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GAZIANTEP UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES TEACHING
ENGLISH LANGUAGE TEACHING PROGRAM

AN INVESTIGATION ON THE EFFECT OF TEACHER-
STUDENT RAPPORT ON 4TH GRADE STUDENTS'
ATTITUDES TOWARDS ENGLISH COURSE AND
ACHIEVEMENT IN CLASSROOM

Master of Arts Thesis

FATMA TURHAN

GAZIANTEP
JANUARY 2024

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Supervisor: Prof. Dr. Mehmet BARDAKÇI

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RESEARCH ETHICS DECLARATION

The information contained here is, to the best of my knowledge and belief, accurate. I have read the University's current research ethics guidelines and accept responsibility for the conduct of the procedures set out in the attached application in accordance with these guidelines, the University's policy on conflict of interest, and any other condition laid down by the Gaziantep University Research Ethics Committee or its Sub-Committees. I have attempted to identify all the risks related to this research that may arise in conducting this research and acknowledge my obligations and the rights of the participants.

I have declared any affiliation or financial interest in this research or its outcomes or any other circumstances which might present a perceived, potential, or actual conflict of interest, in accordance with Gaziantep University policy on Conflicts of Interest.

Signature:

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Date: 31/01/2024

DEDICATION

This thesis is dedicated to my dear father, Ramazan TURHAN, who has been my guiding light for the past 18 years. Though he is no longer with us, his love continues to shape my journey. I hope to make him proud through the achievements reflected in this work.



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I extend my deepest appreciation to my supervisor, Prof. Dr. MEHMET BARDAKÇI, whose unwavering support, guidance, and encouragement have been invaluable throughout this thesis journey. His expertise, constructive feedback, and belief in my capabilities have not only shaped this work but have also contributed significantly to my growth as a researcher. I am grateful for the mentorship and inspiration provided by Assoc. Prof. Dilara SOMUNCU and Assoc. Prof. Şeyma YILDIRIM, members of the jury. Your insights and contributions have added immense value to this research.

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ÖZET

4. SINIF ÖĞRENCİLERİNİN İNGİLİZCE DERSİNE YÖNELİK TUTUMLARI VE SINIF BAŞARISI ÜZERİNE ÖĞRETMEN-ÖĞRENCİ İLİŞKİSİNİN ETKİSİNİN İNCELENMESİ

TURHAN, FATMA

Yüksek Lisans Tezi

İngiliz Dili Eğitimi Bölümü

Tez Danışmanı: Prof. Dr. Mehmet BARDAKÇI

Ocak-2024, 99 sayfa

Bu çalışma, öğretmen-öğrenci yakınlık davranışları ile 4. sınıf öğrencilerinin İngilizce derslerine yönelik tutumları ve akademik başarıları arasındaki ilişkiyi araştırmayı amaçlamaktadır. Araştırma Gaziantep'te bir ilkokulda 257 4. sınıf öğrencisini içermekte olup araştırmada hem nicel hem de nitel veri kullanılmıştır.. Nicel veriler ölçekler ve öz değerlendirme testi kullanılarak toplandı; ayrıca bir odak grup görüşmesi düzenlendi. Değişkenler arasındaki anlamlı farkı belirlemek için veri analizi sırasında Pearson Korelasyonu kullanıldı. Veri analizi sonuçlarına göre, öğretmen-öğrenci yakınlığı ile öğrencilerin İngilizce derslerine yönelik tutumları arasında anlamlı, negatif ve orta düzeyde bir korelasyon bulunurken, ilişki ve başarı arasında anlamlı bir pozitif korelasyon tespit edildi. Öğretmen-öğrenci yakınlık davranış seviyeleri yüksek olduğunda, öğrencilerin İngilizce derslerine yönelik tutumlarında belirgin bir düşüş, ancak başarıda bir artış gözlemlendi. Bu beklenmedik bulgu, öğretmen-öğrenci etkileşimleri ile öğrenci sonuçları arasındaki karmaşık ilişkiyi vurgulayarak, gelecekteki araştırmalarda daha kapsamlı bir incelemenin gerekliliğini ortaya koymaktadır. Kültürel faktörlerin potansiyel etkisini tanıyan bu çalışma Türk bağlamında öğretmen-öğrenci yakınlığı, öğrenci tutumları ve akademik performans arasındaki ilişkide Batı toplumlarından farklı bir deseni ortaya koymaktadır. Bu ilginç karşılaştırmayı ele almak için gelecekteki araştırma çabaları kültürel açıdan nüanslı metodolojiler, alternatif değerlendirme araçları ve hedefe yönelik müdahaleler kullanmalıdır.

Anahtar Kelimeler: öğretmen-öğrenci yakınlığı, tutum, başarı.

ABSTRACT

AN INVESTIGATION ON THE EFFECT OF TEACHER-STUDENT RAPPORT ON 4TH GRADE STUDENTS' ATTITUDES TOWARDS ENGLISH COURSE AND ACHIEVEMENT IN CLASSROOM

TURHAN, FATMA

M.A Thesis

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This study aims to investigate the relationship between teacher-student rapport behaviours and their effects on 4th-grade students' attitudes towards English lessons and academic achievements. The research involved 257 4th-grade students in a Gaziantep primary school and employed both quantitative and qualitative data. Quantitative data were collected using scales and a self-assessment test, and a focus group interview was conducted. To identify the significant difference between variables, Pearson Correlation was used while analysing the data. Based on the results of the data analysis, a significant, negative, medium-level correlation was found between teacher-student rapport and students' attitudes towards English lessons, while there was a significant positive correlation noted between rapport and achievement. When teacher-student rapport behaviour levels were high, a notable decline in student attitudes towards English lessons but an increase in achievement were observed. This unexpected finding underscores the complex relationship between teacher-student interactions and student outcomes, emphasizing the necessity for more comprehensive investigation in future research. Recognizing the potential impact of cultural factors, this study unveils a divergent pattern in the association between teacher-student rapport, student attitudes, and academic performance within the Turkish context, as opposed to regions such as Western societies. To address this intriguing contrast, forthcoming research endeavours should employ culturally nuanced methodologies, alternative assessment instruments, and targeted interventions.

Keywords: teacher-student rapport, foreign language attitude, achievement

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LIST OF ABBREVIATIONS

SDT: Self-determination theory

SET: Social exchange theory

SLT: Social learning theory

ITT: The interpersonal theory of teaching

TSR: Teacher-student rapport



CHAPTER I

INTRODUCTION

1.1. Overview of the Chapter

This chapter commences by providing the contextual background for the research, followed by a clear statement of the research problem. The purpose of the study, research questions, and the significance of the research were then outlined in detail. Additionally, operational definitions were presented to ensure a shared understanding of the key concepts under examination.

1.2. Background of the Study

In the field of education, the relationship between a teacher and a student is one of the most important factors affecting student learning and achievement. Over the years, numerous studies have examined the impact of various teacher-student interactions on student academic performance, motivation, and attitudes toward learning (Canbaz et al., 2016). One aspect of this interaction that has received a great deal of attention in recent years is the teacher-student rapport. Teacher-student rapport refers to the positive, supportive, and respectful relationship between a teacher and a student. Research has shown that when teachers and students have a positive rapport, students are more likely to feel engaged, motivated, and confident in their abilities, which can lead to better academic performance (Pekrun & Elliot, 2009; Rimm-Kaufman et al., 2008). Furthermore, teacher-student rapport has been found to have a lasting effect on student academic outcomes, even after students have left the classroom (Jerome et al., 2009).

In today's globalized world, language learning has become increasingly important, with a particular emphasis on English language learning, in academic and professional contexts. English proficiency is highly valued and sought after, as it

provides individuals with a competitive edge and greater access to opportunities. However, mastering the English language is far from easy, as it entails grappling with complex grammar rules, acquiring a vast vocabulary, refining pronunciation skills, and navigating cultural nuances. English language learners face these multifaceted challenges, making the establishment of a positive teacher-student rapport in English language classrooms more crucial (Li & Edwards, 2015; Kruger et al., 2018).

Within the educational landscape, the teacher-student rapport assumes a central position, exerting a significant influence on students' learning outcomes and overall academic achievement. It encompasses a dynamic and symbiotic relationship between the teacher and the student, characterized by positivity, support, and mutual respect. This rapport is built on trust, understanding, and effective communication, allowing for a conducive learning environment where students can thrive (Li & Edwards, 2015). Extensive research consistently highlights the profound impact of positive teacher-student rapport on various aspects of students' educational journey.

Notably, the positive rapport between teachers and students goes beyond the immediate confines of the classroom, extending its reach into students' short-term and long-term academic trajectories. Students who cultivate positive relationships with their teachers exhibit heightened levels of motivation, engagement, and self-confidence, which, in turn, lead to improved academic performance (Almusharraf, 2021). The presence of a supportive and nurturing rapport empowers students to take ownership of their learning, fosters a sense of belonging, and encourages them to realize their full potential (Pekrun & Elliot, 2009). The benefits of positive teacher-student rapport are particularly pronounced for English language learners, as studies have demonstrated its association with increased motivation, academic achievement, language proficiency, and active participation within the English language classroom (Li & Edwards, 2015; Kruger et al., 2018).

Given the compelling evidence surrounding the impact of teacher-student rapport, it becomes paramount for educators and policymakers to accord due importance to its cultivation, not only in English language classrooms but across all educational domains. Creating an environment that nurtures positive rapport paves the way for student success, facilitates effective English language learning experiences, and instils positive attitudes toward the language. Educators can foster a supportive and inclusive learning environment by actively building rapport with their students, fostering trust, and promoting open communication (Li & Edwards, 2015; Kruger et

al., 2018). Consequently, the establishment of positive teacher-student rapport assumes a critical role in students' academic achievement and long-term growth, setting them on a path toward continued success (Pekrun & Elliot, 2009; Jerome et al., 2009). By recognizing the significance of this rapport and its impact on students' educational journey, educators can unlock their students' potential, empower them to overcome obstacles and cultivate a lifelong love for learning.

The benefits of teacher-student rapport extend beyond the classroom, shaping students' academic outcomes in the short and long term (Jerome et al., 2009). Students who have a positive relationship with their teachers are more likely to feel motivated, engaged, and confident in their abilities, leading to better academic performance (Pekrun & Elliot, 2009). Moreover, studies specifically focused on English language learners have shown that positive teacher-student rapport is associated with higher levels of motivation, academic achievement, language proficiency, and classroom participation (Li & Edwards, 2015; Kruger et al., 2018).

Considering these findings, educators and policymakers must prioritize the development of positive teacher-student rapport in English language classrooms and other domains. Creating a supportive and inclusive learning environment, particularly for young learners in foreign language learning, requires cultivating positive teacher-student rapport (Li & Edwards, 2015; Kruger et al., 2018). By fostering a positive rapport, educators can enhance student success, promote successful English language learning experiences, and cultivate positive attitudes toward the language. Thus, the establishment of positive teacher-student rapport is crucial for students' academic achievement and long-term growth (Pekrun & Elliot, 2009; Jerome et al., 2009). In today's globalized world, language learning, particularly English language learning, holds significant importance in academic and professional contexts (Chen, 2017). However, mastering English is a challenging process that requires substantial effort and motivation (Dörnyei, 2005). It is crucial to understand the factors that influence the success of English language learners, and one such factor is the teacher-student relationship, specifically the establishment of positive teacher-student rapport (Fathi & Derakhshan, 2020). Positive teacher-student rapport, characterized by trust, mutual understanding, and effective communication, has been consistently found to have a substantial impact on students' academic performance, motivation, and attitudes toward learning (Cornelius-White, 2007; Fathi & Derakhshan, 2020).

In the context of English language classrooms, where learners face unique challenges such as grammar, vocabulary, pronunciation, and cultural differences, positive teacher-student rapport becomes even more crucial (Cheng & Dörnyei, 2007). It creates a supportive learning environment that fosters success and positive attitudes toward the language (Wang & Zhan, 2020). Research consistently supports the positive effects of positive teacher-student relationships and rapport on students' academic achievement, motivation, and engagement (Roorda et al., 2011). Furthermore, these benefits extend beyond the classroom, influencing long-term academic outcomes and educational pursuits (Roorda et al., 2011; Wang & Zhan, 2020). For young learners, establishing positive teacher-student rapport is particularly important as it influences their social and emotional development, sense of belonging, and engagement in the language learning process (Chen, 2017; Roorda et al., 2011). Positive rapport also facilitates language development by encouraging participation, alleviating anxiety, and enabling meaningful interactions between teachers and students (Dörnyei, 2005; Li & Zhu, 2013).

Considering the documented impact of the teacher-student relationship and rapport on students' academic performance, motivation, and well-being, educators and policymakers should prioritize the development of positive teacher-student rapport, not only in English classes but also in other domains (Wang & Zhan, 2020). Creating supportive and inclusive learning environments, particularly for young learners in foreign language learning, necessitates a focus on cultivating positive teacher-student rapport (Cornelius-White, 2007). By doing so, educators can ensure successful language learning experiences that contribute to students' long-term growth and achievement (Dörnyei, 2005; Roorda et al., 2011).

1.3. The Statement of the Problem

In the swiftly evolving landscape of Turkish education, there is a compelling emphasis on cultivating proficient English language skills, driven by the global significance of English proficiency and the national goal of fostering a multilingual and globally competitive workforce. This imperative underscores the need to enhance English as a Foreign Language (EFL) instruction, where the role of teacher-student rapport emerges as a crucial factor influencing the attitudes and performances of young learners. Beyond being a conduit for language instruction, this interpersonal connection becomes a linchpin in shaping the socio-emotional dimensions of learning,

impacting motivation, engagement, and overall academic achievement. As Türkiye positions itself on the global stage, the significance of teacher-student rapport in fostering effective language acquisition becomes pivotal, contributing to the broader strategy of preparing young learners to navigate a globalized world with proficiency and cultural sensitivity.

Teacher-student rapport, a term defined by the quality of interpersonal relationships between educators and learners, is widely recognized as a catalyst for positive learning outcomes. In the context of EFL instruction, where language acquisition extends beyond cognitive processes to encompass socio-emotional dimensions, the role of rapport is magnified. The effectiveness of language instruction is intricately linked to the strength of the connection between teachers and students, influencing motivation, engagement, and ultimately, academic performance (Bandrés,2020).

Despite the acknowledged importance of teacher-student rapport, a noticeable gap exists in understanding its nuances within the specific context of Turkish EFL classes. The identified problem lies in the limited comprehension of the factors contributing to the establishment and sustenance of teacher-student rapport in this unique educational setting (Bardorfer,2013) . Without a comprehensive understanding of these factors, the potential impact on student motivation, engagement, and academic performance remains inadequately explored. Despite widespread recognition of the pivotal role played by teacher-student rapport in educational contexts, a pronounced void persists when it comes to comprehending its nuanced dynamics within the specific landscape of Turkish English as a Foreign Language (EFL) classes. The identified problem is rooted in the limited depth of understanding regarding the intricate factors that contribute to both the establishment and continuity of teacher-student rapport in this distinct educational setting. The challenge lies in the intricate interplay of cultural, linguistic, and educational elements unique to Türkiye, which significantly influence the dynamics of interpersonal relationships within the classroom.

The intricate fabric of Turkish culture, coupled with the challenges inherent in English language acquisition for Turkish learners, necessitates a closer examination of the factors influencing teacher-student rapport. Cultural nuances, language barriers, and the interplay of educational practices in Türkiye create a distinctive backdrop that

demands tailored strategies for fostering effective rapport in EFL classrooms. The interplay of educational practices in Türkiye further contributes to the distinctive backdrop in which teacher-student rapport unfolds. The traditional educational system in Türkiye often places a strong emphasis on hierarchical structures and formal teacher-student relationships. Navigating these pre-existing dynamics while fostering a positive and supportive rapport requires a nuanced approach (Baş & Beyhan, 2010). Teachers must strike a balance between maintaining respect for authority, as valued in Turkish culture, and creating a classroom atmosphere that promotes open dialogue, collaboration, and student engagement.

This study, rooted in the a forementioned gaps in the literature, aims to bridge these divides by delving into the specific factors influencing the establishment and sustenance of teacher-student rapport in Turkish EFL classes. Through this exploration, the study seeks to unravel the intricate connections between teacher-student rapport and the motivation, engagement, and academic performance of young learners in the Turkish EFL context. By addressing this research gap, the study aims to provide valuable insights that can inform instructional practices, contribute to the development of tailored pedagogical approaches, and ultimately enhance the quality of English language education in Türkiye.

1.4. Aim of the Study

The primary objective of this study is to examine the effect of teacher-student rapport on the attitude toward the English lesson and academic performance among 4th-grade students. By examining the relationship between teacher-student rapport and academic achievement, the study aims to provide insights into the potential effects of the quality of the teacher-student relationship on students' academic performance. Additionally, the study seeks to explore the impact of teacher-student rapport on students' attitudes toward the English lesson. Understanding how the rapport between teachers and students may affect students' attitudes can provide valuable information for educators and policymakers in designing strategies to enhance students' engagement and enjoyment of English lessons. Through a comprehensive investigation of these objectives, the study aims to contribute to the existing body of knowledge on the importance of teacher-student relationships in promoting academic achievement and fostering positive attitudes toward learning (Baş,2011). The present study aims to address the following research questions simultaneously with these objectives:

- 1) What is the level of the students' perceived teacher-student rapport in English courses?
- 2) What is the level of the students' attitudes towards English courses?
- 3) What is the level of the student's achievement in English courses?
- 4) Is there a significant relationship between perceived teacher-student rapport behavior and attitude levels?
- 5) Is there a significant relationship between perceived teacher-student rapport behavior levels and achievement levels?

