapport on EFL Learners' Motivation

scale 1 to 10 which means they have enough motivation to learn .however , only two of students who have low motivation because there answer was under 3 and the rest have more than enough motivation to learn since they answered with 9 and 10 .

Item13.In your opinion, do you think motivation is important in learning a new language? Justify.

This question aims to find how many learners think that motivation is important for learning a foreign language.

Option	Number	Percentage
Yes	16	80%
No	2	20%
Total	18	100%

Table 13 : Learners Point of View on the Importance of Motivation.

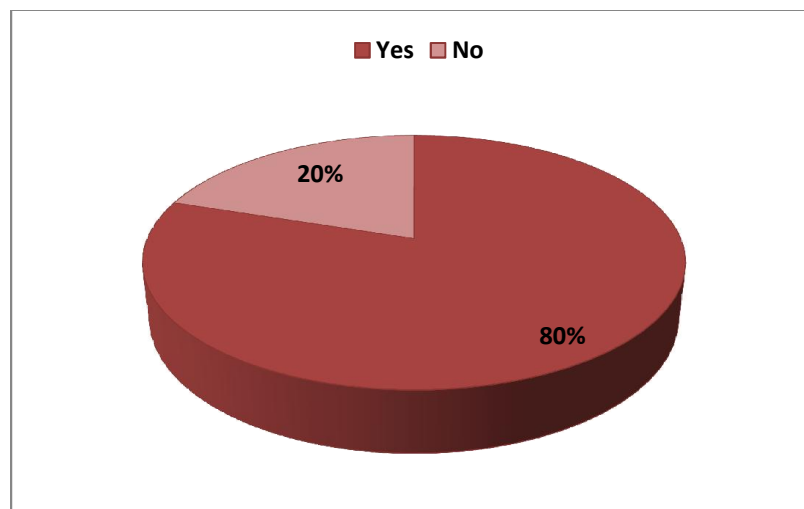


Figure 2.12 : Learners Point of View on the Importance of Motivation.

the analysis shows that 80% of learners said Yes because motivation is the first key in learning any language to stay committed, positive and excited and boosts your energy to learn and only 20% of learners have chosen No because some learners learn the language due to work problems or something else without being motivated about it.

Item14. Which from below is the most effective strategy to stay motivated?

Option	Number	Percentage
Setting clear goals	4	22.2%
Making a routine	3	16.7%
Track your progress	5	27.8%
Surround yourself with positive environment	4	22.2%
Discipline	1	5.6%
All the above	1	5.6%
Total	18	100%

Table 14 : The Most Effective Strategy to Stay Motivated.

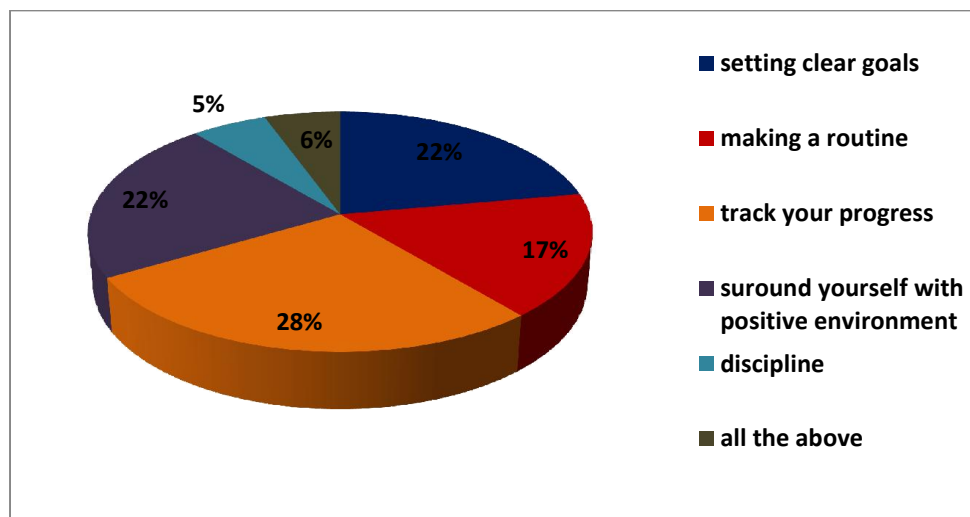


Figure 2.13 : The Most Effective Strategy to Stay Motivated.

