Hebron University

Faculty of Graduate Studies

English Department

"The Effect of Rapport on the EFL Palestinian School Students' Learning

Achievement: Teachers' and Students' Perspectives"

Prepared by

Asma Hassan Khamaysah

Supervised by

Dr. Nimer Abuzahra

This Thesis is Submitted in Partial Fulfillment of the Requirements for the Degree of

Master of English in Applied Linguistics and the Teaching of English, Faculty of

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Hebron University

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Abstract

The purpose of this study is to enhance and facilitate the teaching of English as a foreign language. In fact, learning English is seen by many EFL students as a difficult task and they attribute the first reason to teachers. So, this study investigates the relationship between EFL students and their teachers and examines the students' attitudes toward positive teacher-student relationship (TSR). Furthermore, this study discusses the components of teacher-student relationship and the factors that contribute to building positive rapport and how leads to good performance. Based on the investigation of the EFL students' and teachers' perspectives, this study presents some characteristics of positive rapport and valuable strategies that could be used by English teachers to strengthen their relationship with students.

The current study utilizes two types of instruments. The quantitative method in which students from experimental and control groups are examined in a test in addition to two questionnaires for students and teachers. Besides, a qualitative one is utilized by examining the participants' replies to the open-ended questions of the questionnaires. The participants were from Taffouh schools for girls and boys, from seventh and tenth grades and twenty English teachers.

The findings indicate that there is a positive effect of teacher-student relationship on EFL students' achievement from both students' and teachers' perspectives. The performance of EFL students is promoted through a positive teacher-student relationship which depends highly on the verbal and nonverbal behaviors of teachers. The results revealed that students in the experimental group get better outcomes than students in the control group. Also, these results suggest that teachers can play a vital role in increasing students' motivation and decreasing their anxiety as bases of strong teacher-student relationship.

Finally, this study presents recommendations for teachers of English, EFL students, the Ministry of Education and curriculum designers. These recommendations, if they are adopted by teachers, EFL students and curriculum designers, might intensely serve the process of teaching and learning by establishing a strong teacher-student relationship.

The Effect of Rapport on the EFL Palestinian School Students' Learning   Achievement:

Teachers' and Students' Perspectives

Chapter One

1.1 Introduction

Teaching language is a difficult task for the teacher because it requires an exceptional effort from the teacher and special attention from the student. In foreign language instruction, learners are exposed to language only in one environment which is the classroom setting. To illustrate, the teacher is the first source of input in addition to other sources such as material and other learners. Accordingly, the students are affected by these sources which contribute to the English as a foreign language (EFL) students' learning process and their connection to school. As Oxford et al. (1998) asserted, "the classroom environment implies a set of power relationships, which are almost always asymmetrical" (p.6). To explain, rapport which is the teacher-student relationship is an important aspect of school environment and an ideal base of the social interactions that are shaped in the classroom context which leads to less or high achievement. Classroom researchers such as Pianta (1999) pointed out that students' achievement is regarded as one of school environment components. So, this study aims to highlight the importance of the appropriate environmental conditions in which the learning process develops. Richards (1985) indicated that there are few language classroom studies that contribute to language teaching as prescriptions of different aspects of language proficiency "but very few studies have been undertaken of actual practices and processes"(p.72). One of these processes is the teacher-student relationship.

In fact, building relationship with students by teachers is considered an essential element in the teaching and learning environment. Rapport is defined as a relationship characterized by warmth, conformity, agreement and affinity (Pianta, 1999). Based on these characteristics, as Hasse (2004) defined, positive teacher-student relationship is a dyadic

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manner which depends on accord, alignment or on likeness and harmony and could be affected either by partners' qualities and behaviors or by the mentality representation of the individuals. In addition, Pianta (1999) expressed that rapport is based on open communication characterized by encouraging, caring and supportive emotions amongst teachers and students.

From a pedagogical point of view, there is a connection between the EFL learning problems such as the students' reticence in the EFL classroom and their negative attitudes toward English language and the type of their relationship with teachers. For example, the amount of time students spend on performing activities, and their tendency to stay on task could be positively supported by their teachers. To illustrate, students value the creative teachers who encourage them to challenge the difficulties of learning foreign language. However, when teachers provide challenging activities they should help students to follow the suitable strategies to overcome these difficulties. In fact, Shaunessy and McHatton (2009) indicated that following suitable strategies depend on the teachers' ability to excite the students' interest especially by connecting their experience to the content of the material and his maximum effort to facilitate the interactive discussion between them and their students.

1.2 The Nature of Language

Language is a communicative vehicle for expressing our intentions, hopes and commands such as telling the truths or lies, affecting our listeners or venting our feelings (Moulton,1973). To illustrate, ideas can not be formulated without the vehicle of language. However, this communicative tool 'language' conveys many humanistic problems because of the various styles it presents. Moulton (1973) pointed out that these styles have different uses depending on the occasions, situations or hearers. For example, when you speak to a close friend who has the same age, your language style will connotes friendship and concordance. This style, as Moulton (1973) said, has other subvarieties which refer to the gender of the hearer, for example man to man or man to woman.

On the other hand, using language styles in an inappropriate occasion or situation will destroy the relationship between the speaker and the hearer. For example, the friendship between two friends will be lost if one of them uses an insulting language style (Moulton, 1973).

In conclusion, the EFL Palestinian students are the teachers' hearers and appropriate language style as a communicative vehicle strengthens the teacher's relationship with his students. To clarify, when teachers use a language style which is appropriate to the classroom environment, students' needs, age and lesson plan objectives, they will affect their students extremely in terms of conveying the message. On the other hand, teacher's using of a commanding style and forcing students to do certain activities without regarding their needs establishes a more distance amongst the students and their teachers and thereby the first source of information will be lost.

1.3 Characteristics of EFL Teacher.

Since teacher-student relationship is a concept related to any subject area, this study highlights some special characteristics which emphasized the difference between EFL teacher and teachers of other subjects. Hammadou and Bernhardt (1987 cited in Lee, 2010) demonstrated the cause of this uniqueness "the content and the process for learning the content are the same…. in foreign language teaching the medium is the message" (p.27). Indeed, teaching any subject in schools requires the teacher to have a wide range of knowledge in terms of the subject matter. In spite of this common characteristic of teachers, there are some special characteristics related to language teacher especially EFL teachers.

Because the word 'teach' is a transitive word, it demands an object who is the students to complete the activity which is teaching (Tarone & Allwright, 2005 cited in Lee, 2010). In regards of students' perceptions, Lee (2010) examined the perceptions of EFL Japanese learners about the EFL teachers' characteristics. His study revealed that that EFL learners

value their teachers according to some characteristics. Firstly, EFL teachers have a "difficult job in which they have to explain things to learners in English" (p.33), EFL teachers express enthusiasm and encourage students to speak and get them involved in classroom activities. Besides, EFL teachers establish a close relationship with their students and develop the skill of communication.

Regarding the EFL teachers' perspectives, Mullock (2003) investigated EFL teachers' perceptions about the characteristic of good EFL teacher. He found that EFL teachers are proficient in language and knowledgeable in cross-cultural context and skills in addition to the common characteristics such as being skilled in teaching methods. Brosh (1996) indicated that the most EFL teachers' characteristics are the ability to motivate, fair treatment and clear instruction.

To conclude, EFL Palestinian teachers' characteristics are effective factors of a strong teacher-student relationship which provides the classroom with productive learning conditions in which the students' attention is maintained, their participation is motivated and their attitudes are positively directed.

1.4 Teacher-Student Relationship and Methods of Teaching English Language

In the late 1960s, there was an innovative change in the British language teaching tradition which led to the establishing of Communicative Language Teaching approach. This approach, as Richards and Rodgers (1986) indicated, completed and expanded in the mid-1970s.

There is a vital role for teacher in Communicative Language Teaching approach; this role, if it is completely followed in our EFL Palestinian classes, establishes a good relationship with students which paves the way for achieving the goals of lesson plans and facilitates the teaching-learning process.

Richards and Rodegers (1986) said that teacher's role appears in the process of

communication in which the teacher facilitates the learning process. Specifically, the teacher can organize dialogues and conversations with his students in classroom or between students and various activities. Furthermore, the teacher as shown in Communicative Language Teaching is seen as the most appropriate knowledgable and competent person; the teacher is the first resource in the classroom "organizer of resources and as a resource himself" (Richard & Rodger, 1986, p.77). However, this role as Richard and Rodger (1986) indicated is not the dominant one in the classroom; teachers should be careful and act as independent participants who help the students depend on themselves. Specifically, the Communicative Language Teaching approach is less teacher-centered approach and the learner is the core of learning process. Nevertheless, teachers are responsible for organizing classroom activities such as monitoring, encouraging and giving corrections at the end of group work activities.

1.4.1 Teacher's Role in Meeting the Students' Psychological Needs

The Communicative Language Teaching approach regards teacher's function as a counselor. This term 'counselor' as Richards and Rodgers (1986) expressed is related to the teacher's function in Rogerian psychological counseling. It is the teacher's model that (Curran, 1976 cited in Richard & Rodgers, 1986) tried to relate to language learning "one of the functions of the counseling response is to relate affect …… to cognition. Understanding the language of 'feeling' the counselor replies in the language of cognition" (p.122).

For further explanation, methodologists such as Richards and Rodgers explained that teacher's function as a counselor who helps students with problems to use emotional language in order to communicate their difficulties to the teacher. However, the teacher's role is to react in a more supportive and courageous way by helping students to understand their psychological problems of teaching foreign language such as anxiety and reticence in EFL classroom.

In regards to Community Language Learning, Curran (1976 cited in Richard &

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Rodgers, 1986) indicated that the role of English language teacher is passive. His role as a counselor is to provide students the language they want to express themselves freely and translating the difficult utterances for them.

In short, the researcher believes that this psychological role of teacher provides EFL Palestinian students with a safe environment to learn and grow. This safe environment directs the students' energies to the communicative activities rather than to the engagement in negative emotions.

1.4.2 Teacher's Role in Meeting the Students' Cognitive Needs

The Communicative Language Teaching approach considers the teacher as responsible for responding to and meeting the students' needs. This responding, as Richards and Rodgers (1986) said, could be achieved informally or personally. For more illustration, teachers can talk with their students through 'one-to-one sessions' about their perceptions of their teaching techniques and objectives.

Another way of meeting students' needs is the formal assessment**.** In other words, teachers can determine the students' motivation for learning English language depending on 5-point Likret Scale. This scale enables the teacher to meet the students' needs by giving the appropriate instruction (Richard & Rodger 1986).

It is clear that the Communicative Language Teaching approach presents applicable techniques for EFL Palestinian teachers to identify the students' cognitive needs. Every single technique in its goals contributes in building a good trusting image between students about their EFL teachers and thereby encourages students to achieve high standards in EFL learning process.

1.5 EFL Teachers and Comprehensible Input

Teachers are often the suitable individuals for providing comprehensible input which increases the students' anxiety and damage the relationship between students and teachers

(Krashen, 1982). So, comprehensible input provided by teachers could be seen as a fundamental issue of strong teacher-student relationship.

Students see their teachers as the primary source of information in which their instruction and the way of explanation affect students' comprehension. Teachers in Tsui's study (1996) attributed the weakness of students' in FL responses to their inability to understand the teachers' questions or explanation; they reported that their teachers' questions were difficult and incomprehensible. One teacher said that students "only heard my voice. It was only a sound but meaningless", so students tend to be silent and rapport amongst teachers and students was very bad (Tsui, 1996, p.154).

A study of Chaudron (1998) revealed that there is a relationship between the frequency of some teachers' input of structures and the acquisition of students' target language. To explain, there are some modifications such as 'rate of speech' and 'syntactic complexity' teachers can do in providing more comprehensible input (Chaudron, 1998).

For further explanation, Hatch (1983 cited in Chaudron, 1998) said that slower speech of L2 "allows more processing time and clearer segmentation of the structures in the input" (p.154). In addition, Klech (1985 cited in Chaudron, 1998) found in his study that slower speech of listening dictation to L2 students contributes significantly to students' success in which anxiety are overcame.

Regarding the syntactic complexity, Chaudron (1998) supposed that "less complex speech could contribute to comprehensibility by aiding the perception of segmentation and the clarity of form / meaning relationships" (p.155). In fact, teachers can modify input by using simple lexical items and simple sentences. Besides, teachers can insert definitions, synonyms and paraphrases in their redundant information to make it more comprehensible (Fujimoto et.al, 1986, cited in Chaudron, 1998).

It is clear that EFL teachers have a significant role in providing a comprehensible

input. In fact, students are affected by their teachers' way of explanation and giving information and by the way teachers deal with their FL learning problems. Teachers, by caring about students' learning process, establish a strong relationship with them which supports the development of teaching-learning process.

1.6 The Importance of Rapport

The school community depends on two main elements, the teacher and the student who are not isolated from each other. So, the development of school community could be seen through the kind of relationship between the teacher and the student.

Healthy development of school students requires a good relationship between the teacher and the students. In fact, students from their first day of school rely on their teachers to give them instructions and explanations and to get them participate in the classroom interactions. So, the students' need for positive relationships with teachers remains required until the last grade.

To support, the importance of building a good relationship with students stems from the students' extreme need of a conductive learning atmosphere in the classroom. However, this conductive learning atmosphere is based on an academic solution for students' failure. (Hamre & Pianta, 2001).

In our Palestinian schools, the researcher thinks that the most interest of educational policy is placed on curriculum, tests and activities to improve our students' learning process.Yet, many researchers such as Hamre and Pianta (2001) asserted the importance of positive teacher-student relationship in students' academic and social-emotional development.

Positive teacher-student relationship provides students with a more appropriate learning environment. To clarify, students who have close relationship with teachers tend to work with peers because they like the way the teacher treat them by such as encouraging and praising. Hamre and Pianta (2001) pointed out that close relationship with teachers makes

students feel safe from teacher's ridicule and embarrassment. This safety decreases the students' anxiety which in turn leads to students' autonomy in which students depend on themselves in doing their tasks. Moreover, the students' feeling of safety comes as a result of their previous awareness that teachers will explain difficult exercises and help them in overcoming their learning problems.

Besides, supportive teachers have the ability to enhance students' motivation and emotional well being (Hamre & Pianta, 2001). To support, students' high expectations for students' achievement motivate students to get high grades and increase the students' sense of self-esteem.

1.7 Types and Dimensions of Teacher-Student Relationship

Pianta (1994) is one of the famous researchers who researched in the field of teacher-student relationship from the kindergarten children to the twelfth grade students. He talked about five types of teacher-student relationships. These types are a. 'dependant' which means that teachers depend entirely on the students. b. 'Positively involved' which indicates to a communicative and warmth relationship. c. 'dysfunctional' which means a low involved, irate and anger teacher. d. 'Average functional' which refer to a conflicted relationship. e. 'Non-involved' which shows a relationship characterized by low levels of communications and agreement besides low levels of irritability.

After this classification of teacher-student relationship type, Pianta, Steinberg and Rollins (1995) made another relevant classification of teacher-student relationship. They depended in this classification on three dimensions: closeness, conflict and dependency. To support, Pianta et. al (2002) described the closeness dimension as a relationship characterized by agreement, concord and open communication in which the teacher treats the students' problems in an effective way in a comfortable relationship. However, conflicted relationship means a relationship with high levels of passivity or disagreement. Teachers in this type of

relationship perceive lack of students' interaction and communication as well as difficulty in dealing with the students. Regarding the dependant relationships, teachers feel that students depend completely on them and like to draw their teachers' attention.

It is clear that any relationship between teacher and student has an apparent significance. Students' reactions to the type of teacher-student relationship manifest their development in behavior and learning process. To clarify, Birch and Ladd (1998) examined children's modes of interaction according to the type of teacher-student relationship. They classified modes of interaction into "move towards (prosocial)" "move against (antisocial)" and "move far from (asocial)". To clarify, Birch and Ladd (1998) revealed in their study that there are associations between types of teacher-student relationships and modes of students' interaction. The first association is between "moving against (antisocial)" behavior and conflict relationship. Students in this type of relationship tend to move against others by using antisocial behaviors such as "aggression and hyperactivity" (p.935).

Another association is made between "moving far from (asocial)" behavior and dependency relationship. To explain, students tend to move away from others, show submissive interaction and avoid confrontation with teachers and peers. Besides, students neglect classroom activities especially classroom activities and try to compensate this neglect by seeking support from the teacher (Birch and Ladd, 1998).

However, "moving towards (pro-social)" behavior is associated highly with closeness relationship. To support, students tend in this relationship to engage and interact with the teacher and the partner; they show more of cooperative behaviors and depend on themselves in doing activities (Birch and Ladd, 1998).

