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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

**The academic implications of interpersonal relationship between Students and
Teacher; a reflective analysis from the participants' perspectives**

**Trabajo de Titulación para optar al título de Licenciada en Pedagogía del Idioma
Inglés**

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DEDICATORY

I dedicate my work to God for the blessings I have received and the willingness to allow me to finish this stage in my professional life. Then, this is for my family and close friends. A unique feeling of gratitude to my loving parents, whose encouragement motivated me to continue working. I also dedicate this and give special thanks to my thesis tutor who has supported me throughout the entire process. Last but not least, to my prestige Universidad Nacional de Chimborazo and its gifted professors who helped me get my degree in Pedagogy of National and Foreign Languages.

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RESUMEN

La relación interpersonal determina conexiones e interacciones significativas que se dan entre las personas de un grupo determinado, en este caso, el estudio de investigación pretende analizar la relación interpersonal entre los alumnos y la docente de “Inglés B2” y sus implicaciones en el rendimiento académico de los estudiantes que cursan el Cuarto Semestre de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en la Universidad Nacional de Chimborazo. Para esto, el estudio adopta un enfoque cualitativo ya que pretende describir la realidad de los participantes. En consecuencia, se utilizó las siguientes técnicas de recolección de datos: entrevista semiestructurada, entrevista profunda y revisión bibliográfica. Los resultados muestran que los vínculos creados entre los participantes han permitido una relación interpersonal positiva que ha dado paso a la creación de un ambiente favorable para el desarrollo y éxito de la enseñanza y aprendizaje del inglés como lengua extranjera. De esta manera, los alumnos pueden trabajar en la adquisición de competencias lingüísticas, dando a conocer que los papeles que desempeñan los alumnos y el profesor son vitales para que las interacciones sean favorables. Sin embargo, a pesar de la buena compenetración entre los implicados que influyó en la motivación, la inspiración, la autoestima, la confianza y el compromiso académico de los alumnos, la ausencia de puntualidad y respeto interfirieron en el éxito de las interacciones. Por último, se desarrolló una guía pedagógica en la que los profesores de EFL preocupados por el bienestar físico y emocional de sus alumnos pueden poner en práctica estrategias, consejos y sugerencias que permitan establecer una buena relación interpersonal con sus alumnos.

Palabras clave: rapport, relación interpersonal, interdependencia positiva, ambiente saludable, habilidades afectivas.

ABSTRACT

The interpersonal relationship involves significant connections and interactions that arise between people in a specific group, in this case, the research study aims to analyze the interpersonal relationship between students and the English B2 teacher and its implications on the academic performance of students in the fourth semester of the Pedagogía de los Idiomas Nacionales y Extranjeros en la Universidad Nacional de Chimborazo. For this, the study adopts a qualitative approach since it intends to describe the reality of the participants. Consequently, the following data collection techniques were used: semi-structured interview, in-depth interview, and bibliographic review. The results show that the bonds created among the participants have allowed for a positive interpersonal relationship that has given way to the creation of a favorable environment for the development and success of teaching and learning English as a foreign language. In this manner, learners are able to work on the acquisition of language skills, making it known that the roles played by the students and the teacher are vital for satisfactory interactions. However, despite the good rapport between those involved which influenced students' motivation, inspiration, self-esteem, confidence and academic engagement, the lack of punctuality and respect interfered with the success of the interactions. Finally, a pedagogical guide was developed in which EFL teachers concerned about the physical and emotional well-being of their students can implement strategies, tips and suggestions that enable them to establish a good interpersonal relationship with their students.

Keywords: rapport, interpersonal relationship, positive interactions, favorable environment, affective skills.



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CHAPTER I.

1.1 Introduction

With the arrival of the humanist, constructivist, and critic theories, multiple changes in education have been implemented and most of them, markedly in pro of students' wellbeing. Generally, it was the teacher who dictated the class and the student only listened to what the teacher said. The students did not interact with their peers, much less with their teacher. In contrast, today, learners take a more participatory and active role in the classroom, to an extent they are considered the center of the education process. Within the changes evidenced, it can be highlighted, the importance assigned to affective relationships and communication.

In the area of the study, research has proved that a good relationship between students and teachers comes to be essential for the success of the teaching and learning process. It is not only important that teachers own a vast knowledge on their subject, or they have, at their disposal, multiple resources or tools to be applied in the classroom. But it is also essential to work on their rapport with their pupils. Unfortunately, this has been ignored for times; thus, many academic hindrances cannot be identified and a lot less solved.

In this concern, this research aims to analyze how the interpersonal relationship between the teacher and students, who participate in the study, take place. This research is relevant since when analyzing the relationship between the student and the teacher, the influence of this factor on the process of teaching and learning English can be identified, treated, and overcome. In this way, those involved in this study would possibly benefit and in turn, this research study could be useful for future researchers interested in the topic. As well, this research pretends to develop a pedagogical guide where strategies that have been used in other settings and that may possibly have a positive effect on the reality, of the subjects implicated, are compiled.

This research is framed and organized on the following chapters:

- **Chapter I.-** In this chapter is presented the referential framework. It is, the Introduction, problem statement and the general and specific objectives.
- **Chapter II:** In this framework, approaches, theoretical background data regarding the topic are presented.
- **Chapter III:** In this chapter, the research methodology, type of methodology, paradigm, scope of the research is presented. In addition, the method used and how the investigation is carried out is described.
- **Chapter IV:** The results achieved with the research and their analysis are shown. In addition, the findings and possible recommendations are described.
- **Chapter V:** Suggestions and recommendations are exposed in detail.
- **Chapter VI:** Finally, in this chapter it is intended to make available a pedagogical guide where some strategies that could be effective for the relationship between the students and the teacher.

1.2 Problem Statement

Developing human potential appears to be the principal goal of education. However, research on social sciences has evidenced some signs that demonstrate that current education loses human aspects such as teachers and students' involvement and interdependence. Depending on the academic approach education is framed, interactions in the classroom take place; relations that can benefit or hinder the academic development and performance of students as well as teachers.

Students and teachers' relationship is fragile and depends on various factors. Some of them are motivation, first impression and teaching balanced (Suzić, Dabić, and Ćirković, 2013). It means that the absence of these elements may not allow the construction of positive relationships between students and the EFL teachers. In this regard, it has been broadly suggested that successfulness in the teaching and learning process of a foreign language is facilitated when teachers listen and consider the voice of the students, when attending their needs, interest, requirements, expectations to facilitate their knowledge.

Furthermore, to get teachers and students along is also crucial for the educator to have the skills and abilities to cope with students' learning and emotional health. In other words, it is not sufficient to give classes, carry out the lessons, or solve doubts. It is of the utmost importance that teachers care about students' well-being by fostering positive interpersonal relationships. That is why it is essential to identify the role played by the teacher in the teaching and learning process. Nevertheless, since it is a bidirectional relationship, it is vital to know the one of students too.

There could be difficulties in establishing positive relationships in the classroom since learning a foreign language not only is an academic process but also a social one. Cecilia and Calle (2019) support this idea by suggesting that learners' attitudes towards the English language are directly associated with the teacher and students' rapport and social interactions. Taking this into account, the following study population has been selected; the English B2 teacher and the students coursing the Fourth Semester of Pedagogía de los Idiomas Nacionales y Extranjeros Career at Universidad Nacional de Chimborazo, in the city of Riobamba, Chimborazo province, in the academic period 2022-1S.

This research aimed to analyze the interpersonal relationship between students and the English B2 teacher and its implications on academic performance of learners of the study context. Interviews and some observations were applied to achieve the objective. Finally, it was intended to develop a pedagogical guide through a biographic review. It is focused on providing recommendations to promote a positive interpersonal relationship between the teacher and students. This may result beneficial for EFL teachers and researchers interested in the importance of interpersonal relationships in learning a foreign language.

1.3 Problem Formulation

How does the interpersonal relationship between students and the English B2 teacher influence on the process of teaching and learning English to students coursing the Fourth Semester of Pedagogía de los Idiomas Nacionales y Extranjeros Career at Universidad Nacional de Chimborazo, in the city of Riobamba, Chimborazo province, in the academic period 2022-1S.

1.4 Justification

Over time, the strategies implemented for teaching and learning a foreign language have meaningfully evolved. Education has shifted from a behaviorist model, where emphasis was placed on stimulus, response, and reinforcement, to a learning approach where students become the protagonist of the learning process. This conception where the teacher is associated as the highest authority in the classroom is related to vertical learning, as it is mentioned by Schilhab (2018). Compared to horizontal learning where the active participation of students and meaningful communication are encouraged. Learners are not seen as inferior to their teachers. Their voice is considered in making decisions in the development of learning.