The aim of this question is to find which is the most used strategy that learners think is effective. The analysis shows that 27.8% (5 students) of them have chosen tracking the progress, 22.2 % (4 students) chose surrounding yourself with positive environment, 22.2 % (4 students) setting clear goals, 16.7% (3 students) claimed making a routine. Only one student 5.6 % has chosen discipline and another one (5.6 %) thought that all of these strategies are effective and must be considered.

Item15. Tick the most influential factor that can influence on the learning process?

Option	Number	Percentage
Parents involvement	2	10%
Giving rewards	2	10%
Classroom environment	5	30%
Teaching strategies	9	50%
Total	18	100%

Table 15: The most Influential Factor that can Influence on the Learning Process.

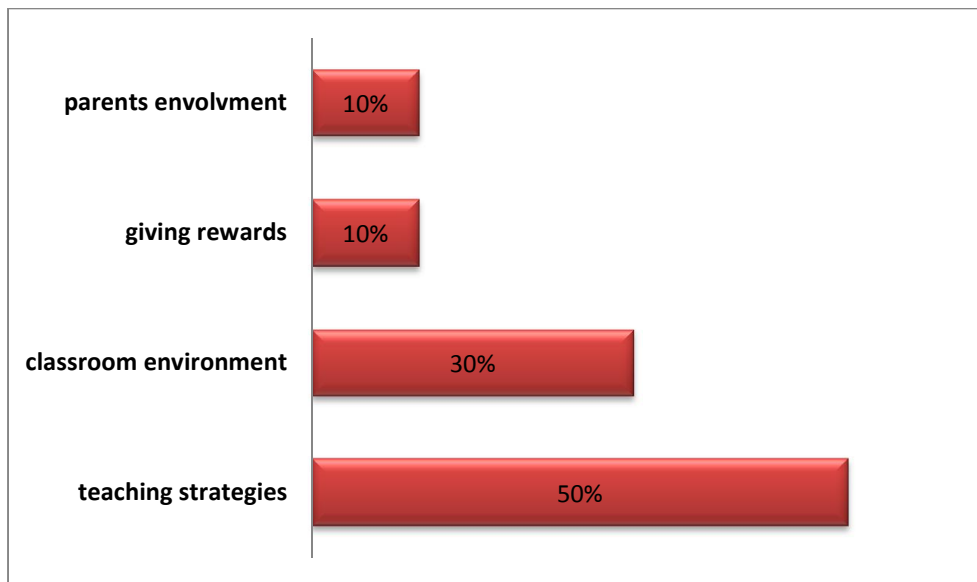


Figure 2.14 : The most Influential Factor that can Influence on the Learning Process.

This question aims to find which factor learners think is the most influential on their learning process. The analysis shows that 50 % of students think that teaching strategies is the most influential one; 30 % have chosen classroom environment while 20% have opted for giving reward and parents' involvement.

Section Two: Teacher and Learner Rapport

Item16. How do you rate your relationship with your teacher?

Option	Number	Percentage
Very bad	0	0%
Bad	0	0%
Good	16	89
Very good	1	5.6%
Excellent	1	5.6%
Total	18	100%

Table 16 : Learners' Rating their Relationship with their Teacher.

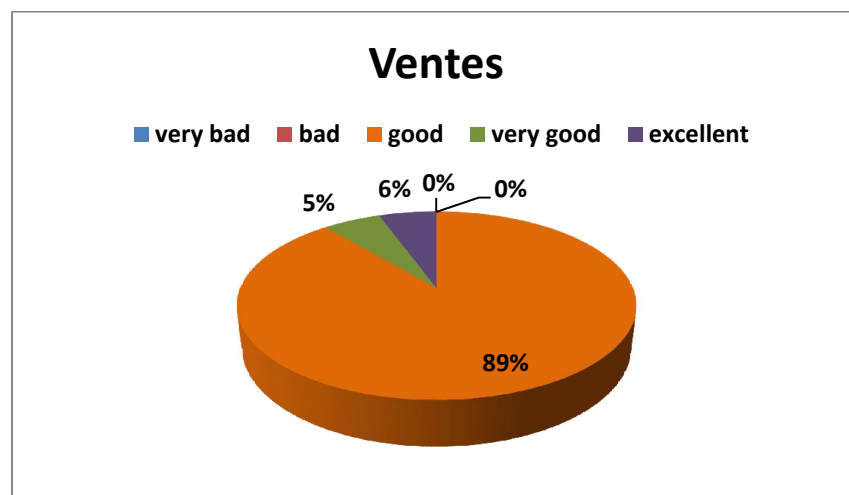


Figure 2.15 : Learners' Rating their Relationship with their Teacher.