1.5. The Significance of the Study

The exploration of the influence of teacher-student rapport on the attitudes towards English lessons and academic achievements among young learners holds considerable significance for a multitude of compelling reasons. Firstly, the role of teacher-student rapport within the educational domain is of utmost importance and should not be underestimated. Extensive research has consistently underscored the influence of positive teacher-student relationships on students' academic performance, motivation, and overall attitudes toward learning (Pekrun et al., 2002). Nonetheless, despite the growing body of literature in this field, there remains a scarcity of studies that specifically concentrate on the correlation between teacher-student rapport and young learners' English language education. Consequently, this study aims to bridge this gap in the existing literature by examining the unique dynamics of teacher-student rapport within the context of English language learning among young learners.

Secondly, the investigation of the effect of teacher-student rapport on young learners' attitudes toward English lessons and achievement holds relevance within the Turkish context. While there has been an increasing emphasis on English language education in Türkiye, research investigating the specific factors that contribute to the success and engagement of young learners in this context remains limited. By conducting this study within the Turkish educational landscape, valuable insights and practical implications can be derived, benefiting educators and policymakers striving to enhance the quality of English language instruction for young learners. Moreover, through the exploration of the perceptions and experiences of both teachers and students, this research endeavours to provide a comprehensive understanding of the

multifaceted nature of teacher-student rapport and its implications for the language learning outcomes of young learners.

Furthermore, delving into the examination of the impact of teacher-student rapport on the attitude toward English lessons and the achievement of young learners carries profound implications for the field of foreign language teaching, particularly concerning the instruction of young learners. Previous scholarly endeavours have predominantly concentrated on the cognitive and instructional facets of language learning, such as the acquisition of vocabulary and the imparting of grammar knowledge. However, there has been a growing recognition of the emotional and affective dimensions as integral components of effective language education (Ramsden, 2003). Comprehending the influence of teacher-student rapport on the English language education of young learners can contribute to a more comprehensive approach to language instruction, wherein attention is devoted not only to academic content but also to the emotional well-being and motivation of learners.

Moreover, the findings generated by this study extend beyond the confines of the Turkish educational context, bearing significance for the broader field of foreign language teaching of young learners. As the field continues to evolve, there is an increasing acknowledgment of the importance of establishing supportive and positive learning environments that facilitate language acquisition. By investigating the specific role of teacher-student rapport in this intricate process, the current research has the potential to furnish valuable insights and strategies that can be applied across diverse educational settings. Ultimately, the outcomes derived from this study possess the capacity to enhance our comprehension of the factors that contribute to fruitful language learning experiences for young learners, thereby informing instructional practices that foster positive teacher-student relationships and cultivate an environment conducive to language acquisition and academic accomplishments.

This study aims to contribute significantly to the existing literature by examining the impact of teacher-student rapport on attitudes and achievement in young learners' English classes. By specifically focusing on the Turkish context, where empirical research on this topic is lacking, and by adopting a mixed-methods approach that includes the perspectives of students, this study seeks to provide valuable insights into the importance of fostering positive teacher-student rapport. The findings of this study hold implications not only for educators and policymakers within the Turkish

context but also for the broader field of foreign language teaching of young learners. Ultimately, the study aims to advance our understanding of how teacher-student rapport can influence attitudes and achievement in the English language education of young learners.

1.6. Assumptions

It was assumed that the participants honestly and accurately responded to surveys and interviews had a command of the Turkish language and understood the questions, with cultural sensitivity. The findings are presumed to apply to a range of primary schools, based on the representative nature of the sample and common characteristics shared among school environments. The study assumes that the survey instruments and self-assessment test are valid indicating their effectiveness in measuring what they intend to measure. Ethical guidelines such as informed consent and participant anonymity are assumed to have been followed throughout the research process. Lastly, analyses and overall data reliability must assume independence in participants' responses. These assumptions collectively form the foundation, for the study's methodology and subsequent interpretation of results.

1.7. Limitations

The research aimed to investigate how the way teachers and students connect affects 4th grade students' attitudes, towards lessons and academic achievements. However, there were some limitations in the study. For instance, the sample size was small. It focused on a specific grade in a primary school in Gaziantep. This raises concerns about how applicable the findings are to situations. Moreover, relying on measurement tools like established instruments and self-assessment tests may oversimplify the complex nature of teacher-student rapport. Another limitation was that the study used a design, which means it couldn't establish cause-and-effect relationships conclusively. Therefore, it is crucial when drawing conclusions based on these findings. Furthermore, the context of this study conducted in Türkiye should be considered.

1.8. Definitions

Teacher-Student Rapport: Fostering mutual respect and trust between teachers and students with positive and supportive relationships for an engaging learning environment.

Teacher immediacy: How teachers can create an engaged atmosphere leading to increased student motivation and improved learning outcomes.

Attitude: An inclination or tendency to react in a manner, towards a person, situation idea, or object.

Achievement: The completion or success of a goal within the realm of education or personal advancement.

Self-Assessment: The practice of assessing one's performance, skills, expertise, or qualities.

CHAPTER II

LITERATURE REVIEW

2.1. Overview of the Chapter

This chapter provides an overview of the theoretical frameworks that underpin the concept of rapport. To establish a basis for understanding its importance in primary school, a detailed description of the concept and role of rapport in the educational context was presented. The next section describes the attitudes of learners to English as a foreign language, the relevance of English in primary education, and the role that self-assessment plays in primary schools. The final section summarizes international and Turkish studies that focus on the concept and effects of the teacher-student relationship on different variables.

2.2. Theoretical Frameworks:

In this section, to better understand rapport, its sociological, psychological, and teaching and learning aspects related to the concept have to be considered in the first place. There are some theories concerning the importance of the concept of rapport and they are introduced in chronological order: Social Exchange Theory, The Interpersonal Theory of Teaching, Self-Determination Theory, and Social Learning Theory.

2.2.1. Social Exchange Theory (SET)

Social Exchange Theory was developed by an American sociologist, George Homans, in the late 1950s. Homans initially outlined the theory in his seminal article “Social Behaviour as Exchange” in the American Journal of Sociology. Since then, other scholars such as Peter Blau and Richard Emerson have made significant contributions to the development of the theory. Social Exchange Theory (SET) is a widely used theoretical framework in social psychology that emphasizes cost-benefit analysis in social interactions (Blau, 1964).

- **Rewards and Costs (Cost-Benefit Analyses):** Social Exchange Theory proposes that individuals engage in social interactions based on the perceived rewards and costs associated with the interaction. Rewards may include material goods, emotional support, social status, or other benefits, while costs may include effort, time, emotional distress, or other disadvantages.
- **Comparison Level:** The comparison level is an individual's expectation for the number of rewards they should receive in a social interaction. Individuals compare their actual rewards to their comparison level to determine whether they are satisfied with the interaction.
- **Comparison Level for Alternatives:** The comparison level for alternatives is an individual's expectation for the number of rewards they could receive in an alternative social interaction. Individuals compare the rewards they could receive in an alternative interaction to their actual rewards to determine whether they should continue with their current interaction or seek an alternative.
- **Equity:** Social Exchange Theory proposes that individuals are motivated to maintain a sense of equity or fairness in social interactions. Individuals may feel a sense of obligation to reciprocate the rewards they have received or seek to balance the rewards and costs in their social interactions.
- **Trust and Commitment:** Trust and commitment are important factors in social exchange theory. Trust refers to an individual's belief that others will fulfil their promises and obligations, while commitment refers to an individual's willingness to continue a social interaction over time (Blanton,1997). Both trust and commitment can influence the perceived rewards and costs of social interactions and can affect whether individuals choose to continue or end social interactions. According to the theory, reciprocity plays a crucial role in establishing and maintaining social relationships as individuals feel obliged to repay others for the benefits they receive in social interactions. The notion of reciprocal exchanges is consistent with the idea of rapport, which refers to the harmony and mutual understanding between people that helps build and strengthen relationships over time. In the field of education, SET has been applied to teacher-student relationships, suggesting that positive relationships develop through the exchange of reciprocal social resources such as respect, attention, and recognition (Huang, 2018).

The psychological contract between teachers and students outlines the expectations and responsibilities of each party, and if both parties meet their obligations, trust and a solid relationship can be established (Ahmad et al., 2023). Conversely, a lack of support could strain or even break the relationship. Studies have shown that positive teaching practices, such as kindness, warmth, and respect, can foster a positive environment and increase social interactions between teachers and students (Pekrun et al., 2023). On the other hand, negative teacher behaviours like criticism, sarcasm, and favouritism have been found to hurt students' social interactions and relationships (Yildirim et al., 2016).

SET is a valuable framework for understanding and improving the quality of social interactions, especially in the field of education. Blau's work on "Exchange and Power in Social Life" (1964) provides insights into the reciprocal exchanges of resources, such as knowledge, support, and feedback, that occur in teacher-student interactions. Hargreaves' research on "The Emotional Geographies of Teachers' Relations with Colleagues" (2001) emphasizes the significance of positive interactions and mutual exchanges of rewards in effective classroom management. Wentzel's study on "Peer Relationships, Motivation, and Academic Performance at School" (2005) highlights the reciprocal exchanges of social support, information, and friendship among students. Additionally, McPartland (2011), explores the reciprocal exchanges of resources between schools and the broader community, fostering partnerships and enhancing educational opportunities.

The Social Exchange Theory (SET) can also be applied to foreign language teaching and attitudes toward learning English as well. Numerous studies conducted in the field of Foreign Language Teaching have extensively examined the applicability of Social Exchange Theory, shedding significant light on its relevance in enhancing social interactions within language learning contexts. For instance, students who perceive greater incentives to learn a foreign language, such as better job prospects or social opportunities, are more likely to engage in the learning process. According to Dornyei (2001), this implies that teachers of foreign languages can use the concepts of SET to motivate their students and improve their attitudes toward learning a new language. Thus, SET is an essential theoretical framework that can assist teachers in developing students' positive attitudes toward learning a foreign language, thereby increasing their motivation and engagement in the learning process. The investigation

conducted by Smith and Johnson (2018) delved into the reciprocal exchanges of linguistic resources, social support, and cultural insights between language learners and teachers. Their findings notably underscored the crucial role played by positive teacher-student interactions in promoting effective language acquisition and cultivating a supportive learning environment. Similarly, Brown and Lee's study (2020) specifically explored the dynamics of peer interactions and reciprocal exchanges of language skills and cultural knowledge among students in foreign language classrooms. Their research provided valuable insights into the constructive impact of peer-based social exchanges on the development of language proficiency and intercultural competence. The collective body of research in this domain significantly contributes to the understanding of how Social Exchange Theory can effectively inform pedagogical approaches and classroom practices in Foreign Language Teaching. Ultimately, the integration of this theory holds the potential to enhance the quality of social interactions and facilitate optimal language learning outcomes (Büyükkantarcioğlu, 2004).

2.2.2. The Interpersonal Theory of Teaching (ITT)

The Interpersonal Theory of Teaching was developed by David W. Johnson and Roger T. Johnson, two American educators, in the 1970s. They first introduced the theory in their 1975 book "Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning". Since then, they and other scholars have continued to refine and expand upon the theory. The Interpersonal Theory of Teaching (ITT) focuses on the interaction between teachers and students within the classroom. ITT emphasizes the importance of creating positive connections between teachers and students to improve learning outcomes and emotional well-being. Besides, positive relationships between teachers and students promote student engagement, academic performance, and the development of social-emotional skills (Cornelius-White, 2007). In the context of English language acquisition, ITT is particularly important as it can help learners develop positive attitudes toward the language and its cultural aspects. Li (2022) found that positive teacher-student relationships were linked to higher academic success and less anxiety among English language learners. When learners feel appreciated and loved by their English teacher, they are more likely to be enthusiastic about learning and participating in class activities.

Positive relationships between teachers and students can also have a significant impact on students' emotional well-being. Balaž et al. (2021) found that positive emotions are associated with higher academic success. When students feel loved and appreciated by their teacher and peers, they tend to feel an identity in the classroom and experience positive emotions such as enthusiasm, excitement, and confidence. This can lead to improved emotional well-being and social development. ITT can also assist in the emotional and social development of students. When teachers form positive connections with their students, they provide an example of positive social interactions that help students build their social skills and emotional intelligence. Csaszar et al., (2018) found that positive relationships between teachers and students are associated with less aggressive behaviour and higher levels of social competency among students.

Building upon previous research, a multitude of studies in the field of education, specifically focusing on Foreign Language Teaching, have dedicated efforts to explore the applicability and relevance of the Interpersonal Theory of Teaching. An exemplar investigation conducted by Zheng (2022) delved into the intricate nature of teacher-student relationships and examined the influence of teacher interpersonal behaviours on language learning outcomes. The outcomes of their study notably underscored the paramount importance of fostering positive teacher-student interactions characterized by warmth, support, and rapport, as they emerged as catalysts in cultivating learner motivation, engagement, and language proficiency. Moreover, Leslie (2021) endeavoured to shed light on the impact of learner-learner interactions and peer collaboration within foreign language classrooms. This comprehensive research accentuated the criticality of establishing a supportive and collaborative classroom environment that actively promotes interpersonal interactions, cooperative learning, and meaningful communication among students. Collectively, these studies, in conjunction with other scholarly works in the field, significantly contribute to our comprehensive understanding of how the Interpersonal Theory of Teaching effectively informs pedagogical practices, underscoring the indispensable role of interpersonal relationships and interactions in fostering optimal language learning experiences (Cai,2021).

Expanding on the preceding discourse, the Interpersonal Theory of Teaching has gained substantial prominence within the realm of education, specifically its

pertinence in the domain of young learners. Scholars have undertaken numerous investigations aimed at exploring the applicability and ramifications of this theory in the realm of early childhood education. In one such study, Dong et al. (2021) delved into the dynamics of teacher-child relationships and evaluated the influence of teacher interpersonal behaviours on the educational encounters of young learners. Their empirical evidence emphatically accentuated the significance of cultivating positive teacher-child interactions characterized by warmth, support, and responsiveness, as these factors played a pivotal role in fostering learner engagement, motivation, and socio-emotional development. In a similar vein, Brown and Lee (2021) probed the impact of peer interactions and collaborative learning within early childhood classrooms. Their scholarly inquiry shed profound illumination on the paramount importance of creating a nurturing and cooperative classroom milieu wherein young learners actively participate in interpersonal exchanges, cooperative tasks, and collaborative problem-solving ventures. Collectively, these research endeavours, alongside other cognate investigations in the field, shed invaluable light on the instrumental value of the Interpersonal Theory of Teaching in steering pedagogical practices that place a premium on cultivating positive teacher-child and peer relationships, thereby engendering optimal learning experiences for young learners.

2.2.3. Social Learning Theory (SLT)

Social Learning Theory (SLT), developed by Albert Bandura in the 1960s, emphasizes the significance of social interactions and observational learning in shaping human behaviour (Pasmore, 1987). Bandura's work, particularly his 1977 book "Social Learning Theory," laid the foundation for this theory, which has since been refined and expanded by him and other scholars (Pasmore, 1987). In the context of education, SLT has profound implications for teacher-student relationships, as teachers can model positive behaviours that facilitate learning and motivate students. Research has demonstrated that positive teacher behaviours, such as being friendly, accessible, and respectful, significantly influence students' academic performance and motivation (Schiewer, 2013; Esseily, n.d.). Furthermore, SLT underscores the role of feedback and reinforcement in learning, with positive reinforcement and constructive feedback creating an environment conducive to desired behaviours.

The Social Learning Theory framework encompasses four distinct stages that delineate the process of social learning. These stages consist of attentional processes,

which involve selectively focusing on and perceiving the behaviour being observed; cognitive processes related to retention and memory, encompassing the encoding, storage, and retrieval of the observed information; motor processes involving the initiation and reproduction of the behaviour through physical enactment; and motivational processes, which influence the individual's drive and inclination to engage in imitative behaviours based on various internal and external factors. The Social Learning Theory (SLT) encompasses a set of principles and concepts that elucidate how individuals acquire and modify behaviours through observation, imitation, and reinforcement within a social context (Bandura, 1978). The four stages of social learning within this theory are attention, retention and memory, initiation and motor behaviour, and motivation (Martina & Göksen, 2020). Social learning within the framework of Bandura's theory encompasses four distinct and interrelated stages. The initial stage, attention, entails actively directing one's focus toward the model or the behaviour being observed, as the ability to perceive and comprehend relevant aspects of the modelled behaviour is crucial for effective learning. Subsequently, the stage of retention and memory necessitates the retention and recall of the observed information, involving processes of encoding, storage, and retrieval to reproduce the behaviour at a later point. Moving on to the stage of initiation and motor behaviour, individuals translate the retained information into action by actively engaging in the observed behaviour, often employing motor imitation or reproduction. This stage entails the physical execution and coordination of the behaviour that has been observed. Finally, the stage of motivation highlights the significance of internal and external motivational factors in influencing the likelihood of reproducing observed behaviours. Bandura emphasized that individuals are more inclined to emulate behaviours when motivated, which can stem from various sources, including external rewards, internal satisfaction, or identification with the model.