It is common to think that for the effectiveness of the teaching and learning process in the acquisition of a foreign language, the teacher is the one who has the responsibility, who must have the sufficient knowledge to teach, have the necessary tools and resources for the benefit of the students. Indeed, these characteristics of a teacher are important, but it is also necessary to focus on positive interactions. However, there are few investigations that focus on this influential factor on the process of teaching and learning English.

Interpersonal relationship should be taken with due seriousness and attention. There is no doubt about the importance of conceptual knowledge but worrying about the well-being of those who are being trained, can be considered even more important. With the basis therein, this research pretends to analyze the interpersonal relationship between the teacher and the students. The study pertinence is evidenced on the benefits that will result for both students and teacher; since, satisfactory results could be accomplished in the teaching and learning process, if considering these axiological factors.

The feasibility of the study is determined on the availability of human, technological, theoretical, and economic resources. Furthermore, on the willingness of students, teacher, and authorities to be part and support the development of the study. Finally, with the development of the pedagogical guide for facing the study phenomenon, this research seeks to be useful for educators and future studies in this area.

1.5 Objectives:

General objective:

To analyze the interpersonal relationship between students and the English B2 teacher and its implications on academic performance of learners coursing the Fourth Semester of Pedagogía de los Idiomas Nacionales y Extranjeros Career at Universidad Nacional de Chimborazo, in the city of Riobamba, Chimborazo province, in the academic period 2022-1S.

Specific objectives:

To describe, from the English B2 teacher's perspective, the importance of interpersonal relationships when teaching and learning English as a foreign language.

To interpret the participants' perspectives regarding their interpersonal affiliation with their professor and its influence in the academic process.

To infer how the students and the English B2 teacher's rapport is in regular classes and the academic consequences derived from this relationship.

To search for tips to foster a positive interpersonal relationship between the teacher and students and gather them in a pedagogical guide.

CHAPTER II. THEORETICAL FRAMEWORK

2.1 Background Research

For a good understanding of teachers and students' interpersonal relationships, it is relevant to mention how it went from the traditional to the current school. Traditional education developed from the 17th to 18th century. It focused on the authority and the fear that the instructor made generated. Learners' ideas and desires were not considered. Therefore, it is possible to realize the non-existence of interpersonal relationships between the teacher and the students. The necessary interactions in the classroom were not developed to succeed in the learning process. However, changes could arise in the next century.

In the 19th century, prominent theorists such as John Dewey, Jean Piaget, and Lev Vygotsky proposed an alternative to traditional teaching; their contributions focused on independent teaching, the learning of the individual, and specifically children's learning. Their investigations indicate that humans create knowledge by interacting with their experiences and ideas. Experiences with others, teachers, and peers allow the quality of knowledge they acquire. In other words, learners create an environment of shared meanings with peers through working with others.

Signs of an education that cares about the needs of the student appeared in the modern school in the 20th century, students are expected to have the opportunity to work for their interests. It is intended to enhance the skills of students according to their needs. However, the teacher is still the one who takes a more relevant and active role. That suggests that students are not yet allowed to take ownership of knowledge and build a new one.

Finally, in the 21st century, student-centered learning unfolds. It is suggested that the role of the student changes from being passive to active. This new model requires active students to be responsible for their learning and their pace of learning. It is intended that teachers consider students' needs as a group and as individuals. They encourage them to participate entirely in the learning process. Instead of listening exclusively to the teacher, students and the teacher interact in the classroom. This interaction allows them to develop essential skills for their lives. As perceived by Shakarami and Khajehei (2015), "If students are to develop essential life skills and the ability to think constructively and act wisely, the emotional mind must be understood and considered central to education for the 21st century" (p. 236).

Current education needs to examine how interpersonal relationships between the teacher and students take part in the teaching and learning process. Thus, knowledge acquisition as an individual and private effort in language learning is transformed into a relational process in which the students and the teacher are interwoven (Moskowitz, Dewaele, and Resnik, 2022). On the contrary, what could happen if this does not occur that

way? Emaliana (2017) identifies that when teachers and students lack positive interactions, learning and further acquiring a foreign language comes to be impossible. To face this, Alzebaree and Zebari (2021) suggest that teachers should accomplish three principal characteristics: knowledge of the subject, pedagogical knowledge, and socio-affective skills. For this study's target, emphasis is put on the last characteristic. Teachers must promote good interpersonal relationships since students who have positive relationships with their teachers can better meet academic challenges, develop greater self-esteem, and learn about relationships with classmates.

Sun (2021) and Yan (2021) raised that when teachers develop socio-affective skills, teacher immediacy and caring are immersed. Caring is defined as a passion, a connection, and a behavioral sign that can be identified as an emotion, an inspiration, or behavior, displaying an apprehension about other individuals' emotional states, interests, and desires. Learners become more self-confident and regard themselves as superior when they feel that the teacher cares for them. In the same line is assumed by Moskowitz, Dewaele, and Resnik (2022), in accordance with the notion that students and the teacher relationships are not merely the self-interacting with the other but a true confluence to attain their mutual objectives. As perceived, it is a bidirectional relationship; thus, one part cannot be analyzed without connecting it with the other. In other words, teacher and student rapport could be defined as an emotional connection between teachers and their pupils based on understanding, caring, and mutual respect (Zhou, 2021).

Teacher and student rapport is a strong predictor of students' academic engagement. It means that the quality of students' participation or connection with the educational endeavor and hence with activities, values, and individuals depends on the positive interpersonal relationships with their teacher. Demonstrating concern for students' welfare is essential for establishing a positive relationship with them (Zhou, 2021). In this concern, it is key to develop a strong rapport that EFL teachers value students' ideas and viewpoints. Furthermore, students' academic engagement also is allied with motivation and affective principle. Several studies have revealed that motivation and the affective principle have contributed to the success of English language learning.

Motivation in language learning can be attributed to students' predisposition and support for English learning. There are some types of motivation; among them, the following are highlighted: Intrinsic, extrinsic, integrative, and instrumental motivation. Integrating the four types of motivation is essential in the teaching and learning process. For students, the perception they have regarding how motivation can influence their academic performance is essential. Since if students are not motivated, the learning objectives are not successfully met, it is vital to consider the motivation factor in learning English as a foreign language.

The affective principle in the EFL classroom is related to the following primary aspects: language ego, self-confidence and risk-taking (Zhou, 2021). This statement is also supported by Mutia (2020), who studied the relationship between teacher and student rapport and students' speaking performance. The researcher concludes that teacher and

student rapport influence three aspects of student learning, namely, students' motivation to speak in the target language, risk-taking and self-confidence, and student engagement.

Reviewing the influence of interpersonal relationships on students' speaking skills is claimed that students talk more when their teacher is very cooperative or shows almost identical degrees of cooperation and domination. However, when the teacher shows a high degree of domination, the instructor prevents the students from speaking (Krid, Bazine, and Melit 2021). As can be discerned through this chapter, the influence of positive teacher and student relationships on learning is of great value. It is due to the fact that novice and inexperienced teachers usually do not know how to establish a strong relationship with their pupils. That is why teachers must be concerned about their behaviors and their impact on their students' learning. In addition, those who are responsible for training future teachers should teach them to establish pleasant and friendly relationships with students.

2.2 Theoretical foundation

Teacher training traditions

Traditions in teacher training are configurations of thought and action, which have been historically constructed and are maintained over time, institutionalized, and incorporated into the practices and consciousness of the subjects (Davini, 1995). According to Diker and Terigi (1998), there are six teacher training traditions: The practical-craft approach or traditional conception-trade. The normalizing-disciplining tradition. The academicist tradition. The technical-academicist approach, or technological conception, or efficientist tradition. The personalistic or humanistic conception and the hermeneutical-reflective approach, or teacher approach oriented to inquiry and reflective teaching. Analyzing these traditions makes it possible to understand how interpersonal relationships between teachers and students are built from teacher training.

Teacher training

It refers to the policies, procedures, and processes designed to equip teachers with knowledge, skills, and attitudes in an integrated manner. Therefore, it is a continuous and never-ending process that fosters teachers' pedagogical skills, the mastery of new knowledge, and the development of new competencies that indicate an improvement in student learning (Kakumanu, 2018). As mentioned by (Moreno, 2015), a teacher will be a student for life, and in today's education, an innovative teacher is required to impact students' lives positively. A good teacher also has the skills to communicate effectively with the different agents of the educational community, but above all, with the students.