In short, the quality or type of teacher-student relationship is strongly related with students' and children's behavior which leads to high or low levels of success. Indeed, this behavior is applied to EFL Palestinian students in which they mostly complain of low levels of

success and negative relationship with teachers.

1. 8 Statement of the Problem

The school environment is seen by EFL students as a challenging one in leading to good or bad achievement. For example, students in Tsui's (1996) study expressed their worry of failing and complained of the English language as a challenging and difficult subject; one of her study's participant said "I hate English very mush because I think English is quite difficult to learn" (p.145). In fact, many EFL students find English subject difficult and can not communicate with each other and with the teacher by English language. So, the problem is how we can facilitate this communication. The researcher posits that when the students like the teacher, they tend to like the subject and hence improve their achievement. In contrast, students who have bad relationship with teachers feel unmotivated and hate the subject being taught. So, students' attitudes toward their relationship with teachers affect their learning achievement negatively or positively. To clarify, students' need for rapport provides them with more support, motivation and relaxed feeling in the classroom. This support and motivated feelings lead to positive communication with their teachers and the subject which in turn leads to higher achievement. So, when teachers use motivating words (verbal statements) and enthusiastic body movements (nonverbal) such as smiling to students, they promote the students desire to communicate positively with the teacher and the subject.

In contrast, students' uncomfortable feelings such as frustration, isolation, withdrawal and loss of their teachers' trust appear when they experience a conflicting relationship with their teachers which is characterized by bad treatment from their teachers such as using negative comments, ignoring students, and the lack of encouragement for weak students. To illustrate, negative relationship which results in the lack of trust inhibits students' feelings and affects their learning process which in turn leads to the refusal of students to participate and interact with their teachers.

In short, since rapport is neglected especially in our Palestinian environment, this negligence contributes to the students' low achievement and their hate of English subject. The impact of teacher-student relationship will be examined from both perspectives of students and teachers in order to give a holistic insight about the importance of rapport.

1.9 Significance of the Study

Few researches who examined teacher-student relationship focus on the educational effect of rapport and just from students' perspectives. However, this study is different from many aspects. First, this study examines the effect of rapport not only on the educational aspect, but also on the psychological aspect of EFL students. Furthermore, it investigates the perceptions of EFL students in addition to the perceptions of teachers. Second, it aims to close the gap of achievement and to shed light on the ignored factors that can either directly or indirectly contribute in the EFL students' low achievement. Third, this research supports the EFL language success by a recommendation to change the policies and practices that minimize the high importance of such psychological aspects which promote our students' performance.

Moreover, this study is significant in applied linguistics researches especially in the educational field. To explain, this study is the first of its kind in Palestine which highlight the importance of positive rapport in promoting students' learning process and increasing their interaction in the classroom.

Furthermore, this study suggests recommendations for Palestinian teachers to help them in dealing with students. So, this study will shed light on essential elements which contribute to developing the learning process and the connection of students to their schools.

1.10 Limitations of the Study

The current study has several limitations that are necessary to be mentioned. First, this study is limited to EFL classroom. Second, the number of the subjects of the questionnaires in this study is limited; (80) EFL participants: (20 teachers) and (60 students); (30) males and

(30) females. Third, the age of students is between (13) years and (16) years old. Fourth, there is limited time is given to students and teachers to answer the questionnaires (10) minutes and limited time is given to the students in control and experimental groups to answer the exams' questions (45) minutes. And finally, the study is limited to Taffouh village.

1.11 Objectives of the Study

This study aims to:

a. To explore the EFL Palestinian students' attitudes toward rapport

b. To find out the effect of rapport on the Palestinian EFL students' engagement in classroom activities from the students' perspectives.

c. To examine the main factors that contribute to building good rapport from the teachers' perspectives.

d. To survey the main factors that contribute to building good rapport from the students' perspectives.

e. To investigate the influence of verbal and nonverbal agreement amongst teachers and EFL students on their learning performance.

1.12 Questions of the Study

This study tries to answer the following research questions:

1. Does positive rapport affect the achievement of EFL Palestinian students negatively or positively?

2. What are the EFL Palestinian students' attitudes toward positive rapport from the teachers' and the students' perspectives?

3. What are the factors that contribute to building good rapport?

4. What are the characteristics of positive rapport from the teachers' and the students' perspectives?

5. Is there any difference between EFL students' perspectives and their teachers about the

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traits of good rapport?

6. What are the strategies that can be used to strengthen the teacher-student relationship?

1.13 Hypotheses

1. Positive rapport affects the achievement of EFL Palestinian students positively.

2. There are students' negative attitudes toward teachers who have negative relationship with them from both teachers and students perspectives.

3. There are significant factors that contribute to building good rapport.

4. There are distinctive characteristics of positive rapport from teachers and students perspectives.

5. There is no significant difference between EFL students' perspectives and their teachers about the traits of good rapport.

6. There are many strategies that can be used to strengthen the teacher-student relationship.

1.14. Definitions and Abbreviations of Key Terms

Affective filter: a hypothesis proposed by Stephen Krashen in the 1970s. A filter established between the speaker and the listener by certain emotions such as anxiety, self-doubt and boredom which impede the process of acquiring a second language input (Krashen, 1982).

Rapport (Teacher-Student Relationship): a dyadic relationship characterized by agreement and respect (Pianta, 1999).

Learning processes: a psychological and educational process of acquiring skill or knowledge and making changes in students' behaviors and values.

Teacher talk: refers to the teacher's special use of language for instruction in the classroom by simplifying their speech (Richards, 1992).

Comprehensible input: the essence of instruction or what is being said should be understood by students (Krashen, 1982).

Nonverbal Communications: the messages that people exchange without using words (DeVito and Hecht, 1990).

EFL: English as a Foreign Language.

TSR: Teacher-Student Relationship.

TQ: The questionnaire of English teachers which was designed to evaluate the teachers' perspectives about the effect of teacher-student relationship on EFL students' achievement.

SQ: The questionnaire of EFL students which was designed to evaluate the students' perspectives about the effect of teacher-student relationship on their achievement.

1.15 Summary

This chapter presented the definition of teacher-student relationship and investigated this concept in methods of teaching English language. Besides, it examined the teacher's role in comprehensible input and in meeting the students' psychological and cognitive needs. This chapter also presented a general view about the teacher-student relationship and discussed its importance, types and dimensions. Then, this chapter presented the statement of the problem, objectives, limitations and questions of the study, hypotheses and significance of the study.

Chapter Two

2.1. Literature Review: Introduction

Students of English as a foreign language learn better under certain conditions in which a pleasant and a supportive classroom climate is established (Dhority, 1984). One of these conditions is the appropriate teacher's behaviors which constitutes a good relationship with students. This literature shows how teacher's behaviors and good characteristics as factors of positive rapport affect the EFL students' achievement positively. The researcher thinks that this relationship could be established by the presence of the teacher in the classroom in which students' senses of trust, confidence and ease are evoked.

Research studies such as Tyson (2000) examined teacher-student relationship (rapport) and asserted the importance of this relationship not only in improving students' achievement as a result of positive teacher-student relationship, but also the impact of negative relationship on alleviating students' attitudes towards the learning process. To illustrate, students' behaviors, attitudes, learning skills, and social interactions are dimensions that are shaped in the school environment. Teachers play a significant role in developing these dimensions. On the other hand, Pigford (2001) recommended that teachers should firstly recognize the importance of positive teacher-student relationship before developing techniques or strategies that establish a good teacher-student relationship. Specifically, by positive relationships, teachers can extremely improve the students' attitudes toward the learning process which in turn leads to the improvement of students' bad behavior.

In addition, rapport which is the core of social interaction, could be developed by teachers' high techniques in strengthening the students' connection to school and promoting their interactions with classmates and engagement in classroom activities. However, the type of students' interaction (rapport) gives us a prospective image of their learning achievement. Anna (2009) indicated that when the students perceive that they have positive relationship

with teachers in which they trust and like them, they are more likely to succeed. In contrast, when students encounter a negative relationship exemplified in insulting and ignoring students. This forces them to feel isolated and consequently lose motivation to succeed. So, the quality of interaction amongst teachers and students predicts the students' later achievement.

Pianta, Steinberg and Rollins (1995) classified the effect of teacher-student relationship to three dimensions, closeness dimension which refers to a relationship characterized by agreement and concord and affects students positively. Besides, conflict relationship which describes passivity or disagreement between students and teachers and leads to a negative effect on students' learning process. The last dimension is dependency in which students depend completely on their teachers' instruction. Interestingly, this dimension affects students negatively.

Regarding English language teaching methodologies, Richards and Rodgers (1986) presented certain issues in which the teacher's role is emphasized. The first issue is teacher's function such as director, counselor or model in addition to the teacher's controlling of the students and classroom environment. Besides, the teacher's role appears in his responsibility of what is taught in terms of content and in his developing of interactions and discussions between him and his students.

Since the primary aim of English teaching methodologies is to improve our students learning process and achievement, the Communicative Language Teaching approach which is followed in our EFL Palestinian schools helps the teacher in creating certain ways of interaction between the teacher and the student. This approach tries to constitute new kinds of teacher-student relationships which could be seen more symmetrical "such as friend to friend, colleague to colleague, teammate to teammate" (Richard & Rodgers, 1986, p.24). However, such approach requires the teacher to strengthen the student's independence by shifting the learning responsibility from the teacher to the learner.

However, Fumoto et al., (2007) asserted the importance of teachers' way in dealing with students and their classroom interactions. They said that teachers should be sensitive towards the students' emotional experiences; teachers should appreciate the students' willing to participate and communicate with them in an appropriate way "communication is not just about the words you use, but also your manner of speaking, body language, and above all, the effectiveness with which you listen" (Department for Educating and Skills, 2005, cited in Fumoto et al., 2007, p.7).

It seems that the success of a method or approach depends on the teacher's role in achieving the ultimate objectives of the method; this role reflects the importance of teacher's ability in creating the successful language learning conditions and his\ her ability in helping the student to grasp the content.

Birch and Ladd, (1997) revealed in their study that students' experience of a sense of belonging to school encourages them to participate effectively in the classroom activities and enhances their capacity to learn. This experience which is a result of the positive rapport indirectly facilitates the performance of students which resulted in motivation and school adjustment. However, they indicated that 'insecure' relationships with teachers which resulted in the students' fear of unstable mode of teachers, students' dismay of being constantly monitored by teachers and their tension of being blamed about their mistakes; this insecure relationship decreases the students' interaction and increases the feelings of anger and frustration which in turn leads to less achievement and engagement in classroom activities and so motivation will be lost. On the other hand, a study conducted by Hsu (2010) examined the effect of teachers' nonverbal immediacy behaviors such as smiling, gestures, monotone voice and eye contact on students' motivation for learning English. This study showed a positive impact of these behaviors (as components of TSR) on students' willing to participate in classroom. Jiang and Ramsay (2005) indicated in their study that positive rapport with

teachers makes the learning process more enjoyable and so motivates students to participate in the classroom. They also asserted the importance of rapport in the reduction of students' anxiety. Anxiety, as Krashen (1982) suggested, leads to affective filter which hinders second language acquisition. He explained that teachers should create a low anxious atmosphere based on a mutual trust between them and their students to establish a low filter which hinder comprehensible input "the effective language teacher is someone who can provide input and help make it comprehensible in a low anxiety situation" (Krashen 1982 p.32). However, Chaudron (1998) pointed out that there are some techniques teachers can do to facilitate the students' comprehension such as slowing the rate of speech and simplifying the syntactic complexity by inserting definitions, synonyms and paraphrases in their redundant information. Specifically, anxiety could be reduced by positive rapport. To clarify, Price (1991) pointed out that students feel relaxed if their teacher treated them kindly. He suggested that teachers can play a role in reducing students' anxiety by treating them kindly "helping them to learn and less like an authority figure making them perform"(p.107).

The findings of Tyson's (2000) study illustrated positive teacher-student relationship as an effective behavioral tool in reducing unwanted behaviors of students and strengthening their willing to learn. Hamre & Pianta (2001) suggested that attitudes of students toward teachers' beliefs and practices predict the students' 'academic performance, they explained that when students experience a positive and close relationship with teachers they are more likely to like and trust those teachers, these trusted students feel joyful and more enthusiastic in class if they experience warmth and concord feelings from their teachers.

In addition, findings of Fumoto et al., (2007) indicated the correlation between students' least experience and their lower closeness relationship with their teacher. However, when students experience a conflicted or negative relationship, exemplified in their teachers' repeated attempt to control their behavior; they tend to disobey their teachers which in turn

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affect their learning achievement negatively.

On one hand, Mason (2007) suggested that teachers' positive expectation, trust and believing in students' ability to do well make them more confident and activate them to put more effort in doing their tasks. On the other hand, other studies such as Hyman and Perrone (1998) attributed the intensification of bad behavior and the decreasing of students' engagement in classroom activities to the maltreatment of these students by their teachers which are exemplified in ridiculing and making sarcastic comments.

Regarding the strategies of building rapport, Dhority (1984) indicated to some strategies that contribute in building rapport. These strategies are acknowledging eyes which means paying attention to students by eye contact, voice intonation which holds a message deeper than the word itself and body presence which carries a suggestive behavior associated with communication in the classroom.

It is apparent that rapport is a complex relationship related to many dimensions such as emotions, skills, abilities, attitudes and interaction. Therefore, the good relationship between the teacher and the students increases the students' willingness to do well. Rapport is the portal to students' energetic creativity that activates their consciousness in which real learning can occur. So, the research will examine this relationship that enhances the progress of the learning-teaching process.

2.2. Teacher-Student Relationship and the Ideal Teacher

Since the study investigates a type of communication between the teacher and the student, it will be helpful to highlight the qualities of the ideal teacher who is able to establish a positive rapport. Hamre and Pianta (2001), Pianta et al. (2002) revealed that the nature of teacher-student relationship could predict the achievement of the learning process. To illustrate, students' achievement could be promoted through a positive relationship supported by good teachers.

The results of Pozo-Muños et.al (2000) study indicated that students placed a high value on the qualities of professional teachers' competency that establish a good rapport with the students; they are more able to listen and able to motivate. Furthermore, most of the studies that investigated the English language teacher presented several qualities of the ideal teacher; for example, understanding, faireness, flexible, motivating, focusing on the good communication skills, good familiarity with target language, promote students' interest in the lesson, being approachable, friendly and respectful.

In terms of the students' perceptions of good language teachers, Satio and Eisentein-Ebsworths (2004 cited in Nikitina & Furuoka 2009) discussed the perceptions of language learners studying in a different educational context (USA & Japan); these learners "valued teachers who were open-minded, sensitive to the cultural differences, available for consultations after the classes" (p. 171). Those teachers also could establish a relaxed atmosphere in the classroom. They admit their mistakes and recognize the needs of students by adapting the appropriate classroom activities. Lee's (2010) study examined the perceptions of EFL Japanese learners about the uniqueness of EFL teachers; his study showed that EFL teachers are characterized from other teachers according to some factors such as "the complex nature of subject matter, the content of teaching, teaching approach and teacher personality" (p.23). To support, these unique characteristics impel the teacher to display 'enthusiastic behaviors' or 'positive attitudes' in order to motivate and activate EFL students to participate in the class. This motivation is highly required because the exposure to FL is limited to the class.

According to Krashen (1982) who emphasized in the affective filter hypothesis the importance of emotions such as motivation, self-confidence and anxiety in second language acquisition, these variables can "impede or facilitate the delivery of input to the language acquisition device"(p.32). To illustrate, anxiety and lack of self-confidence cause a mental block which prevents input from reaching the students' language acquisition device. Besides,

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teachers should strengthen the students' feelings of self-esteem.

Hitz and Driscoll (1989 cited in Burnet, 2002) claimed that students' self-esteem could be promoted by teachers through constructive encouragement by "focusing on important efforts, using sincere comments and recognizing students' feelings" (p.6). In doing so, students will feel more confident to interact with their teachers. Interestingly, Mason (2007) expressed that the lack of self-esteem is regarded as one of the students' 'alienations' which teachers should overcome in their relationship with students by building good rapport based on fundamental issues such as love, faith and hope which decrease the students' 'affective filters'. Therefore, teachers can release students' anxiety and make the input more comprehensive by slowing their speech rate, using frequent vocabulary, less complex syntactic structures and well formed sentences.

Teacher's clarity as a fundamental component of rapport affects the students' anxiety positively. To illustrate, the clarity of teachers are characterized by using appropriately-structured instructions which facilitate the process of encoding and organizing of the information (Mckeachie 1984 cited in Rodgar et. al 2007). This facilitative process as they suggested, "helps to compensate for student deficiencies in the process and skills that are necessary for effective learning especially for high-anxious students" (p.93). Besides, high clarity teaching behaviors such as giving clear examples and organizing the demonstration of the material affect the achievement of students positively in which students get the idea more easily (Hines et al., 1985).