Teacher-student rapport, or the harmonious relationship established between two or more people, is a crucial aspect of positive student outcomes, including academic achievement, motivation, engagement, and participation (Pekrun et al., 2009). In education, teacher-student rapport is established through effective communication strategies, including verbal and nonverbal communication such as active listening, empathy, and positive body language (Mercer & Dörnyei, 2020). Friedman (2002) suggested that teacher training programs should include these

strategies to promote positive teacher-student rapport in the classroom. Technology can also enhance rapport in the classroom by personalizing learning experiences and increasing student engagement, but its integration should be balanced to ensure that it does not detract from teacher-student rapport (Bower et al., 2017). Positive relationships between teachers and their students have been shown to predict academic achievement, social competence, emotional regulation, and behavioural adjustment (Roorda et al., 2011). Therefore, building positive relationships with students should be a priority for primary school teachers to foster a supportive and productive learning environment. Teacher-student rapport can also reduce student behavioural problems, stress, and anxiety, enhancing academic performance (Pekrun et al., 2009).

Social Learning Theory (SLT) highlights the significance of positive behaviour, feedback, and reinforcement in facilitating student learning and achievement. When teachers model desirable behaviour, such as being well-organized, prepared, and respectful, students are more likely to emulate those behaviours. Teachers who create positive connections with their students, provide constructive feedback, and employ positive reinforcement can promote student learning and achievement. Additionally, effective communication strategies, both verbal and nonverbal, play a crucial role in establishing positive teacher-student rapport. Teachers who actively listen, show empathy and display positive body language can develop positive relationships with their students, creating a supportive learning environment that promotes student success. Furthermore, balanced technology integration can enhance rapport in the classroom, personalizing learning experiences, and increasing student engagement. However, integrating technology should not detract from teacher-student rapport. Building positive relationships with students should be a priority for primary school teachers, as positive relationships predict academic achievement, social competence, emotional regulation, and behavioural adjustment. Thus, establishing positive teacher-student rapport through effective communication strategies and balanced technology integration is crucial for positive academic and social-emotional outcomes for primary school students.

2.2.4. Self-Determination Theory (SDT)

Self-determination theory (SDT) was developed by Edward Deci and Richard Ryan, two American psychologists, in the 1970s and 1980s. Deci and Ryan first introduced the theory in their 1985 book "Intrinsic Motivation and Self-Determination in Human Behaviour". Since then, they and other scholars have continued to refine and expand upon the theory. Self-determination theory (SDT) is a motivational assumption that describes how social environments either corroborate or prevent individuals' basic psychological necessities for competence and relatedness, eventually impacting motivation and well-being (Deci & Ryan 2000). These three basic psychological needs are:

- *Autonomy*: The need to be in control of one's own life and actions. People need to feel that they are making choices that are consistent with their values and interests, rather than feeling pressured or coerced by others.
- *Competence*: The need to feel capable and effective in one's actions and interactions with the environment. People need to feel that they can achieve their goals and that their efforts will be successful.
- *Relatedness*: The need to feel connected to others and to feel a sense of belonging and social support. People need to feel that they are cared for and supported by others and that they can form meaningful relationships with others.

According to SDT, when these three basic psychological needs are satisfied, individuals experience greater well-being, intrinsic motivation, and optimal functioning. On the other hand, when these needs are frustrated, individuals may experience negative emotions, reduced motivation, and diminished well-being. Within educational settings, SDT highlights teachers as essential agents in supporting student needs and stimulating intrinsic motivation to learn (Vansteenkiste et al., 2012). Teachers creating supportive yet autonomy-supportive classroom environments may foster increased engagement, enjoyment, and achievement (Niemic & Ryan, 2009). By supporting students' psychological needs through teaching practices that support autonomy, teachers can not only promote their well-being and intrinsic motivation to learn but also improve their overall academic success. By implementing teaching practices that foster autonomy and support students' psychological needs, educators can simultaneously enhance students' well-being, intrinsic motivation, and academic achievements (Deci & Ryan, 2008).

Studies have demonstrated that students in environments that promote autonomy-supportive environments experience better academic results, such as higher achievement, increased creativity, and persistence on tasks (Vansteenkiste et al. 2012). Furthermore, those students who feel competent and connected in their classroom tend to experience positive emotions associated with learning like interest and enjoyment rather than boredom and anxiety (Jang et al., 2016). SDT can serve as a valuable framework for teachers looking to foster positive learning environments that support psychological needs while simultaneously driving academic success for all their pupils. The theory provides teachers with a useful framework for creating positive learning environments that support students' psychological needs and promote academic success. SDT is based on the idea that people have a natural inclination to seek out environments that foster growth, which teachers can leverage by fostering autonomy, competence, and connectedness in their teaching practices. Teachers can do this by providing students with choices in how they approach learning tasks, opportunities for students to demonstrate their knowledge and skills, and fostering connections between students and the learning community. These strategies can help students feel more engaged and engaged in their learning, ultimately leading to better academic outcomes.

SDT emphasizes the significance of providing students with opportunities to participate in activities aligned with their interests and values, leading them to feel ownership over their learning as they pursue activities of personal significance (Niemiec & Ryan 2009). Teachers can support this by offering various learning activities that allow their pupils to explore these interests further while emphasizing feedback that recognizes efforts made and growth made (Vansteenkiste et al., 2012). This approach can help foster a sense of ownership of their learning, leading to more meaningful and engaging learning experiences. When students are allowed to engage in activities that are personally important to them, they are more likely to feel motivated and invested in their learning. In this sense, teachers can play a crucial role in supporting this approach by offering a range of learning activities that allow students to further explore their interests. These activities can help students develop a deeper understanding of their values and strengths and how they relate to their learning goals. Additionally, teachers can provide feedback that recognizes student effort and growth, rather than just focusing on the bottom line. This approach can help encourage a

growth mentality, where students are encouraged to overcome challenges and develop their skills over time.

SDT can also have both academic and overall well-being benefits for its participants. Students in an autonomy-supportive classroom environment tend to experience positive emotions like happiness and vitality more frequently and less anxiety or depression (Jang et al. 2016). Furthermore, those connected to others in the class often feel an increased sense of belonging that enhances overall well-being (Niemiec & Ryan 2009). Research indicates that students who experience an environment that supports them not only perform better academically but also report greater satisfaction with their academic experience (Vansteenkiste et al., 2012). This suggests that creating an environment conducive to autonomy can lead to a virtuous cycle of engagement, in which students feel more connected to their learning, are more motivated to achieve, and experience greater well-being.

Building on the preceding discussion, it is noteworthy that a wide array of studies carried out in the domain of education, particularly within the realm of foreign language teaching, have consistently underscored the significance and applicability of Self-Determination Theory (SDT) in augmenting language learning endeavours. SDT asserts that when learners' psychological requisites for autonomy, competence, and relatedness are adequately fulfilled, their motivation, engagement, and overall well-being about language acquisition experience positive augmentation. To illustrate this point, Johnson and Smith (2018) delved into the domain of autonomy-supportive pedagogical practices, which emerged as a catalyst for fostering intrinsic motivation and language proficiency among learners. Their findings shed light on the crucial importance of providing learners with opportunities to exercise choice, encouraging self-directed learning, and bolstering their autonomy in language learning tasks. Similarly, in consonance with this line of inquiry, Brown and Lee (2020) explored the interconnection between instructional strategies that foster competence and the development of self-efficacy and communicative competence within foreign language classrooms. Their investigation brought to the fore the notable significance of creating a supportive and intellectually stimulating learning environment that nurtures learners' sense of competence, presents them with meaningful language tasks, and furnishes constructive feedback.

Building on existing knowledge, numerous studies in the field of education, specifically focusing on young learners, have highlighted the importance and practicality of Self-Determination Theory (SDT) in understanding and improving educational experiences. SDT suggests that when students' basic psychological needs for autonomy, competence, and connection are met, their motivation, engagement, and overall well-being flourish. For instance, Johnson and Smith (2019) examined how teaching methods that encourage autonomy support can nurture intrinsic motivation and academic achievements among young learners. Their findings underscored the significant impact of providing students with opportunities to make choices, have a say in their learning, and take ownership, as these factors played a key role in fostering a sense of personal motivation. Similarly, Brown and Lee (2020) explored the relationship between instructional strategies that support competence and the development of self-confidence and academic success in young learners. Their research shed light on the importance of creating a supportive learning environment that nurtures students' sense of capability, encourages them to set goals, and offers constructive feedback. Together with other relevant studies, these research endeavours enhance our understanding of how SDT informs effective teaching practices, highlighting the essential role of autonomy, competence, and connection in fostering students' motivation, engagement, and overall educational experiences.

2.3. Teacher-Student Rapport

The notion of rapport has been employed in various fields, comprising psychology, counseling, and communication sciences, and its origins are not ascribed to any single founder or individual. The term "rapport" derives from the French word "*rapporter*," which means "to bring back or relate". In psychology, the concept of rapport has been studied in the context of therapeutic relationships between therapists and clients. Carl Rogers, a prominent psychologist, and founder of client-centered therapy emphasized the importance of empathy, authenticity, and unconditional positive regard in building rapport with clients. In communication studies, the notion of rapport has been investigated from the perspective of interpersonal communication and nonverbal behavior. Researchers such as Judee K. Burgoon and Joseph A. DeVito have explored how nonverbal behaviors such as eye contact, facial expressions, and body language can facilitate the growth of rapport between individuals. The concept of rapport has been defined and studied by many researchers in the fields of

psychology, communication, and social interaction. It is difficult to attribute the definition of rapport to a single person, as the concept has evolved through the work of various scholars. However, some notable researchers who have contributed to the study of rapport include Carl Rogers, Milton Erickson, and Richard Bandler. Rogers (1951) emphasized the importance of empathy and unconditional positive regard in establishing rapport in therapeutic relationships, while Erickson et al. (1979) and Bandler et al. (1975) developed techniques for building rapport in hypnotherapy and communication contexts.

In the context of foreign language education, developing a positive relationship between students and teachers is essential. This is because it can impact the motivation, comfort, cultural understanding, communication, and confidence of students. Dörnyei and Otto (1998) argue that teachers' support and skills in building rapport are crucial to students' motivation to learn a foreign language. Teachers who are interested in their student's progress and give positive feedback tend to motivate students to learn and use the language. Students who feel that their teacher is concerned about their development and achievement are more likely to be motivated to learn and master the language. In addition, creating a relaxed and secure learning environment is vital for students of language, particularly during the initial stages of learning a language. Celce-Murcia, Brinton, and Snow (2014) observed that teachers can establish relationships with their students by showing compassion and understanding and allowing students to practice their speaking skills in a non-pressure environment. This can help students feel more comfortable and less anxious when practicing and using the language. On the other hand, language learning is closely tied to cultural understanding, as students must learn to navigate and communicate within a new cultural context. Byram and Morgan (1994) noted that teachers who establish connections with their students can create an atmosphere that celebrates and values the diversity of cultures, which allows students to share their personal experiences and gain a deeper understanding of the culture and language. This can help students develop a more nuanced understanding of the language and its cultural context, which can lead to more effective communication. Additionally, effective communication between teachers and students is crucial in foreign language learning. Biesenbach Lucas and Weasenforth (2015) observed that establishing connections between teachers and students can enhance communication in the classroom, including

providing or receiving feedback. By creating a positive and friendly classroom environment for learning, educators can more efficiently tailor their lessons to meet the requirements of their students. Confidence is also a critical factor in foreign language learning. Lindgren and Munoz (2015) conducted a study that found establishing relationships with students can help boost their confidence and decrease anxiety when learning a language. Therefore, teachers who create an environment that is safe and supportive of learning will help students feel more confident in taking risks and working on their speaking skills.

In the end, establishing relationships between students and teachers in foreign language learning is crucial for students' motivation, comfort, cultural understanding, communication, and self-confidence. A positive, friendly learning environment can assist teachers in building lasting relationships with their students, which can lead to improved academic progress and greater success in learning a new language. Therefore, the teacher-student relationship plays a vital function in foreign language education, particularly for children learning languages. Moreover, young learners have distinct particularities and requirements which make establishing rapport a necessity. Along with that, teachers must build positive and lasting relationships with their students to assist them in conquering obstacles and aid in the process of learning a language. The rapport between teachers and students has a positive impact on students' motivation, engagement, and academic progress. By creating a supportive and welcoming learning environment, teachers can help students feel more comfortable and confident as they explore and test their language abilities.

2.4. Young Learner's Attitudes Towards Foreign Language Learning

The process of acquiring a foreign language by children is a multifaceted phenomenon influenced by various factors. Krashen (1989) highlights the significance of the learner's age in language acquisition, emphasizing its critical role. Genesee and Nicoladis (2009) argue that while older learners may possess more advanced cognitive abilities, they may struggle with the fear of making mistakes, which can impede their language acquisition progress. Conversely, young learners exhibit innate flexibility and lack inhibitions, enabling them to take risks and engage with the language without the fear of judgment. Therefore, it is imperative to provide young learners with engaging and stimulating activities to maintain their interest and establish a supportive and positive learning environment. This approach is essential for nurturing a

comfortable setting that encourages young learners to explore the language without fear. Overall, age emerges as a pivotal factor in language acquisition, necessitating teachers to be cognizant of the distinctive needs and capabilities of young learners to ensure their success in language learning.

Moreover, another advantage of young learners is that they are less likely to develop negative attitudes or biases towards the language or culture they are studying since they have not yet had enough experiences to form fixed ideas (Liskin-Gasparro, 2010). This openness and lack of inhibitions make them more likely to take risks and try out the language, despite the risk of making mistakes (Liskin-Gasparro, 2010). Their willingness to experiment and take risks can be fostered by creating a supportive and encouraging classroom environment, where students feel comfortable making mistakes and asking questions (Pinter, 2006). By doing so, teachers can help young learners build their language proficiency and confidence and develop a positive attitude towards language learning that can last a lifetime.

Although young learners possess unique characteristics that make them more receptive to foreign language learning, there are still some challenges they may face during the process. One of these challenges is a shorter attention span, which can make it difficult for them to stay focused during language classes. To overcome this obstacle, teachers must incorporate activities that are interesting and stimulating to keep young learners engaged. Furthermore, young learners may also experience anxiety or shyness when speaking in front of their peers or teachers. To address this issue, teachers need to establish a supportive and positive relationship with their students. As noted by Pinter (2006), building a solid rapport with students can create a comfortable learning environment that allows students to be risk-takers and participate actively in class. By creating a secure and positive learning atmosphere, teachers can help young learners overcome their language learning challenges and develop proficiency in a new language.

Research has shown that the teacher-student relationship is crucial for young learners in language education (Pinter, 2006). Teachers who develop an enduring relationship with their students and create a safe and supportive learning environment can reduce students' anxiety and increase their motivation to learn. To accommodate the needs of young learners, teachers should modify their teaching approach and use concrete examples and visual aids to help students understand the language. They should also incorporate interactive and engaging activities that keep children interested

and focused. Moreover, teachers should take note of the diverse cultural backgrounds of their students. If students come from societies that promote multilingualism, they may be more open to learning a new language. Therefore, teachers should integrate cultural aspects into their instruction to help students understand the language and culture they are studying.

In today's globalized world, learning English is becoming increasingly important for young learners in primary education. English has become a universal language used for education, communication, and career advancement. According to Yilmaz (2017), learning English from a young age provides a foundation for further language development, improves academic and cognitive abilities, increases cultural awareness, and provides access to a wider range of educational resources. English language learning can also boost educational performance and job opportunities. However, English language learning poses certain challenges for young learners, such as difficulty learning the language, finding appropriate resources, and finding skilled and experienced instructors. Therefore, the primary education system must prioritize English language proficiency for young learners to help them succeed in today's globalized world (Yilmaz, 2017).

2.5. Self-Assessment of Young Learners in Learning a Foreign Language

Self-assessment is an integral part of formal assessment that encourages active learning, self-regulation, and metacognition among students. Self-assessment can help young learners develop an understanding of their learning processes and develop metacognitive skills that will serve them well throughout their academic careers. A variety of self-assessment methods such as goal setting, self-monitoring, self-evaluation, self-reflection, and peer and teacher feedback can be used to enhance teaching and foster active, engaged, and effective learners.

Goal setting involves establishing specific, quantifiable, and achievable learning objectives that allow students to monitor their development over time (Butler, 2010). It can create more engaged learning environments since it allows the students to take greater control and accountability over their academic performance (Butler, 1997). Self-monitoring involves students evaluating themselves about predetermined criteria, and it allows students to improve their self-awareness by recognizing their strengths and limitations more clearly. Self-evaluation facilitates students to be more reflective and get a comprehension of their learning process and helps them to identify areas that need improvement when making plans to address them. Self-reflection helps

children become more aware of themselves and develop an improved knowledge of their learning process. Feedback from teachers and peers can also be incorporated into self-assessment, allowing students to receive feedback about their performance from teachers and peers to assess their progress in learning. This can assist learners actively in learning while forming a precise and objective understanding of their weaknesses and strengths. One of the main benefits of self-assessment is the ability to assist students in developing the mindset of growth, which is a belief that abilities are developed through hard work and effort. When students participate in self-assessment activities, they can examine their capabilities and weak points, establish achievable goals, and become aware of their education. In doing these, students are likely to build a mindset of growth, which could lead to better expectations of academic performance and achievement.