The results of this question indicate that 88.9 % of students have a good relationship with their teachers. However, 5.6 % considered their relationships are very good and 5.6 % regarded it as excellent.

Item17. Do you think strong relationship between the teacher and his learners can affect their motivation to learn the language?

Option	Number	Percentage
Yes	17	94%
No	1	6%
Total	18	100%

Table 17: Learners' Point of View on the Importance of Strong Relationship with their Teacher.

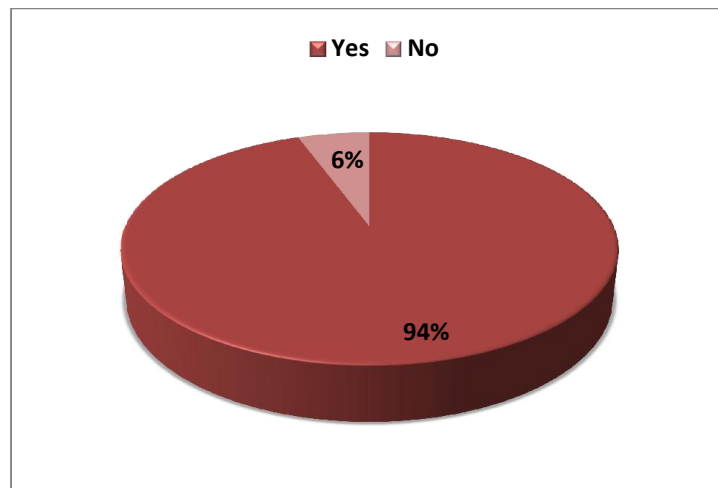


Figure 2.16 : Learners' Point of View on the Importance of Strong Relationship with their Teacher.

As it is expected, the majority of learners 94 % said 'yes' strong relationship with their teacher can affect on their learning and only 6 % said 'no', this may be because they have very high motivation so nothing can affect them to learn.

Item18. From your experience, can you describe what a strong relationship between the teacher and learner is?

The aim of this question is to give the learners opportunity to describe meaning of having a strong relationship with their teachers.

Option	Number	Percentage
Giving chance to participate	5	30%
Supportive teachers	3	10%
Fairness and respectful teachers	4	20%
Hard working teachers	5	30%
Giving feedback	1	10%
Total	18	100%

Table 18 : Learners Describing the Meaning of Strong Relationship with their Teacher.

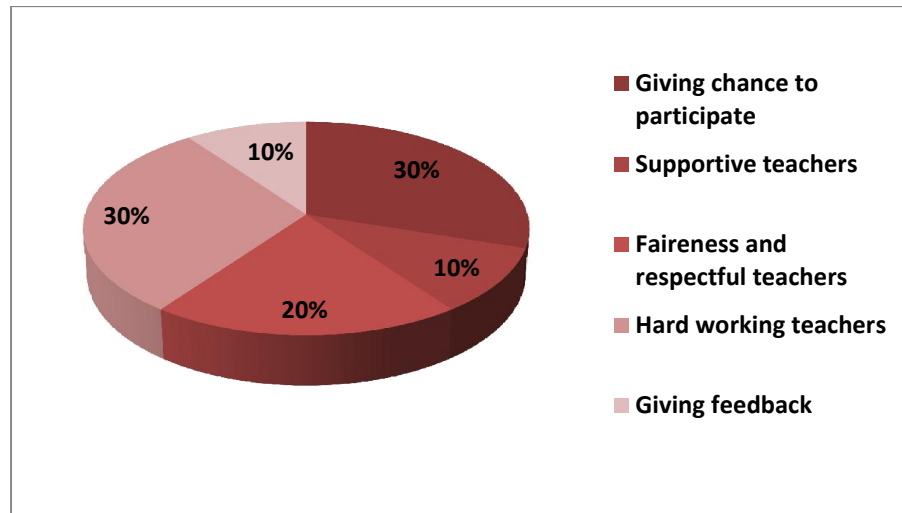


Figure 2.17 : Learners Describing the Meaning of Strong Relationship with their Teacher.