Educational policy focused on the teaching and learning process of English as a foreign language.

A close analysis of the national education of English as a foreign language shows a need for development through educational policy. Educational Policy in Bilingualism, is a policy that dictates the use and learning of the language (Heredia and Atencio, 2019). Among the basic principles of language teaching, the following stand out: Developing socio-affective skills in students. The learning will be focused on the student and not on the teacher (Ministerio de Educación, 2016).

Curriculum in the teaching training process

According to Caswell and Campbell (1935), the curriculum is conceived as all the experiences children need to learn, and the teacher should only act as a guide or facilitator. Pérez Gómez (2012) joins this perspective and mentions that the curriculum should have a holistic approach, which involves the development of knowledge, skills, emotions, attitudes, and values. In this regard, the interpersonal relationships between the teacher and the students are conceived from the curriculum, where it is crucial to find the criteria that allow evaluating the behavior, values, and attitudes essential in the learner's formation.

The constructivist approach, a vital response for education opposite to the traditional school

Fosnot (2005) described constructivism arising in opposition to currents such as positivism and behaviorism. Faced with learning by conditioning through the stimulus-response model, constructivism proposes that the student must engage with the world so that the learner will not be subjected to repetitive patterns but will be able to actively and naturally engage in the construction of knowledge. Students learn best when engaged in learning experiences rather than passively receiving information. Learning is inherently a social process because it is embedded within a social context as students and teachers work together to build knowledge. In the same line, this is described by, Hein (1991), who considers that since learning is a social activity, it is closely linked to the connection with other human beings, teachers, classmates, family, and others.

Emotional intelligence when teaching and learning English

When regarding teaching and learning English process, it results crucial to refer to emotional intelligence. As described by Shakarami and Khajehei (2015), emotions are the relay stations between sensory input and thinking. It means that when the input is interpreted in a positive way, we are motivated to act and achieve a goal. When the input is interpreted negatively, students do not act and do not learn. In other words, negative emotions (Anxiety, depression and anger or frustration) can interfere with learning and can result in problems with learning, creating a maladaptive and self-defeating pattern of behavior.

Interpersonal relationship between students and teacher

As mentioned in previous chapters, not only is knowledge of grammar, technological resources, methodologies, and teaching techniques relevant. A good foreign language teacher can establish positive relationships in the classroom. In addition, teachers have to encourage dialogue, the active participation of students, motivation, confidence, and others (Clarke, Hanson, and Harrison 2001). Furthermore, to succeed in learning English as a foreign language, both students and teachers must fulfill their roles.

The student as a fundamental individual of learning

This approach is born from the idea of change; teachers are not the center of learning, the students, as main characters, have active participation in learning. Within this, learners have opportunities to improve their analytical skills, problem-solving skills, in-depth skills learning, lifelong learning, self-directed learning, reflective learning, and motivation. In English teaching, students are the protagonist. Guided by teachers, they will be able to develop the necessary skills, abilities, and competencies of the language (Emaliana, 2017).

Overview regarding role of the teacher in the teaching and learning process of English as a foreign language

Teaching requires teachers to be in constant training and research to develop their professional skills. They are called to train critical, reflective students capable of making exemplary contributions to society. In addition, teachers are mediators, apply the appropriate procedures to develop cognitive and affective processes and develop positive attitudes and values. The teachers can promote the active participation of students, generating cooperative learning, and creating an optimal and comfortable environment. As facilitators of knowledge, they will be able to select the content taught in the lessons, which will be accessible to all, thus meeting educational needs.

The Effect of Teacher immediacy in teaching and learning English process

Another vital factor influences on the academic process of teaching and learning English is identified by (Yan, 2021) as teacher immediacy which determines the collection of non-verbal and verbal strategies and behaviors that are given by the EFL professors to generate a sense of closeness with the students. Consequently, learners feel confident and motivated when learning.

Teacher domination in the interpersonal relationships in the classroom

Teacher behavior plays a significant role when teaching English since it determines how well the teacher and students get along. When referring to domination, it is defined as

the degree to which authority or dominance over students is established. In this context, when the instructor shows a degree of domination identical to that of the students, they are more motivated to talk and interact in class. It seems that teacher' domination influences in students and the teacher rapport (Krid, Bazine, and Melit, 2021).

The Effect of Teacher Caring Behavior in teaching and learning English process

Caring is established through positive interactions between students and teacher. Thus, when students feel that the teacher cares about them, they become more self-confident and consider themselves better students. In the same way, the reciprocity of the students allows the EFL teachers to perceive the positive effect of their concern. Consequently, students get involved in the learning process (Sun, 2021).

Pedagogical guide, an indispensable support for teacher

The pedagogical guide is a document that complements the study program. It provides methods, strategies, resources, and recommendations to conduct the teaching and learning process (Johansson, 2006). Generally, a pedagogical guide has five main components: identification, purpose (s), contents, workshop, and evaluation processes (Milrad, 1999).

Recommended strategies to be implemented in a pedagogical guide for EFL learning process

Methods and strategies focused on communicative instruction, and cooperative learning (Think-Pair-Share, circle the sage, timed-pair-shared) provide students with the necessary skills to succeed while learning a foreign language, promoting good interaction (Soares dos Reis da Luz, 2015). Some strategies that EFL teachers can apply to show that they care about interpersonal relationships within and outside of the classroom are: showing an interest in students' personal lives, greeting students as they enter the classroom, touching base with students who display strong emotions, listening with sincerity to students, and empathizing with students (Varga, 2017).

CHAPTER III. METHODOLOGY

3.1 Approach

The research adopts a qualitative approach since this type of research seeks to interpret data to understand social life by studying specific populations or places (Chandra and Shang, 2019). This approach makes it possible to understand or explain the behavior, perspectives, and perceptions of a group. In these terms, this study intends to describe the reality of the teacher and students coursing the Fourth Semester of Pedagogía de los Idiomas Nacionales y Extranjeros career, perceiving y understanding the context where the academic interactions of the study subjects take place.

3.2 Research modality

Due to the characteristics of this study, the research modalities adopted are documentary and field. Documentary research is one in which, through a literature review, the information is obtained, selected, organized, interpreted, compiled, and analyzed on an issue that is the object of study (Chandra and Shang, 2019). In this regard, for the fulfilment of the objectives in this study, such as interpreting from the participants' perspective the importance of interpersonal relationships and their influence on the academic process and for the development of the pedagogical guide, a literature review is used. In addition, field research because it is in contact with the participants to identify and describe how interpersonal relationships between teachers and students occur in teaching and learning English as a foreign language process using an observation form and an interview addressed to the participants.

3.3 Level or type of investigation

A descriptive and explanatory level is adopted. It is descriptive because, as proposed by Yin (2015) this kind of studies allow the researcher to collect data on the conditions, situations, and events that occur in the context they occur. In the case of this investigation, first, it is intended to describe, from the teacher's perspective, the importance of interpersonal relationships when teaching and learning English as a foreign language. Then, to interpret the participants' perspectives regarding their interpersonal relationship and its influence in the academic process. It fits to the explanatory level because it attempts to know how this phenomenon occurs, why it occurs in such a way, and what effects are obtained from it (DeCarlo, 2018). In other words, an explanatory study tries to identify the causes and effects of the study phenomenon (Sheppard, 2020). In this regard, what is intended with the study is to infer how the students and the English B2 teacher's rapport is in regular classes and the academic consequences derived from this relationship.

3.4 Study population

The study is carried out at National University of Chimborazo. It works with the English B2 teacher and students coursing the Fourth Semester of the Pedagogy of National and Foreign Languages career since there is the necessary facility for developing the study; the interpersonal relationship between teacher and students and the academic implication in the teaching and learning English process. The study phenomenon figures with the reality of the subjects, that is why this population was selected. For developing the required language skills and abilities, learners must be in constant interactions inside or outside the classroom. Therefore, it is essential and crucial that positive interpersonal relationships be established between students and teachers in this process. All this to make the teaching and learning process effective.

3.5 Sample size

Due to the population is relatively small, there is no need to take a sample.

3.6 Data collection techniques and instruments

To describe from the teacher's perspective the importance of interpersonal relationships when teaching and learning English as a foreign language, a semi-structured interview is used. This type of interview allows the researcher considerable room for maneuver to probe the participant, in addition to maintaining the basic structure of the interview (Magaldi and Berler, 2020). This instrument is applied in the middle of the academic process, since it allows the researcher to contrast the information collected with the observation forms executed.