Self-assessment plays a fundamental role in empowering young learners and enhancing their motivation, engagement, and academic achievement. Zimmerman (2002) found that engaging in self-assessment practices enables students to develop a greater sense of control over their education, leading to increased motivation and involvement. By actively participating in self-assessment, students assume ownership of their learning and take responsibility for their progress, thereby enhancing their perception of self-efficacy (Panadero & Alonso-Tapia, 2014). This heightened self-efficacy contributes to higher levels of motivation and engagement in the learning process. Moreover, self-assessment provides young learners with accurate and timely feedback on their learning progress, enabling them to identify specific areas for improvement (Sadler, 1989). Through self-assessment, students gain a deeper understanding of their strengths and weaknesses, which helps them pinpoint areas for growth and development. By incorporating self-assessment practices into children's education, educators promote a better understanding of success while increasing students' engagement, motivation, and overall achievement (Andrade & Valtcheva, 2009). Research indicates that self-assessment also fosters the development of self-directed learning skills and a deeper understanding of one's learning and performance progress (Nicol & Macfarlane-Dick, 2006). By engaging in self-assessment, students become more independent and proactive in managing their learning. Teachers can leverage various self-assessment methods, such as self-reflection, self-evaluation, and self-monitoring, to enhance their instructional practices and facilitate the development of active, engaged, and effective learners (Black & Wiliam, 1998).

Self-assessment also plays a crucial role in the primary curriculum, contributing to improved learning outcomes, metacognitive development, and the cultivation of self-directed learners (Dweck, 2006; Ang et al., 2020). Through engaging in self-assessment activities, students gain a deeper understanding of their learning processes, identify areas for improvement, and establish achievable goals, fostering a growth mindset that views challenges as opportunities for learning (Blackwell, Trzesniewski, & Dweck, 2007). By incorporating self-assessment into their teaching methods, educators promote active and effective learning, providing opportunities for self-monitoring, self-evaluation, and reflection, thus enhancing students' accountability and motivation (Zhaleh et al., 2022). Additionally, self-assessment empowers young learners by offering a sense of control over their education, fuelling their motivation and involvement (Bandura, 1986). By embracing self-assessment practices, teachers create a learning environment that fosters engagement, motivation, and achievement, equipping students with lifelong learning skills and nurturing metacognitive awareness. Ultimately, self-assessment enables young learners to actively participate in their education, assume ownership of their learning journey, and establish a solid foundation for continuous growth and success (Anastasiadou, 2013).

2.6. Related Studies

The collection of research presents an exploration of different aspects related to the connections, between teachers and students and how they significantly impact both academic progress and social development. Starting with Aldhafri et al. (2019) introduction of the Student Teacher Relationship Measure sets the foundation by uncovering the effects that teacher-student relationships have on behavioural, cognitive, and emotional engagement, motivation, academic achievement, as well as social-emotional adjustment. Moving forward Gorham & Christophel, (1990) delve into the dynamics of humour in classrooms highlighting how teacher immediacy plays a role in improving learning outcomes.

Birch et al. (1997) study draws attention to education stages as they examine the implications of teacher-child relationships on school adjustment. Kearney et al. (1985) challenge power dynamics in classrooms by emphasizing the importance of immediacy in fostering positive emotional learning outcomes. Hamilton et al. (1992) contributes by comparing children's interactions with mothers, versus teachers emphasizing the significance of understanding attachment relationships formed by children.

Haron et al. (2014) delve into the impact of the relationship, between teachers and learners on the motivation of English as a Foreign Language (EFL) students. They emphasize that positive rapport between teachers and students plays a role in boosting motivation and achieving learning outcomes. Dobransky et al. (2004) explore communication outside the classroom finding a correlation with learning outcomes. They highlight the need to recognize the importance of aspects in teacher-student communication.

Dyrenforth (2014) provides strategies for educators to build rapport in the classroom emphasizing effort and genuine interest as key factors for fostering positive relationships. Lastly, Wilson and Ryan developed a scaled-down Professor Student Rapport scale that proves effective in predicting student outcomes. They specifically emphasize a learning environment and student engagement as factors for positive results. Together these studies provide nuanced insights into the dynamics of teacher-student relationships showcasing their influence, on education and holistic student development.

When the Turkish context was examined, it was found out that there are just a few studies regarding the effects of teacher-student rapport on different concepts. There were no related studies on the relationship between teachers and students concerning foreign language learning at the primary education level. However, there are some studies regarding the other school subjects applied to different grade levels. These studies were mostly concerned with secondary education or university-level students. To speak up with the related studies about teacher-student relationships conducted in Türkiye, Açılan (2020) examined secondary school and high school students' perceptions of teacher-student relationships towards school engagement levels. This study involved 1073 students studying in public schools in İstanbul, Türkiye. In the study, secondary school students reported higher levels of teacher immediacy behaviours and school engagement compared to high school students. Specifically, vocational high school and Anatolian high school students had higher perceptions than İmam Hatip high school students. There is a positive correlation between teacher immediacy behaviours and students' school engagements for both secondary and high school students. The study found that teacher immediacy behaviours especially as perceived by secondary school students and explain a greater portion (32%) of the variance in students' school engagements compared to high school students (18%).

In another thesis study, Çelikel (2022) aimed to assess how fourth-grade primary school students perceive teacher immediacy and whether these perceptions vary based on student and teacher characteristics. The research also aimed to explore the connection between perceived teacher immediacy and levels of mathematics anxiety and class participation. The survey involved 300 randomly selected students and their teachers from primary schools during the 2020-2021 academic year. The findings revealed that students had a moderate level of math anxiety but exhibited a high level of class participation. When examining the relationship between teachers and university students, Diril's (2020) thesis aimed to investigate teacher-student interaction at a preparatory school in a foundation university in Ankara and explore its connection with students' perceived attendance levels. The research involved 180 preparatory school students, and data were collected through a questionnaire developed by the researcher, supplemented by interviews with selected participants. Inferential and descriptive statistics, including principal axis factoring, were used for data analysis. The study identified four dimensions of teacher-student interaction. Findings indicated that teacher humour orientation and demonstrated interest were less frequent compared to nonverbal immediacy and response to questions. Notably, there was a significant relationship between instructors' immediate behaviours and students' perceived attendance. Students reported higher attendance, increased class participation, and positive communication with instructors when immediate behaviours were employed. Follow-up interviews with students provided additional insights into topics such as humour usage, the importance of initial encounters, teacher characteristics, sensitivity, and distance learning. The results suggest that instructional communication merits increased attention for fostering better teacher-student rapport.

Another study by Çelik et al. (2018) explored the relationship between student achievement, course attendance, and teacher immediacy. Data was gathered from 871 students across four high schools in Ankara. The research used the "Classroom Engagement Inventory," adapted into Turkish by Sever (2014), and "The Scale of Teacher Immediacy Behaviours" developed by Geçer (2002). Findings indicated a positive correlation between overall student achievement, achievement in the most-liked teacher's lesson, emotional and cognitive engagement, and teacher immediacy. However, a negative correlation was observed between achievement and a form of engagement focused on obedience/adaptation linked with non-attendance to lessons.

CHAPTER III

METHODOLOGY

3.1. Overview of the Chapter

In this chapter, a meticulous exploration of the research methods and techniques deployed to address the research inquiries and fulfil the study's objectives will be undertaken. The paramount objective of this chapter is to furnish a thorough and transparent exposition of the research design, procedures for data acquisition, and methodologies for data analysis.

3.2. Research Design

This research adopts a comprehensive method including both quantitative and qualitative data firmly grounded in established educational research methodologies and theories. The choice of a descriptive quantitative research design for addressing the initial three research questions aligns with Creswell's (2017) recommendation for exploring variable characteristics and relationships within educational contexts. This design effectively enables an investigation into the levels of teacher-student rapport behaviours, attitudes, and academic achievements among 4th-grade students. Specifically, for the assessment of teacher-student rapport behaviours, a scale developed by Geçer (2002) was employed. To gauge students' attitudes towards English lessons, Geçer's (2002) Attitude Towards Foreign Language Lessons in Primary Level Scale was utilized. Academic achievement levels were evaluated using a self-assessment test. The qualitative facet of the study, comprising focus group interviews with students, conforms to Creswell's (2017) recommendation for enriching the quantitative data with qualitative insights. By fusing quantitative and qualitative data, this type of research design ensures a thorough examination of the intricate relationships between teacher-student rapport behaviours, attitudes towards English

lessons, and academic achievements among 4th-grade students, thereby enhancing the study's rigor and credibility.

3.3. Participants

This study's participants were drawn from a cohort of fourth-grade students attending a primary school in Gaziantep, Türkiye, during the 2022-2023 academic year, comprising a final sample of 257 students. The selection process initially considered a pool of 300 students; however, a careful examination led to the exclusion of some participants due to inaccuracies in their responses, ensuring data accuracy and integrity. Ethical standards were meticulously upheld throughout the research endeavour, with formal permissions sought from the appropriate authorities to conduct the study within the educational institution. In addition to this, informed consent was conscientiously obtained from both the participating students and their respective parents or guardians, in strict adherence to established ethical guidelines governing research involving minors (Creswell & Creswell, 2017; Leavy, 2017). It is noteworthy that demographic variables, including gender, were deliberately omitted from the data collection process, as advised by the research proposal review committee, to prevent potential biases and uphold the principle of impartiality in the study. This deliberate omission allowed for a more focused investigation of the research objectives. The final participant group, representing a diverse cross-section of the student population, enthusiastically engaged in the research voluntarily, with confidentiality and respect for their rights being paramount considerations. Consequently, the study's outcomes are expected to possess a high degree of relevance and generalizability to the broader fourth-grade student community in Gaziantep, Türkiye.

3.4. Data Collection Tools

3.4.1. Teacher-Student Rapport Behaviour Scale at the Primary Education Level

Teacher Student Rapport Behaviour Scale at the Primary Educational Level designed by Geçer(2002) was used to identify the rapport behaviours levels of the students. The scale comprises 34 items, employing a five-point Likert-type rating system (ranging from "never" to "always") (Appendix A). Items numbered 1 to 19 on the scale assess verbal rapport behaviours, while items numbered 20 to 34 evaluate non-verbal rapport behaviours. Notably, eight items (9, 10, 15, 24, 27, 29, 30, 31) are framed in a negative context and were subjected to reverse scoring during the analysis process. It is worth emphasizing that higher scores on this scale signify that students

perceive teachers' rapport behaviours positively, while lower scores indicate a negative perception on their part. The factor analysis output included eigenvalues, percentage of variance explained, and cumulative percentages, aiding in the determination of factors to retain. Notably, the first component has a substantial eigenvalue (18,982), explaining 55.83% of the total variance. Considering the cumulative percentage, retaining the first three components captures 66.66% of the variance, suggesting a meaningful factor structure. The chosen extraction method is Principal Component Analysis (PCA), and researchers should also assess factor loadings and the rotated component matrix for comprehensive interpretation. In addition to the factor analysis findings, the reliability analysis, measured by Cronbach's Alpha, further enhances our understanding of the scale's robustness. The high coefficient of 0.976 indicates an exceptional level of internal consistency among the 34 items considered in the analysis. This remarkable internal consistency underscores the reliability and coherence of the scale, emphasizing the strong correlation and consistency among the measured constructs. These insights collectively affirm the scale's reliability and contribute to a comprehensive evaluation of both its factor structure and internal consistency in capturing the intended constructs.

3.4.2. Foreign Language Attitude Scale at the Primary Education Level

The scale was used to identify the attitude levels of young learners towards English lessons. The Foreign Language Attitude Scale at the Primary Education Level was also designed for the learners at the primary level. The scale has 28 items in five Likert- type rating systems (ranging from 1 to 5: "Strongly Agree", "Agree", "Neutral", "Disagree", and "Strongly Disagree") (Appendix C). The factor analysis unveiled a significant first component with an eigenvalue of 18,951, explaining 67.681% of the total variance. The cumulative percentage indicated that the first three components accounted for 73.944% of the variance. The chosen extraction method was Principal Component Analysis, and the results suggested that a reduced number of components effectively captured a substantial proportion of the underlying variance in the dataset. The reliability analysis, evaluated through Cronbach's Alpha, yielded a high coefficient of 0.982. This indicated an exceptional level of internal consistency among the 28 items considered in the analysis. The robust Cronbach's Alpha coefficient underscored the scale's strong reliability in measuring the underlying constructs, affirming the consistency and coherence of the measurements obtained from these items.

3.4.3. Self-Assessment Test

To address the third research question, a carefully developed self-assessment tool that aligns with the learning objectives of the fourth-grade curriculum used in Turkish state schools was used to determine the achievement levels of the students. During the test creation process, the learning objectives were transformed into concise "can-do statements" to ensure clarity for students who had limited English proficiency. These statements were also translated into Turkish to avoid any misinterpretations. Initially, there were 12 items representing the learning objectives. However, after an evaluation with expert opinion, the statements were consolidated into 11 items. This refinement eliminated redundancy and improved the coherence of the assessment. The self-assessment items were evaluated with three Likert formats with smiles for creating it child-friendly (ranging from bad-neutral-good) (Appendix E).

Before administering the self-assessment instrument to actual participants, including fourth-grade students, a pilot study was conducted involving 72 fifth-grade students in a state school. The pilot test, validating the instrument, revealed strong reliability with a Cronbach's Alpha of 0.808 and 0.814 for standardized items, ensuring internal consistency. Factor Analysis, supported by a KMO of 0.746 and a significant Bartlett's Test (Chi-Square = 238.391, $df = 55$, Sig. = 0.000), confirmed the instrument's validity by capturing meaningful relationships among variables. Rigorous expert refinement and the removal of redundant items further enhanced the internal reliability of the assessment. This self-assessment test was conducted at the end of the term after identifying the reliability and validity of it because the objectives of the test were selected suitable for the end of the term. These cumulative findings substantiate the robustness of the self-assessment instrument, establishing its potential as a valid tool for evaluating targeted constructs among fourth-grade students in the state school system in Türkiye.

3.4.4. Focus Group Interview

To delve deeper into the dynamics of relationships and the closeness of teachers and students, a focus group interview was conducted besides quantitative data. To examine the reasons behind the findings, it was an effective way to listen to the students individually and make them express themselves about their attitudes and relationships with their teacher in a more comfortable way. Before conducting the focus group interview, the questions to be asked were prepared and expert opinion was obtained for these suggested questions with a brief explanation of the study. According

to the expert opinion, questions numbers 1,3, and 4 were found appropriate for the interview. For selecting the participants, purposive sampling was used, and 6 students were selected to interview accordingly. Two with low, two with moderate and two with high levels of perceived rapport were selected from the participants. The volunteer consent of the participants was obtained through the consent form. After deciding the time and place in a manner that would not disrupt the educational process with the students' parental permission, the information about the interview was given to the participants and their parents. To make students aware that this interview is not a test, questioning, or judging, a comfortable and relaxed place was arranged so as not to disturb or annoy them. The moderator asked questions about their feelings about English lessons, their experiences that they encountered in their learning journey, and their opinions about English language teachers. As the interview flowed after introducing each other, the participants engaged willingly with the questions and shared their opinions and experiences. In the discussion, specific teacher behaviours that got them motivated such as closeness, active listening, and scaffolding. On the other hand, they also discussed the aspects in which the teacher needed rapport more to activate them in the classroom activities and overall attitude towards the lesson. The interview took about 45 minutes and was recorded by the moderator. After finishing the interview, the moderator thanked the students and their parents for their effort and volunteered participation.

3.5. Data Collection

After obtaining approval from the Ministry of National Education and the Ethics Committee, to determine the teacher-student rapport behaviours, foreign language attitudes, and students' perceptions about achievement, the data collection process was thoroughly planned, and necessary information was given to the participants beforehand. Before applying the self-assessment test, a pilot study with 5th-grade students in a state secondary school in the same province, Gaziantep, to check its reliability and validity. The analysis showed that the self-assessment test was reliable and valid to apply for the 4th graders. Ethical considerations were given priority by not only the participants but also their legal guardians ensuring consent to participate voluntarily. While two main scales, the Teacher Student Rapport Behaviour Scale at the Primary Education Level and the Foreign Language Attitude Scale at the Primary Education Level were applied to determine and evaluate perceived rapport and attitudes toward English lessons in a primary school a self-assessment test was

applied to identify the achievement levels of learners as well. These three instruments were applied at the same class hour for each participant in a way that would not affect education and teaching by getting permission and having counselling with the student's class teacher. To ensure clarity and avoid misunderstanding, clear instructions were made, and it was stated that their answers would not be shared with anyone else and counted as grading to create a secure environment for young participants, so participants' identities remained anonymous through identification codes to adhere to guidelines strictly. After data cleaning advanced statistical analyses using tools like SPSS aimed to uncover insights and address research questions effectively. To supplement the data, a focus group interview was incorporated. This approach involved selecting a subset of participants, from the sample and delving into topics such as Teacher Student Rapport, Attitude towards English Lesson, and overall learning experiences. The focus group was conducted in a structured format allowing flexibility to explore relevant areas and capture nuanced insights. After these quantitative and qualitative data were recorded, the results were analysed carefully.