Analysis indicates that students believe that having strong relationship with the teacher is when they allow them to talk or say their opinions as 30% of them have chosen, 20% have chosen respecting each other and fair treatment from their teacher as an important way to build better relationship with them, support and believe on their abilities, and 30% of learners believe that hard working teachers can help them to respect them and try to be closer, however, only 10% have chosen supportive teachers and the 10% of learners said giving feedback can be helpful to build the relationship.

Item19. What strategies should teacher use to build strong relationship with his learners?

Option	Number	Percentage
Respect and trust	5	28%
Know your students interests	4	22%
Equal and fair treatment	2	11%
Being supportive	3	17%
Sharing humor sometimes	2	11%
Providing feedback	0	0%

All the above	1	6%
other	1	6%
Total	18	100%

Table 19: Strategies that Teacher should use According to Learners.

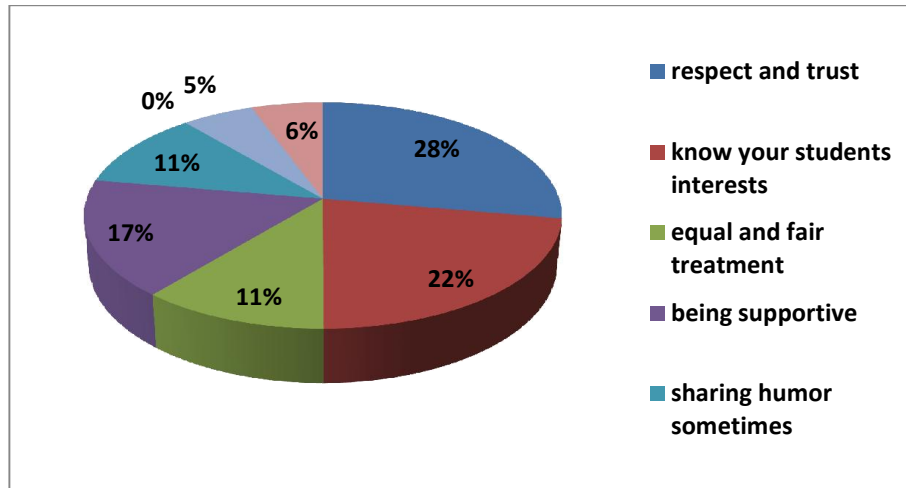


Figure 2.18 : Strategies that Teacher should use According to Learners.

This question aims to shed light on learners' opinion on the most effective strategies that teachers should use to build strong relationship with learners. The analysis shows that 28 % (5 students) said respect and trust, 22 % (4 students) said know your students interests, 17 % (3 students) said being supportive, 11 % (2 students) have chosen equal and fair treatment, 11 % said sharing humor sometimes. 5.6 % (1student) claimed both being supportive, respect and trust another one 5.6 (1student) said all of the above.

2.2 Discussing the Findings:

The main aim of this study is to investigate the influence of teacher-learner rapport on EFL learners' motivation. The study attempted to shed light on the importance of teacher-learner relationship in prompting motivation and creating supportive learning atmosphere. Therefore, to have credible research results the researcher dealt with a tool gather feedback that feeds the study which is a questionnaire administrated for EFL student at Biskra University.

2.3 Teachers' Questionnaire

The analysis of teachers' questionnaire has revealed much information about teachers' perspective on motivation and their relationship affect with learners while learning. First, the analysis of the first section reported that most of teachers have enough experience in their profession as EFL teachers and their awareness if learners' are enough motivated to learn a new language or not. Second section of questionnaire analysis helped the researcher to consider various views from teachers, with different perspective, and different teaching strategies they use.

The responses to the teachers' questions were expected since the majority consider themselves as motivated teachers due to their love of their job as English teachers, hard work in using new strategies to support their students in participating on class.

From the analysis of the results, the researcher found that the majority of teachers focus on respect and trust between their learners to build strong relationship with them. Also, knowing learners' interest to find suitable techniques for teaching and being supportive and encouraging as much as possible.

The results from the analysis showed that, teachers face many difficulties while trying to motivate their learners, learners are not interested enough to learn the language, they have very exhausting and busy schedule that does not encourage them to stay motivated, and some of them can be not confident enough to share their ideas in class.

The analysis showed that the majority of teachers are aware of their effect with their relationship with learners in motivation during the learning process and they try to establish positive relationship with them by making language learning more simple and easy, being friendly sometimes, communicating, and addressing their needs.