The importance of teacher-talk in creating a positive rapport is asserted by Zheng (2008). Teacher-talk means addressing language learners in a way different from addressing other kinds of classroom learners. To clarify, talk of the teacher which is regarded as a primary source of comprehensible input can be used to facilitate the learning process. It is also supposed from teachers to be sensitive towards the signals of difficult input which could be

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seen in their difficult questions, body language or facial expression. To conclude, making adjustments to both language form and language function by the talk of smart English teacher enables them to facilitate the input to meet the students' levels and needs.

The researcher thinks that positive rapport could be applied in the Palestinian environment, the EFL students appreciate the teachers who have high abilities to clarify the subject, who have a strong character and who have a high tendency to satisfy the students' needs.

The nature of teaching English language depends on communicative behaviors between the teacher and the student. So, teacher-student relationship is different in the field of English language from other educational fields as it requires more of teacher's attention towards the students' needs of communicative interactions. In fact, this relationship is affected by characteristics of EFL teachers which are discussed in chapter one.

Besides, this chapter highlights the influence of teacher-student relationship on the students' motivation and anxiety. Then, it clarifies the two components of teacher-student relationship, the verbal and nonverbal communicative behaviors. Regarding the verbal behaviors, this chapter demonstrates the influence of teacher-talk, its length, questioning behavior and feedback on students' achievement. In terms of the nonverbal behaviors, this chapter presents definition, forms and principles of them, and then it clarifies the functions of nonverbals in production, comprehension and students' engagement and classroom management. Finally, it shows the students' perceptions about using nonverbals in classrooms.

2.3. Teacher-Student Relationship and Motivation

Gardner (1985) defined L2 motivation as "the extent to which the individual works to learn the language because of a desire to do so and the satisfaction experienced in this activity"(p.10).

Since EFL students depend mostly on their teachers' instruction, the researcher thinks

that the teacher becomes the most influential factor for effective teaching. In fact, students learn more successfully in a supportive atmosphere provided by their teachers and characterized by non-threatened climate. To support, teachers can provide students with a supportive atmosphere by creating "an atmosphere of warmth, safety, acceptance and genuineness with his or her students, the student becomes a more self-initiated, self-confident, self-directed and less anxious learner" (Rogers, 1983 cited in Hsu, 2010, p. 186). It is suggested by Rogers and Graham (1999) that curriculum or technology or what teachers use to teach students do not affect the students' motivation, however this motivation is affected by the way teachers instruct students, students may not like this way in which teachers deal with them such as humiliation, ridicule, or embarrassment.

Wen and Clement (2003 cited in Hsu, 2010) stated that there is a difference between the desire of students to communicate in English and their willingness to learn. To support, students may have the desire to communicate but they are unable to communicate because they are affected of some circumstances such as anxiety, tension, embarrassment and fear of making mistakes. To clarify, teacher has the greatest effect on changing these negative circumstances in order to increase the students' willingness to learn especially if teachers are responsive and interested in their motivating problems.

However, immediacy of teachers contributes positively in students' motivation. Immediacy is a concept that refers to the nonverbal positive behaviors that teachers use through teaching such as eye contact, smiling and proximity. Teachers, by using positive behaviors (immediacy), they convey a message that they like their students (Hsu, 2010). As a result, the students' feelings of self-esteem are promoted and their relationship with teachers becomes stronger and its effect becomes more positive.

In terms of bad behavior of teacher which characterize the negative teacher-student relationship. Hsu (2010) expressed that tension in the classroom, less of motivation and lack of

students' self confidence created by the low caring or enthusiastic teachers lead to the reluctance of students to participate in English lessons. Besides, teachers' teaching styles which are characterized by lack of liking, affection and closeness in teacher-student relationship lead to 'detachment' in the classroom. These styles are used in less student-centred approach which can not stimulate the students' willing to learn (Hsu, 2010).

In addition, students' perceptions of teaching styles and behaviors of their teachers affect their attitudes and motivation (Allen et al.1999 cited in Hsu, 2010). When students experience helping strategies and good expectations from teachers, they tend to spend more effort in doing activities (Hsu, 2010). Thus, they have positive attitudes towards teachers and consequently they are motivated.

To conclude, students' ability to communicate by using L2 could be enhanced by the ability of their teachers to motivate them. Indeed, students are affected by everything teachers do in the classroom even the nonverbal behaviors such as tonality, smiling and using gestures. These nonverbals are the most strengthening components of teacher-student relationship and the most favorable strategies students prefer to stimulate them. Therefore, this relationship establishes mutual trust and respect towards students and consequently teachers are able to motivate students to engage in on-task interactions.

2.4. Teacher-Student Relationship and Anxiety

Anxiety refers to the frustration, apprehension and worried feelings (Brown, 2000 cited in Wu, 2011). These unease feelings affect language learning negatively in which students are unable to participate in 'situational' learning (Abu Rabia, 2010).

Teachers can play a significant role in reducing or increasing EFL students' anxiety. Tsui (1996) attributed the anxiety in L2 learning to its uniqueness as a process in which learners find themselves in an exceptional position; they may encounter negative evaluation or undermining of self-concept. However, these unease feelings come as a result of the greatest

chance to make more mistakes (Tsui, 1996). Abu Rabia (2010) pointed out that teacher's positive characteristics, support and understanding of FL learners can reduce the students' anxiety and promote their success. Lam (1973 cited in Abu Rabia, 2010) said that students tend to see the teacher as an 'adult friend' who can support and strengthen students' self-esteem. Such studies assist students' learning process by avoiding humiliation, criticism, and embarrassment in which the teacher can make the learning material more interesting, lively and meaningful.

Yet, Tsui (1996) referred in her study to five factors that contribute to students' reticence as a result of anxiety according to the perceptions of teachers. These factors stems from the teachers' inappropriate behaviors (as components of negative teacher-student relationship). The first factor is the low English proficiency of students in which the study showed that high scores of anxiety had been rated at 'poor' than 'good'' students. But, this type of anxiety could be reduced by teachers who can show the students that no one is better than the other (Tsui, 1996).

The second factor is 'lack of confidence and fear of making mistakes'. To support, lack of confidence appears in students' unwillingness to speak up in class. When the teacher calls the student upon to answer, he speaks in a very low voice which is audible only to the teacher and not to the students. On the other hand, fear of making mistakes occurs frequently in tests. Test anxiety stems from fear of failure which is related to fear of negative evaluation (Tsui, 1996).

In addition, teachers' intolerance of silence as a bad behavior contributes to students' anxiety. Many teachers in Tsui's (1996) study reported that they do not like or are afraid of silence, and feel very uneasy or impatient when their students can not answer the questions. Accordingly, this situation forces the teacher to ask another student the answer or provide the answers themselves, and sometimes repeat or modify the questions. As a result, teachers'

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repetition of questions which they justify as a means to fill the silence, is regarded for students as an indication to their incompetence. However, when teacher asks another student or answers the question himself, he damages the students' self-esteem and the student is considered a failure without even having the chance to try. In fact, intolerance of silence by teachers creates anxiety in classroom because students who are learning the target language could not produce an immediate answer to the teachers' questions; students need time to give an answer. So, teachers' hastiness and their lack of patience undermine the self-esteem of students and consequently their learning effectiveness and initiative will disappear. Dornyei (2001) said that "learners' social image can be enhanced by avoiding criticisms and correction that can be considered humiliating" (p. 129).

Moreover, teachers' uneven allocation of turns escalates the anxiety of students. Tsui (1996) revealed in her study that teachers avoid silence in the classroom by tending to ask the brighter students who will absolutely give them a correct answer. To explain, teachers justify their tendency to ask brighter students in order to make themselves feel good about their own teaching and to avoid the need to repeat the explanation. Therefore, this behavior of teachers makes the students feel anxious; they feel ignored by the teacher whereas teachers see themselves just as they deprive some students of the opportunity to practice the target language. Tsui (1996) found that teachers who prefer asking brighter students undermine the weaker students' self esteem in which these students see that the teacher reject them as a worthy individuals. It is suggested by Dorenyei (2001) that the opportunities should be provided for each student to play a role in one way or another; for example by creating situations in which students can demonstrate their particular strengths.

Finally, incomprehensible input is regarded also as a reason for students' anxiety. Tsui (1996) pointed out that incomprehensible input appears in vague and difficult questions in teacher's instruction. Many students feel anxious when their teacher directs a difficult question

for them to get a response; these anxious students prefer to remain silent and they don't even ask the teacher for clarification. Counselors at the learning skills center at the University of Texas found out that anxiety primarily revolves around speaking and listening, they found that many students do not understand what teacher says during longer utterances (Tsui 1996).

As a result, language anxiety has a direct influence on students' learning process and teachers play a significant role in reducing or increasing this anxiety. Teachers should be aware that anxiety stems from tense classroom climate which undermines motivation and L2 acquisition. Thus, students can learn better in a safe psychological atmosphere which protects them from humiliation and embarrassment and encourages them to express themselves freely. So, the researcher believes that teachers should try to lengthen the wait time after a question to give students the chance to think about the question and then give a respond.

2.5. Components of Teacher-Student Relationship

Positive teacher-student relationship is related strongly with the demonstration of teacher's interactive behaviors in language classroom. Teachers use many forms of communicative behaviors in addressing EFL students. The functions of these forms in improving students' learning process depend on the type of these behaviors. In other words, a good relationship between the teacher and his students is based basically on two inseparable components, verbal and nonverbal immediacy behaviors of teachers. So, the study aims to examine to what extent the teacher's verbal and nonverbal communicative behaviors influence the students' achievement.

2.5.1. The Verbal Forms of Teacher-Student Relationship

In this section, the researcher discusses the effect of verbal forms of teacher's behavior on learning process of students which are summarized in the teacher-talk.

2.5.1.1. Teacher-Talk

The talk of the teacher in the field of L2 acquisition refers to his\ her verbal use of

language in formal settings such as classroom. This term is distinguished from speech to L2 learners in other noninstructional setting. To support, teacher-talk is one of the teacher-student relationship components in which verbal behavior (instruction) of teachers affects the comprehension process of EFL students. Nunan (1991) asserted the importance of teacher-talk not only in classroom organization by implementing the teaching plans but also in the acquisition of L2 in which teacher-talk is the first source of comprehensible input.

In fact, successful interactions in the classroom depend on the type of teacher-talk and the type of interaction. Yan (2006) presented two functions of teacher-talk, the first one "it serves as a valuable input of language exposure", the second function is "to generate the interaction, to make the input comprehensible" (p.13).

According to Yan (2006) there are two features of teacher-talk, the formal features such as repetition, pause and speed and the functional features which refers to the length of teacher-talk, teachers' questions and teachers' feedback.

2.5.1.1.1. The Formal Features of Teacher-Talk

Chaudron (1988) suggested some types of modifications teachers can do on their speech to adopt to the needs of EFL students. To support, teachers' modifications appear in their ability to slow their speech rate, use longer and more frequent pauses, simplify their pronunciation, use more basic vocabulary and use more declaratives and statements than questions.

To conclude, good teachers who are sensitive and interested in students' learning problems such as incomprehensible input seek to use these modifications in their formal speech. By doing so, they meet students' need, aid them to comprehend the instruction and encourage more of interaction between them and their students.

2.5.1.1.2. The Functional Features of Teacher-Talk

Functional features of teacher-talk are used by teachers to organize and control classes.

They depend in the use of functional features on four aspects, the length of teachers-talk, questioning behavior and modified feedback (Chaudron, 1988). To clarify, these features of functional teacher-talk are expressed in the teachers' verbal forms of interactions. So, the study will investigate this type of verbal communication on EFL students' learning process.

2.5.1.1.2.1. The Length of Teacher-Talk

Classroom researches such as Cook (2000) and Chaudron (1988) indicated to the effect of the teacher-talk length on the EFL students' learning acquisition. On one hand, teachers use most of the classroom talk which exceeds more than 70% of the total time (Cook, 2000). However, the overuse of teacher-talk in explanations or instructions restricts severely the talk of students. Accordingly, the students' need to develop L2 proficiency will be frequently limited (Yan, 2006).

On the other hand, (Yan, 2006) revealed that students' develop more of L2 proficiency in teacher-dominated class in which teachers tend to use most of classroom talk. He attributed the reason to the enough and accurate input they receive from teachers as the main source of input. Whereas in learner-centred classrooms there is little input and students tend to use L1 in their interactions.

Yet, this controversial issue requires more attention from teachers. Teachers should know when they have to increase or decrease their involvement. Yan (2006) suggested two points for teachers that should be taken into account to decrease their talk. The first point is that students should be highly proficient in the FL which enables them to communicate with each other and with the teacher; teachers, in this situation, decrease their involvement in classroom talk and give students the chance to speak English proficiently and communicate actively in classroom interactions. The second point is that there should be active students who have the desire to communicate. Indeed, some students tend to be silent in the EFL classroom if their teachers spend much of time in speaking. So, teachers should be careful and decrease

their talk by motivating students to communicate and participate in classroom activities.

As a result, the length of teacher-talk affects students' negatively or positively. The positive effect appears when teachers regulate their talk. They should know how much do the students need instruction and provide them with accurate and clear input which promotes their L2 acquisition. In contrast, teachers' overuse of classroom talk affects students' communicative process negatively because students can not get the chance to participate in communicative conversations. Thus, teachers are required to be sensitive and smart in terms of the students' need of teacher-talk.

2.5.1.1.2.2. Questioning Behavior

Teachers' use of questions as verbal forms of teachers' behavior affects EFL students' learning process and enables the teacher to identify if the students learn or grasp the content of the material or do not. Donald and Paul (1989 cited in Yan, 2006) classified the functions of questions into three areas. The first one is diagnostic function which serves as a tool for the teacher to "glimpse into the minds of students to find out not only what they know but also how they think about a topic", teachers by using some questioning strategies can evaluate the students' state of thinking (p.17).

Besides, in instructional function, questions play a significant role in supporting the students' learning of new material and draw their attention to information in a text. The last function is motivational. Teachers by using motivational questions help themselves in engaging students in classroom instruction and providing them with opportunities to participate actively in the classroom (Yan, 2006).

The researcher thinks that teachers, by using these varieties of questions, aid the teaching process in many situations. On one hand, diagnostic questions not only help teachers in evaluating the students' knowledge about the topic but also serve them in measuring their ability in facilitating their output. On the other hand, instructional questions provide students

with feedback. By such questions, students learn new material and connect it to previous information. However, it seems that motivational questions could be the most effective type because they draw students' attention, activate their memory and stimulate them to give responses.

There is a strong impact of teachers' questions on students' motivation and learning process according to the purpose of these questions. To support, Richards and Lockhart (1994) examined the effect of teachers' questions on students' performance according to their purpose. They presented three types of these questions, procedural, convergent and divergent. In terms of procedural questions, they are used by teachers to know the procedures, routines and management of the classroom, "they are used to ensure the smooth flow of the teaching process" (Yan, 2006, p.17).

However, convergent questions or closed questions in which there is one answer encourage the students to give simple responses related to the topic such as 'yes' or 'no'. These responses are simple because they do not need high knowledge of the content but just remembering of some information.

The researcher believes that teachers' use of divergent or open questions motivates students to participate actively in the classroom exercises and helps them to connect their previous experiences to the topic of the lesson. Indeed, open questions enable teachers to elicit certain answers from students and because these questions don't require high concentration in the topic, they help weak students to give responses and so lead to their engagement in classroom activities. On the contrary, teachers' use of convergent questions restricts the students' knowledge and participation to the content of the material because this type of questions requires higher levels of thinking, it just strengthens good students.

2.5.1.1.2.3. Feedback

Feedback is an aspect of classroom interaction which includes error correction

(Chaudron, 1988). Cook (2000) identified teachers' feedback as the teachers' way to evaluate responses of students. However, this way of providing feedback affects students' behavior and knowledge.

Yan (2006) pointed out that feedback could be positive or negative. To support, teachers' feedback not only gives students evaluation of their responses but also increases the students' motivation and establishes a supportive atmosphere especially if it is provided by forms of praise or rewards.

Wheldall and Merrett (1987 cited in Yan, 2006) said that punishments affect students negatively in which there is no positive change is brought whereas rewards such as praise increases the students' motivation. Yet, teachers should use rewards or praise students in a balanced way in order to avoid the negative effect of unnecessary rewards.

Teachers' correction, as component of the feedback, is expressed through different styles. Teachers' correction is expressed "gently or assertively, supportively or as a condemnation, tactfully or rudely" (Yan, 2006, p.21). To explain, teachers should be sensitive and careful in providing correction to avoid students' feelings of anxiety and lack of self confidence. Yan (2006) expressed some techniques of correction that students prefer such as "doesn't react at all, indicates there is a mistake but doesn't provide any further information, and says what was wrong and provide a model of the acceptable version" (p.22).