For interpreting students' perspectives regarding their interpersonal affiliation with their professor and its influence in the academic process, a deep interview is applied. The interviews allow obtaining answers in more detail about the learners' perception, attitude, and behavior regarding the study problem (Griffee, 2005).

To infer how students and the English B2 teacher rapport in regular classes and the academic consequences derived from this interaction. An observation form is used. The observation allow having an approach to the context where the study subjects develop and to understand how affective relationships are produced (Kawulich, 2005).

Finally, a bibliographic review is carried out to select different tips to foster a positive interpersonal relationship between teacher and students and gather them in a pedagogical guide. The information was organized using bibliographic records. The pedagogical guide aims to provide teachers with possible strategies, methods, and techniques that, according to the authors, may be very useful for strengthening and developing interpersonal relationships between the teacher and the students in the teaching of English as a foreign language.

3.7 Information Analysis and Interpretation Techniques

For the analysis and interpretation of the information, it was necessary to use data triangulation, which allows the researcher to seek convergence between multiple and different sources of information (Carter, Bryant-Lukosius, DiCenso, Blythe, and Neville, 2014). The information collected from the interviews and the observation was classified to find common themes or categories. Then, they give way to the verification of hypotheses and the development of the conclusions of this research that perceives analyzing the interpersonal relationship between students and the teacher as it has Implications in the process of teaching and learning English as a foreign language.

CHAPTER IV. FINDINGS AND Y DISCUSSION

Findings

The aim of the research was to analyze the interpersonal relationship between students and the English-B2-teacher and its implications on the academic performance of learners coursing the Fourth Semester of Pedagogía de los Idiomas Nacionales y Extranjeros Career. To accomplish the objective, two semi-structured interviews were applied, one to the teacher and another to the students. Moreover, some observations were made to infer how students and the English B2 teacher rapport in regular classes and the academic consequences derived from this relationship. Finally, as a strategy to foster good interpersonal relationships among these academic characters, it was developed a pedagogical guide focused on providing some recommendations to the target. The following paragraphs describe in depth the results gotten along the study.

The value of the interpersonal relationships when teaching and learning foreign languages; notions of those responsible of the process

For Meng (2021), a safe student and teacher rapport, not only fallouts in progressive practices for learners but also, fosters superior classroom involvement and motivation to learn. Furthermore, it promotes learners' autonomy, responsibility, and confidence to self-construct their knowledge. Following the same philosophy, Moreno (2015) adds that, teachers' training and their notions about teaching and learning are fundamental to promoting an environment where students and themselves can interrelate under the principles of respect, tolerance, acknowledgment, and value. With the basis there in, the first inquiry proposed for the interviewed teacher was about her conceptions regarding English teaching.

For her, teaching English "... is giving students a chance to have many opportunities in the world. It is a challenge for teachers, of course; but what is received in return, goes beyond the material rewards" (Lara, A., Interviewed Teacher, 2022). What is stated denotes a vision in which the wellbeing of students is pivotal; a space where the target of teaching is providing students with the necessary tools and resources to achieve their personal and professional objectives; an environment where students' necessities, interests, needs, and desires are those that govern the decisions and actions adopted by the teacher.

In this point, it results important to highlight that, for this to happen, teacher training should transit the same approach. It means, an instruction process where future teachers not only learn about the language but also about the different phenomenon linked to education. For instance, students' misbehavior, lack of motivation, lack of language commitment, poor self-teem, dissimilar linguistic background, social-economical-educational limitations, different learning styles, multiple intelligences, academic needs, and many others. Fortunately, Lara is conscious of that since she considers that "...it's not enough if you know the language, but how to teach it, how to select the appropriate

materials, how to select the appropriate methods that fit your students' needs" (Lara, A., Interviewed Teacher, 2022). What is expressed up to this point awakes other queries around the way this philosophy lands in the praxis. For this, Lotfi (2020), propose to discern the approaches, methods, and materials which teachers use for their academic labor. In this concern, Lara sustains that:

I try to use the communicative approach, Task Based Learning, communicative methods that not only let students learn grammar but also, to develop language skills... regarding the material and activities, it depends on the kind of students I have. I mean, according to their backgrounds, their levels, their learning styles. Everything depends on them. (Lara, A., Interviewed Teacher, 2022)

One more time, it is evidenced that, the teaching and learning process offered by the professor, is centered in the student. Fact that can be understood as a strategy for establishing good connections with the learners and simultaneously, to obtain good academic results.

Science has broadly demonstrated that every student learns differently, each one of them owns diverse multiple intelligences, dissimilar skills, potentials, and weaknesses. Considering this facts when planning, developing didactic material, evaluating, making decisions, etcetera; from the view of Shakarami and Khajehei (2015), constitutes an incredible tactic for creating a good rapport among students and teachers. Lara is aware of this; hence she states that, "...some students learn by doing and some others are not good at that...finding activities that fit their different multiple intelligences, learning styles, needs and interests is the key for a good classroom environment". This scenario evidence that Lara knows about the influence of these factors, and not only in the quality of the interactions between the school actors but also, in the academic commitment.

Some questions that probably would arise after reading what has been exposed are: How can a teacher be a kind person and at the same time maintain harmony in class? What does a teacher do when students misbehave? How can teachers press their students when they do not put on their best but not make them feel punished? In this concern, the interviewed affirm that:

...a good relationship does not mean that the teacher never gets angry and does not make his or her students make an effort when learning ...actually, what I try to do is like to have a balance; not so patient but neither intolerant, not so flexible but not so strict with them. (Lara, A., Interviewed Teacher, 2022)

For this reason Aldhafiri (2015) highlights the importance of developing affective skills which combined with classroom management capabilities, assertive communication, and expertise on the language issues would guaranty the academic success. A different scenario may signify an eminent failure.

In this framework and bearing in mind that in the study context students are trained for being EFL teachers, it was imperative to understand how undergraduates are instructed to, in the future, establish good relationships with their own students. In this respect the professor affirms that, "All the issues that the curriculum includes are established for providing our students with the necessary tools for their professional lives, including those concerning emotional aspects". Even tough, Lara clarifies that what students receive at

university is not enough, they must realize that "...practice is what makes you better. When they start their teaching practices, I think they will create their own strategies for this purpose" (Lara, A., Interviewed Teacher, 2022).

In addition, the participant argues that future teachers should understand that, "as life never stops, learning will last for life" an interesting conception, which Moreno (2015) supports by affirming that an English teacher should never stop learning and must be ready for the changes demanded by society.

Another essential aspect covered was the role of the students in the establishment of good relationships. In terms of Emaliana (2017), EFL students need to be able to develop the necessary affective competencies to participate in and construct a safe academic environment which facilitate their human connection and commitment with the language. "Students must, satisfactorily, fulfil their role as protagonists of their learning by actively participating, asking questions, developing the proposed activities in the classroom; and the most important being able to work as a team and learn from others" (Lara, A., Interviewed Teacher, 2022). In these terms, it would be concluded that, establishing a positive interpersonal relationship is a commitment of both students and teachers.

Another factor to guaranty a good connection with pupils, from the perspectives of Munzaki (2019), is to concern about the well-being of students within and outside the classroom. In the case of the former, the author suggests stopping academic activities when signs of boredom or tiredness are perceived, to apply dynamics or games that motivate and activate students, so that learning can continue without further difficulties. About the aforementioned, Lara explains, "When I noticed that my students are kind of tired or bored, I make them to stand up and stretch themselves. This usually helps to make them wake up".

Another vital fact mentioned was that, for making students feel important, recognized, and respected, the teacher applies some strategies which are presented as follows:

When I feel my students are facing some problems, I try to talk to them. Depending on what happens, I aim to be the person to whom they can share their worries, the one they can trust on. In this sense, I usually help them figure out some possible solutions and if necessary, I offer myself to support. (Lara, A., Interviewed Teacher, 2022)

These findings, in terms of Munzaki (2019), can be interpreted as the teachers' altruism to exceed the traditional posture of an educator to become a leader, a counselor, a friend, a guide, a facilitator. In the basis on, the role of the instructor must be taken with greater relevance. It is not only about imparting knowledge but also knowing the best way to deliver it. It is of the utmost importance to develop affective skills to be applied in teaching practice.