2.4 Learners' Questionnaire

The analysis of learners' questionnaire has revealed much information about learners' motivation and building rapport with their teachers. First

The Influence of Teacher-Learner Rapport on EFL Learners' Motivation

section of questionnaire analysis deduced learners' level of motivation to learn a new language, and the most effective strategies they follow in order to stay motivated. However, the second section of questionnaire analysis gets more serious because it dealt with building rapport between teacher and learners, and their perspective on the importance of having strong relationship with teachers.

The results of learners' questionnaire were analyzed and showed that most EFL learners are young and motivated enough to learn the language. Learners are aware on the importance of motivation because they believe that motivation is the first key to learn a language and help them to stay consistent in order to achieve their goal.

The responses to the learners' question were not surprising as the majority believe in tracking their progress, setting clear goals, and surrounding themselves with positive environment as the most effective strategies to stay motivated. Learners also believe in teaching strategies as the most influential factor on learning process.

The analysis of learners' question found that most of them have good relationship with their teachers and some of them said very good maybe because they already know the importance of that relationship and its affect on learning.

The questionnaire findings showed that learners describe a strong relationship with their teachers by giving them a chance to participate in the lesson, making learners feel comfortable, having effective communication and providing the right feedback they need.

Last analysis of learners' questionnaire found that many learners insist on trust and respect as priority for them to build strong relationship with their teachers, followed by knowing their interests in order to know how to keep them motivated at the same time, and being supportive also has a big role during the learning process.

Conclusion

The present chapter outlined the fieldwork of the present study. At the outset, it starts by setting a theoretical background concerning the research methodology used for this study. Then, it explicated the process that the researcher followed in the descriptive procedures of analysis and interpretation of the data collected method. Mainly, the collecting data method is two semi-structured questionnaires for EFL teachers and first year EFL students. After that, the analysis and interpretation of the obtained data followed by comments of the results.

General Conclusion

The Influence of Teacher-Learner Rapport on EFL Learners' Motivation

This study was designed to investigate about the influence of teacher-learner rapport on EFL learners' motivation. The case of first year EFL students at Mohamed Kheider University. The main aim of this study is to draw attention on the importance of teacher-learner relationship in prompting motivation and creating a supportive learning atmosphere. The research is divided into two chapters. The first chapter is the theoretical part of the thesis, presents different views and definitions of motivation and its types. Factors influence learners' motivation and some motivational strategies, also, focuses on teacher-learner rapport and describing some strategies to build strong relationship.

The second chapter is the practical part of this research; it included two semi-structured questionnaires to both English teachers and first year EFL students of Mohamed Kheider University. After analyzing the questionnaires we found that teachers and learners are aware of the influence but still there must be more hard work from both sides to establish strong and better relationship. However teachers and students are willing to try their best to have better relationship that can encourage them to learn a foreign language easily.

The dissertation ends with recommendations and pedagogical implications for positive influence of teacher-learner rapport on EFL learners' motivation.

2.5 Limitation of the Study

While conducting this research, many obstacles have been facing that obstructs the research process. First thing, the sources about teacher-learner rapport were not enough and not very convincing to use in our dissertation. Then, we posted online questionnaires for EFL teachers and first year EFL students to make it easier for them and gain more time to analyze data, but it was very difficult to collect enough answers from teachers due to their busy schedule. However, since teachers'

2.6 Recommendations and Pedagogical Implications

The results obtained from the analysis of students and teachers' questionnaires, enabled us to suggest some pedagogical implications

The Influence of Teacher-Learner Rapport on EFL Learners' Motivation

concerning the effective strategies learners use to stay motivated, the most influential factors that can influence learners' motivation, and the importance of having a supportive relationship between teachers and their learners. The proposed recommendations are as follows:

- Learners must track their progress to achieve their goals and surround themselves with positive environment.
- Learners have to set clear goals and stay disciplined.
- Learners have to be confident while learning the language.
- Teachers have to change their teaching strategies to not make learners feel bored from class and give rewards sometimes to motivate them and keep learning.
- Teachers have to be aware of their feedback since most of learners rely on it.
- Teachers have to build a supportive relationship with learners by providing respect and trust between them
- Teachers have to know their learners' interests, treat them equally, and not be serious all the time; sharing humor sometimes.
- Teachers have to support their learners to participate more in class and use the language outside.
- Parents can have a positive or negative effect on their children while learning.

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Appendix 1

Questionnaire for English Teachers

Dear teachers,

Taking from your time to engage in this participation is highly appreciated. The goal of this questionnaire is to collect data to help master two students investigate and understand the influence of teacher learner rapport on EFL (English as a foreign language) learners' motivation. A clear and precise answer is needed. If necessary, please provide detailed explanation to support your answers.