Another component of teachers' feedback is teachers' assessment. By assessment learners can know if they do well or bad in their performance. There are many examples of teachers' assessment such as, giving grades, giving responses to students' answer such as 'no' or comment such as 'well done' (Ur, 2000).

Interestingly, there are some words and phrases that teachers can use to assess students' performance. For instance, teachers should use confirmative words such as 'very good' 'excellent' 'no', that's wrong' and encouraging words such as 'that is better' 'well done' 'don't

worry'. These expressions of interest and surprise affect students positively whereas expressions such as 'this is not good' 'you can not do that' and 'you are stupid' should be avoided because of their negative effect on students' motivation and anxiety.

To conclude, it is important for students to give them correction of their failure as it is important to praise them for their success. Positive or negative feedback depends on its forms and leads to different results. To illustrate, negative feedback exemplified in humiliating and insulting comments about students' performance increases anxiety and results in lack of self confidence. Whereas using rewards and comments such as "well done" and "very good" establishes a base of appreciation towards teachers. This positive feedback motivates students and promotes self confidence which, in turn, leads to the desired outcomes.

2.5.2. The Nonverbal Forms of Teacher-Student Relationship

The second component of teacher-student relationship is the nonverbal communicative behaviors. Understanding the language acquisition process demands to consider the role of nonverbal behaviors as well as the role of verbal behaviors in the process of communication. In fact, verbal and nonverbal behaviors are complementary constituents of teaching learning process. To support, the two forms are used simultaneously to make the message clearer "when students listen, they hear the words (hopefully) and they observe the behaviors and expressions of the teacher to obtain further information" (Woolfolk et al. 1983, p.513).

Thus, students' acquaintance of nonverbal behaviors contributes effectively in their L2 acquisition. In this section, the study examines the forms and functions of nonverbal behaviors and their contributions in EFL students' learning process.

2.5.2.1. Nonverbal Communications

The two forms of communicative behaviors, verbal and nonverbal, are inseparable. The messages conveyed by verbal and nonverbal behaviors integrate to give a new communicative event. Anderson (1999) defines nonverbal communication as "all

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communication other than language" (p.2). However, Hecht and DeVito (1990) described the nonverbal communications as "all of the messages other than words that people exchange"(p.4). These definitions indicate that language is a type of behavior and body gestures are used intentionally to convey the message.

In other words, verbal and nonverbal communications are used simultaneously, Knapp and Hall (2006 cited in Gregerson, 2007) discussed some situations in which the message of nonverbal communications is conveyed if it is associated with verbal ones "nonverbal behaviors substitutes, complements, accents, regulates and contradicts the spoken message" (p.53). To support, substitution happens when a nonverbal behavior is used instead of verbal one, for example when a teacher uses his thumb to signal to a student to give an answer or patting on student's shoulder to show intimacy. Complements occur when the teacher uses a nonverbal behavior such as smiling in an encouraging way to students' group work and says "well done". In accenting, the teacher stresses a specific word to convey a message such as repetition of a student sentence to emphasize an incorrect word. Teachers also use nonverbal behavior to regulate the verbal communications, for instance, when the teacher nods his head through the speaking of a student to encourage more of talk. Finally, nonverbal communications contradict the verbal message especially if their interpretations are different such as when a student says "I love grammar" but his voice indicates that he doesn't like grammar or he is uninterested with.

2.5.2.2. Forms of Nonverbal Communications

Nonverbal behaviors are expressed in language classroom in many forms which include: kinesics, facial experssions, oculesics, haptics, proxemics, paralanguage, chronemics, physical appearance, oflactis and environmental factors and so on. (Negi, 2009). So, this study presents several forms of nonverbals which have a strong influence on students' interaction. To illustrate, kinesics refers to body language, head and limbs movements and

body motions such as shrugs, foot tabbing and drumming fingers. Facial expressions appear in smiling, frowning and wrinkling the bow. Oculesics refers to the impact of visual contacts on communicative messages such as eye movement and eye contact. Haptics looks at the touching behavior especially the physical one such as handshaking and patting on the shoulders. Proxemics describe the use of space or distance between ourselves and others to indicate privacy or attraction. Paralanguage (vocalics) refers to nonverbal audio part of speech such as tone of voice, speed, intonation and pause. Physical appearance is concerned with the image attributions such as hair style, body shape and clothes. Oflactis refers to the smells and concerned with scents. Chronemics describe the communication of time such as wait time. Finally, the environmental factors refer to temperature and setting.

2.5.2.3. Functions of Nonverbal Communication

Nonverbal behavior as a component of teacher-student relationship contributes effectively to EFL students' learning process. This process is based on production and comprehension of L2. So, this section represents the two major functions of nonverbal communications in teaching-learning process and the role of them in students' engagement and classroom management.

2.5.2.3.1. Nonverbal Behaviors in Language Production

People depend in the process of communication on nonverbal behaviors to produce and understand communicative messages. Burgoon et.al (1989 cited in Allen, 1999) represented two ways in which the nonverbal behaviors facilitate language production "to mark units in which utterances are produced and to help the speaker activate and recall words, thoughts and ideas that become part of the utterance" (p.470).

Regarding the first way, utterances contain many units of phonemic clauses such as pitch, intonation, rhythm and accentuation. These phonemic clauses appear with the association of body movements of English teacher. In fact, this process of combination or

association helps learners in acquiring the voice qualities such as pitch and facilitates their ability to "segment sentences into phonemic clauses, thus enhancing language encoding" (Allen, 1999, p.470).

In terms of the second way, nonverbal behaviors facilitate language production by helping students in activating their thoughts and ideas easily. To support, teachers by 'illustrators' such as underliners, rhythmics and batons and which are defined by Ekman (1980 cited in Allen, 1999) as the "movements which are intimately tied to the content and\ or flow of speech" (p. 471) can help students in activating or recalling their thoughts. In other words, these illustrators enable the teacher to explain difficult things or concepts such as *zig zag* or to give directions.

As a result, nonverbal communicative behaviors play a vital role in production of communicative messages. These nonverbal behaviors facilitate the language teaching process for teachers and make the learning process more effective and interesting for students. Indeed, nonverbal behaviors assist teachers to emphasize and punctuate sentences and to show enthusiasm. However, teachers should be careful in using these nonverbal behaviors especially in synchronizing their body movement with their utterances to avoid misunderstandings by students.

2.5.2.3.2. Nonverbal Behaviors in Language Comprehension

As teachers depend on nonverbal behaviors in producing or decoding communicative messages, they also use nonverbal behaviors in facilitating the students' comprehension process. Allen (1999) presented two ways in which nonverbal behaviors are used to facilitate the comprehension process. The first way is 'heightening attention'. In this way, attention is more emphasized especially in bottom up approach in which the focus is on messages. To illustrate, gestures contribute in this approach which focus on attention in providing

movement, activating the message and evoking imagination**.** Thus, make the student more enjoyed and attentive.

In addition, nonverbal behaviors facilitate the comprehension process by 'facilitating recall' (Allen, 1999). To support, concepts are stored in students' memories as mental representations; the comprehension of these concepts are activated. For example, using gestures enable teachers to explain the meaning of some words such as action verbs, prepositions and descriptive adjectives (Allen & Valette, 1994).

Facilitating recall also occurs through some strategies. The first strategy is by presenting nonverbals in descriptive texts. Another strategy of facilitating recall occurs by "enhancing the semantic involvement during the encoding process and by providing redundancy which leads to a more durable memory trace" (Craik, 1975 cited in Allen, 1999, p. 473).

In fact, a good relationship amongst students and their teachers depends on teachers' demonstration of body movements and gestures which enables them to convey a message to students and make them more active. Nonverbal behaviors stimulate the intelligent guessing of students which is one of the successful teaching strategies. However, comprehension process needs other techniques from teachers to simplify the instruction such as pictures, gestures, drawings and demonstrations. Consequently, these techniques especially gestures encourage students to concentrate and recall previous information which emphasize the importance of nonverbal behaviors in learning process.

2.5.2.3.3. Nonverbal Behavior in Students' Engagement and Classroom Management

Students, by their nature, learn in a more cooperative classroom environment which encourages participation and involvement in classroom activities. This participation, in turn, indicates a successful learning outcome. However, teachers could be the first figure in establishing cooperation with students in classroom activities. To support, studies such as

Emmer, Evertson and Anderson (1980) described the first two weeks of schools in which teachers are effective in using nonverbal communicative behaviors to engage students in classroom interaction. These teachers train students to react to specific nonverbal behavior. By varying their voice, using body movements and pace, teachers can "refocus wandering students' attention" (Brophy, 1983 cited in Woolfolk et.al, 1986, p. 521).

Brook's (1984) posited that the ineffective teachers maintained a little eye contact with students and received the lowest ratings of them for task orientation and enthusiasm. So, his study emphasized the role of gazeline as a type of nonverbal communication in strengthening students' participation in classroom interaction.

Moreover, Teachers' serious facial expression, negative nodding and friendly voice speaking motivate students to participate actively and put more effort in group works. To explain, when teachers want to reduce students' anxiety and promote their motivation, they should associate their verbal reprimands with nonverbal positive signals such as eye contact and a firm grasp on students' shoulders where the teacher stands close to the students to affect them more positively and encourage them to participate in classroom interaction (Van et al., 1982).

In terms of classroom management, Hall (1977 cited in Woolfolk, 1985) emphasized the role of nonverbal communication in conveying messages about what should be happening. Teachers should convey these messages to students by demonstrating the procedures early in the year and depending on repetition in applying these procedures. In other words, teachers give students previous background about nonverbal indicators that are associated with the type of participation in classroom activities. Accordingly, students by cues recognize their value and know to what extent they improve their learning process. Teachers move in classroom and use nonverbal communication to convey what should happen. For example, teachers can put hand on hips or bend them forward at the waist if they wanted full attention of students. This

type of behavior should be repeated through classroom instruction to make all of the students respond. Indeed, teachers are those who can use nonverbal communicative behavior to teach students. "The more successful teacher ….. is one who is able to participate with children in far more than language communication alone. Such a teacher enables children to learn his nonverbal communication coding" (Byers & Byers, 1972, p. 27).

To sum up, nonverbals aid teachers, to a large extent, in engaging students in classroom activities. When teachers move and behave in an uninterested, unenthusiastic or bored way, students, in turn, behave in the same way. Yet, when teachers use nonverbal communicative behaviors such as voice tone or eye contact to show more of interest and enthusiasm, they encourage students to participate in a lively condition in which students feel less stressful. In contrast, when teachers use negative nonverbal behaviors as frowns and glares affect students negatively and lead to restless, uncooperative and rejected students. Besides, discipline problems could be overcome by using nonverbal behaviors in which a successful communicative process is established. Nonverbal cues direct and change the unacceptable behavior of students and less verbal behavior of teachers is needed.

2.6. Students' Perceptions of Using Nonverbal Behaviors in Classroom

Students evaluate their teachers more positively when their teachers behave in a favorite way to students. Teachers spend much of time on looking in books or board or walking in the classroom. A study of Zeki (2009) showed that students emphasized the role of two nonverbal behaviors in improving their learning process, eye contact and facial expressions (mimics) and gestures (body language).

2.6.1 Eye Contact

Students in Zeki (2009) study perceived eye contact as a strategy to maintain motivation and concentration which leads to the students' understanding of the topic (Zeki, 2009). To support, eye contact aids teachers to check if students concentrate or do not and to

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show encouragement for the students. According to perceptions of students, eye contact makes them more confident and comfortable and it shows whether the teacher is confident or not "By looking students directly in the eye, teacher encourages students to pay attention, to respond to and to respect the teacher" (Zeki, 2009, p.1446).

In addition, eye contact is seen by students in Zeki's (2009) study as a 'means for emphasis'. Students notice that the teacher use eye contact when he stresses something in the instruction "When you say something important you up your voice and also use eye contact and look at us and we understand that topic is very important" (Zeki, 2009, P.1447).

2.6.2. Facial Expressions and Gestures

It is reported by students that teachers use facial expressions and gestures to show more of motivation, enthusiasm and confidence in learning. This perception appears in a student's expression "Your gestures are very friendly, so the students feel safe. We developed confidence. We feel comfortable in your class" (Zeki, 2009, p.1448).

Similar to the effect of eye contact, facial expressions and gestures are used to maintain students' attention and to emphasize some information in the text. In emphasis, for instance, teacher's lips take more of shapes through speaking which indicate the importance of what is said. Moreover, using mimics and gestures reflects the teacher's mood. For example, nonverbals show if the teacher is happy, angry or disappointed. A student said "Firstly, I have to confess to you, you looked like too stressful and you tried not showing this stress to us. But your gestures and mimics and your speaking style did not allow" (Zeki, 2009, p.1448).

It is clear that good relationship with students can not be established without the use of nonverbal communicative behaviors. Students evaluate teachers more positively in terms of their consistent use of nonverbal behaviors such as eye contact, mimics and gestures. Specifically, students' perceptions about the influence of nonverbal behaviors emphasized what it has been mentioned about the functions of nonverbals on students' EFL learning

process. In conclusion, teachers' use of nonverbals not only helps students in understanding the context, but also assists teachers in decoding and explaining the instruction. Besides, the importance of using nonverbals appears in classroom management and in engaging students in classroom interaction by maintaining their attention, emphasizing what is important, facilitating difficult concepts and motivating students to participate in classroom activities.

In general, teachers should use positive nonverbal behaviors such as friendly voice, eye contact, clear gestures and pleased facial expressions to express more of enthusiasm, warmth, support and confidence. However, bad signs such as frowning, glaring, sarcasm, negation gestures as repeated head shaking or finger pointing should be avoided by teachers because of their negative effect on students' motivation, comprehension and classroom interaction.

2.7 Summary

This chapter highlighted the concept of teacher-student relationship (TSR) in classroom language in an analytic way. Firstly, it presented the literature review which tackled the teacher-student relationship from many aspects. Then it examined the concept of the ideal teacher whose characteristics could be a base of positive rapport. To clarify, this chapter presented two psychological effective factors of teaching-learning process such as motivation and anxiety and its relationship to rapport. To give a holistic view of teacher-student relationship, the researcher presented in this chapter the components of TSR which are verbal and nonverbal forms of teacher's behavior. To explain, the verbal forms of teacher's behavior such as teacher-talk and the nonverbal forms of teacher's behavior such as body language are examined as fundamental factors contribute in building positive or negative rapport.

In fact, the explanation of the concept of TSR enables the researcher to propose suggestions and strategies that strengthen the TSR depending on the perspectives of EFL students and English teachers. Chapter three presents the methodology and instrumentation of this study in addition to the validity and reliability of the test and the questionnaires. Besides, chapter three clarifies the way of data analysis and the procedures of this study implementation.

Chapter Three

3.1. Methodology and Procedures

The current study investigates the effect of positive rapport on the EFL students' learning process. Depending on this aim, this chapter presents the methods that enable the researcher to measure this impact which is discussed in chapter two. The first method of gathering data is the quantitative method. To illustrate, the researcher conducted two questionnaires, one for teachers and the other one for students. Besides, the researcher designed a test for two experimental groups and two control groups in which the participants are from both genders. This test presents the researcher information and averages about the effect of positive rapport as a way of teaching which is followed in the experimental groups.

The second method of gathering data is the qualitative method. The researcher utilizes the open-ended questions in the questionnaires of students and teachers to give the participants the chance to express their ideas freely. In fact, this method enables the researcher to reinforce and strengthen the effect of positive rapport on the EFL students' achievement by widening the scope of students' and teachers' gathered views and thoughts.

3.2. Population of the Study

The population of this study includes all of students, males and females, in 7th and 10th grades and all of English teachers in the Directorate of Education in Hebron in the first semester in 2011\2012. The total number of students from both genders is (9640) and the number of English teachers from both genders is (330) as Table (1) shows:

Table 1. The distribution of population according to the number of students in 7th and 10th grades and English teachers and their gender in public schools in Hebron in the first semester of the academic year 2011\2012.

Population	Gender and Percentage					
	Males	Percent	Females	Percent	Total	Percent
7th Grade	2542	26.36 %	2549	26.44 %	5090	52.8 %
10th Grade	2036	21.12 %	2514	26.08 %	4550	47.2 %
Total	4577	47.48 %	5063	52.52 %	9640	100 %
Teachers	121	44.6 %	209	55.4 %	330	100 %

* Directorate of Hebron Education/ Department of Planning and Statistics/ Academic year 2011\2012.

According to the department of planning and statistics, during the first semester of 2011\2012 in Hebron, the number of students in 7th grade is (5090) distributed to (147) sections, (74) sections are for males and their number is (2541) and (73) sections are for females and their number is (2541) as Table (2) shows:

Table 2. The sample of seventh grade population in public schools in Hebron in the first semester of the academic year 2011\2012 based on gender.