Lastly, at the end of the interview, it fallouts vital to know the possible changes the teacher could make to improve the interpersonal relationship with her pupils. With regard to Zhou (2021), who alludes to the relational theory and stated that, a good rapport is an emotional connection between teachers and their students based on understanding, care, and mutual respect. Unfortunately, this do not occur as the author exposes since, for

instance, the attitude of the students towards punctuality does not help to safe interactions. "...when they come late and I start talking, I start teaching, they interrupt me. So that is something that don't make a relationship successful" (Lara, A., Interviewed Teacher, 2022). In these findings, it seems that a reciprocal commitment in the teaching and learning process is utmost significant allowing both teachers and students to improve the development of positive relations, and in the end, to get success in the academic procedure.

On the whole, a positive interpersonal relationship between teachers and the students is vital but, even more important is understanding that it is a bidirectional relation; instructors from their teaching training will be able to develop affective skills that allow the establishment of highly necessary connections. On the other hand, learners are called to engage in the academic process and put their best to get along with their teacher. It means that they must show interest in learning the language, actively participate in the activities proposed in the classroom, work individually and collectively, contributing, and respecting ideas of others. A good academic environment represents a safe interpersonal relationship of teachers and students, and this at the same time, may denote significant learning.

Regarding the interpersonal relationship with the English B2 teacher from the student's perspectives

Different pedagogists highlight the importance of making students express their ideas in a safe, pleasant, and favorable environment to, consequently, foster the development of their competencies in the language. For this target, Zhou (2021), explains that EFL instructors should respect and value students' ideas and pay attention to their integral well-being. With the basis there in, the following pages, is presented how students perceive their interpersonal relationship with the English-B2 professor and how this fact influences in their academic performance.

In this framework, the first proposed query was around their feeling regarding the subject. The results suggest a cordial relationship among the actors and an environment in which students can put all their potentials on the palestra. This is expressed by Espinoza who mentions that she is "...very enthusiastic and happy because the teacher is very didactic and motivates us [them] every day to learn this language..." (Espinoza, N., Interviewed Student, 2022). Besides, it is argued that "... the course environment is very pleasant thanks to the teacher, who also gives us [them] all her confidence, to continue learning" (Patiño, F., Interviewed Student, 2022). What was found evidence of the crucial role of teachers' attitude on the teaching and learning process.

The identified statement awakened the intrigue to identify the personal and professional characteristics a EFL professor should own. The results suggest teachers should be "patient, kind, respectful, enthusiastic; furthermore, be a proficient user of the language, and manage a wide variety of teaching methodologies and techniques." (Colcha, J., Interviewed Student, 2022) Ideas aligned to Diker and Terigi (1998) conceptions regarding teacher-training. The authors affirm that teacher's personality, affectivity, attitudes, and values are the pillars for a successful learning.

In addition, the participants consider that teachers play a vital role in learning. In this context, as stated by Caswell and Campbell (1935), instructors should become a guide and facilitator for their pupils. It means that EFL professors are called to assist students learning and are willing to act when students need help, have doubts or are looking for support or advice. Of course, for this to happen, it results necessary to understand how the interpersonal relationship between students and the teacher takes place in real circumstances.

From students' perception, their relationship is the appropriate. It means without going beyond the limits of trust and respect; thus, allowing students to participate and interact with no restrictions. "...she is not like a doctrinaire teacher, she is like a partner, a person we can trust on" (Colcha, J., Interviewed Student, 2022). What is happening in this academic context is explained by Krid et al., (2021), in the following terms. When teachers demonstrate similar levels of domination towards students, their interpersonal relationship is established in a better way, promoting the development of language skills.

What has been exposed in previous pages does not state that a positive interpersonal relationship between a teacher and student falls under the responsibility of the professor, yet it demands an approach from both parties as equal. That is why, a new question was formulated to elucidate the particularities of students' participation and roles in the study issue.

The results denote a good companionship in the classroom, all students support and participate in making decisions and activities. This is expressed by Condor who mentions that the class "...is a united group, there's no one who is excluded...it's a well-united group" (Condor, B., Interviewed Student, 2022). Authors as Syahabuddin, Fhonna, and Maghfirah (2020) state that, building a positive relationship and communication among students is one of the ways to motivate and encourage students to learn English. One more time, it is proved that teaching and learning success involves good communication among teachers and students as well as student and student. Regarding positive relationships, it was meaningful to investigate possible events where good interactions between students and the teacher allow good interpersonal relationships. It was obtained that the teacher cares about her students' physical and emotional well-being and learning. This is exposed by Yumisaca who stated that "Once when we [they] had to do some essays and it went wrong...she helped me and told me that I could watch videos on YouTube or also attend her classes in the morning" (Yumisaca, C., Interviewed Student, 2022).

In addition, the students indicated that they felt good when the teacher asked about their well-being and health issues and when she offered them help, advice, and recommendations. This is evidenced by Zumba who declares that the teacher "...is always asking me to know how I am progressing...she is always ready to help not only me, but I have realized that she is like that with all my classmates" (Zumba, J., Interviewed Student, 2022). Self-esteem, participation, and motivation in learning English are promoted since the fact that there are no preferences allows equal treatment to strengthen ties in the classroom.

The found fact awakened the intrigue to understand how interactions occur outside of the classroom. According to Varga (2017), the interpersonal relationship between

students and teachers goes beyond the classroom, allowing students to communicate with their teacher and answer questions about the lesson or other issues. Positive interactions should not remain only in the classroom. On the contrary, it lies both inside and outside. In this context, some students mentioned that the doubts were resolved in the classroom, so they did not need to communicate with the teacher after the lesson.

On the other hand, others stated that the teacher answered their questions. Furthermore, she sends additional material to help them. This is expressed by Chamba who mentioned the following:

I felt good because she answered me in an appropriate way and at the same time she sent me resources, not only she answered the doubt or the question I had, but she also helped me with extra material that I could review to get rid of those doubts. (Chamba, C., Interviewed Student, 2022)

Following the line of establishing positive relationships in the classroom, it was essential to inquire about the application of methods, materials, and techniques and their benefit in developing interpersonal relationships. This is supported by Suárez and Auxiliadora (2016), who stated that engaging activities play a significant role in establishing a good rapport between students and EFL teachers through dynamism, participation, entertainment, and interaction. In this sense, the results show that role play, games, individual and group activities, online resources, and above all, an activity called by the students as the "carousel" are used to promote motivation and participation. When inquiring into what this activity consists of, the following was found:

The teacher makes us [them] choose a topic, for example, climate disasters or sub-topics derive from them, for instance, what disasters do climate change cause, so we choose floods, forest fires, and so on, then we soak up the information and share with all our classmates and with Teacher Adry. (Espinoza, N., Interviewed Student, 2022)

When inquiring into the benefits of these activities in developing interactions between the teacher and the students, participants indicated that the activities are applied to put language skills into practice and not only to improve relationships with the teacher. "...she does it more because we practice" (Vizueté, E., Interviewed Student, 2022). The following is obtained when asking the student if he would like more student and teacher activities to be carried out than student and student ones:

"I like that both parts merge...the teacher cares about us [them] and with the same activities also interacts with us [them], in this way, the bond is strengthened with the teacher". (Vizueté, E., Interviewed Student, 2022)

What was exposed by the learner permitted to state that positive interactions are achieved when the voice of the students is considered in deciding on the teaching and learning process. In order to accomplish common goals, teachers and students must work together to achieve them. In this context, it was essential to know the role of the participants as EFL university students. Students complete their tasks and class assignments, are respectful, and participate in the lessons. Furthermore, Self-learning was mentioned when it was inquired if there were anything they would like to change regarding their roles. This is expressed by Páez, who recognized that she "...has had a few small favorable changes... I have lost the fear of speaking English, this allowed academic

achievement... I think that to learn by myself also could improve my language practice.” (Páez, J., Interviewed Student, 2022). A vital aspect was found when inquired on factors that have influenced her improvement in learning. “I believe that the progress is due to being able to interact directly with my classmates and the teacher...” (Páez, J., Interviewed Student, 2022).

What was declared by the student gave rise to a new question regarding interpersonal relationships in their future teaching practice. In this framework, as Clarke et al., (2001) state, professors must encourage dialogue, active participation, motivation, and confidence. In this manner, a good interpersonal relationship could be implemented between students and teachers. If teachers were aware of the vital benefits that accrue from positive interactions, they could implement new strategies to strengthen their bonds with students. Hence, it was crucial to understanding the relationship with their future students if they were the English B2 teacher. Among the answers obtained, the following is highlighted: being friendly with students, being dynamic in class, and promoting communication and participation. At this point of the interview, one of the results drew the attention of the researcher. The participant mentioned that based on her “...experience at this university, I could say that I would like to be a little more human...” (Arévalo, L., Interviewed Student, 2022).