Section one: background information

1. Are you male or female?

- Male
- Female

2. How long have you been teaching the English language?

.....

3. Do you think your learners are motivated enough to learn a foreign language?

- Yes
- No

4. Do you consider yourself as a motivating teacher? Why?

.....

.....

5. Which from these strategies do you use to keep your learners motivated most of the time?

- Respect and trust

The Influence of Teacher-Learner Rapport on EFL Learners' Motivation

- o Know your students interests
- o Equal and fair treatment
- o Being supportive
- o Provide feedback
- o Other

Section two: building rapport

1. What challenges have you faced in motivating your learners?

.....
.....

2. Do you think your relationship with your learners can affect their motivation during the learning process?

- o Yes
- o No

3. How do you establish a positive and supportive relationship with your learners?

.....
.....

4. Which aspects you think can improve the rapport (your relationship) with students and therefore foster their motivation?

.....
.....

Appendix 2

Questionnaire for EFL learners

Dear students,

This questionnaire is made for dissertation by master two students to investigate about the influence of teacher-learner rapport on EFL (English as a foreign language) learners' motivation. You have been randomly selected to participate in this study. Thank you for taking your time to participate and I kindly request that you provide precise, clear and complete responses. Please provide detailed explanation to support your answers when it is needed and use a tick (✓) to indicate the appropriate answer.

Careful and comprehensive input will significantly enhance our comprehension of the impact teacher- learner rapport on EFL learners' motivation.

Section one: Background information

1. Are you male or female?

Male

Female

2. How old are you?

.....

3. On scale 1 to 10, how motivated do you feel to learn English language?

1 2 3 4 5 6 7 8 9 10

4. In your opinion, do you think motivation is important in learning a new language? Justify.

.....

.....

5. Which from below is the most effective strategy to stay motivated?

The Influence of Teacher-Learner Rapport on EFL Learners' Motivation

- o setting clear goals
- o making a routine
- o track your progress
- o surround yourself with positive environment

6. Tick the most influential factor that can influence on the learning process:

- o Teaching strategies
- o Classroom environment
- o Giving rewards
- o Parents involvement

Section two: Teacher and learner rapport

1. How do you rate your relationship with your English Teacher?

- o Very bad
- o Bad
- o Good
- o Very good
- o Excellent

2. Do you think strong relationship between the teacher and his learners can affect on their motivation to learn the language?

- o yes
- o no

3. From your experience, can you describe what a strong relationship between the teacher and learner is?

The Influence of Teacher-Learner Rapport on EFL Learners' Motivation

.....

.....

4. What strategies should teacher use to build strong relationship with his learners?

- o Respect and trust
- o Know your students interests
- o Equal and fair treatment
- o Being supportive
- o Sharing humor sometimes
- o Providing feedback
- o other

الملخص

تعليم لغة جديدة ليس بالمهمة السهلة لأسباب عديدة، من بينها الحافز. تركز هذه الدراسة على الحافز كعامل بارز يؤثر على الأداء الأكاديمي للطلاب واستعدادهم للتعلم. ويسعى إلى تسليط الضوء على أهمية دور الأستاذ في زيادة تحفيز الطلاب من خلال استكشاف تأثير العلاقة بين الأستاذ والطالب على تحفيز الطلاب. ولتحقيق هذا الهدف، تم توزيع استبيانين مختلفين على عشرة (10) اساتذة للغة الإنجليزية وثمانية عشر (18) طالباً للسنة الأولى في اللغة الإنجليزية كلغة أجنبية في جامعة محمد خيضر. كشفت النتائج أن دعم الاساتذة مطلوب بشدة في الفصل الدراسي لتعزيز اهتمام الطلاب وشعورهم بالمشاركة. كما يجب أن تتنوع أساليب واستراتيجيات التدريس لدى الاساتذة ويجب بناء علاقة ثقة قوية بين الأستاذ وطلابه لتعزيز الحافز للتعلم. واختتمت الدراسة ببعض التوصيات والمضامين التربوية الموجهة إلى المعلمين والمعلمات لتحسين الوضع التعليمي.

الكلمات المفتاحية: الحافز؛ العلاقة بين الأستاذ والمتعلم؛ اللغة الإنجليزية كلغة أجنبية، طريقة التدريس؛