Gender	N. of sections	N. of students
Males	74	2541
Females	73	2549
Total	147	2549

* Directorate of Hebron Education/ Department of Planning and Statistics/ Academic year 2012.\2011

The sum of students, males and females, in 10th grade according to the department of planning and statistics in the first semester in 2011\2012 in Hebron is (4550) distributed to (133) sections, (l3) sections are for males and their number is (2036) and (70) sections are for females and their number is (2514) as Table (3) shows:

Table 3. The sample of tenth grade population in public schools in Hebron in the first semester of the academic year 2011\2012 based on gender.

Gender	N. of sections	N. of students
Males	63	2036
Females	70	2514
Total	133	4550

* Directorate of Hebron Education/ Department of Planning and Statistics/ Academic year 2011/2012.

3.3. Sample of the Study

In order to achieve the objectives of this study, the researcher depends on an intentional sample which includes six schools. Three schools are for males (Taffouh Secondary School for Boys, Al-noor Elementary School for Boys and Al-shuhada Elementary School for Boys). Also three schools are for females (Taffouh Secondary School for girls, Al-Sayeda Zainab Elementary School for girls and Taffouh Elementary School for girls). The researcher chose this sample due to its close to the place of her living and to the abundance of educational tools that help her in the implementation of the study.

Regarding the participants, the researcher chose a random sample of (140) students; (60) of them participated in the questionnaire and (80) of them participated in the experimental and control groups. Besides, another questionnaire is designed for teachers in which (20) teachers participated in as Table (4) shows:

Table 4. The whole population of this study is from seventh and tenth grades and English teachers in public schools in the Ministry of Education in Hebron of the academic year 2011\2012.

Schools	Grade, Number of Students and Teachers and Percentage							
	7th and 10th Grade Students						Teachers of the Questionnaire	
	N. of 7th Grade Students		Per.	N. of 10th Grade Students		Per.	Number of Teachers	Per.
	Q	T		Q	T			
Taffouh Secondary School for Boys	---	---	---	15	40	39.3%	4	20%
Taffouh Secondary School for Girls	---	---	---	15	40	39.3%	4	20%
Al-noor Elementary School for Boys	15	---	10.7%	---	---	---	4	20%
Al-Sayeda Zainab Elementary School for Girls	15	---	10.7%	---	---	---	3	15%
Al-shuhada' Elementary School for Boys	---	---	---	---	---	---	2	15%
Taffouh Elementary School for Girls	---	---	---		---	---	3	20%
Total	30	---	21.4%	30	80	78.6%	20	100%

Note: N=the number.   Q=the questionnaire.   T=test.   Per=percent.

This table shows that the number of students is (140), males and females, (30) of them were from 10th grade from Taffouh Secondary School for Girls and Taffouh Secondary School for Boys and (30) of them were from 7th grade from Al-sayeda Zainab School for Girls and Al-noor Elementary School for boys. Whereas the participants of the test in the experimental and control groups were (80) students from only 10th grade, (40) of them from Taffouh Secondary School for boys and (40) of them were from Taffouh Secondary school for girls. Besides, teachers, males and females, who participated in the questionnaire, were from the six schools in Taffouh village.

3.3.1. Sample of the Questionnaire

There are two questionnaires designed for teachers and students to investigate their perspectives and attitudes toward using positive rapport in English language classrooms.

To begin with, the researcher used the first questionnaire on a random sample of (60) students males and females from the population of the study in the first semester of the academic year 2011\2012. (30) of them are males, half of them were from 7th grade from Al-noor Elementary School for Boys and half were from 10th grade from Taffouh Secondary School for Boys. Another (30) participants were females, half of them were from 7th grade from Al-sayeda Zainab Elementary School for Girls and half were from 10th grade from Taffouh Secondary School for Girls.

Moreover, the researcher chose another sample of (20) English teachers, 10 are males and 10 are females who teach at six schools in Taffouh village (Taffouh Secondary School for Girls, Taffouh Secondary School for Boys, Al-noor Elementary School for Boys, Al-sayeda Zainab Elementary School for Girls, Al-shuhada' Elementary School for Boys and Taffouh Elementary School for Girls) as Table (5) shows:

Table 5. The questionnaire sample of students and teachers according to the name of school, number of students, English teachers and percentage.

Schools	N. of students and percentage			Teachers	
	10th Grade	7th Grade	Per.	N.	Per.
Taffouh Secondary School for Boys	15	----	25%	4	20%
Taffouh Secondary School for Girls	15	----	25%	4	20%
Al-noor Elementary School for Boys	----	15	25%	4	20%
Al-sayeda Zainab Elementary Schools for Girls	----	15	25%	3	15%
Al-shuhada' Elementary School for Boys	----	----	----	2	15%
Taffouh Elementary School for Girls	----	----	----	3	20%
Total	**60%**		**100%**	**20 %**	**100 %**

Note: N=the number   Per=percent

The data shows that the number of students was distributed equally to four schools in which (15) of them are from each school, whereas teachers were distributed to all the schools.

3.3.2. Sample of the Test

The sample of the test was (80) students from 10th grade. (40) Students were males from Taffouh Secondary School for Boys, half of them are in the experimental group and half in the control group. Also, (40) students were females from Taffouh Secondary School for Girls, half of them are in the experimental group and half are in the control group. These four groups were tested in two units of English language in the first semester of the academic year 2011\2012. The first group exemplifies the experimental one in which the teacher used

positive rapport in order to get better achievement whereas in the control group (the second one), the teacher followed the traditional way in teaching in which there is little or no rapport as Table (6) shows:

Table 6. The sample population of tenth grade according to the name of school, students' number and their percentage.

Schools	Experimental Group	Control Group	Total	
	Number	Number	Number	Percentage
Taffouh Secondary School for Boys	20	20	40	50%
Taffouh Secondary School for Girls	20	20	40	50%
Total	**40**	**40**	**80**	**100%**

3.4 Instruments

3.4.1. The Questionnaire

This study aims to investigate the effect of good rapport on the EFL Palestinian students' achievement, so the instruments should measure the factors of good rapport, its impact, causes and consequences. Accordingly, this study depends on the quantitative method by using two questionnaires, one for the teachers and another one for the students, for details see Appendix (3) and (4). These questionnaires presented results about the questions that are related to the students' attitudes toward rapport and from teachers' and students' perspectives. Also, these questionnaires were used to investigate the impact of rapport on EFL Palestinian students' achievement especially in the areas of students' participation in English language classes, students' engagement in classroom activities and students' interactions with their classmates. These variables were measured through the investigation of perceptions of students and teachers about the qualities of good teachers that enables them to get all these sides of students' performance.

However, the questionnaires were measured according to the five-point Likret-Scale. To clarify, the two forms of questionnaires that were used in this study consist of (15) items for each questionnaire in order to measure the students' and teachers' attitudes toward the effect of positive rapport. There are five responses for each item; the first response is "strongly agree" and given five points, the second response is "agree" and given four points, the third response is "no comment" and given three points, the fourth response is "disagree" and given two points and the fifth response is "strongly disagree" and given one point. The following table shows the distribution of the points according to the responses.

Table 7. The given points for the responses of five points of the Likret-scale.

Number	The response	The given points
1.	Strongly agree	5
2.	Agree	4
3.	Neither agree or disagree	3
4.	Strongly disagree	2
5.	Disagree	1

In fact, measurements of three degrees were followed (high, intermediate and low) according to the following points:

1. High degree: if the mean of the item or the total score is $\geq (3.66)$.

2. Intermediate degree: if the mean of the item or the total score is $> (2.33)$ and $< (3.66)$.

3. Low degree: if the mean of the item or the total score is $\leq (2.33)$.

However, the qualitative method of gathering data which appears in the open-ended questions is expected to enrich the study by information and ideas about the qualities of good teachers and the strategies that can be used to strengthen the TSR from students' and teachers' perspectives. To clarify, the open-ended questions for EFL Palestinian teachers examined their perspectives about the students' need for rapport, how teachers can build positive relationship with them and the strategies that teachers can use to promote a positive relationship. Regarding the open-ended questions for students, the researcher investigated the students' viewpoints about the effect of positive rapport on their achievement and the kinds of teachers they like. On the other hand, students responded to questions that examine their perceptions about the effect of bad rapport on their attitudes toward English language.

3.4.4.1. Validity of the Questionnaire

In order to verify the validity of the questionnaire, it was displayed on five arbitrators of English teachers who are familiar with the concept of rapport. These teachers advised me to change some of unsuitable items. Then, the questionnaire was displayed on the supervisor who recommended to delete similar items and to write some items in the present tense form.

3.4.4.2. Reliability of the Questionnaire

The reliability of the questionnaire was accounted by using the equation of (Cronbach Alpha). The reliability coefficient of students' questionnaire yielded (0.78) and the reliability coefficient of teachers' questionnaire yielded (0.82). These two values are considered statistically reliable as Table (8) shows:

Table 8. The Reliability Coefficients of the questionnaires of students and teachers towards the "The Effect of Rapport on the EFL Palestinian School Students' Learning   Achievement: Teachers and Students Perspectives".

Students' Questionnaire		Teachers' Questionnaire	
Reliability Coefficient	Number of Items	Reliability Coefficient	Number of Items
0.78	15	0.82	15

3.4.2. The Test

The second quantitative method of gathering data is using the test, for details see Appendix (5). This quantitative method which was applied on experimental and control groups answered the research questions about the effect of rapport on students' achievement and the extent of its effectiveness in improving students' learning process. Tests for the control and experimental groups showed that the experimental group got higher achievement than those of the control groups.

The researcher designed an English language test for 10th grade students. This test was divided into four questions to evaluate students in two units (three & four). The first question measured the students' reading comprehension by reading a text and answering questions about it. The second question consisted of words and their definitions which measured the students' knowledge of vocabulary. The third question evaluated students in terms of grammar. The last question reflected the students' ability to write a paragraph about themselves.

Indeed, this test was designed with the cooperation of English teachers of 10th grade after defining the educational objectives of the two units (three & four). So, this test evaluates the students' reading comprehension, vocabulary, language and writing.

3.4.2.1. Validity of the Test

The validity of the test was verified after reviewing it by English teachers of 10th grade and two supervisors. Then, this test was displayed on the supervisor Dr. Nimer Abuzahra who recommended to delete the questions that measure the same objectives and to put clear questions suitable for all levels of students. After this revision of arbitrators, (40) marks were distributed to (4) questions. The first question given (12) points, the second question given (12) points, the third question given (10) points and the last one given (6) points.

3.4.2.2. Reliability of the Test

In order to verify the reliability of the test, the researcher applied it on another sample of (20) students from Alrayyan School for Girls. Then the reliability coefficient was accounted by using the equation (Cronbach Alpha) which yielded 0.95 which indicates that the achievement test has a high value of reliability and is statistically accepted.

To identify the time that is required for answering the questions, the test was given to three students rather than the sample of the study. These students were from three levels, high, intermediate and low. The results showed that the mean of time that is needed to answer the questions of the test is (45) minutes.

3.4.2.3. Difficulty Coefficient of the Test

The difficulty coefficient of the test was accounted by using the following equation as expressed by Jandaghi and Shaterian (2008):

$$\text{Difficult Coefficient question } (i) = \frac{M\,S(i) + M\,W(i)}{N\,B * M\,I}$$

Where

M S(i) = sum of marks for Strong group in question i

M W(i) = sum of marks for Weak group in question i

N B = number of students in both groups

M I = total mark of question i

The difficulty coefficients of tests of males and females members in the experimental groups ranged between (20% - 80%). For details see Appendix (1).

3.4.2.4. Discrimination Coefficient of the Test

Discrimination of the test was accounted according to the following equation as expressed by Jandaghi and Shaterian (2008):

$$\text{Discrimination Coefficient question } (i) = \frac{M\,S(i) - M\,W(i)}{N\,G * M\,I}$$

Where

MS(i)= sum of marks for Strong group in question i

MW(i)= sum of marks for Weak group in question i

N G =number of students in one group

M I =total mark of question i

Discrimination coefficients of the males and females members in experimental groups ranged between (30% - 90%). For details see Appendix (2).

3.5. Variables of the Study

Firstly: independent variables.

1. The way of teaching.

a. Positive rapport.

b. Bad rapport.

2.Gender.

a. Male.

b. Female.

Secondly: dependent variables.

1. Students' achievement of in seventh grade.

2. Students' achievement of in tenth grade.

3. Attitudes towards the way of teaching.

Thirdly: confounding variables.

1. The number of periods for each group according to the section and the unit.

2. The time and duration of the experiment.

3. The form of test for each section.

4. The time of test given to students.

5. Students' age of in each group.

6. The material and activities given to students through teaching.

3.6. Procedure

This study was conducted by using several stages. Regarding the questionnaires, the schools were chosen from Taffouh village and the sample of students and teachers were chosen from these schools to respond to the questionnaires' items. Before presenting these questionnaires to students and teachers, the researcher received a written request from English Department at Hebron University. Then she got a form of consent from the Ministry of Education to complete the procedure of execution of the questionnaires in these schools. In order to simplify the questionnaire for students, the researcher presented them a copy of questionnaire with Arabic translation and asked them to answer the open-ended questions in Arabic to give them the chance to express their opinions freely. Besides, the researcher informed students that their names are unnecessary and that they should respond to items honestly.

In terms of the teachers' questionnaire, the researcher informed them of the open-ended questions and their necessity to the study and demonstrated them for teachers. Teachers were informed to answer these questions according to their experience with students and to express their opinions about the effect of using positive rapport in EFL classrooms and the students' need to perform well.

The researcher asserted at teachers who participated in the experimental groups to depend on positive rapport in dealing with students, they should encourage and motivate them by using the components of positive rapport. These components of positive rapport are clarified in a little report given to teachers before the beginning of the experiment.

However, teachers in the control groups followed the traditional way of teaching in which there is little or no rapport. These teachers didn't establish a relationship with their students or pay attention to their educational difficulties; they just present the material. In the implementation of test in the control and experimental groups, the researcher informed

teachers to encourage students to answer all questions of the test in order to give reliable results.

3.7. Statistical Design

This study investigates the effect of rapport on the EFL Palestinian students' achievement and it depends on qualitative and quantitative methods in gathering the data. However, these data exemplified in the two questionnaires with the open-ended questions and the tests in the experimental and control groups were statistically treated and analyzed by using the Statistical Package for Social Sciences (SPSS) for all sides of the study. The following points show the details of this analysis:

- The correlation coefficient of Alpha Cronbach was used to verify the reliability of the instruments of the study.

- The mean of the study was accounted to identify the perspectives of the sample participants whether high or low about every item of this study variables. Besides, the mean was accounted to classify the responses of the participants of the questionnaires according to the degree of approval and according to the higher mean. In fact, the researcher used the standard deviation to define the homogeneity of the participants' responses about the mean of their agreement.

- The independent t-test and the analysis of "One Way ANOVA" were used to know the statistical significance of the differences between participants' responses according to the demographic characteristics of the sample such as gender, the way of teaching, and the job (teachers or students).

3.8 Summary

In this chapter the researcher presented the methods that were utilized to reach the results of the study such as instruments, sample, procedure and the way of data analysis. To support, this study implemented two methods of gathering data, quantitative and qualitative one. In the quantitative method, the researcher designed two questionnaires, one for teachers and another one for students. Regarding the participants, there were (60) students who participated in the students' questionnaire (SQ) and (20) teachers who participated in the teachers' questionnaire (TQ).

Another quantitative method utilized in this study was the test which was designed by the researcher and applied on 10th grades from both genders. In fact, this test presented information and values that characterized the achievement of the experimental group from that in the control group. The validity of the test was verified, coefficients of difficulty and discrimination of the test were measured in addition to the reliability coefficient which was statistically accepted.

Regarding the qualitative method, there were open-ended questions for teachers in the teachers' questionnaire and open-ended questions for students in the students' questionnaire which their results are presented in chapter four.

Chapter Four

4.1. Findings and Discussion

After the implementation of the study methods and gathering the data by the two forms of questionnaires and the test, this chapter presents the answers of the questions of this study. On the one hand, this chapter presents the analysis of the collected data and gives results about: the effect of positive rapport on students' achievement, students' attitudes toward positive rapport from students' and teachers' perspectives, factors that contribute to building positive rapport, characteristics of positive rapport from students' and teachers' perspectives and the difference between EFL students' perspectives and their teachers about the traits of good rapport.

On the other hand, this chapter shows the correlations between teacher-student relationship (TSR) and motivation, TSR and anxiety, TSR and teacher-talk, TSR and questioning behavior, TSR and feedback and TSR and the nonverbal forms of teachers' behavior. So, the data was gathered and coded to introduce it to the computer. Then, these data was statistically treated by using the Statistical Package for Social Science (SPSS). The statistical results of the study were consistent with the aim of this study which indicates the positive effect of good rapport on EFL students' achievement. The results were as follows:

Question (1):

Does positive rapport affect the achievement of EFL Palestinian students negatively or positively?