The previous statement allowed to recognize some weaknesses in teacher and students interpersonal relationships. As stated by (Firdaus and Mariyat, 2017), developing human potential is the goal of education. However, current teaching loses human aspects (dehumanization). It seems that in the effort to achieve changes in education, it has been forgotten that the student is the protagonist of learning. The positive interactions learners can obtain from their training define their character, personality, and determination to face challenges in life. In this regard, it was essential to identify student’s perceptions regarding their future rapport with their students.

The results suggest that students desire to follow the teacher’s way. This is expressed by Monar who mentions that she “... would try to be like teacher Adry is, I would try to have a connection with my students...” (Monar, G., Interviewed Student, 2022). In this context, as stated by Upa and Mbato (2020), teachers also fulfill a model role in the process of teaching and learning English. It implies that their teaching activities will also be aimed at motivating those who will be future teachers. The fact that the instructor is a source of inspiration for future teachers demonstrates the appreciation, respect, consideration, confidence, and the quality of the bond that connects students and the EFL teacher.

On the whole, from students’ perceptions, there is a positive interpersonal with their English B2 teacher. They feel confident and motivated to learn because the instructor offers them guidance, help, and advice through the teaching and learning process. Therefore, students develop their language competencies in a friendly and secure environment. When students accomplish their roles as EFL learners, building good and positive interactions with the teacher and among their classmates is possible. It was significant to identify how important it is for students that the professor apply appropriate

techniques and materials according to their learning styles, and above all, can develop crucial affective skills; they determine the success or failure in English learning.

Students and the English B2 teacher rapport

A good relationship between students and teachers is conceived as an emotional connection based on mutual understanding, care, and respect (Zhou, 2021). In other terms, a worthy rapport would allow students and teacher to feel confident when teaching and learning, correspondingly. In this context, students can achieve vital social competencies and develop essential language skills. Having this in mind, some observations were made to know how the students and English-B2-teacher's relationship occurs and how it affects the academic performance of learners.

In this respect, it was necessary to observe the academic encounters from the very beginning, since, as it is stated by Suárez and Auxiliadora (2016), it is desirable to start the class being mindful on students' internal and external factors which may influence their performance and consequently their learning. Thus, it would be understood that the success of a class depends, in an extent, on how well the teacher bonds students when the class starts.

Some of the most suggestable strategies for a perfect opening are asking about a current topic as climate, previous lessons, or feelings, games, or activities to motivate students. One of the suggested strategies was applied by the teacher. It was a dynamic consisting on forming chains of words. The activity proposed seemed to be very effective for engaging students since all of them were eager to participate and showed themselves enthusiastic and ready to help their teammate. This, in terms of Varga (2017), is understood as a good manner to encourage students' commitment in learning since teachers show an interest on their personal welfare. In this context, it was observed that the teacher not only worries about the class success but also on her students' well-being.

Subsequently, in the development stage of the class, some crucial aspects were elucidated. To begin with, individual and collaborative tasks were proposed. Regarding the former, students worked independently in the activities set in the English book, noticing a scarce interaction among them; and concerning teamwork, they were grouped to work on topics assigned, for instance, "Truths and myths about food" where the professor permanently monitored her students' work and when necessary solved doubts and supported, oriented, and gave alternatives. It was evident that she fostered a bilateral connection to which students reciprocated. This fact is brightly explained by Namaziandost, et al. (2019), who affirm that a vital strategy to develop a positive connection with the students is to propose activities where they can join with their classmates. In this sense, learners can share their ideas, respect different viewpoints, and learn how to work as a team.

Another witnessed aspect was the teacher's caring behavior which in terms of Roshanbin, Nushi, and Abolhassani (2022) refers to the quality a lesson is explained through clear words and examples; and, the appropriate selection of methodologies based on students' characteristics. These factors combined with a kindly personality of the

instructor help students feel confident enough to take the risk to participate and be opened to receive the proposed input. In the basis there on, it was observed that the teacher was a sympathetic one; consequently, learners showed very participative by asking questions about the subject, giving their opinions, and collaborating with their mates. These particular facts made us corroborate what Roshanbin, Nushi, and Abolhassani sustain.

In some of the classes, it was noticed that the teacher realized that her students were getting tired. Hence, she led some relaxation activities or physical exercises, technically known as active pauses, and in occasions, posted jokes or personal experiences to catch back students' attention and keep on their learning. Apparently, the activities accomplished their target. The students were more dynamic, willing to participate, and eager to share their ideas, not only with their mates but also, with their professor. This phenomenon is conceptualized by Yan (2021), as "teacher's immediacy". The author explains that it embraces a collection of verbal and non-verbal strategies and behaviors that the teachers give to generate a sense of closeness with the students enhancing their relationship with their pupils.

Another crucial element joint to the teachers' immediacy is evaluation. In this regard, the results reflected a tough commitment of the teacher on her students professional training. Frequently, during students' presentations about topics the teacher assigned, she worried to correct most of the mistakes students made. This showed that the teacher is concerned about the participation of her students and in a reciprocal way, it was noticed that learners appreciate their educator diligence to identify and correct their mistakes and therefore, improve their level and performance as explained by Yan (2021).

Finally, it was observed that at the end of the lessons, the teacher asked questions to make sure that learners understood the content and the assignments. Then, the students voluntarily enquired for solved their doubts. The teacher was kind when answering and it was apparent that when the teacher was concerned about her students' understanding, they were persuaded to ask questions and interact in the classroom. In terms of Suárez and Auxiliadora (2016), when students are motivated, they show interest and commitment to learn and progress in their own learning. This is evidenced in the degree of attention, optimism, curiosity, and passion they show while being taught by asking questions, contributing ideas to the class, and actively participating in the activities proposed.

Bridging the gap between the students and the teacher, a pedagogical guide aimed at strengthening their relationship.

Thinking about the positive effects of establishing positive relationships between students and the teacher leads to developing a source of support for EFL teachers concerned about the well-being and learning of the students. For this, fulfilling the fourth objective of this study, a pedagogical guide has been made, which consists of the following elements: identification, purpose (s), contents, workshop, and evaluation processes (Milrad, 1999). For this research project, the pedagogical guide is formed by the theme, the group to which it is focused, introduction, content (strategies, suggestions, tips), and conclusion. Furthermore, the pedagogical guide that offers strategies, resources, and

recommendations to enhance relationships between students and teachers is attached in the annexes section of this study.

Discussion

A good connection between students and the teacher is reflected in the quality of the positive interactions inside and outside of the classroom. The same ones allow students, the center of learning, to empower themselves with the knowledge they have built to serve their society. When there is a good rapport between students and EFL teachers in the classroom, the students' voices are considered, and their interests are successfully covered. The lack of interpersonal relationships suggests the absence of motivation, communication, interest, participation, commitment, and effort toward learning English as a foreign language.

In this concern, one of the fundamental aspects evidenced is the teacher's immediacy. The English B2 teacher shows levels of domination similar to her students without losing her authority and power in the classroom. In this sense, the professor was part of the jokes that could arise during the classes, creating a relaxed, safe, and fun environment while learning. This is expressed by the teacher who mentioned that "...actually, what I try to do is like to have a balance; not so patient but neither intolerant, not so flexible but not so strict with them (Lara, A., Interviewed Teacher, 2022).

What was stated by the teacher shows that she knows the importance of establishing positive relationships with her students. The perceptions of her students reveal the positive effects of her work as a good teacher. This is evidenced by Espinoza, who stated that she is "...very enthusiastic and happy because the teacher is very didactic and motivates us [them] every day to learn this language..." (Espinoza, N., student interviewed, 2022). Furthermore, the teacher's performance goes beyond sharing knowledge; her ability to establish a positive relationship with her students is vital so that students perceive her as a model teacher. This is conveyed by Monar, who stated that she "... would try to be like teacher Adry is, I would try to have a connection with my students..." (Monar, G., student interviewed, 2022).