3.6. Data Analysis

The quantitative data was obtained through the Teacher-Student Rapport Scale at the Primary Education Level and Foreign Language Attitude Scale at the Primary Education Level and the Self-assessment test to acknowledge the achievement levels of the students. Descriptive statistics of the data were utilized to capture the typical values and fluctuations present in the dataset. The mean teacher-student rapport behaviour levels were calculated to be 101.64 (SD = 36.22), while the mean attitude score was 78.14 (SD = 32.62). These statistics illuminate the distribution and dispersion of responses, forming the foundation for more in-depth analyses. In addition to the descriptive statistics of the data, Pearson correlation coefficients were computed to quantify the relationships between teacher-student rapport and attitude, revealing a significant negative correlation of $r = -0.624^{**}$ ($p < 0.01$, two-tailed) based on 257 participants. To enhance the robustness of the findings, Spearman's rho, a nonparametric correlation, was utilized, confirming a significant negative correlation of $\rho = -0.580^{**}$ ($p < 0.01$, two-tailed). Both analyses align in highlighting a consistent inverse relationship between teacher-student rapport and attitude, further validating the results. In parallel, the study explored the association between teacher-student rapport and self-assessment scores. Pearson correlation revealed a significant positive correlation of $r = 0.479^{**}$ ($p < 0.01$, two-tailed). The nonparametric analysis

using Spearman's rho reinforced this positive correlation, with $\rho = 0.460^{**}$ ($p < 0.01$, two-tailed).

Complementing the quantitative analyses, qualitative insights were gathered through a focus group interview. Thematic analyses of the discussions unveiled rich narratives, providing context and depth to the quantitative findings. The participants' ideas on teacher-student rapport, attitudes towards English lesson, their learning experiences, and perceptions of performances in the classroom added a qualitative layer, offering a holistic understanding of the educational dynamics. The answers obtained from each student during the interview were recorded and the transcripts of the recording were examined. Therefore, main points regarding each response were identified and common themes and similar patterns for all 6 students were determined.



CHAPTER IV

FINDINGS

4.1. Overview of the Chapter

In this section, the data collected regarding the sub-problems are analysed using statistical methods. The findings obtained because of the analysis and comments on these findings are included.

4.2. Findings On Perceived Teacher Student Rapport Behaviours

Table 1

Normality test of teacher-student rapport behaviour scale

Normality Tests	Statistics	Df	p
Kolmogorov -Smirnov	0.135	257	0.000
Shapiro-Wilk	0.929	257	0.000

Based on the normality test results presented in Table 1 for rapport scores, both the Kolmogorov-Smirnov and Shapiro-Wilk tests showed significant p-values (Kolmogorov-Smirnov: $p = 0.000$; Shapiro-Wilk: $p = 0.000$; $p < 0.05$). The significance of these values suggests that the rapport scores deviate from a normal distribution. Further examination of kurtosis and skewness values in subsequent tables is necessary due to the Likert-type nature of the survey questions to assess the distribution characteristics of the data.

Table 2

Descriptive statics of teacher-student rapport behaviour scale

Descriptive Statics	Value
Mean	101.6420
Median	97.0000
Range	136.00

Standard Deviation	36.21664
Variance	1311.645
Skewness	-1.379
Kurtosis	0.303

When the descriptive statistics of rapport scores were examined, it was understood that the data set did not show a normal distribution. Kolmogorov-Smirnov and Shapiro-Wilk normality tests both resulted in statistically significant p values (0.135 and 0.929, respectively), indicating that rapport scores did not follow a normal distribution. These results indicate that the data set does not meet the normal distribution assumption and that non-parametric methods were preferred in analyses.

Table 3

Findings on the teacher-student rapport behaviour scale

Item No	$\bar{X}$	Sd
1	2,92	1,519
2	2,93	1,256
3	2,97	1,392
4	2,89	1,522
5	2,79	1,486
6	2,79	1,427
7	3,14	1,357
8	2,91	1,255
9	3,44	1,449
10	3,58	1,421
11	3,03	1,467
12	3,08	1,365
13	2,82	1,481
14	2,73	1,396
15	3,54	1,414
16	2,80	1,374
17	2,99	1,424
18	2,91	1,466
19	2,84	1,531
20	2,80	1,416
21	2,87	1,415
22	2,81	1,434
23	2,62	1,451
24	3,30	1,471
25	2,78	1,431
26	2,91	1,461
27	3,31	1,527
28	2,73	1,511
29	3,32	1,460
30	3,47	1,420
31	3,45	1,405
32	2,61	1,368
33	2,81	1,450
34	2,77	1,410

The analysis of the Teacher-Student Rapport Scale at the Primary Education Level in Table 3 presents the results of 34 different items used to evaluate relationships between students and teachers. The overall rapport average score was determined as 2.92, which indicated that the closeness between students and teachers was determined at a moderate level. Among the items, the highest mean score belongs to item 10 (*When my teacher gets angry, he/she uses bad expressions towards me*) (3.58), indicating that teacher-student relationships were evaluated positively. The lowest mean score was obtained in item 32 (*When my teacher walks between the desks, he/she pats my head or touches my shoulder*) (2.61), indicating that teacher-student relationships received a lower evaluation in the context of this item. The fact that TSR items generally showed low standard deviation values revealed that the closeness between students and teachers is generally evaluated consistently. However, while more variability is observed in some items, less variability is observed in others. These findings showed that the TSR scale is a tool that evaluates student-teacher relationships in various dimensions, but there are different evaluations on certain items.

4.3. Findings On Foreign Language Attitudes at the Primary Education Level

Table 4

Normality test of foreign language attitude scale at the primary education level

Normality Tests	Statistics	Df	p
Kolmogorov -Smirnov	0.169	257	0.000
Shapiro-Wilk	0.896	257	0.000

Table 4 presents the results of normality tests for the foreign language attitude variable. Both the Kolmogorov-Smirnov and Shapiro-Wilk tests yield statistically significant p-values (Kolmogorov-Smirnov: $p = 0.000$; Shapiro-Wilk: $p = 0.000$; $p < 0.05$). These results suggest a departure from normality in the distribution of attitude scores. Considering the ordinal nature of Likert scale data, non-parametric alternatives were used.

Table 5

<i>Descriptive statics of attitude towards english course scale</i>		
Descriptive Statics	Value	Std. Error
Mean	78.1401	2.03477
Median	65.000	
Variance	1064.058	
Standard Deviation	32.61991	
Range	112.00	
Skewness	0.226	0.152
Kurtosis	-1.507	0.303

Table 5 presents descriptive statistics for the foreign language attitude variable. The mean score is 78.1401, with a 95% confidence interval ranging from 74.1331 to 82.1471. The 5% trimmed mean was 77.7618, and the median was 65.0000. The dataset exhibited variability, with a range of 112.00 and an interquartile range of 63.00. Skewness was positive (0.226), indicating a slight rightward skew, while kurtosis was negative (-1.507), suggesting a relatively flat distribution.

Table 6

Findings on foreign language attitude scale at the primary education level

Item No	$\bar{X}$	Sd
1	2,65	1,442
2	2,85	1,388
3	2,89	1,438
4	2,71	1,410
5	2,85	1,494
6	2,84	1,371
7	2,66	1,439
8	2,84	1,411
9	2,56	1,391
10	2,83	1,463
11	2,81	1,325
12	2,79	1,442
13	2,69	1,359
14	2,81	1,474
15	2,81	1,479
16	2,83	1,400
17	2,81	1,417
18	2,86	1,456
19	2,81	1,558
20	2,86	1,371
21	2,63	1,505
22	2,77	1,433
23	2,76	1,368

24	2,88	1,327
25	2,96	1,263
26	2,97	1,441
27	2,77	1,351
28	2,66	1,500

The analysis of the Foreign Language Attitude Scale at the Primary Education Level presents the results of 28 items utilized to evaluate students' perceptions of the English lesson (Table 6). The overall foreign language attitude average score was determined as approximately 2.72, which suggested a generally neutral to slightly positive average attitude among the participants toward the English lesson in primary education. Therefore, the highest mean score was credited to item number 25 (*According to me, the foreign language lesson is the most appealing*) (2.96), indicating a strong positive sentiment among students who perceive the foreign language lesson as highly appealing. This suggests a subgroup of students with a genuine interest and enthusiasm for the language learning experience. The lowest mean score was obtained in item 9 (*The foreign language lesson seems intimidating to me*) (2.56), suggests that a notable portion of students find the foreign language class to be a source of intimidation, possibly indicating a need for targeted interventions to address these feelings of apprehension. The difference, in these scores shows how students have attitudes toward the foreign language lesson. Some students express concerns, about finding it difficult or intimidating while others find it interesting and engaging.

4.4. Findings On Achievement Levels in English Class

Table 7

Normality test of self-assessment test

Normality Tests	Statistics	Df	p
Kolmogorov -Smirnov	0.074	257	0.002
Shapiro-Wilk	0.979	257	0.001*

* $p < 0.05$ indicates significance.

Table 7 shows the results of the normality tests for the self-assessment scores. The fact that the Kolmogorov-Smirnov and Shapiro-Wilk tests revealed statistically significant p-values (Kolmogorov-Smirnov: $p = 0.002$; Shapiro-Wilk: $p = 0.001$; $p < 0.05$) suggested that the distribution of self-assessment scores significantly deviates from normality. For this reason, further investigation into the other statistics such as Skewness and Kurtosis were exhibited in Table 8.

Table 8

Descriptive statics of self-assessment test

Descriptive Statics	Value
Mean	23.4630
Median	24.0000
Variance	5.04894
Standard Deviation	2.2442
Range	22.00
Skewness	-0.173
Kurtosis	-0.745

When analysing descriptive statistics of self-assessment scores in Table 8, the average score came out to be 23.4630 with a confidence interval of 95% ranging from 22.8428 to 24.0832. It was also calculated a trimmed mean of 23.5231 which considers values and is very close to the score. The distribution showed a skewness towards scores (0.173) indicating that there were more scores on the lower end. Additionally, it had a shape with a kurtosis of 0.745 suggesting that it was relatively flat compared to distribution curves. The range of scores spanned from 11 to 33 showing quite a bit of variability in the dataset. To measure how spread out the data was, the deviation (2.2442) and the variance (5.04894) were calculated. These values provide insights into how the scores deviate from their average and how they are dispersed across the dataset. Overall, these statistics gave information about the tendency, variability, and shape of the distribution, for self-assessment total scores.

Table 9

Findings on self-assessment test

Item No	$\bar{X}$	Sd
1	2,14	,731
2	2,26	,786
3	2,25	,787
4	2,10	,751
5	2,08	,789
6	2,19	,785
7	2,02	,800
8	1,96	,777
9	2,25	,804
10	2,21	,766
11	2,01	,841

The self-assessment test findings described in Table 9 reflected a generally positive perception among 4th-grade students regarding their language-related achievements. While there was a moderate level of self-confidence across various

language skills, some variability in perceptions suggested individual differences in confidence levels. The average scores for all items in the test were determined above 2.0. The highest mean score of 2.25 on item 9 indicated that students, on average, feel more confident and competent in talking about the areas they like and dislike. This finding suggested that strength in students' ability to express preferences may reflect a subject of success or emphasis in the language learning curriculum. On the other hand, the lowest mean score of 1.96 on item 8 identified that students, on average, feel less confident or able to talk about their belongings and other people's belongings. This finding may indicate an area of difficulty or a necessity for additional focus in language instruction to enhance students' ability to reflect on discussions about possession.

4.5. Findings on the Relationship Between Perceived Teacher Student Rapport Behaviour Levels and Attitude and Achievement Levels

4.5.1. Findings on the Relationship Between Perceived Teacher Student Rapport Behaviour Levels and Attitude Levels

Table 10

Correlation analysis of rapport behaviour levels and attitudes

Correlation Tests	Rapport	Attitude
Rapport (Pearson)	1.00	-0.624**
Attitude (Pearson)	-0.624**	1.00
Rapport (Spearman)	1.00	-0.580**
Attitude (Spearman)	-0.580**	1.00

The descriptive statistics provide information about teacher-student rapport and attitude including measures like the standard deviation and sample size. These measures suggested an overview of how the answers were distributed. When Pearson correlation coefficients were examined, it was found that a correlation (0.624**) between rapport and attitude occurred when examining Table 10. From this result, it can be said that as rapport behaviours increase, attitude levels tend to decrease. The Spearman's rho coefficients also support this correlation (0.580**) confirming what was found in the Pearson correlation. It was determined that both correlations showed significance at a 0.01 level (2 tailed) emphasizing a relationship between rapport and attitude levels.

4.5.2. Findings on the Relationship Between Perceived Teacher Student Rapport Behaviour Levels and Achievement Levels

Table 11

Correlation analysis of rapport behaviour levels and attitudes

Correlation Tests	Rapport	Achievement
Rapport (Pearson)	1.00	0.479**
Achievement (Pearson)	0.479**	1.00
Rapport (Spearman)	1.00	0.460**
Achievement (Spearman)	0.460**	1.00

When Table 11 was examined, it can be said that a positive relationship between perceived rapport and self-assessment test scores. When teacher-student rapport levels increase, the achievement levels obtained with self-assessment tests tend to incline at the same time. With this positive correlation, it can be stated that a high level of rapport between teachers and students positively influences students' self-assessment of their academic performance. This finding has implications for understanding the potential impact of teacher-student relationships on students' self-perceptions and academic achievements. Further analysis or exploration of specific behaviours contributing to this positive correlation could provide additional insights.

4.6. Findings of Focus Group Interview

In a quest to understand the dynamics of teacher-student interactions, among 4th-grade students in Türkiye, the focus group interview provided insights that highlight the delicate balance between the rapport between teachers and students' cultural values and academic motivation. The responses from the students unveiled a tapestry where cultural nuances intertwine with their emotions, comfort levels, and aspirations, within the framework of lessons.

4.6.1. Feelings about English Lesson

The high rapport students expressed enthusiasm, for their lessons but they subtly hinted at a slight lack of interest, in the subject itself. They appreciated the teacher's kindness. Sometimes felt uneasy when the teacher's strictness went beyond being approachable. This nuanced perspective highlights the balance these students try to maintain as they navigate between values that value both authority and warmth.

"Our teacher is nice, but sometimes she's too strict. It affects my comfort level, even though I like English. We appreciate authority, but kindness is crucial too."

Midst their appreciation for their teacher's kindness, and moderate rapport students disclosed a nuanced lack of strong interest in English. Cultural expectations of respecting authority were palpable in their responses, emphasizing the need for a more engaging approach to kindle enthusiasm for the subject. This intricate interplay highlights the students' yearning for a harmonious blend of cultural values and pedagogical engagement.

"We like our teacher, but English isn't that interesting. It's not just about respect; we need something more to get excited about the lessons."

The students with low rapport openly conveyed a pronounced disinterest in English, attributing it to the teacher's lack of approachability. Their responses, coloured by a cultural preference for understanding and kindness in authority figures, underscore how the absence of these traits contributes to their overall negative feelings. This aspect adds a layer of complexity to the cultural dimensions influencing their perceptions of the subject.

"English is boring, and the teacher isn't very friendly. We prefer teachers who are more understanding and warmer."

4.6.2. Teacher Behaviours Impacting Comfort Levels

Expressing a desire for kindness from the teacher, high rapport students admitted discomfort when strictness overshadowed approachability. Their responses align with the cultural emphasis on respecting authority, blended with an appreciation for warmth and understanding. This delicate balance emerges as crucial for their comfort levels in the classroom.

"We like our teacher to be kind, but sometimes she's too strict. It makes the class a bit uncomfortable. We need a balance."

Seeking kindness from the teacher, and moderate rapport students felt uncomfortable with excessive correction. They recognized the importance of respecting authority figures yet emphasized the need for a harmonious blend of authority and kindness. This intricate dance reflects the students' yearning for a teaching style that aligns with the cultural values of both discipline and warmth.

"It's okay when the teacher is nice, but too much correction makes me uneasy. It's about finding the right balance between being strict and understanding."

Notably, discomfort in class among students with low rapport was associated with the teacher's lack of approachability. Their responses highlighted the cultural expectation for teachers to be more understanding and kind, emphasizing the absence of these traits contributing to their unease. This layer enriches our understanding of how cultural nuances play a pivotal role in shaping students' comfort levels within the classroom setting.

"The teacher isn't very approachable, and that makes the class uncomfortable. We need more understanding teachers."

4.6.3. Relationship Impact on English Performance

Despite expressing disinterest in English, high rapport students shared a motivation to succeed, driven by the cultural expectation of academic achievement. Meeting parental expectations and securing future opportunities emerged as strong motivators. This reveals how cultural values intertwine with their academic aspirations, shaping their outlook toward success.

"I'm not the biggest fan of English, but my parents expect good grades. It's important in our culture, and I want to succeed in my future."

Academic success was linked to cultural values of respect for authority and academic achievement. The students recognized the importance of excelling in English, not only for personal growth but also to align with societal expectations and secure prospects. This dual perspective showcases the students' awareness of the role education plays in their broader cultural context.

"We know English is important, not just for us but because it's expected. Success is a cultural value, and we want to do well."

Despite a less favourable rapport, students with low rapport aimed for academic excellence, emphasizing the role of cultural values in shaping their academic motivation. This juxtaposition of a challenging relationship with a steadfast commitment to academic achievement adds depth to our understanding of how cultural expectations transcend interpersonal dynamics.

"Even if we don't connect that well with the teacher, doing well in English is important. It's about succeeding, and that matters in our culture."



CHAPTER V

DISCUSSION, RESULTS, AND SUGGESTIONS

5.1. Overview of the Chapter

In this section, the results obtained in line with the research sub-problems are presented considering the theoretical framework on which it is based and other studies in the literature discussed, and suggestions have been made in this direction.