Numbers, means and standard deviations were used to confirm the above question.

Table 9: Means and standard deviations of the experimental and control groups of students.

Standard deviations	Means	Groups
9.86038	24.2500	Experimental
5.76779	15.7500	Control

This Table shows that the mean of students' answers in the test of the experimental group are higher than the mean of students' answers in the control group. This statistical result indicates the positive effect of good rapport on the EFL students' achievement for tenth grade students.

In addition, the researcher found out that there are significant differences at the level of $\alpha = 0.05$ between the mean of students' answers in the experimental group in which there is positive rapport and the mean of students' answers in the control group in which there is little rapport as Table (10)shows:

Table 10: The results of t-test in the mean differences between students' responses towards the effect of positive rapport on the English achievement due to the way of teaching based on gender.

Gender	The way of teaching	N	M	Sd	T	Df	Sig.
Males	Positive rapport	20	22.7	11.24	2.38	27.93	0.02
	Bad rapport	20	16	5.62			
Females	Positive rapport	20	25.8	8.48	4.46	38	0.00
	Bad rapport	20	15.5	5.91			

Note. N=the number   M=the mean   Sd=the Standard deviation   T=test

Df=Degree of freedom   Sig=the significance of the results.

Table (10) shows that there are statistical differences at the level of α ≤ 0.05 in the mean differences between the students' responses towards the effect of positive rapport on their EFL achievement due to the way of teaching. The accounted significance value yielded (0.02) for males and (0.00) for females. These two values are less than the accepted value is this study which is (0.05). Therefore, the difference is on the behalf of the experimental groups which indicates that this study is significant. So, this result means that positive rapport affects the achievement of EFL Palestinian students' positively.

Question (2):

What are the EFL Palestinian students' attitudes toward positive rapport from teachers' and students' perspectives?

To confirm the question no (2), the researcher analyzed the data of the questionnaires to identify the means and the standard deviations as Table (11) shows:

Table 11: The means and the standard deviations of teachers' and students' questionnaires.

Participants	N	M	Sd	Degree
Teachers	20	4.0833	.33847	high
Students	20	3.9522	.38952	high

Note. N=the number   M=the mean   Sd=the Standard deviation

Table (11) shows that the mean of teachers' attitudes was high in which the mean score of teachers' questionnaire is 4.0833 and the standard deviation is .33847. Besides, the mean of students' attitudes was high in which the mean score of students' questionnaire is 3.9522 and the standard deviation is .38952. This indicates teachers' and students' attitudes toward good rapport was positive and high.

Question (3):

What are the factors that contribute to building good rapport?

On the one hand, to identify the important factors that contribute in building positive rapport, the researcher found out the means and the standard deviations of all the items of the students' questionnaire and arranged them in descending order according to the importance of each item from students' perspectives as Table (12) shows:

Table 12: The means and the standard deviations of the students' questionnaire (SQ).

	Items of SQ.	N	M	SD	D
1.	3. I do well when the teacher encourages me.	60	4.7833	.41545	high
2.	13. I like the teacher who keeps us relaxed.	60	4.6667	.68064	high
3.	1. I do well when I like my English teacher.	60	4.5333	.56648	high
4.	14. I understand if the teacher pays more attention me.	60	4.5000	.74788	high
5.	15. I feel more interesting in the lesson if my teacher gives clear instructions.	60	4.4167	.76561	high
6.	4. I feel self-confident when the teacher praises me.	60	4.3667	.88234	high
7.	9. I concentrate in doing tasks, if I like the teacher.	60	4.3333	1.00282	high
8.	12. I understand instructions better, when the teacher uses body language	60	4.0333	1.11942	high

9.	6. I feel relaxed when the teacher sympathizes with my low efforts.	60	3.9833	1.17158	high
10.	2. I get nervous when I don't understand every word my teacher says.	60	3.7167	1.13633	high
11.	11. I get confused when the teacher asks difficult questions.	60	3.6333	1.19273	intermediate
12.	7. I think that my teacher's appreciation will decrease, if I don't do well.	60	3.3000	1.29274	intermediate
13	10. I feel disappointed, if the teacher doesn't give me a turn to answer.	60	3.2167	1.30308	intermediate
14.	5. I get confused if I can't hear my teacher's voice.	60	2.9333	1.16250	intermediate
15	8. I'm afraid that the teacher will laugh at me when I give a wrong answer.	60	2.8667	1.43168	intermediate
Total		**60**	**3.9522**	**.38952**	**high**

Note. SQ= Students' questionnaire.　　　N=Number　　　M=Mean

SD=Standard deviation.　　　D=Degree.

The given data in Table (12) show that the total score of students' attitudes toward positive rapport was high. Students' questionnaire has a mean of 3.9522. The highest items in this questionnaire assert the importance of some factors that contribute to improving the achievement of the students. To support, the researcher found that these items are summarized in some significant factors; these factors are "encouragement, closeness to students and reducing their anxiety, students' likeness of the teacher, taking care of students' needs, clarity of instructions, strengthening the students' self-esteem and using body language". However, the other items, which students gave them intermediate value, are "appreciation of students'

low efforts, giving students a chance to do well, moderate voice of teachers and avoiding ridicule and embarrassment".

On the other hand, the researcher found out the means and the standard deviations of the teachers' questionnaire (TQ) items and arranged them in descending order to show the importance of positive rapport factors on the EFL students' achievement from teachers' perspectives as Table (13) shows:

Table 13: The means and the standard deviations of the teachers' questionnaire (TQ).

	Items of TQ	**N**	**M**	**SD**	**D**
1.	14. Praising students can increase their interaction.	20	4.5000	.51299	high
2.	9. Clarity of my instructions in doing tasks facilitates group work.	20	4.4000	.75394	high
3.	12. My students become more active, if they are asked questions and get involved in discussions.	20	4.3500	.81273	high
4.	8. Creating enjoyable atmosphere makes my students like me more.	20	4.3500	.81273	high
5.	5. Connecting experience to the content, motives my students to understand English language.	20	4.3500	.48936	high
6.	1. My students feel embarrassed, when I say negative comments.	20	4.3500	.67082	high
7.	13. Asking questions in the classroom, facilitates the students' comprehension.	20	4.2500	.44426	high

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8.	7. Encouraging EFL students, motives them to put all their effort in doing their activities.	20	4.2000	.61559	high
9.	3. Making fun of some students decreases their will to do activities.	20	4.2000	.76777	high
10.	15. My nonverbal behaviors, such as body language, facilitate the demonstration of the content.	20	4.1500	.98809	high
11.	6. Speaking with students personally, changes their behavior.	20	4.0500	.60481	high
12.	2. My students suffer from lack of confidence, when I ignore their participation.	20	4.0000	.64889	high
13.	10. My students' self-esteem is promoted, when I talk to them about their social problems.	20	3.9000	.64072	high
14.	4. Most of my students hate to be asked to participate in certain activities.	20	3.3500	1.08942	intermediate
15.	11. My criticism to EFL students doesn't improve their achievement.	20	2.8500	1.03999	intermediate
Total		**20**	**4.0833**	**.33847**	**high**

Note. TQ= Teachers' questionnaire.   N=Number.   M=Mean.

SD=Standard deviation.   D=Degree.

Table (13) shows that the mean score of teachers' questionnaire is 4.0833. This high mean indicates having positive attitudes of teachers toward the effect of positive rapport on

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EFL students' achievement. To clarify, teachers expressed some significant factors that contribute to building positive rapport which leads to the improvement of students' achievement. These factors are "encouragement and praising, clarity of instructions, involving students' in classroom discussions, creating an enjoyable atmosphere, connecting teachers' experience to the content, avoiding negative comments, facilitating students' comprehension by asking simple questions, using body language, talking to students personally to change their problematic behavior and taking care of students' participation to strengthen their confidence". However, teachers didn't give other factors of "avoiding forcing students to participate in certain activities and avoiding criticism" a high value. So, the third hypothesis is accepted.

Question (4):

What are the characteristics of positive rapport from teachers' and students' perspectives?

In order to determine the characteristics of positive rapport, the researcher analyzed the open-ended questions for teachers and found out that these teachers characterized the positive rapport and the effective teachers according to: teacher's social relationship with his students, flexibility and competency of teachers and his understanding of students' needs. Then, these teachers focused on the use of different methods in teaching, teachers should be joyful, taking care of all levels of students and should be familiar with English language. However, teachers in the open-ended questions did not focus highly on the importance of strong personality of teachers or on the feature of enthusiasm as Table (14) shows:

Table 14. The arrangement of teachers' opinions about the characteristics of positive rapport.

N	Characteristics.	Frequency
1.	Social relationships, efficiency, understanding of students' needs.	9
2.	Using of different styles in teaching.	9
3.	Familiarity with English language.	8
4.	Calmness, patience, model, kindness, friendliness.	8
5.	Appreciation of students' efforts.	7
6.	Strong personality and enthusiasm.	3

Regarding the answers of students in the open-ended questions, the researcher analyzed the question "What kind of teachers do you like to teach you?". The most characteristic that students focused on is the clarity of teacher's instructions. Then, they highly emphasized the importance of encouragement and praising. However, these students did not prefer the quality of using punishment as Table (15) shows:

Table 15. The arrangement of students' opinions about the characteristics of positive rapport.

N	Characteristics	Frequency
1.	Clarity of teacher's instruction.	27
2.	Encouragement and praising of teachers.	26
3.	Understanding and satisfying of students' needs.	13
4.	Giving advice and directions.	14
5.	Using of different styles in teaching.	5
6.	Using of punishment.	1

Additionally, students' replies on the open-ended question "Do you think that the teacher could play any role in improving students' achievement? How?" give other insights

about the characteristics of positive rapport. To explain, all of students emphasized the role of teacher in improving their achievement. They expressed that good teaching and treatment of teachers contribute in building positive rapport. For example, one of students stated "The kindness and appreciation of my teacher makes me feel well and motivate me to participate". Besides, most of students asserted the importance of teacher's calmness and tolerance when students do their activities, this opinion appears in a student's expression "if the teacher give me enough time to answer and encourages me, I will put all my efforts in doing activities".

Interestingly, some of students expressed that teacher's use of signs and body language, good appearance and moderate sounds affect students positively and leads to more of interaction in the language classroom. For instance, one of students said "I love the teacher who uses the body language and makes us elicit the meaning of the word". As a result, these answers present the data that answers the question four.

Question (5):

Is there any difference between EFL students' perspectives and their teachers about the traits of good rapport?

The analysis of this study shows that there are no statistically significant differences at the level of $\alpha= 0.05$ between the mean of teachers' and students' responses about their attitudes toward the effect of positive rapport on EFL students' achievement as Table (16) shows:

Table 16: The differences between the mean of students' and teachers' responses about the effect of positive rapport on the EFL students' achievement attributed to the participants of the study.

Participants	N	M	SD	T	DF	Sig.
Students	60	3.95	0.39	-1.34-	78	0.18
Teachers	20	4.08	034			

Note. N=Number.　　　M=Mean.　　SD=Standard deviation.　　T=t-test.

D=Degree of Freedom.　Sig=the Significance of the results.

This Table shows that there are no statistically significant differences at the level of α≤0.05 between the mean of students' and teachers' responses about the effect of positive rapport on the EFL students' achievement due to the participants of this study. The accounted statistical significance value is 0.18 which is higher than the accepted value of this study which is 0.05. So, this study shows that there are no difference between students and teachers' perspectives about the traits of good rapport.

Question (6):

What are the strategies that can be used to strengthen the teacher-student relationship?

To begin with, teachers in their replies to the open-ended question "What do you suggest to strengthen the teacher-student relationship?" presented some of these strategies. After the analysis, the researcher summarized these strategies as the following:

1. Cooperation of teachers with students and taking their opinions in doing certain activities.

2. Reducing the burden of course and simplifying the English topic.

3. Avoiding insult or embarrassment of students.

4. Encouraging and supporting their little effort.

5. Doing entertaining activities that make the lesson more enjoyable.

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However, the lower three items in students' questionnaire reflect the students' opinions about what they want from their teachers to strengthen their relationship with them and hence improve their achievement. These three lower items as Table (11) shows are "I feel disappointed, if the teacher doesn't give me a turn to answer", " My teacher's low voice, makes me confused" and " I'm afraid that the teacher will laugh at me when I give a wrong answer". So, the strategies that students want from their teachers to strengthen their relationship with them are giving students turns to answer, reducing their anxiety by talking with moderate sound and sympathizing with their low efforts.

4.2. Discussion

4.2.1. Teacher-Student Relationship and Motivation

As it has been mentioned in chapter two, there is a directive effect of teacher-student relationship on students' motivation. Teachers, by their supportive treatment, can increase the self-confidence and desire of students to learn L2 (Hsu, 2010). Indeed, this study confirms the research question "Does positive rapport affect the achievement of EFL Palestinian students negatively or positively? and shows how good rapport amongst students and their teachers motivate them to succeed. This result appears in Items (3,1,9) and (4) in students' questionnaire (SQ). The statements of these Items were highly agreed by students. For example, Item (3): "I do well when the teacher encourages me" comes in the first position and has a mean of (4.7833). This high mean represents the importance of encouragement in students' motivation. In fact, this motivation makes students like the teacher and leads to good achievement. Students expressed this likeness in Item (1) which says "I do well when I like my English teacher". The mean score of this Item is (4.5333). Besides, the mean of Item (9) is (4.3333) with a high degree. This Item which says "I concentrate in doing tasks, if I like the teacher" emphasizes the role of students' attitudes toward teachers on their achievement. Also, the mean of Item (4) is (4.3667) with a high degree. This Item which says "I feel self-confident when the teacher praises me" asserts the role of praising, as a type of motivation, in promoting students' self-confidence.

However, these responses of students about the effect of rapport on motivation were supported by teachers' responses in teachers' questionnaire (TQ). Teachers expressed their role in increasing students' motivation and improving their performance in their agreement on Items (5) and (7). Item (5) which says "Connecting experience to the content, motives my students to understand English language" scores a high mean (4.3500). Besides, Item (7): "Encouraging EFL students, motives them to put all their effort in doing their activities" has a

high mean of (4.2000). These two Items represent the influence of teachers on students' motivation. Indeed, some of rapport strategies that teachers can use to motivate students is connecting their experience to the content and talking to students about their social problems. So, the result of this study which is similar to the result of (Dornyei, 2001), revealed that strong teacher-student relationship affects motivation positively and results in a good achievement.

4.2.2. Teacher-Student Relationship and Anxiety

Anxiety as the current study showed has a negative impact on EFL students' learning process. However, this anxiety increases if there is a negative teacher-student relationship (Abu Rabia, 2010). Researching on this study question "Does positive rapport affect the achievement of EFL Palestinian students negatively or positively?" revealed that anxiety as a negative factor of teacher-student relationship affect students' achievement negatively. However, the ability of teachers in reducing students' anxiety could be achieved by building positive rapport. To explain, students in (SQ) expressed the effect of positive rapport on their achievement in Items (13, 6, 2) and (8). For instance, Item (13): "I like the teacher who keeps us relaxed" has a mean of (4.6667). Students in this Item expressed the impact of their relationship with teachers on reducing their anxiety. Similarly, Item (6) in (SQ) which says "I feel relaxed when the teacher sympathizes with my low efforts" scores a high mean of (3.9833). This result emphasizes the role of teachers' appreciation of students' low efforts in reducing their anxiety. In contrast, students in their questionnaire indicated the influence of negative rapport on increasing their anxiety. For example, the mean of Item (2) in (SQ) which says "I get nervous when I don't understand every word my teacher says" is (3.7167) with a high degree. This Item shows how teachers' difficult instruction makes students more anxious. In addition, Item (8) which is "I'm afraid that the teacher will laugh at me when I give a wrong answer" scores an intermediate mean (2.8667). This Item shows the impact of teachers' bad

behavior on students' interaction.

Yet, teachers in (TQ) expressed their role in increasing students' anxiety in Items (1) and (3). For example, Item (1) in (TQ) which says "My students feel embarrassed, when I say negative comments" scores a high mean of (4.3500). This Item indicates the teachers' role in embarrassing students and increasing their anxiety according to their perceptions. Moreover, this role appears in Item (3): "Making fun of some students decreases their will to do activities". This Item has a mean of (4.2000) with a high degree.

In fact, students and teachers have the same opinions about the role of teachers in increasing or reducing anxiety which has a negative impact on EFL students' learning process (Abu Rabia, 2010).