Another aspect to be considered in positive interactions between students and the teacher is the activities proposed in the classroom. Individual and group activities are applied, where students can share their ideas and experiences. The proposed activities aim to meet their needs and must be carefully selected for the benefit of the students. The teacher cares about their well-being and their learning. The instructor understands that each student is a different world and learns in a unique way. In addition, multiple intelligences play a leading role in choosing appropriate teaching strategies. This is evinced by the professor who considers that "... it's not enough if you know the language, but how to teach it, how to select the appropriate materials, how to select the appropriate methods that fit your students' needs" (Lara, A., teacher interviewed, 2022).

Another aspect to highlight is students and teacher's roles in the teaching and learning process to construct their rapport. To begin with, one of the teacher's prominent roles is to be a facilitator. Furthermore, the instructor is concerned about the well-being of

the students, understanding that it influences their relationship. Therefore, their learning. In this context, the instructor mentioned, "When I noticed that my students are kind of tired or bored, I make them stand up and stretch themselves. This usually helps to make them wake up" (Lara, A., teacher interviewed, 2022). The instructor adds that when she feels that students are facing some problems, she tries to "...talk to them...to be the person to whom they can share their worries, the one they can trust on. In this sense, I usually help them figure out some possible solutions and if necessary, I offer myself to support" (Lara, A., teacher interviewed, 2022).

Regarding positive relationships, it is crucial to know the learners and pay attention to their feelings to benefit their interactions and success in learning. Thus, if the relationship between the participants could be better, it is essential to make changes. As previously mentioned, since it is a two-way relationship, it is crucial to determine students' role. Students complete their homework and class assignments, are respectful and participate in class. This is expressed by Páez who explains that she "...has had a few small favorable changes... I have lost the fear of speaking English, this allowed academic achievement... I think that to learn by myself also could improve my language practice." (Páez, J., student interviewed, 2022).

It was amazing to discover that language skills progressed due to student and teacher interactions. This is exposed by the participant who considers that "...the progress is due to being able to interact directly with my classmates and the teacher..." (Páez, J., student interviewed, 2022). In this regard, it can be mentioned that establishing positive relationships between students and the teacher allows students to feel self-confident and increase their self-esteem. Furthermore, they are motivated to continue learning by themselves and as a team, and their confidence in the language intensifies. Especially the interactions with their teacher allowed them to consider their professor as a source of inspiration for their future teaching practice. On the whole, creating a positive connection with students determines the quality and success of language learning.

CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

It is concluded that interpersonal relationships are a significant factor when teaching and learning English as a foreign language. It means that, the quality of the connections between students and the EFL teacher may determine how successful the teaching and learning process is.

Findings show that students' criteria about their professor is crucial for the development of rapport. Among the characteristics they highlight on their teacher are her personality, charisma, kindness, attitude, behavior, and cordiality. Factors that contribute to the magnificent relationship they have.

It is identified that positive classroom interactions between learners and the teacher influence on students' participation, motivation, commitment, and interest. Noteworthy factors such as teacher immediacy, teacher caring behavior, and teacher domination are shown to be overriding to establishing connections with students.

The tips, strategies, and suggestions described in the pedagogical guide will be useful for the development of a pleasant, and safe environment in which students can express their ideas and learn from their experiences. In addition, be able and eager to value, respect, and tolerate the opinions of others to create essential ties for their professional and human development.

Recommendations

Students and teachers must maintain mutual respect, care, understanding, and among others. If these factors are not applied, interactions inside and outside the classroom will be impaired, consequently affecting academic success.

It is recommended to listen to students' suggestions, opinions, and perspectives if developing and maintaining good interpersonal relationships is the target. In this sense, it is vital for teachers to make decisions taking into consideration their students' interests and needs.

It is vital to encourage the participation of those students who show low levels of confidence and self-esteem; thus, they can stimulate their concern and interest on the subject. Consequently, develop their human and academic competencies.

It is recommended to implement the strategies, tips, and suggestions described in the pedagogical guide, which are aimed at establishing and developing favorable interpersonal relationships between teachers and EFL students since, when they are applied, they allow getting success in teaching and learning English as a foreign language.

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PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES
CAREER

Chapter VI The Proposal

PEDAGOGICAL GUIDE TO FOSTER A POSITIVE INTERPERSONAL
RELATIONSHIP BETWEEN TEACHER AND STUDENTS

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RIOBAMBA – 2023

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FOSTER A POSITIVE INTERPERSONAL RELATIONSHIP BETWEEN TEACHERS AND STUDENTS

Beneficiaries

In general, to all teachers of English as a foreign language, and above all, to students and teachers from the Pedagogy of National and Foreign Languages Career.

Introduction

Some factors intervene in the process of teaching and learning English as a foreign language. One of them and considered by several authors as the determinant of learning successfully or having failure, is the interpersonal relationship between students and teachers. That is to say, it implicates how those involved, interact inside and outside the classroom and how having a good classroom environment makes it a welcoming place to be. This is done by building a positive teacher and student rapport hence the student achievement in learning a foreign language.

The present proposal is part of the qualitative research study on students and the teacher relationship carried out at Universidad Nacional de Chimborazo. It is significant to state that this pedagogical guide is a set of suggestions and tips that teachers may consider improving their relationships with students, and therefore, improving learners' attitudes towards English learning as a foreign language. Consequently, obtaining good results in the academic process.

All mentioned have been developed with the purpose of capturing and retaining students' attention and as consequence increasing motivation and interest to learn the language. Furthermore, this chapter's goal is to promote a positive teacher and student rapport as to create excellent tools that may help teachers and students alike not only to have a more pleasant experience when learning English as a foreign language, as well to increment the possibilities of acquiring the language more accurately.

Objective

To promote the establishment of positive interpersonal relationships between students and teachers through the application of strategies that helps in the success of academic achievements in the process of teaching and learning English as a foreign language.

PRINCIPLES OF RAPPORT



Sánchez et al., (2013) stated that, in order to create a positive rapport between EFL teachers and students is vital to consider some principles which are described as follows:

PRINCIPLE 1

Encourage contact between students

Contact is a vital factor to establish communication with students. It starts with simple details such as calling students by their names for the first time, consequently, pupils realize that teachers are interested in individualities such as their difficulties, limitations, or learning styles.



PRINCIPLE 2

Develop reciprocity and cooperation among students

Cooperation and reciprocity are more enjoyable aspects to promote when students work as a team because it gives more opportunities for new experiences in learning based on social skills that permits to share ideas, organize a task, assign function, and distribute work considering their different cultural backgrounds as their stronghold to contribute to the teamwork.



PRINCIPLE 3

Encourage active learning

Active learning is characterized by meaningful content that attach students' social identity and allows students to express their points of views by using previous knowledge. Promoting active learning encourages the responsibility of students' role in the learning process. In other words, the students are the central praxis of the learning, and they must accomplish assignments.

PRINCIPLE 4

Give prompt feedback

It emphasized on making sequences instead of isolated topic and focus on feedback, not for assessment purposes. Feedback is a powerful tool to monitor the accomplishment and realize what are the weak point that need to be improved. Furthermore, it is an important space where students can ask questions to solve their doubts regarding the content or the assignments. One more time, it shows that teachers are interest about student's learning.

PRINCIPLES OF RAPPORT



PRINCIPLE 5

Emphasize time on task

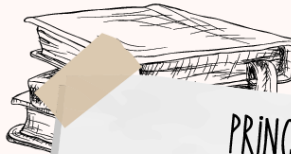
Active learning needs time and energy considering the managing time could become a struggle if the task assigned does not have a realistic amount of time. Therefore, the teacher must maintain a balance to grant the necessary time for the completion of the tasks without affecting the established objectives.



PRINCIPLE 6

Communicate high expectations

It means what teacher expects to achieve with the whole group and what students expect teacher offers with personal and professional commitment to stimulate a better performance to unenthusiastic students. This event can occur during the entire academic period. However, it is recommended that it could happen at the beginning of the academic time, since that is where the students and the teacher meet and establish agreements and commitments that help to better carry out the teaching and learning process.



PRINCIPLE 7

Respect diverse talents and ways of learning

This principle is focused on the teacher capability to work in a group with different learning styles. The diversity plays a main role to develop skills and layout the learning activities so that students can show their talents. A good EFL teacher must take into account that each student is a different world and learns differently, so the activities and materials must be adjusted to their needs and desires.



GUIDELINES TO BUILD A GOOD RAPPORT

Kay (2019) suggests three basic concepts to establish a positive rapport with students: empathy, authenticity, and respect.

EMPATHY

This factor is defined as the capability that a teacher must have to imagine the thoughts, beliefs, and feelings of the students. It is the capacity to understand how a learner is feeling, especially, when they are trying to express themselves about their own feelings, emotions, and experiences.