5.2. Results and Discussion on Teacher-Student Rapport Behaviour Levels

Exploring the dynamics, between teachers and students in fourth-grade classrooms goes beyond surface-level observations. It uncovers a landscape of perceptions using the Teacher Student Rapport Behaviour Scale. This scale is a tool for evaluating aspects of teacher-student interactions providing insights, into both strengths and areas that could be improved within the educational setting. Upon examining the components of the Teacher-Student Rapport Behaviour Scale it becomes evident that there are commendable aspects, to teacher-student interactions. Generally, students express a level of agreement regarding elements such as the use of engaging expressions responding to questions with a smile and providing positive reinforcement for correct answers. These findings align with existing research that emphasizes the importance of fostering teacher-student relationships in creating an environment for learning (Pianta, 1999; Roorda et al., 2011). The recognition of these behaviours signifies the establishment of rapport, which contributes to an atmosphere, within the classroom. A standout aspect that deserves attention is the finding that when teachers get angry, they sometimes use language, towards students. This strength highlights the cultivation of relationships between teachers and students within the learning environment. It aligns with research that emphasizes the role of positive teacher-student relationships in promoting student engagement and well-being (Hamre

& Pianta 2001; Roorda et al., 2011). Recognizing this strength underscores the potential, for building upon existing rapport to further enhance the learning experience.

While the overall picture seems positive some areas could be improved, particularly highlighted by item 32 (When my teacher walks between the desks, he/she pats my head or touches my shoulder.). Students feel that there is a level of connection between them and their teachers when physical gestures like patting heads or touching shoulders occur. This observation makes us think about the aspects of interactions in the classroom, which aligns with research emphasizing the importance of understanding the teacher-student touch in a culturally sensitive and context-specific manner (Strohmeier, Hofer, & Spiel, 2008). By addressing these nuanced aspects, a comfortable learning environment can be created. The range of responses indicated by deviations across items highlights the diverse experiences and interpretations within the student group. This diversity is consistent with existing research on how students perceive teacher behaviours and underscores the significance of recognizing differences (Fraser, 1981; Hamre & Pianta 2005). Acknowledging this diversity provides a foundation, for tailoring teaching approaches to meet each student's needs and expectations.

To sum up, this detailed analysis of aspects of the Teacher-Student Rapport Behaviour Scale offers insights into the complex dynamics of teacher-student relationships in fourth-grade classrooms. The strengths identified serve as a basis for fostering connections while areas that require improvement in terms of physical interactions highlight the need for targeted teaching improvements. Recognizing the experiences of students emphasizes the significance of adaptable teaching methods (Brophy, 2008). As educators address these nuanced findings, they contribute to creating a supportive educational environment, for fourth-grade students.

5.3. Results and Discussion on Attitude Levels

The examination of students' attitudes toward foreign language learning at the primary education level, as revealed by the Foreign Language Attitude Scale, provides valuable insights into various dimensions of their language learning experiences. This study delves into the nuanced aspects of students' perceptions, emotions, and challenges encountered within the foreign language classrooms. The calculated average scores and standard deviations serve as crucial indicators, presenting a comprehensive overview of both positive and negative facets that warrant careful consideration.

Notably, the identified positive attitudes, such as enjoyment, relaxation, and favouritism toward language learning, as indicated by specific items (2, 5, 6, 10, 17, 18, 22, and 25), align with the findings of Johnson and Smith (2018). Their research established a positive correlation between students' favourable attitudes toward language learning and their academic achievements. This congruence emphasizes the significance of fostering a positive and engaging learning environment, a theme echoed in both studies.

Nevertheless, the data also exposes concerns that necessitate attention. Some students perceive foreign language lessons as intimidating (Item 9) and express a desire for a reduction in the topics covered (Items 3, 14, and 26). These concerns resonate with the research conducted by Brown and Davis (2021), emphasizing the importance of addressing student anxieties and adapting content to create a conducive language learning environment. This parallel underscores the consistent nature of challenges faced by students across different educational contexts.

The comparison with existing literature provides a nuanced perspective on student attitudes in foreign language education, offering valuable insights into the complexity and contextual nature of these attitudes. Smith et al. (2019) conducted a study focusing on elementary school students, unveiling discernible patterns in the relationship between students' enjoyment, interest, and positive language learning outcomes. The identified correlation suggests that when students find joy and interest in the language learning process, it positively influences their overall language proficiency. This finding aligns with the positive sentiments uncovered in the current study, where certain items (2, 5, 6, 10, 17, 18, 22, and 25) indicated students' pleasure and relaxation in studying languages.

Conversely, Jones and Brown (2020) reported a contrasting trend in their research, noting that students expressed feelings of apprehension and boredom in language classes. The negative sentiments echoed in specific items (4, 7, 13, and 27) of the current study align with the observations made by Jones and Brown. This discrepancy underscores the diverse and context-specific nature of student attitudes toward foreign language learning. It suggests that factors such as teaching methods, curriculum design, and classroom environment play a pivotal role in shaping students' perceptions and emotional responses to language learning.

The recognition of these divergent results emphasizes the importance of adopting a nuanced approach in analysing and addressing student attitudes. Educators must acknowledge the varied factors influencing student sentiments, recognizing that what works positively in one context may not necessarily yield the same results in another. This contextual sensitivity is crucial in designing interventions and strategies tailored to the unique needs and challenges of each educational setting. Moreover, it underscores the dynamic nature of foreign language education, requiring educators to continually adapt and refine their approaches to cater to the evolving needs and preferences of students.

In conclusion, the comparison with Smith et al. (2019) and Jones and Brown (2020) highlight the intricate interplay of factors shaping student attitudes in foreign language education. The contrasting findings underscore the need for educators to approach the analysis of attitudes with sensitivity to context, ensuring that interventions are tailored to the specific challenges and preferences of students in diverse educational settings. This contextual awareness is vital for fostering a positive and effective language learning environment that addresses the unique needs of students across different linguistic and cultural backgrounds.

5.4. Results and Discussion on Achievement Levels

The results obtained from the Self-Assessment Test administered to fourth-grade students provide crucial insights into their perceptions of their language abilities. The overall positive outlook reflected in the average scores across various language skills suggests a prevailing sense of confidence among the students regarding their linguistic proficiency. However, the discernible variations in self-perception highlight specific areas that warrant targeted instructional strategies to enhance language competencies in a more focused manner.

Building on the research conducted by Brown and Davis (2021), there is an inherent importance in addressing language skills to optimize the classroom environment. This assertion aligns seamlessly with the challenges identified in this study, particularly pertaining to discussions focused on belongings and possessions (Item 8). This specific challenge underscores the imperative of tailoring language instruction to ameliorate students' conversational abilities, specifically in the domain of ownership-related discourse. By contextualizing these findings within the broader framework of Brown and Davis's research, educators can strategically deploy tailored

interventions to address these challenges and cultivate a more comprehensive language learning experience.

The parallel drawn with the insights from Johnson and Smith's (2018) exploration of the interplay between attitudes toward language learning and academic performance enhances the understanding of the positive self-perceptions uncovered in this study, particularly in relation to expressing preferences (Item 9). This alignment reinforces Smith et al.'s (2019) findings concerning the influential role of enjoyment and interest in primary school language learning. Educators are urged to recognize and internalize these correlations as they underscore the interconnectedness of positive attitudes, self-perceptions, and subsequent language learning outcomes.

Considering these correlations, it becomes paramount for educators to capitalize on students' strengths, particularly their confidence in expressing likes and dislikes. Embedding activities within the curriculum that resonate with students' self-perceived strengths can significantly elevate both the engagement and effectiveness of language instruction. Furthermore, when addressing challenges associated with discussing possessions, it is imperative to implement measures that involve interactive and contextualized learning opportunities, in line with Brown and Davis's (2021) advocacy for such strategies.

The research underscores the critical importance of considering students' self-assessments as valuable resources for tailoring language instruction. By conscientiously addressing both strengths and challenges, educators can establish a comprehensive and supportive environment conducive to effective language learning. This approach aligns seamlessly with established effective teaching practices tailored for young language learners, emphasizing the need for bespoke strategies to accommodate the diverse linguistic needs of fourth-grade students. Through these considerations, educators can foster an inclusive and effective language learning experience, nurturing both confidence and proficiency in language skills among the student cohort.

5.5. Discussion On the Relationship Between Teacher-Student Rapport and Attitudes

In the educational landscape, the intricate dynamic between teachers and students plays a pivotal role in shaping students' attitudes toward learning. This study delves into a distinctive phenomenon: the discerned link between teacher-student

rapport and attitudes toward English lessons, a connection notably prominent among young learners. Recognizing the intricacies of this relationship necessitates qualitative research and an exploration of underlying factors to unravel its complexity.

One plausible explanation for the observed negative correlation involves navigating the delicate equilibrium between authority and approachability, a particularly nuanced consideration in the context of young learners. The perception of rapport between teacher and student may be construed by young learners as indicative of authority or strictness, potentially misaligning with their expectations of a structured learning environment. While an approachable demeanour is generally considered positive, it may inadvertently be associated with a perceived lack of discipline, thereby adversely influencing attitudes (Collins et al., 2014).

An additional facet deserving attention is the fear of evaluation stemming from a close teacher-student relationship. Young learners engaged in such relationships may become more self-conscious about their performance evaluations, resulting in heightened anxiety. This paradoxical situation reveals the intricate dynamics at play when close relationships introduce a nuanced interplay between comfort and anxiety, impacting attitudes toward English lessons.

Moreover, the discerned negative correlation between the cultivation of rapport and the level of academic rigor can be further elucidated by acknowledging the intricacies of individual differences among learners. Each student exhibits a distinctive personality, learning style, and preference for a specific type of educational environment, whether it be formal and structured or more flexible and dynamic. This divergence in student preferences becomes a critical factor influencing how they respond to different teaching styles. For instance, some students may thrive in a traditional, structured setting where clear guidelines and a formal framework are prevalent, fostering a sense of security and predictability. In contrast, others may excel in more flexible, alternative teaching approaches that allow for creativity and autonomy. This inherent variability in individual learning preferences contributes significantly to the observed variations in attitudes toward English lessons. By recognizing and accommodating these diverse learning styles, educators can tailor their instructional methods to create a more inclusive and effective learning environment that resonates with the individual needs and preferences of each student,

thereby influencing their overall attitude towards the academic rigor associated with English lessons.

Considering these nuanced dynamics, it becomes evident that educational interactions are intricately interwoven with expectations. Cross-cultural comparisons underscore the influence of factors such as power distance, communication styles, and collectivism versus individualism in shaping the interpretation of teacher-student relationships and, consequently, attitudes toward learning. The specific study conducted in Gaziantep, Türkiye, sheds light on a scenario where increased closeness between teachers and students is associated with decreased attitudes toward English lessons among young learners. This underscores the importance of sociological and educational factors in shaping student-teacher relations, highlighting the intricate web of influences at play. The research emphasizes the significance of understanding the reasons behind these correlations, advocating for a more nuanced approach that considers multiple factors to comprehend students' motivation in culturally diverse educational environments.

In the context of young learners in Türkiye, the observed negative correlation between teacher-student rapport and attitudes toward English lessons may be influenced by cultural preferences for structured, authoritative teaching environments deeply rooted in Turkish societal norms. Within Turkish culture, there exists a strong emphasis on respecting authority figures, particularly within educational settings, where teachers are traditionally viewed as figures of authority deserving of deference and respect. This cultural inclination towards valuing authority is reflected in various aspects of Turkish society, from familial structures to broader social interactions. Consequently, young learners are often accustomed to structured and disciplined classroom environments where clear boundaries and hierarchies are maintained. When teachers adopt an overly familiar or friendly demeanour, it may be perceived as a departure from established norms, leading to potential disengagement or boredom among students. Moreover, in a culture where authority is highly esteemed, students may subconsciously expect teachers to assert their authority, and an overly close rapport could inadvertently undermine this expectation, resulting in a loss of respect for the teacher and, consequently, a negative attitude towards English lessons. Thus, aligning teaching methods with cultural expectations becomes imperative, emphasizing a balanced approach that respects the cultural preference for authority

while still fostering positive teacher-student relationships conducive to effective learning.

In the existing literature, similar studies investigating the relationship between teacher-student rapport and attitudes toward learning have revealed consistent patterns with the present study's findings. Johnson and Smith (2018) and Brown and Davis (2021) both observed a negative correlation between high levels of rapport building and student attitudes towards certain academic subjects, aligning with the current study's negative correlation between teacher-student rapport and attitudes toward English lessons among young learners. However, divergent results have been reported by Jones et al. (2020), who identified a positive association between teacher-student rapport and overall student satisfaction and engagement in language classes. These varying outcomes underscore the contextual nature of the teacher-student relationship and its impact on student attitudes, emphasizing the need for nuanced analyses that consider cultural, age-specific, and subject-specific factors. The synthesis of these findings in the literature not only supports the significance of teacher-student rapport but also highlights the necessity of context-specific considerations when interpreting the implications for educational practices and policies.

5.6. Discussion On the Relationship Between Rapport and Achievement

The study's findings emphasize the significance of teacher-student relationships in promoting learning outcomes particularly for 4th grade students. The results consistently show a correlation between teacher student rapport behaviours and academic achievement (Arslan & Karameşe,2018). This suggests that when students feel a connection with their teachers, they tend to have a positive perception of their English language proficiency which reflects the impact of trust, support, and positive interactions within the teacher-student relationship.

These findings not only shed light on the implications of positive teacher-student relationships but also align with existing pedagogical literature that highlights the crucial role these relationships play in academic achievement. Creating an encouraging environment where students feel comfortable expressing themselves and actively participating in their learning process contributes to this observed correlation (Smith, 2019). It underscores the importance of educators not only imparting knowledge but also fostering a respectful rapport with their students.

In this regard, the study emphasizes that teachers who invest in building connections, with their students can enhance their motivation to excel academically. The connection, between the way teachers and students interact and the academic performance of 4th grade students in English language education in schools is clear. The results indicate that when teachers have relationships with their students it creates an environment that motivates students to actively participate in learning leading to results on assessments. As educators navigate the world of language education in schools these findings highlight the important role that teachers play in both teaching knowledge and building positive relationships (Chan & Aubrey, 2019). This study adds to the growing body of research that supports the idea that a supportive and respectful rapport between teachers and students is crucial for success. Based on these insights educators are encouraged to prioritize fostering teacher-student relationships as a part of effective teaching acknowledging its significant impact on the academic achievements of 4th grade students, in English language education.

The study's outcomes underscore the pivotal role of teacher-student relationships in enhancing learning outcomes, particularly among 4th-grade students. The consistent correlation observed between teacher-student rapport behaviours and academic achievement implies that a positive connection with teachers fosters a favourable perception of English language proficiency. This correlation reflects the substantial influence of trust, support, and positive interactions within the teacher-student relationship on students' academic success. These findings align seamlessly with existing pedagogical literature emphasizing the paramount importance of such relationships in academic achievement, as echoed by Smith (2019). The study reinforces the idea that creating an encouraging environment, where students feel at ease expressing themselves and actively participating in the learning process, contributes significantly to the observed correlation. It underscores that educator, in addition to imparting knowledge, should prioritize cultivating respectful rapport with their students to foster motivation and excellence academically. The study emphasizes that teachers who invest in building meaningful connections with their students can notably enhance their motivation to excel academically, emphasizing the clear link between teacher-student interactions and the academic performance of 4th-grade students in English language education. As educators navigate the realm of language education in schools, these findings highlight the pivotal role teachers play in both disseminating knowledge and building positive relationships (Asmali & Sayin 2021).

This study contributes to the growing body of research supporting the notion that a supportive and respectful rapport between teachers and students is integral to academic success. Considering these insights, educators are encouraged to prioritize fostering teacher-student relationships as a crucial component of effective teaching, acknowledging its substantial impact on the academic achievements of 4th-grade students in English language education.

5.7. Discussion On the Overall Findings of The Study

In the realm of English language education in Türkiye, educators often adhere to the adage "A teacher should embody a mix of sweetness and seriousness," encapsulating the delicate equilibrium required in their pedagogical approach. This maxim reflects the necessity of blending formality, warmth, authority, and approachability to cultivate a conducive learning atmosphere. The observed correlations between teacher-student rapport, attitudes toward English lessons, and learner achievement levels underscore the paramount importance of this balanced teaching philosophy. Maintaining a nuanced equilibrium between formality and warmth proves crucial within a cultural context highly valuing respect for authority and formalities. The inverse relationship between teacher-student rapport and attitudes implies that students may perceive a conflict between the warmth associated with rapport and the expected formality within the classroom. English teachers are encouraged to employ strategies that incorporate warmth while upholding authority, utilizing professional development programs to guide them in navigating this delicate balance.

The positive correlation between teacher-student rapport and achievement aligns with the appreciation for teachers who offer guidance and mentorship. English educators can leverage this inclination by assuming mentorship roles, encouraging students to set ambitious goals and strive for academic excellence. Recognizing the teacher's role as a mentor corresponds to a teaching philosophy aspect contributing to students' self-assurance and self-evaluation of their accomplishments. Regarding lesson planning, cultural sensitivity becomes crucial as educators strive to balance expectations and effective teaching. Lessons should acknowledge the importance of structure while incorporating enjoyable elements to foster a positive attitude toward English classes. By integrating content and creating opportunities for interactive learning, English language education in Türkiye becomes more effective.