4.2.3. Teacher- Student Relationship and Teacher-Talk

Teacher talk is the first source of comprehensible input and one of teacher-student relationship components. This component, as this study revealed, could be a significant factor of building positive rapport. This result confirms the research question "What are the factors that contribute to building good rapport?". Indeed, comprehensible input is expressed through teachers' instruction in which clarity of instruction contributes extensively to students' comprehension. The factors of building good relationship with students are shown in Item (9) of (TQ) and Item (15) of (SQ). In fact, these Items represent the importance of clarity of instruction on students' motivation. For example, teachers in (TQ) expressed that clarity of instruction facilitates group work especially in Item (9) which says " Clarity of my instructions in doing tasks facilitates group work". This Item which has a mean of (4.4000) represents the teachers' role of giving clear instructions in promoting students' interaction. This result is similar with students' responses in (SQ). For instance, the mean score of Item (15) is (4.4167). This Item which says "I feel more interesting in the lesson if my teacher gives clear instructions" shows how teacher talk facilitates classroom instruction.

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On the other hand, most of students in open-ended questions said in their answers of the question "Do you think that the teacher could play any role in improving students' achievement? How?" that clarity of instruction helps them to comprehend the explanation and encourage them to be more interactive. Also, teachers expressed in the open-ended question that implies "In your point of view, what do you think the students need to perform well?" that clarity of instruction is one of the most important needs of students to improve their achievement. One of teachers stated "clarity of our instructions, makes students more relaxed and therefore students participate and become more active".

It seems that opinions of teachers and students in their questionnaires prove that teacher-student relationship could be strengthened by reducing anxiety in language classrooms and therefore enhancing the students' interaction. This conclusion emphasizes the results of Tsui (1996) which asserted the role of teacher talk on students' comprehension process. The following are the functional features of teacher talk as a vital factor of teacher-student relationship.

4.2.3.1. Questioning Behavior

Questions are regarded by teachers as a tool to evaluate and identify the students' comprehension of the instruction. However, this verbal tool influences students negatively or positively depending on some factors. One of these factors is vague questions which affect the achievement of EFL students negatively (Yan, 2006). This effect is shown in Item (11) in (SQ) and Item (12) in (TQ). For instance, the mean of Item (11) in (SQ) is (3.6333) with an intermediate degree. This Item which says "I get confused when the teacher asks difficult questions" represents the role of difficult questions in increasing students' anxiety which affect their achievement negatively. However, teachers in (TQ) indicated the effect of asking questions on activating students' interaction. To explain, Item (12) in (TQ) which says "My students become more active, if they are asked questions and get involved in discussions" has

a mean of (4.3500). This Item reflects the teachers' ability in promoting teaching-learning process.

Interestingly, these means were supported by the answers of the open-ended questions. To clarify, some students said in replying to the question "Do you think that the teacher could play any role in improving students' achievement? How?" that clear and simple questions helps them in comprehending the subject; one of students expressed "If I understand the question, especially simple questions, I will give a correct answer". Moreover, teachers in their answers of the question "In your point of view, what do you think the students need to perform well?" presented some ideas that asserted the students' need to understand the questions directed to them. This opinion appears in one of the teacher's expression "I think that students need to understand the questions because students usually know the answer but they don't understand the question". So, the researcher believes that questioning behavior that satisfy the students' need of clear and simple questions could have a positive impact on teacher-student relationship.

4.2.3.2. Teacher-Student Relationship and Feedback

Feedback as another feature of teacher talk is seen by teachers as a way to correct errors especially through the classroom interaction (Chaudron, 1988). But, this way of error correction influences the process of learning FL negatively as shown in Items (1) and (14) of (TQ). To clarify, Item (1) in (TQ) which says "My students feel embarrassed, when I say negative comments" scores a high degree of mean (4.3500). This Item means that negative comments as away of feedback increase the students' anxiety. In contrast, praising as another way of feedback increases the students' interaction. For example, Item (14) in (TQ) which says This "Praising students can increase their interaction" scores the highest mean (4.5000).

Additionally, praising promotes the students' self confidence and therefore strengthens the teacher-student relationship. This influence appears in (SQ) in which students agree highly

on Item (4). This Item which says "I feel self-confident when the teacher praises me" has a mean of (4.3667). This means that praises as positive type of feedback promote the students' self-confidence and consequently lead to good achievement.

4.3. The Nonverbal Forms of Teacher-Student Relationship

This study revealed that nonverbal behaviors as the second component of TSR and could be the second factor of building positive rapport. This result confirms the research question "What are the factors that contribute to building good rapport?". The nonverbal forms are the complementary constituent of teaching-learning process, so they have an indirective impact on teacher-student relationship. Items (15) of (TQ) and Items (12) and (15) of (SQ) show the impact of nonverbals on the demonstration of the content. This issue appears in Item (15) of (SQ): "My nonverbal behaviors, such as body language, facilitate the demonstration of the content". This Item has a high mean of (4.1500) and shows that teachers' nonverbal behaviors as factors of good rapport play a role in facilitating the process of teaching. This result is similar to the students' questionnaire especially in Item (12) which says "I understand instructions better, when the teacher uses body language". The mean score of Item (12) is (4.0333) and shows that students also agree on the effect of body language on their comprehension.

Yet, students in (SQ) indicated to the negative effect of teacher's low voice as a type of nonverbal behavior on students' comprehension. This opinion appears in item (5) which has a mean of (2.9333) with an intermediate degree. This Item says "I get confused if I can't hear my teacher's voice". Therefore, this study revealed that teachers' nonverbal behaviors affect the students' production and comprehension of L2 which is similar to the study of Allen (1999).

4.4. Summary

In chapter four, the researcher presented the analysis and results that prove the viewpoint of the researcher about the positive effect of good rapport on EFL students' learning process. To begin with, chapter four answered the questions of the study and proved the hypotheses depending on the analysis of the questionnaires and the test. The study revealed that EFL teachers and students have positive attitudes toward good rapport and showed the factors that contribute in building a strong teacher-student relationship. Besides, this chapter presented some characteristics of positive rapport according to the views of teachers and students.

Additionally, the results of the questionnaires gave the study other insights about the correlations between teacher-student relationship (TSR) and motivation and TSR and anxiety. To illustrate, the results indicated that strong TSR increases the students' motivation and reduces their anxiety which in turn helps teachers in improving the achievement of EFL students. Also, the researcher found correlations between teacher-talk, questioning behavior and TSR. The analysis of chapter four revealed a positive impact of teacher's clarity of instruction, clear and simple questions on students' comprehension. Another result that was discussed in chapter four is the influence of feedback and nonverbal behavior of teachers on EFL students' learning process. To support, the study revealed that punishment and negative comments insult students and increase their anxiety. Nevertheless, using rewards or praising words promote the self confidence of students and give valuable outcomes. Teacher's use of nonverbal behavior as body language contributes in the students' comprehension of English subject. To conclude, the researcher depends on the results in chapter four to give some recommendations for EFL students and teachers. These recommendations help them in building a strong TSR in order to interest the subject of English and get higher outcomes.

Chapter Five

5.1. Conclusions and Recommendations

Few researches such as Richards and Rodgers (1986) have investigated the area of classroom language in which the teacher is the first source of input. In fact, this study provided the results and conclusions about the influence of the relationship between English teachers and their EFL students. Based on the analysis of this study instruments, the researcher presented the students' and teachers' perceptions about the impact of positive rapport, its main factors, characteristics and strategies that contribute to building positive rapport. Furthermore, this study showed some issues and recommendations for EFL students, EFL teachers and the Ministry of Education and curriculum designers in Palestine.

The findings of this study supported the viewpoint of the researcher which suggests the influence of the teacher-student relationship (TSR) on EFL students' achievement. The findings include the following issues:

1. There is a positive effect of TSR on the achievement of EFL students for 10th grades from both genders. To illustrate, the results indicated that students from both genders in the experimental groups got better outcomes than students in the control groups in which there was little rapport.

2. There are significant differences of the effect of rapport between the mean of students' answers in the experimental groups and students' answers in the control groups due to the way of teaching.

3. There are negative attitudes of EFL students toward negative rapport, from both students' and teachers' perspectives. For instance, teachers in the (TQ) expressed that students have negative attitudes toward their teacher if their relationship with them is weak or negative. On contrast, the results indicated that the teachers' and students' attitudes toward good rapport were positive and high.

4. There are significant factors that contribute to building positive rapport from teachers' and students' perspectives. For example, students preferred the psychological factors such as motivation, reduction of anxiety and students' likeness of the teacher. Yet, teachers equated between the psychological factors and the educational ones such as motivation and clarity of instructions.

5. There are distinctive characteristics of positive rapport from teachers' and EFL students' perspectives. On one hand, this study revealed that teachers characterize the effective teachers, as a base of positive TSR, according to their ability of establishing social relationships with students, flexibility in their treatment with students and understanding their needs. Besides, those teachers assert at the use of different methods in teaching such as posters, flashcards and cassettes and telling jokes which make students like the teacher. On the other hand, this study presents the perceptions of students about the characteristics of positive rapport. These perceptions include: clarity of teacher's instruction, encouragement and praising of teachers, understanding and satisfying of students' needs, giving advices and directions and using of different styles in teaching. This finding goes in the line of Pozo-Muños et.al (2000).

6. There is significant difference between the perspectives of EFL students and English teachers about the traits of good rapport. This finding indicated that both EFL students and English teachers agreed that positive rapport affects students' achievement positively.

7. This study presented certain strategies that EFL students and English teachers suggest to strengthen the TSR. These strategies, as teachers suggest, include: cooperation with students and listening to their opinions, reducing the burden of the course and simplifying the English subject, avoiding insult or embarrassment of students and doing some entertaining activities that make the lesson more enjoyable. Other

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strategies that are presented by students are: giving students turns to answer as well as wait time should be available, reducing their anxiety, encouraging, praising and sympathizing with low efforts of students. For example, when a weak student spells some words and tries to read, his \her teacher should courage him and give good comments such as "well done". This conclusion is similar to Dhority (1984) conclusion.

5.2. Issues

This study has significant contribution to the research of FL teaching classroom. However, the relationship between teachers and their students should be researched from other aspects to give a profound insight about the influence of positive rapport.

1. This study investigated the effect of TSR on the EFL students' achievement in general. For example, this study explored the effect of teacher student relationship on students' interaction, comprehension and production of L2. Yet, this relationship should be examined in terms of its impact on the four skills. So, what about other researches that investigated the impact of rapport on reading, writing, speaking or listening?

2. The effect of rapport should be investigated in subsequent times or in the future in other communities and population. These communities could be cities or camps.

3. The relationship between teachers and EFL students is explored in this research in the domain of schools. So, there is a need to do further research in other domains such as universities or colleges or in institutions of English language such as AMIDEAST or British Council.

4. In carrying out this study, the researcher presented EFL students' and English teachers' perspectives. So, what about the investigation of other perspectives such as parents, school principals and supervisors? For instance, supervisors who execute programs that make the English teaching-learning process more qualified have valuable ideas about

the influence of TSR and the effective role of it in the promotion of this process. Besides, headmasters and parents notice that EFL students get better outcomes in English language with certain teachers rather than the others. So, what about the investigation of their perspectives about the reasons of good and bad achievement.

5. This study examined the effect of positive rapport on EFL students' achievement. However, is there any influence of negative rapport on their achievement, what about other researches that investigate this impact.

5.3. Recommendations

5.3.1. Recommendations for English Teachers

1. Teachers should encourage EFL students and avoid negative comments in the classroom. In fact, students' anxiety will increase, if the teachers used bad words in their evaluation or assessment of the students' performance. For instance, confirmative words such as "very good" and encouraging words such as "don't worry" have a positive effect on students' motivation which is the base of positive rapport.

2. Using body language in the classroom facilitates the process of teaching and establishes a positive rapport between teachers and their students. So, teachers should focus on nonverbal behaviors which make students more concentrated and active. For instance, using gestures stimulate the process of guessing in students' participation.

3. English teachers should direct simple and encouraging questions for EFL students. Using these types of questions activate the memory of students and stimulate them to participate effectively. Besides, open questions, which do not require a high concentration on the topic, help the teacher to engage low performers in classroom activities. It is, therefore, very important for the teachers who desire to build a positive rapport and get valuable outcomes to use many types of questions.

4. Teachers should take EFL students' opinions in their consideration in terms of choosing certain activities. Sometimes students prefer a specific activity especially which include songs or games. So, satisfying students' needs by their EFL teachers, makes them like the teacher and be more active with him \ her.

5. English teachers should discuss the social and educational difficulties of EFL students to promote their self-esteem and change their problematic behaviors. Indeed, this discussion helps teachers to understand the psychology of students and know the correct way of dealing with them.

5.3.2. Recommendations for the Ministry of Education and Curriculum Designers in Palestine

1. There is a wide gap between the objectives of English curricula and the educational abilities of students. This gap makes the process of teaching and learning more difficult for teachers as well as for students. So, it is required from the Ministry of Education to design more facilitative curricula suitable for the level of students.

2. It is necessary for the ministry of education to imply the curricula with technical teaching tools such as computers, LCD and internet. These technical tools aids the teacher and make students see him \ her as the ideal one.

3. In English language curricula, there should be more focus on the roles of students rather than teachers. In fact, ministry of education has to shift the teacher-centered classroom into student-centered classroom. This change promotes the interaction between students and strengthens the teacher role as a facilitator and counselor.

4. Ministry of education should prepare and execute educational programs about the ways of dealing with EFL students especially the role of rapport between teachers and their students and its influence on students' achievement.

5. The quantity of English language curricula should be reduced to enable the English teachers to focus on the students' needs and give him \ her more time to build a positive rapport and get a valuable outcomes.

5.3.3. Recommendations for EFL Students

a. Students should not hesitate or be afraid from the reaction of their teachers when they give answers. Indeed, students should know that wrong answers are part of teaching-learning processes.

b. Students should concentrate and pay attention to the instruction of their teachers. This concentration facilitates the comprehension process and enables the students to hear the voice of the teacher.

c. Students should appreciate their classmates and accept the distribution of turns by their teachers. In such cases, students should know that the class size and number of students are high and so they have few opportunities to give answers.

d. Students should be aware that their teacher doesn't evaluate them according to one lesson or answer, but according to several activities during the semester or the year.

e. Prior preparation before class contributes in the reduction of students' anxiety. In fact, prior preparation strengthens self-confidence of students and courages them to participate actively in classrooms.

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Appendix (1)

Difficulty coefficient of the test of the experimental groups males and females.

Question Number	Males	Females
First	0.23	0.20
Second	0.48	0.30
Third	0.58	0.46
Fourth	0.80	0.56

Appendix (2)

Discrimination coefficient of the test of the experimental groups males and females.

Question Number	Males	Females
First	0.30	0.35
Second	0.51	0.53
Third	0.77	0.82
Fourth	0.82	0.90

Appendix (3)

Teachers' Questionnaire (TQ).

1. My students feel embarrassed, when I say negative comments.

1. Strongly agree   2. Agree   3. No comment   4. Disagree   5. Strongly disagree

1. يشعر طلابي بالإحراج عندما اطرح تعليقات سلبية.

1. أوافق بشدة   2. أوافق   3. لا تعليق   4. لا أوافق   5. لا أوافق بشدة

2. My students suffer from lack of confidence, when I ignore their participation.

1. Strongly agree   2. Agree   3. No comment   4. Disagree   5. Strongly disagree

2. يعاني طلابي من عدم الثقة بالنفس عندما أتجاهل مشاركاتهم.

1. أوافق بشدة   2. أوافق   3. لا تعليق   4. لا أوافق   5. لا أوافق بشدة

3. Making fun of some students decreases their will to do activities.

1. Strongly agree   2. Agree   3. No comment   4. Disagree   5. Strongly disagree

3. تخفض السخرية من بعض الطلاب دافعتيهم على حل الأنشطة.

1. أوافق بشدة   2. أوافق   3. لا تعليق   4. لا أوافق   5. لا أوافق بشدة

4. Most of my students hate to be asked to participate in certain activities.

1. Strongly agree   2. Agree   3. No comment   4. Disagree   5. Strongly disagree

4. يكره معظم الطلاب سؤالهم المشاركة في تمارين معينة.

1. أوافق بشدة   2. أوافق   3. لا تعليق   4. لا أوافق   5. لا أوافق بشدة

5. Connecting experience to the content, motives my students to understand English language.

1. Strongly agree   2. Agree   3. No comment   4. Disagree   5. Strongly disagree

5. احفز طلابي على فهم اللغة الانجليزية عن طريق ربط خبرتي بمحتوى المادة.

1. أوافق بشدة   2. أوافق   3. لا تعليق   4. لا أوافق   5. لا أوافق بشدة

6. I think that my students change their problematic behavior when I speak to them personally.

1. Strongly agree   2. Agree   3. No comment   4. Disagree   5. Strongly disagree

6. اعتقد أن طلابي يغيرون من سلوكهم الغير مرغوب عندما أناقشهم بشكل إنساني.