AUTHENTICITY

It refers to the setting as well as the circumstances in which teachers talk to their students. It is crucial to create conversations as authentic as possible. It means that, teachers should relate to students, especially in speaking classes, as people do in society outside of the classroom, not treating them as just students.



RESPECT

It means letting students express their point of view and allowing them to get involved in the conversation as individuals who have their own and authentic personalities. Teachers should respect the students' ability to develop their language skills.



6

GUIDELINES TO BUILD A GOOD RAPPORT

Krid et al., (2021) adds a new basic concept and it is identified as **teacher's domination**.

When teachers display similar levels of domination or power to students, there is a degree of trust and esteem that allows learners to naturally participate in conversations, activities, and actions that may arise in the classroom. On the contrary, when there is a vertical teaching, that is, the instructor is the main figure of learning, she or he has the absolute power of decision-making and management of the teaching and learning process, students are shy, distrustful, and fearful to interact with the teacher and with other classmates. In this sense, what is required is a teacher capable of not only preparing himself or herself in terms of content and language domain, knowing the methods and materials to be applied in their teaching practice, but also affective skills that manage to close the existing gap between students and the teacher. The same gap has left the student as a secondary actor in the academic process, so that learner's main role is limited to listening and following patterns.

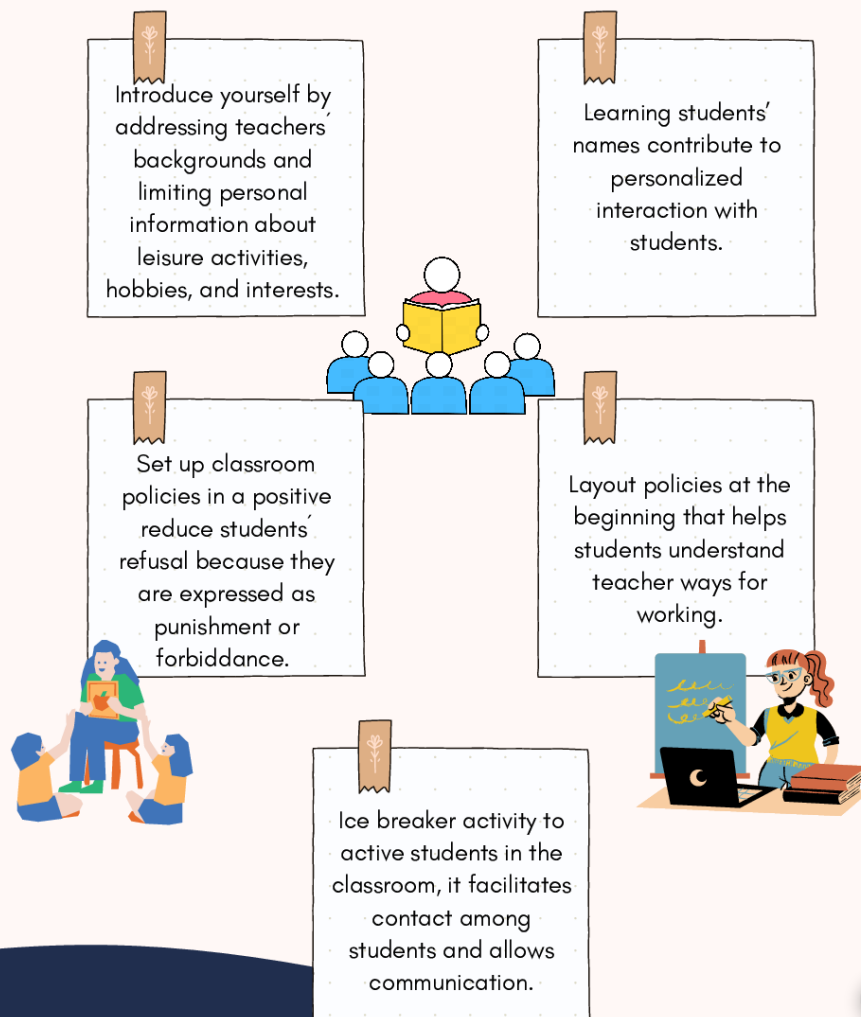
ENGAGING ACTIONS TO ESTABLISH A POSITIVE RELATIONSHIP

Some actions are proposed to obtain a good rapport between students and EFL teachers (Mejía, 2019).

Greet students	Chat with your students; show an interest in them as individuals
Remember their names	Trust your students; unless given cause to do otherwise, give them the benefit of the doubt
Notice interesting features of their appearance	Show your enthusiasm; let the passion you feel about your subject matter inspire your students
Learn something unique about each student	Create and use personally relevant class examples
Ask them about their lives outside of school	Interact more, lecture less - emphasize active learning
Show interest in their hobbies	Lighten up - crack a joke now and then
Recognize birthdays	Be humble and, when appropriate, self-deprecating
Move around in class	Make eye contact with each student - without staring, glaring, or flaring
Include personal topics and examples	Be respectful
Use technology to send notes/homework to absent students	Be polite; one instance of rude behavior or harassment can destroy rapport forever
Use technology to send notes/homework to absent students. Show a sense of humor	Be gentle; if a student performs poorly, take care to communicate clearly that it is the quality of work you find unacceptable, not your student
Show a sense of humor	When all else fails, smile a lot - students will think you like them and your job
Be available before, after or outside of class	Appreciate your students; remember that every student has his or her own special talents. Take time to recognize those gifts
Encourage class discussion	Understand that students occasionally have problems that arise and inadvertently hinder their progress
Share personal insights and experiences with the class	Relate course material in everyday terms and examples

DEVELOPING AND MAINTAINING RAPPORT STRATEGIES

Engaging activities play an important role to establish a good rapport between students and teacher through dynamism, participation, entertainment, and interaction. Sánchez et al., (2013), present some strategies to promote a positive interpersonal relationship:



DEVELOPING AND MAINTAINING RAPPORT STRATEGIES

Being accessible refers to teachers maintaining contact with students in extracurricular activities.



Being mindful of students who emerge with a query after the class or are not comfortable asking for help or guidelines in the class.



Emphasizing student-centered learning as a means for creating learning opportunities so it reinforces their sense of identity with the class.

Gathering students' feedback allows suggesting in the way they are learning embedded students responsible on weak points.



Starting class being mindful of students' external factors which persuade students active in learning, so it is advisable to use a few minutes of the class to ask about a current topic such as climate, previous classes, or feelings.



SUGGESTIONS AND TIPS TO ESTABLISH POSITIVE INTERPERSONAL RELATIONSHIPS

Bremner (2020) adds vital information about how to establish positive interaction in the classroom to achieve academic success in teaching and learning English as a foreign language. Consider more modern approaches (engaging, active, real-life skills, immersion in the target language) instead of traditional approaches (unappealing, passive, overly theoretical, lack of immersion in the target language) encourages to promote student and teacher rapport.

Other authors as Liu (2015) and Lotfi (2020) indicate that the following activities could foster this rapport.

USING EFFECTIVE TEACHING METHOD

Students displayed a preference for passive learning styles. The traditional teaching methods cannot meet the need of some students, especially students with low achievements.

USING MUSIC

Music is relaxing, and many students enjoy practicing common phrases in music rather than in conversation. Students generally respond positively to lessons and activities that involve music.

EFL GAMES

Appropriate games can lower students' anxiety, sustain students' interest in learning English, and help them learn and retain the language such as new words, new concepts, language points, and grammar in a fun way.



Wordwall
The classroom activity maker



Create an atmosphere that may enhance the learning process.

Displaying a good attitude, being communicative, and creating a secure setting.

Empathy, which refers to an accepted level of acceptance and caring, that is, treating students in a friendly way inside and outside the classroom; and respect, by being sincere and professional.

Make some kind of extra effort to reward and encourage them and demonstrate patience when giving explanations and managing the behavior inside the classroom.



CONCLUSION

Creating a positive relationship between students and teachers allows the success in learning English as a foreign language. As it has been exposed during this chapter, healthy interactions strengthen the link between scholars and letting the development of an adequate environment for language acquisition. The suggestions, strategies, methods and tips previously subjected, have been proved and appear useful for interpersonal relationships between EFL students and teachers, the same which allow success in the academic performance.

EFL instructors should have to consider implementing the strategies described in this chapter. Teaching English is about more than sharing knowledge regarding the subject. It goes beyond that. It has to do with being concerned about their whole well-being. Their professional and human development



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