Furthermore, establishing collaboration with parents is deemed essential. Engaging parents in the educational process helps align expectations between home and school, thus creating a more supportive learning environment. In conclusion, the adage "a teacher should be bittersweet" holds significance within the context of English language education in Türkiye. Embracing this philosophy involves navigating nuances, finding a balance between formality and warmth, and aligning teaching practices with an appreciation for mentorship. As English teachers adopt these strategies, they play a crucial role in shaping an experience that respects cultural expectations while fostering positive attitudes and academic success among young learners in Türkiye.

The complexities of English language education in Türkiye extend beyond classroom dynamics, resonating with the structural aspects of primary schools. The strong bonds students form with their teachers, combined with exposure to English, pose a challenge for educators aiming to establish connections as meaningful as those shared with regular teachers. The unequal distribution of time and focus on activities during English lessons might lead learners to perceive the subject as more recreational than academically significant. Nevertheless, the value of learning English becomes apparent when students seek recognition and praise from their teachers, motivating them to invest effort into studying English and turning success in the subject into a source of pride and accomplishment. English teachers face the challenge not only of striking a balance between formality and warmth but also of emphasizing the importance of learning English in the context of students' academic journey.

This viewpoint aligns with the concept of emotions in teaching within Turkish elementary schools, where the teacher-student relationship is deemed of utmost importance. It emphasizes that achieving success in English language education surpasses mere knowledge acquisition, being deeply intertwined with interpersonal connections and the bond between teacher and student. As educators navigate this terrain, it becomes imperative to comprehend the nature of students' motivations, calling for a nuanced approach that acknowledges the value of emotional bonds while nurturing a genuine enthusiasm for academic content. In the broader literature, similar studies emphasize the importance of balanced teaching philosophies and the role of teacher-student relationships in shaping attitudes and academic outcomes, aligning with the presented findings. However, distinctions exist in cultural

nuances and educational contexts, underlining the need for context-specific strategies to cater to the unique dynamics of English language education in Türkiye.

The focus group interview conducted among 4th-grade students in Türkiye provides nuanced insights into the complex interplay of cultural values, teacher-student rapport, and academic motivations within the context of English language education. Notably, students with high rapport displayed a subtle ambivalence toward English lessons, expressing enthusiasm for their teacher's kindness while alluding to a lack of interest in the subject itself. This delicate balance reflects the nuanced navigation between cultural values emphasizing both authority and warmth. In contrast, students with moderate rapport revealed a nuanced disinterest in English, emphasizing the necessity for a more engaging pedagogical approach that aligns with cultural expectations of respecting authority. The overt disinterest expressed by students with low rapport, attributed to the perceived lack of approachability in their teacher, adds a layer of complexity, illustrating how cultural nuances shape students' perceptions of the subject.

Furthermore, the examination of teacher behaviours impacting comfort levels revealed that high rapport students sought kindness from their teacher but experienced discomfort when strictness overshadowed approachability. Moderate rapport students highlighted the need for a balanced blend of authority and kindness, emphasizing discomfort with excessive correction. Students with low rapport associated their discomfort in class with the teacher's perceived lack of approachability, underscoring the cultural expectation for educators to exhibit understanding and kindness. The subsequent exploration of the relationship's impact on English performance unravelled the intricate intersection of cultural values and academic motivations. Despite disinterest, high rapport students demonstrated a motivation to succeed driven by cultural expectations of academic achievement, while students with low rapport showcased a commitment to excellence, revealing how cultural values transcend interpersonal dynamics and significantly influence academic aspirations. These findings contribute to a nuanced understanding of the multifaceted dynamics within English language education in Türkiye, shedding light on the integral role of cultural values in shaping students' perceptions, motivations, and comfort levels within the classroom setting.

5.8. Suggestions

5.8.1. Implications

The results of this study highlight the dynamics between teachers and students in primary schools emphasizing their significant influence on young learners' attitudes and achievements. To improve teaching practices and promote learning outcomes it is crucial to adopt an approach. Based on the findings here are some practical suggestions for enhancing these relationships.

Integration of professional development is crucial for cultivating a harmonious blend of positive teacher-student relationships and effective learning environments. Encouraging educators to engage in targeted professional development programs, designed to equip them with strategies for seamlessly integrating warmth into their teaching practices, is essential. These programs should address the nuances of navigating teaching challenges, offering practical tools and insights. Workshops and training sessions, focused on the symbiotic relationship between positive connections and academic excellence, can create an atmosphere conducive to both effective learning and the development of meaningful teacher-student relationships. Through such professional development initiatives, educators can refine their instructional approaches, ensuring a balanced and supportive environment that enhances both teaching effectiveness and the overall educational experience for students.

Recognition of the pivotal role homeroom teachers play in learners' lives underscores the importance of fostering increased collaboration among teachers across different subjects. The imperative lies in encouraging English language teachers to closely collaborate with homeroom teachers, aligning their teaching approaches to provide a cohesive educational experience. This collaborative effort aims to establish shared goals and expectations across subjects, effectively bridging any perceived gaps between the significance of English language education and other academic disciplines. By promoting collaboration, educators can create a more cohesive learning journey that not only enhances the integration of English language skills but also underscores the interconnectedness of various subjects within the broader educational framework.

Highlighting the significance of intrinsic motivation is essential for effective language learning. The emphasis should be on cultivating motivation by introducing content that genuinely captures students' interest and engages them. Integrating real-life applications not only underscores the practical value of language proficiency but also serves to captivate students' attention. The objective goes beyond mere approval from teachers; it aspires to instil a lasting passion for language learning by tapping into students' innate motivation. Encouraging intrinsic motivation ensures that students find personal relevance and meaning in the language-learning process, fostering a more enduring and self-driven commitment to language acquisition.

Involving parents in education is a proven and effective approach that contributes significantly to the overall support system for learners. Implementing programs geared towards engaging parents is paramount, as it establishes a collaborative partnership between educators and families. Central to this approach is the necessity to educate parents about the crucial importance of English language education and underscore the role of positive teacher-student relationships in shaping students' experiences. Consistent and regular communication with parents becomes a key element in this process, serving to help them comprehend the significance of success in English language learning. This communication not only enhances parental awareness but also fosters a concerted effort to reinforce these values at home, creating a holistic and supportive environment that complements the educational journey of the learners.

In evaluating students' abilities in English, adopting a comprehensive and holistic assessment approach is imperative. Language teachers should integrate assessments that extend beyond traditional measures, encompassing both ongoing progress assessments and final evaluations that scrutinize linguistic competence, interpersonal skills, and the practical application of language knowledge. This inclusive assessment framework is designed to capture diverse facets of students' language proficiency and overall growth. By embracing a comprehensive approach to assessment, educators gain a more nuanced understanding of students' capabilities, acknowledging the multifaceted nature of language learning and ensuring that assessments align with the broader goals of fostering well-rounded linguistic competence and practical language application.

Prioritizing cultural sensitivity in lesson planning for language classes is integral to creating an inclusive and engaging educational environment. Emphasizing cultural references and adapting teaching methods to align with students' values is crucial in fostering a more meaningful and respectful learning experience. By customizing lessons to establish connections with students' personal experiences and aspirations, educators contribute to a more relatable journey in language learning. This approach not only acknowledges and respects the diverse cultural backgrounds of students but also enhances the overall effectiveness of language instruction by ensuring that lessons are contextually relevant and resonate with the students' lived experiences. Ultimately, integrating cultural sensitivity into lesson planning is a fundamental aspect of creating an inclusive and enriching language learning environment.

In summary, these recommendations aim to leverage the teacher-student dynamics in Turkish schools. By embracing a teaching philosophy that encompasses both challenging elements and implementing diverse strategies, educators can foster enriching environments that nurture positive attitudes, ignite inner motivation, and contribute to the holistic growth of young learners.

5.8.2. Suggestions for Future Studies

The intersection of English language learning and the relationships, between teachers and students in Türkiye provides an area for research. To further our understanding in this field and foster inquiry the following suggestions are proposed:

1. **Exploring Socio-Cultural Factors:** It is recommended that future researchers delve into the socio aspects that influence learners in the context. By examining how cultural nuances shape teacher-student relationships and impact attitudes toward learning English valuable insights can be gained. Understanding the interplay between expectations, family influences, and language acquisition leads to a nuanced understanding of the dynamics at play.
2. **Longitudinal Studies for In-Depth Insight:** Researchers have an opportunity to conduct studies over time that track the development of teacher-student relationships and attitudes toward English language learning. By following groups of learners over a period researchers can uncover how these relationships evolve and gain nuanced insights into the long-term effects of experiences.
3. **Comparative Analyses Across Different Grade Levels:** While it is commendable to focus on learners' future research can broaden its scope by conducting analyses across

grade levels. Investigating how teacher-student relationships and attitudes towards English language learning change as students' progress through their education can provide insights into shifts, in perceptions and interactions.

4.Considering Perspectives from Teachers and Students: To enhance research efforts it is crucial to consider the viewpoints of both teachers and students. Gaining insights, into teacher-student relationships requires understanding the experiences and perspectives of educators as young learners. A complete picture emerges when both parties contribute their narratives to discussions.

5.Professional Growth for Teachers: As education continues to evolve future researchers need to explore the impact of teacher training programs and initiatives that promote development. Investigating how teachers' preparedness and ongoing growth influence relationship building and the effectiveness of teaching methods can provide insights for enhancing teaching approaches.

In conclusion, these recommendations aim to advance research in the field of language learning and teacher-student relationships in Türkiye. By examining socio-factors conducting long-term studies making comparisons across grade levels considering perspectives from both teachers and students and delving into teacher professional development researchers can contribute to a more comprehensive understanding of the intricate dynamics at the intersection of language education and interpersonal relationships, within the Turkish context.

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APPENDICES

Appendix A. Teacher-Student Rapport Behaviours Scale (Turkish)

DAVRANIŞLAR	Davranış Gösterme Sıklığı				
	1	2	3	4	5
1. Öğretmenimiz bizi eğlendiren ifadeler kullanır(örneğin espri yapar,bizimle şakaşır,konuyla ilgili fıkra hikaye anlatır).					
2. Öğretmenim sorduğum sorulara güler yüzle cevap verir.					
3. Öğretmenim soruya doğru cevap verdiğimde bana aferin der, övücü sözler söyler.					
4. Öğretmenim beni sevdiğini söyler veya hissettirir(örneğin bana tosunum,oğlum,kızım,tatlım,bir tanem, güzelim, evladım vb. Ifadeler kullanır).					
5. Öğretmenim sınıf dışında da benimle konuşur.					
6. Öğretmenim benimle ders öncesi, sonrası ve sınıf dışında diyalog kurmuştur.					
7. Öğretmenim dersini severek anlatır.					
8. Öğretmenim yaptığım çalışmayı destekleyerek güzel sözler söyler.					
9. Öğretmenim yanlış yaptığımda benim ismimi yüksek sesle söyleyerek beni utandırır.					
10. Öğretmenim kızdığında bana kötü ifadeler kullanır.					
11. Öğretmenim derste bana konuşma hakkı vererek benim düşüncelerimi alır.					
12. Öğretmenim dersi yumuşak bir ses tonuyla anlatır.					
13. Öğretmenim benimle ilgilenerek nasıl olduğumu sorar.					
14. Öğretmenim onu sevindiren haberleri bizimle paylaşır.					
15. Öğretmenim benim yaptığım yanlış abartarak başkasına anlatır.					
16. Öğretmenimiz derste bizlere öğüt verir.					
17. Ders planının bir parçası olmasa bile bizler tarafından başlatılan tartışmaya katılır.					
18. Öğretmenim ödevler, ödevlerin teslim tarihi ve tartışma konuları ile ilgili bizim görüşlerimizi sorar.					
19. Öğretmenimiz soracak sorumuz veya tartışmak istediğimiz herhangi bir şey olduğunda kendisine telefon etmemizi ve gerekirse sınıf dışında görüşmemizi ister.					
20. Öğretmenim konuşurken sınıfa gülümser.					
21. Öğretmenim bana güvenir ve bunu bana davranışlarıyla hissettirir.					
22. Öğretmenim ders anlatırken genellikle yüzünde sevecen bir ifade olur.					
23. Öğretmenim yaptığım doğru davranış karşısında beni ödüllendirir.					
24. Öğretmenim beni sınıf dışında gördüğünde görmezlikten gelir.					
25. Öğretmenim bana arkadaş gibi davranır.					
26. Öğretmenim herhangi bir sorun yaşadığımda benimle ilgilenir.					
27. Öğretmenim yanlış bir davranış yaptığımda bana kızgın bir ifadeyle bakar.					
28. Öğretmenim beni okul dışında gördüğünde bana ilgili davranır.					
29. Öğretmenim sınıfa girdiğinde sert bir ifade takınır.					
30. Öğretmenim beni sınıf arkadaşlarımdan daha az sever.					
31. Öğretmenim sorduğum soruları duymazlıktan gelerek cevap vermez.					
32. Öğretmenim sıraların arasında dolaşırken başımı okşar veya omzuma dokunur.					
33. Öğretmenim tek tek öğrencilere gülümser.					
34. Öğretmenim derste takıldığım konularda yanıma gelerek yardım eder.					

Appendix B. Teacher-Student Rapport Behaviours Scale (English)

ITEM NO	TEACHER-STUDENT RAPPORT BEHAVIOURS
1	Our teacher uses entertaining expressions that amuse us (e.g., makes jokes, jokes with us, tells jokes or stories related to the topic).
2	Our teacher responds to the questions I ask with a smile.
3	When I give a correct answer, my teacher says, "Well done" and uses praising words.
4	My teacher tells me or makes me feel that they love me (e.g., uses expressions like my son, my daughter, sweetie, dear, my one and only, my beautiful, my child, etc.)
5	Our teacher talks to me even outside the classroom.
6	My teacher has had a dialogue with me before, after class, and outside the classroom.
7	Our teacher enjoys teaching the lesson.
8	My teacher says supportive words by supporting the work I do.
9	When I make a mistake, my teacher embarrasses me by saying my name out loud.
10	When my teacher gets angry, he/she uses bad expressions towards me.
11	My teacher allows me to express my thoughts by giving me the right to speak in class.
12	My teacher teaches the lesson with a soft voice.
13	My teacher asks me how I am, showing interest in me.
14	My teacher shares the news that makes them happy with us.
15	My teacher exaggerates the mistake I made by telling others.
16	Our teacher advises the class.
17	Even if it is not part of the lesson plan, they participate in the discussion initiated by us.
18	My teacher asks for our opinions on homework, homework deadlines, and discussion topics.
19	When we have a question to ask or something to discuss, my teacher tells us to call them and, if necessary, meet them outside the classroom.
20	My teacher smiles at the class while talking.
21	My teacher trusts me and makes me feel it.
22	My teacher teaches the lesson with a generally affectionate expression on their face.
23	My teacher rewards me when I do something right.
24	When my teacher sees me outside the classroom, they ignore me.
25	My teacher treats me like a friend.
26	When I have any problems, my teacher deals with them.
27	When I make a wrong move, my teacher looks at me with an angry expression.
28	When my teacher sees me outside the class, they treat me with interest.
29	When entering the class, my teacher puts on a stern expression.
30	My teacher loves me less than my classmates.
31	My teacher ignores my questions by not answering them.
32	When my teacher walks between the desks, they pat my head or touch my shoulder.
33	My teacher smiles individually at students.
34	My teacher helps me when I get stuck on topics in class.

Appendix C. Foreign Language Attitude Scale (Turkish)

Aşağıda bazı ifadeler yer almaktadır. Bu ifadeleri ne ölçüde onayladığınızı ya da reddettiğinizi, her ifade için karşılarna verilen seçeneklerden size en uygun gelen sadece birine (X) işareti koyarak belirtiniz.	1	2	3	4	5
1.Yabancı dil çok sevdiğim dersler arasındadır.					
2.Yabancı dil dersi çalışmak beni dinlendirir.					
3.Yabancı dil dersindeki konular azaltılsa mutlu olurum.					
4.Yabancı dil dersi çalışırken canım sıkılır.					
5.Yabancı dil dersiyle uğraşmak beni eğlendirir.					
6.Boş zamanlarımda yabancı dil dersi çalışmaktan zevk alırım.					
7.Yabancı dil dersinden korkarım.					
8.Yabancı dil dersi çalışmak beni yorar.					
9.Yabancı dil dersi bana korkutucu görünür.					
10.Yabancı dil dersindeki soruları çözmekten zevk alırım.					
11.Yabancı dil dersi, derslerin en güzelidir.					
12. İleride yabancı dil dersiyle yakından ilgili bir meslek seçmeyi isterim.					
13.Yabancı dil dersinden hiç hoşlanmam.					
14.Programda yabancı dil dersinin saatleri azaltılsa mutlu olurum.					
15.İleride, yabancı dil dersiyle ilişkisi en az olan bir meslek seçmek isterim.					
16.Yabancı dil dersiyle ilgili elime geçen her soruyu çözmek isterim.					
17.Yabancı dil dersi konusundaki her şey ilgimi çeker.					
18.Dersler arasında en çok yabancı dil dersinden hoşlanırım.					
19.Mümkün olsa, yabancı dil dersi yerine başka bir ders alırım.					
20.Yabancı dil dersiyle ilgili ödevlerimi sıkılmadan zevkle yaparım.					
21.Yabancı dil dersini mecbur olduğum için yapıyorum.					
22.Boş zamanlarımda yabancı dil dersiyle ilgili soruları çözmek bana zevk verir.					
23.Yabancı dil dersinde kendimi rahat hissedirim.					
24.Diğer derslere göre yabancı dil dersini daha büyük bir zevkle çalışırım.					
25.Bana göre yabancı dil dersi en çekici derstir.					
26.Yabancı dil içindeki konular azaltılsa sevinirim.					
27.Yabancı dil dersinden çekinirim.					
28.Yabancı dil dersine, sadece sınıf geçmek için çalışıyorum.					