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7. Encouraging EFL students, motives them to put all their effort in doing their activities.

1. Strongly agree   2. Agree   3. No comment   4. Disagree   5. Strongly disagree

7. عندما اشجع طلاب اللغة الانجليزية فانهم يبذلون جهودهم في عمل التمارين.

.1 أوافق بشدة   .2 أوافق   .3 لا تعليق   .4 لا أوافق   .5 لا أوافق بشدة

8. Creating enjoyable atmosphere makes my students like me more.

1. Strongly agree   2. Agree   3. No comment   4. Disagree   5. Strongly disagree

8. عندما ابتكر جوا ممتعا فان طلابي يحبونني اكثر.

.1 أوافق بشدة   .2 أوافق   .3 لا تعليق   .4 لا أوافق   .5 لا أوافق بشدة

9. Clarity of my instructions in doing tasks facilitates group work.

1. Strongly agree   2. Agree   3. No comment   4. Disagree   5. Strongly disagree

9. وضوح تعليماتي اثناء التمارين تسهل العمل الجماعي.

.1 أوافق بشدة   .2 أوافق   .3 لا تعليق   .4 لا أوافق   .5 لا أوافق بشدة

10. My students' self-esteem is promoted, when I talk to them about their social problems.

1. Strongly agree   2. Agree   3. No comment   4. Disagree   5. Strongly disagree

10. يرتفع تقدير الذات لدى الطلاب عندما اناقشهم في مشاكلهم الاجتماعية.

.1 أوافق بشدة   .2 أوافق   .3 لا تعليق   .4 لا أوافق   .5 لا أوافق بشدة

11. My criticism to EFL students doesn't improve their achievement.

1. Strongly agree   2. Agree   3. No comment   4. Disagree   5. Strongly disagree

11. لا يحسّن نقدي للطلاب من تحصيلهم.

.1 أوافق بشدة   .2 أوافق   .3 لا تعليق   .4 لا أوافق   .5 لا أوافق بشدة

12. My students become more active, if they are asked questions and get involved in

discussions.

1. Strongly agree   2. Agree   3. No comment   4. Disagree   5. Strongly disagree

12. يصبح طلابي اكثر نشاطا اذا سالتهم واشركتهم في النقاش.

13. Asking questions in the classroom, facilitates the students' comprehension.

1. Strongly agree   2. Agree   3. No comment   4. Disagree   5. Strongly disagree

13. توجيه الاسئلة في الصف يسهل استيعاب الطلاب.

1. أوافق بشدة   2. أوافق   3. لا تعليق   4. لا أوافق   5. لا أوافق بشدة

14. Praising students can increase their interaction.

1. Strongly agree   2. Agree   3. No comment   4. Disagree   5. Strongly disagree

14. يزيد ثنائي على الطلاب من تفاعلهم.

1. أوافق بشدة   2. أوافق   3. لا تعليق   4. لا أوافق   5. لا أوافق بشدة

15. My nonverbal behaviors, such as body language, facilitate the demonstration of the content.

1. Strongly agree   2. Agree   3. No comment   4. Disagree   5. Strongly disagree

15. يسهل سلوكي اللاشفهي كلغة الجسد من وضوح المحتوى.

1. أوافق بشدة   2. أوافق   3. لا تعليق   4. لا أوافق   5. لا أوافق بشدة

Open -Ended Questions (TQ).

- In your opinion, what are the teachers' qualities that affect students' learning process?

من وجهة نظرك، ما هي صفات المعلم التي تؤثر في عملية التعليم للطلاب؟

…………………………………………………………………………………………

…………………………………………………………………………………………

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- What do you suggest, to strengthen the teacher-student relationship?

- ماذا تقترح لتقوية العلاقة بين المعلم والطالب؟

…………………………………………………………………………………………

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…………………..…………………………………………………….…………………………………..

- In your point of view, what do you think the students need to perform well?

- من وجهة نظرك، ماذا تعتقد ان الطلاب يحتاجون ليكون ادائهم افضل؟

……………………………………………………………………………………………

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Students' Questionnaire (SQ).

1. I do well when I like my English teacher.

1. Strongly agree   2. Agree   3. No comment   4. Disagree   5. Strongly disagree

<div dir="rtl">

1. يكون ادائي جيدا عندما احب مدرس اللغة الانجليزية.

1. أوافق بشدة   2. أوافق   3. لا تعليق   4. لا أوافق   5. لا أوافق بشدة

</div>

2. I get nervous when I don't understand every word my teacher says.

1. Strongly agree   2. Agree   3. No comment   4. Disagree   5. Strongly disagree

<div dir="rtl">

2. اشعر بالتوتر عندما لا افهم كل كلمة يقولها المعلم.

1. أوافق بشدة   2. أوافق   3. لا تعليق   4. لا أوافق   5. لا أوافق بشدة

</div>

3. I do well when the teacher encourages me.

1. Strongly agree   2. Agree   3. No comment   4. Disagree   5. Strongly disagree

<div dir="rtl">

3. يكون ادائي جيدا عندما يشجعني المعلم.

1. أوافق بشدة   2. أوافق   3. لا تعليق   4. لا أوافق   5. لا أوافق بشدة

</div>

4. I feel self-confident when the teacher praises me.

1. Strongly agree   2. Agree   3. No comment   4. Disagree   5. Strongly disagree

<div dir="rtl">

4. اشعر بالثقة عبدما يثني علي المعلم.

1. أوافق بشدة   2. أوافق   3. لا تعليق   4. لا أوافق   5. لا أوافق بشدة

</div>

5. I get confused if I can't hear my teacher's voice.

1. Strongly agree   2. Agree   3. No comment   4. Disagree   5. Strongly disagree

<div dir="rtl">

5. يجعلني صوت المعلم المنخفض مرتبكا.

1. أوافق بشدة   2. أوافق   3. لا تعليق   4. لا أوافق   5. لا أوافق بشدة

</div>

6. I feel relaxed when the teacher sympathizes with my low efforts.

1. Strongly agree   2. Agree   3. No comment   4. Disagree   5. Strongly disagree

<div dir="rtl">

6. اشعر بالراحة عندما يتعاطف المعلم مع جهودي المنخفضة.

</div>

7. I think that my teacher's appreciation will decrease, if I don't do well.

1. Strongly agree   2. Agree   3. No comment   4. Disagree   5. Strongly disagree

7. اعتقد ان تقدير المعلم لي سينخفض اذا لم يكن ادائي جيدا.

1. أوافق بشدة   2. أوافق   3. لا تعليق   4. لا أوافق   5. لا أوافق بشدة

8. I'm afraid that the teacher will laugh at me when I give a wrong answer.

1. Strongly agree   2. Agree   3. No comment   4. Disagree   5. Strongly disagree

8. اشعر بالخوف من ان المعلم سيقوم بالضحك من اجاباتي الخاطئة.

1. أوافق بشدة   2. أوافق   3. لا تعليق   4. لا أوافق   5. لا أوافق بشدة

9. I concentrate in doing tasks, if I like the teacher.

1. Strongly agree   2. Agree   3. No comment   4. Disagree   5. Strongly disagree

9. اركز في حل التمارين بشكل اكبر اذا كنت احب المعلم.

1. أوافق بشدة   2. أوافق   3. لا تعليق   4. لا أوافق   5. لا أوافق بشدة

10. I feel disappointed, if the teacher doesn't give me a turn to answer.

1. Strongly agree   2. Agree   3. No comment   4. Disagree   5. Strongly disagree

10. اشعر بخيبة الامل اذا لم يعطني المعلم فرصة للاجابة.

1. أوافق بشدة   2. أوافق   3. لا تعليق   4. لا أوافق   5. لا أوافق بشدة

11. I get confused when the teacher asks difficult questions.

1. Strongly agree   2. Agree   3. No comment   4. Disagree   5. Strongly disagree

11. تقودني الاسئلة الصعبة للارتباك.

1. أوافق بشدة   2. أوافق   3. لا تعليق   4. لا أوافق   5. لا أوافق بشدة

12. I understand instructions better, when the teacher uses body language.

1. Strongly agree   2. Agree   3. No comment   4. Disagree   5. Strongly disagree

12. افهم التمارين بشكل افضل عندما يستخدم المعلم لغة الجسد.

1. أوافق بشدة   2. أوافق   3. لا تعليق   4. لا أوافق   5. لا أوافق بشدة

13. I like the teacher who keeps us relaxed.

1. Strongly agree   2. Agree   3. No comment   4. Disagree   5. Strongly disagree

13. احب المعلم الذي يحافظ على شعورنا بالراحة.

1. أوافق بشدة   2. أوافق   3. لا تعليق   4. لا أوافق   5. لا أوافق بشدة

14. I understand if the teacher pays more attention to me.

1. Strongly agree   2. Agree   3. No comment   4. Disagree   5. Strongly disagree

14. افهم الدرس اذا اهتم بي المعلم اكثر.

1. أوافق بشدة   2. أوافق   3. لا تعليق   4. لا أوافق   5. لا أوافق بشدة

15. I feel more interesting in the lesson if my teacher gives clear instructions.

1. Strongly agree   2. Agree   3. No comment   4. Disagree   5. Strongly disagree

15. يجعلني وضوح التعليمات اكثر اهتماما بالدرس.

1. أوافق بشدة   2. أوافق   3. لا تعليق   4. لا أوافق   5. لا أوافق بشدة

Open-Ended Questions (SQ).

- Do you think that the teacher could play any role in improving students' achievement?

  How?

- هل تعتقد ان المعلم يلعب دورا في تحسين اداء الطلبة؟ كيف؟

....

....

....

....

- What qualities do you like to see in your English teacher?

- ما هي الصفات التي تحب ان تراها في معلمك؟

………………………………………………………………………………………

………………………………………………………………………………………

...........…………………………………………………….…………………………..…

English Exam
Tenth Grade

___

Question 1: **Read and answer:** _____ *(12 points)*

> Hanan Hussein was born in 1960 and she grew up in a small village near Jenin. Her younger brother was sick for many months so she often helped her mother to look after **him**. By the time she was ten, she had already decided that she wanted to be a children's doctor. After she had graduated from high school at 18, she went to Cairo University to study medicine. Once she had completed her general medical training, she specialized in children's medicine. When she completed her training in 1988, she started working as a children's doctor at the Jericho Government Hospital. Over the years, she has helped thousands of children like Tom from England. When she got married in 1990, she has had four children since **then**. For the last five years, she has been head of her department at the hospital, and she has recently also published a book to help young medical students.

A. Answer the following questions.

1. When was Hanan born?
----
2. Where did she study medicine?
----
3. How many children has she had since 1990?

B. Are the following statements true or false:

1. She grew up in a small village near Jericho. ----------

2. She graduated from high school in 1978. ----------

3. She became head of her department at the hospital in 1990. ---------

C. What do the following underlined words refer to:

1. L2: *him* refers to -------------------
2. L8: *then* refers to ------------------

D. Give an example on each of the following from the text:

1) A sentence in past simple--

2) A sentence in present perfect---

3) A sentence in past perfect--

4) The word published L:12 means:--------------------

   a. produced   *b*. read   *c*. borrowed

Question 2: **Vocabulary:**   *(12 points)*

A. Match the words in the box to their definitions:

Greet / popular / helmet / disease

1. ------------------------ illness
2. ------------------------ to say hello
3. ------------------------ safety cover of the head
4. ------------------------ liked by alt of people

B. Fill in the blanks with the opposite of the underlined words from the given box:

narrow / inside / alive / remember / defended

1. It is very hot <u>outside</u> in the sun. Lets stay ---------------------------------------

2. You always <u>forget</u> to take your book with you. Please ----------------to take it this time.

3. After the accident, we thought the boy was <u>dead</u>. Luckily, he was ------------

4. The other team <u>attacked</u> hard, but we ----------------------- very well.

C. Read these lists of words and then draw a circle around the word that is the title of the list:

Example: breakfast   lunch   meals   (dinner)

1. basketball   sports   swimming   football

2. fire service   fire engine   fire man   fire equipment

3. Haifa   Cairo   Amman   cities

4. Europe   continents   Africa   Asia

Question 3: Language: *(10 points)*

A. Circle the letter of the correct answer:

1. A lot of people ------------------------came to help Helen.

| a. quickly | b. quick | c. quicky |

2. By the time Jamila left school, she ------------------three stories.

| a. wrote | b. had written | c. has written |

3. I fell off my bike and hurt --------------------.

| a. me | b. himself | c. myself |

4. While we--------------------the boat, an accident happened.

| a. were using | b. used | c. was using |

5. She ---------------------for two hours.

| a. was waiting | b. has been waiting | c. waited |

6. Children-----------------drink milk. It is good for their health.

| a. needn't | b. has to | c. should |

7. She ----------------come. We are not sure.

| a. might | b. must | c. has to |

8. Peter -------------------climbing every year.

| a. plays | b. does | c. goes |

B. Correct the verbs between brackets:

1. Is he ---------------- football now? (play)

2. We ------------------to school everyday (go)

3. Mahmoud Darwish --------------to Palestine in 1996 (return)

C. Complete the following with _tag questions_:

1. They are writing letters, ---------------------------------------?

2. She has never been to Japan, ------------------------------------?

3. He published three books last year, -------------------------------?

Question 3: Writing: (*6 points*)

Write three short paragraphs about yourself:

1. Who are you? 2. How old are you? 3. Where are you from? 4. Where do you study?
    5. Your interests   6. What do you hope to do when you finish school?

1. I am---

2. --

3. --

4. --

5. --

6. --

Appendix (6)

Arabic Abstract

الملخص

(تأثير علاقة الطالب بالمعلم على التحصيل العلمي في مادة اللغة الانجليزية: وجهة نظر الطلاب والمعلمين)

تهدف هذه الدراسة الى تنمية وتسهيل عملية تعليم اللغة الانجليزية كلغة اجنبية. في الواقع، يعتبر تعلم اللغة الانجليزيه بالنسبة لدارسيها كلغة اجنبية مهمة صعبة ويعزون السبب الاول للمدرسين. لذلك تقوم هذه الدراسة بالتحقق من العلاقة بين طلاب اللغة الانجليزية ومدرسيهم وتختبر توجهات الطلبة نحو ايجابية العلاقة المتبادلة بين الطالب والمعلم. علاوة على ذلك، تناقش هذه الدراسة مكونات العلاقة بين الطلبة ومدرسيهم والعوامل التي تساهم في بناء العلاقة الايجابية وكيف تقود الى الاداء الجيد. تقدم هذه الدراسة بعض الصفات التي تميز العلاقة الايجابية بين الطلبة ومدرسيهم وبعض الاستراتيجيات القيمة التي يمكن استخدامها لتقوية هذه العلاقة بناءا على وجهات نظر كل من طلبة اللغة الانجليزية ومدرسيهم.

تستخدم هذه الدراسة نوعين من الادوات. النوع الاول وهو استخدام المنهج الكمي حيث يقوم الطلبة في المجموعات التجريبية والضابطة بالاجابة على اسئلة امتحان في اللغة الانجليزية بالاضافة الى استبيانين للطلبة والمعلمين. الى جانب ذلك، تستخدم هذه الدراسة المنهج الكيفي عن طريق اختبار اجابات المشاركين على الاسئلة المفتوحة في الاستبيانات. المشاركون في الاستبيانات هم مجموعة من الطلبة من مدارس تفوح للذكور والاناث من الصفين السابع والعاشر وكذلك عشرون معلما. تشير النتائج الى ان هناك تاثيرا ايجابيا للعلاقة الجيدة بين الطالب والمعلم على التحصيل في مادة اللغة الانجليزية من وجهة نظر الطلاب والمعلمين. ينّمى الاداء بالنسبة لدارسي اللغة الانجليزية من خلال بناء علاقة جيدة والتي تعتمد بشكل كبير على سلوكيات المعلم الشفهية واللاشفهية. تظهر النتائج أن الطلبة في المجوعات التجريبية كانت نتائجهم أفضل حيث تؤكد هذه النتائج الى ان المعلمين يلعبون دورا حيويا في زيادة الدافعية لدى الطلبة وتقليل توترهم واللذان يعتبران من اساسيات العلاقة القوية بين الطالب والمعلم.

ختاما، تقدم هذه الدراسة بعض التوصيات لمعلمي اللغة الانجليزية ودارسيها بالاضافة الى وزارة التربية والتعليم ومصممي المناهج. تقوم هذه التوصيات اذا تم تبنيها من قبل المعلمين، الدارسين ومصممي المناهج بخدمة عملية التعلم والتعليم عن طريق تحقيق علاقة قوية بين الطالب والمعلم.