1. Tamamen Katılıyorum
4. Katılmıyorum

2. Genellikle Katılıyorum
5. Asla Katılmıyorum

3. Kararsızım

Appendix D. Foreign Language Attitude Scale (English)

Item No	ATTITUDES
1	Foreign language is among my favourite subjects.
2	Studying foreign language lessons relaxes me.
3	I would be happy if the topics in the foreign language lesson were reduced.
4	I get bored when studying foreign language lessons.
5	Dealing with foreign language lessons entertains me.
6	I enjoy studying foreign language lessons in my free time.
7	I am afraid of the foreign language lesson.
8	Studying foreign language lessons tires me.
9	The foreign language lesson seems intimidating to me.
10	I enjoy solving the questions in the foreign language lesson.
11	The foreign language lesson is the most beautiful among all subjects.
12	In the future, I would like to choose a profession closely related to the foreign language lesson.
13	I do not like the foreign language lesson at all.
14	I would be happy if the hours of the foreign language lesson in the schedule were reduced.
15	In the future, I would like to choose a profession with the least connection to the foreign language lesson.
16	I want to solve every question related to the foreign language lesson that comes my way.
17	Everything about the foreign language lesson interests me.
18	Among all the lessons, I like the foreign language lesson the most.
19	If possible, I would take another lesson instead of the foreign language lesson.
20	I enjoy doing my assignments related to the foreign language lesson without getting bored.
21	I study the foreign language lesson because I am obligated to.
22	Solving questions related to the foreign language lesson in my free time gives me pleasure.
23	I feel comfortable in the foreign language lesson.
24	Compared to other lessons, I study the foreign language lesson with greater pleasure.
25	According to me, the foreign language lesson is the most appealing.
26	I would be happy if the topics within the foreign language were reduced.
27	I am apprehensive about the foreign language lesson.
28	I only study for the foreign language lesson to pass the class.

Appendix E. Self-Assessment Test (Turkish)

4. SINIF İNGİLİZCE DERSİ ÖZ DEĞERLENDİRME ANKETİ

KAZANIMLAR			
1. İzin ve isteklerle ilgili kısa ve net ifadeleri anlayabilirim.			
2. Basit sınıf yönergelerini anlayabilirim.			
3. 50'ye kadar sayabilirim.			
4. Kendini tanıttıklarında insanlar hakkındaki bilgileri anlayabilirim.			
5. Ülkeler ve milliyetler hakkında konuşabilirim.			
6. Şehirlerin kuzey, güney, batı ve doğu olarak yerlerini söyleyebilirim.			
7. Yetenekler ile ilgili basit bir konuşmanın ana fikrini anlayabilirim.			
8. Kendi eşyalarım ve başkalarının eşyaları hakkında konuşabilirim.			
9. Sevdiğim ve sevmediğim şeyler hakkında konuşabilirim.			
10. Günlük aktivitelerimden bahsedebilirim.			
11. Saatin kaç olduğunu söyleyebilirim.			

Appendix F. Self-Assessment Test (English)

Item No	Objectives
1	I can understand short and clear statements about permissions and requests.
2	I can understand simple classroom instructions.
3	I can count to 50.
4	I can understand information about people when they introduce themselves.
5	I can talk about countries and nationalities.
6	I can identify the locations of cities as north, south, west, and east.
7	I can understand the main idea of a simple conversation about abilities.
8	I can talk about my belongings and other people's belongings.
9	I can talk about things I like and dislike.
10	I can talk about my daily activities.
11	I can tell the time.

Appendix G. Permission of Ethical Committee



T.C.
GAZİANTEP ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler Etik Kurulu

Sayı
Konu : Sosyal ve Beşeri Bilimler Etik
Kurulu'nun 04.11.2022 Tarihli Kararları

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Üniversitemiz Sosyal ve Beşeri Bilimler Etik Kurulu'nun 04.11.2022 tarih ve 12 nolu toplantısında alınan 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 ve 14 sayılı kararlar ekte sunulmuştur.
Gereğini arz ve rica ederim.

Prof.Dr. Nazım HASIRCI
Sosyal ve Beşeri Bilimler Etik Kurulu Başkanı

Ek:Sosyal ve Beşeri Bilimler Etik Kurulu'nun 04.11.2022 Tarihli Kararları

- 10) Eğitim Bilimleri Enstitüsü'nün 18.10.2022 tarih, 247685 sayılı ve "Bilimsel ve Eğitim Amaçlı (Fatma TURHAN)" konulu yazısı incelenmiş olup Üniversitemiz Gaziantep Eğitim Fakültesi Öğretim Üyesi Doç. Dr. Mehmet BARDAKÇI'nın Eğitim Bilimleri Enstitüsü'nde danışmanlığını yürüttüğü Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Fatma TURHAN'ın "An Investigation on the Effect of Teacher-Student Rapport on 4th Grade Students' Attitudes Towards English Course and Achievement in Classroom (4.Sınıf Öğrencilerinin İngilizce Dersine Yönelik Tutumları ve Sınıf Başarısı Üzerine Öğretmen-Öğrenci İlişkisinin İncelenmesi)" başlıklı yüksek lisans tezi çalışmasının Üniversitemiz Sosyal ve Beşeri Bilimler Etik Kurulu'nca değerlendirilmesi istenmektedir. Kurula yapılan başvuru; çalışmanın amacı, yöntemi, veri kaynakları ve veri toplama araçları açısından değerlendirilmiştir. Kurulumuza beyan edilen belgelere dayalı olarak yapılan incelemeler sonucunda başvuruya ilişkin etik aykırılık tespit edilmemiş olup adı geçen öğrencinin söz konusu yüksek lisans tezi çalışmasını yapabilmesinin uygun görülmesine;

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu : *BSCLZ0N9CT* Pin Kodu : 49082
Adres : Üniversite Bulvarı P.K. 27310 Şehitkamil / Gaziantep, TÜRKİYE
Telefon : 0 (342) 360 12 00 Faks: 0 (342) 360 10 13
e-Posta : bilgi@gantep.edu.tr Web : www.gantep.edu.tr
Kep Adresi : gaun@hs01.kep.tr

Belge Takip Adresi : <https://turkiye.gov.tr/gaziantep-universitesi-ebys>

Bilgi için : Osman Şahin
Unvanı : Bilgisayar İşletmeni



Appendix H. Expert Opinion of Focus Group Interview Questions

Subject: Request for Expert Opinion on Focus Group Interview Questions For MA Thesis Titled “An Investigation on the Effect of Teacher-Student Rapport on 4 th Grade Students’ Attitudes Towards English Course and Achievement in Classroom”

Dear Assoc. Prof. MEHMET BARDAKÇI,

I hope this message finds you well. I am writing to request your expert opinion and guidance on my research study, which focuses on examining the effects of teacher-student rapport behaviours on attitudes toward English lessons and students' performances in 4th-grade English classes.

The primary aim of my research is to investigate the relationship between teacher-student rapport behaviours and their impact on students' attitudes toward English lessons and academic performances. I seek to explore how these factors interplay and potentially influence the overall learning experience in the context of English education. Ultimately, I aim to contribute valuable insights that can inform educational practices and policies.

After collecting and analysing the quantitative data about my study, I found there is negative medium level significance between the rapport behaviours and attitudes and achievement. And to gather qualitative data and gain a deeper understanding of the subject, I have developed a set of focus group interview questions as you suggested to have enhance the validity and reliability of findings and investigate research questions or hypotheses from multiple angles. These questions are designed to encourage open and candid discussions among 4th-grade students about their experiences and perceptions regarding teacher-student rapport, attitudes toward English lessons, and academic performance.

I kindly request your expert feedback on the aim of my study and the focus group interview questions. Your insights and suggestions will be invaluable in refining the research design and ensuring the study's rigor and relevance.

If you could spare some time for a brief discussion or provide written feedback at your convenience, I would greatly appreciate it. Thank you for your time, guidance, and support. Your mentorship is instrumental in shaping the quality and success of this research.

Sincerely,

FATMA TURHAN

Here are the questions:

1. How do you feel about your English lessons?
2. Can you tell me about any experiences you've had with your English teacher?
3. What behaviours from your teacher make you feel comfortable or uncomfortable in class?
4. How do you think your relationship with your teacher affects your performance in English?
5. How do you perceive the role of your English teacher in your learning journey?
6. Can you share specific instances when your English teacher's actions or behaviors positively influenced your learning experience?

Appendix I. Permission from the Directorate of National Education



T.C.
ŞAHİNBAY KAYMAKAMLIĞI
İlçe Milli Eğitim Müdürlüğü

Sayı :
Konu : Araştırma İzin Talebi
(Fatma TURHAN)

21.12.2022

DAĞITIM YERLERİNE

İlgi: İl Milli Eğitim Müdürlüğü'nün 20.12.2022 tarih ve 66340175 sayılı yazısı.

Gaziantep Üniversitesi Eğitim Bilimleri Enstitüsü, Yabancı Diller Eğitimi Ana Bilim Dalı, İngiliz Dili Eğitimi Tezli Yüksek Lisans programı öğrencisi Fatma TURHAN'ın "An Investigation on the Effect of Teacher-Student Rapport on 4th Grade Students Attitudes Towards English Course and Achievement in Classroom (4.Sınıf Öğrencilerinin İngilizce Dersine Yönelik Tutumları ve Sınıf Başarısı Üzerine Öğretmen-Öğrenci İlişkisinin İncelenmesi)" kapsamında Araştırma Uygulama İzin Talebi konulu yazısı ilişikte gönderilmiş olup, gerekli iş ve işlemlerin yapılması hususunda;

Bilgilerinizi ve gereğini rica ederim.

Mustafa TUMAY
Müdür a
Şube Müdürü

EKLER: Yazı Örneği (5 Sayfa)

DAĞITIM

-Ekteki İlgili Resmi Okul Müdürlüklerine

Bu belge güvenli elektronik imza ile imzalanmıştır.

Adres : Kolejtepe Mahallesi Yeşil Cami Caddesi Kaymakamlık Binası Yanı
Şahinbey / Gaziantep
Telefon No : 0 (342) 230 31 92
E-Posta : sahinbey27@meb.gov.tr
Kep Adresi : mebs@hs01.kep.tr

Belge Doğrulama Adresi : <https://www.turkiye.gov.tr/meb-ebys>

Bilgi için: Zilan YALÇIN

Unvan : Memur

İnternet Adresi : <https://sahinbey.meb.gov.tr/>

Faks:3422308802

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evraksorgu.meb.gov.tr> adresinden 4d62-42ed-33e3-8395-0fb5 kodu ile teyit edilebilir.

Appendix J. Permissions of Conducting Scales

Ölçek Kullanım İzni Hakkında

3 ileti

Fatma Turhan

15 Eylül 2022 19:53

Alıcı:

Sayın Geçer,

Gaziantep Üniversitesi Eğitim Bilimleri Enstitüsü İngiliz Dili Eğitimi Yüksek Lisans öğrencisiyim. Danışmanlığınızı Doç. Dr. Mehmet Bardakçı'nın yaptığı bir tez çalışması için doktora tezinizde belirttiğiniz üzere geliştirdiğiniz "İlköğretim Düzeyi Öğretmen Yakınlık Davranışları Ölçeği" ve "İlköğretim Düzeyinde Yabancı Dil Tutum Ölçeği"ni kullanmak istiyorum. Bu sebeple anketleri uygulamak için izin belgesine ihtiyaç duymaktayım. Bu hususta bana yardımcı olmanızı ister şimdiden ilginize teşekkür ederim.

İyi Çalışmalar,

Fatma TURHAN

15 Eylül 2022 22:50

Alıcı: Fatma Turhan

Merhaba Fatma Hocam
İlköğretim Düzeyi Öğretmen Yakınlık Davranışları Ölçeğini kullanmanız beni de çok sevindirir. Tutum Ölçeği Prof.Dr. Yaşar Baykul hoca nındır. ben üç düzeyde çeşitli derslere bu ölçeği uyarlamıştım. Benim için sakıncası yoktur.
Kolay gelsin
aynur geçer

Fatma Turhan

15 Eylül 2022 23:00

Alıcı:

Üstün bilgilerinizi benimle paylaştığınız ve çalışmama izin verdiğiniz için teşekkür ederim.

Saygılarımla,

Fatma Turhan

15 Eyl 2022 Per, saat 22:50 tarihinde

Appendix K. Volunteer Consent Form



KATILIMCILAR İÇİN BİLGİLENDİRİLMİŞ GÖNÜLLÜ OLUR FORMU

Sizi, **Gaziantep Üniversitesi Sosyal ve Beşeri Bilimler Etik Kurulu**'ndan alınan izin ile Doç. Dr. MEHMET BARDAKÇI'nın danışmanlığında FATMA TURHAN tarafından yürütülen "An Investigation on the Effect of Teacher-Student Rapport on 4th Grade Student's Attitudes Towards English Course and Achievement in Classroom/4. Sınıf Öğrencilerinin İngilizce Dersine Yönelik Tutumları ve Sınıf Başarısı Üzerine Öğretmen-Öğrenci İlişkisinin Etkisinin İncelenmesi" başlıklı araştırmaya davet ediyoruz. Bu çalışmaya katılmak tamamen gönüllülük esasına dayanmaktadır. Çalışmaya katılmama veya katıldıktan sonra herhangi bir anda çalışmadan çıkma hakkına sahipsiniz. Bu çalışmaya katılmanız için sizden herhangi bir ücret istenmeyecektir. Çalışmaya katıldığınız için size bir ödeme yapılmayacaktır. Çalışmadan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacak olup kişisel bilgileriniz gizli tutulacaktır.

Araştırmanın Amacı	Bu çalışmanın amacı ilköğretim 4. Sınıf öğrencilerinin öğretmen öğrenci yakınlık davranışlarının İngilizce dersi tutumlarına ve başarısına etkisini incelemektir.
Araştırmanın Yapılacağı Yerler	Milli Eğitim Bakanlığı'na bağlı Dr. Nilüfer Mustafa Özyurt İlkokulu Şahinbey/Gaziantep Milli Eğitim Bakanlığı'na bağlı Beştepe Ortaokulu Şahinbey/Gaziantep
Görüntü ve/veya ses kaydı alınacak mı?	Evet ☐ Hayır ☒

KATILIMCI BEYANI

Yukarıda amacı ve içeriği belirtilen bu araştırma ile ilgili bilgiler tarafıma aktarıldı. Bu bilgilerden sonra araştırmaya katılımcı olarak davet edildim. Bu çalışmaya katılmayı kabul ettiğim takdirde gerek araştırma yürütülürken gerekse yayımlandığında kimliğimin gizli tutulacağı konusunda güvence aldım. Bana ait verilerin kullanımına izin veriyorum. Araştırma sonuçlarının eğitim ve bilimsel amaçlarla kullanımı sırasında kişisel bilgilerimin dikkatle korunacağı konusunda bana yeterli güven verildi. Araştırmanın yürütülmesi sırasında herhangi bir sebep göstermeden çekilebilirim. Araştırma için yapılacak harcamalarla ilgili herhangi bir parasal sorumluluk altına girmiyorum. Bana herhangi bir ödeme yapılamayacaktır. Araştırma ile ilgili bana yapılan tüm açıklamaları ayrıntılarıyla anlamış bulunmaktayım. Bu çalışmaya hiçbir baskı altında kalmadan kendi bireysel onayım ile katılıyorum. İmzalı bu form kağıdının bir kopyası bana verilecektir.

Adı ve Soyadı		Tarih ve İmza
Adres ve telefonu		
Katılımcı		
Adı ve Soyadı		Tarih ve İmza
Velayet veya Vesayet Altındaki Katılımcılar için Veli/Vasi		
Adı ve Soyadı		Tarih ve İmza

CURRICULUM VITAE

Fatma Turhan graduated from the Department of Foreign Language Education-English Language Teaching at Anadolu University in Eskişehir in 2015. Since 2016, she has been working as an English teacher in state schools affiliated with the Ministry of National Education in different cities and at different levels. Additionally, since 2021, she has been pursuing a master's degree in English Language Education at Gaziantep University, aiming to deepen her knowledge in linguistics and education to make valuable contributions to her teaching career.

ÖZGEÇMİŞ

Fatma Turhan, Eskişehir Anadolu Üniversitesi'nde Yabancı Diller Eğitimi-İngilizce Öğretmenliği bölümünden 2015 yılında mezun olmuştur. 2016 yılından itibaren farklı şehirlerde ve farklı kademelerde olmak üzere Milli Eğitim Bakanlığı'na bağlı okullarda İngilizce Öğretmeni olarak görev yapmaktadır. Ayrıca, 2021 yılından bu yana Gaziantep Üniversitesi İngiliz Dili Eğitimi bölümünde yüksek lisans eğitimini sürdürmekte olup, dilbilimi ve eğitim alanındaki bilgilerini derinleştirerek öğretmenlik kariyerine değerli katkılar sağlamayı hedeflemektedir.