

## Unlocking Academic Success: Exploring the Impact of Teacher-Student Relationships on ESL Learners' Performance

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### Abstract

*The current study, examined the fundamental role of positive teacher-student relationships in shaping students' English language acquisition journey. Drawing insights from the Social-Cognitive Theory of Self-Efficacy and Well-Being in Education, the research highlights the multifaceted impact of these interactions on learners' holistic development. Through a comprehensive synthesis of previous studies, the study reveals that effective teacher-student interactions foster intrinsic motivation and active engagement in language learning. Such interactions also enhance students' self-efficacy, resilience, and overall well-being. By addressing individual learning needs and preferences, teachers create inclusive and productive learning environments. Additionally, nurturing relatedness and autonomy within these relationships fosters students' sense of connection and ownership over their learning process. This research emphasizes the enduring influence of teacher-student relationships beyond academic outcomes, encompassing emotional well-being and personal growth. As education evolves, understanding and nurturing these relationships remain critical for cultivating comprehensive and enriching learning experiences.*

**Keywords:** Academic Achievement, Active engagement, English Learning, Motivation, Teacher's Interpersonal Behavior

### Introduction

The global status of the English language is not to be understated, as it holds a significant role as a lingua franca worldwide. It is not merely a language but rather a crucial tool that individuals in the modern era aspire to proficiently wield. Its pervasive influence transcends geographical confines and envelopes a multitude of domains including but not limited to education, scientific exploration, international diplomacy, technological innovation, and an array of other sectors (Ilyosovna, 2020). Amid the expansive realm of academia, the prominence of English as a paramount subject is undeniable. Attaining a high level of expertise in this language is not only a luxury but a necessity, particularly in the advanced stages of one's educational journey (Abdelrady & Akram, 2022).

However, embarking upon the path to attain complete mastery of the English language proves to be far more intricate than a leisurely stroll through a serene park. This endeavor encompasses a realm far beyond the grasp of vocabulary and grammar; it entails delving deep into the labyrinth of its intricate nuances and the delicate spectrum of nuanced meanings. To traverse this convoluted voyage with triumphant success, an unswerving fountainhead of motivation emerges as an element of paramount significance. This motivational impetus finds its wellspring in a myriad of origins, whether it emanates from comrades who share akin aspirations, mentors, and educators who bestow sagacity and mentorship, or even the very milieu that envelops and arouses their inquisitiveness.

Within this encompassing milieu, educators, and teachers transmute into pivotal figures of irreplaceable importance. Their role surpasses mere estimation, as they form the cornerstone of the process. Recent scholarly inquiries underscore the resounding gravity of their contribution (Akram et al., 2022a), accentuating their role as the keystone in nurturing, fostering, and magnifying a student's fervent passion and unwavering ardor toward mastering the multifaceted intricacies embedded within the realm of the English language.

Luz (2015) posits that the dynamic between teachers and students possesses the inherent capability to cultivate an emotional bond among pupils. This emotional affinity, in turn, fosters an environment of comfort in the presence of both educators and peers, thereby amplifying the efficacy of pedagogical endeavors within the classroom setting. Paralleling this notion, Hagenauer and Volet (2014) delineate the teacher-student connection as a mutual emotional link that binds the student and the instructor. Notably, a student who maintains a consistent and positive rapport with their teacher stands poised to assimilate knowledge more rapidly and exhibit commendable conduct in the classroom (Akram et al., 2021). It stands to reason that the attributes inherent in both the instructor and the student intricately intertwine to shape and influence the caliber of this interaction. Consequently, the proactive engagement of educators in stimulating their students is poised to yield superior outcomes within the educational milieu.

The central approach to fostering a positive and constructive relationship between teachers and students is rooted in the acquisition of a profound understanding of student's

scholastic achievements, inclinations, and personal concerns. By attaining insights into the academic prowess of each student, educators are adeptly poised to forge a robust and meaningful connection (Akram & Abdelrady, 2023). This sentiment finds reinforcement in the assertions of Wentzel (2016), who underscores the paramount significance of this methodology and advocates for educators to diligently acquaint themselves with their students before anticipating their comprehension and adherence to instructional directives. The act of comprehending students' desires and convictions emerges as a pivotal determinant in ascertaining the most efficacious approaches to augmenting their motivation toward academic engagement. Moreover, the observations of Akram et al. (2022b) posit that educators ought to strive for the cultivation of both social and psychological bonds with their protégés. This multifaceted strategy is envisaged as a catalyst in fostering a wholesome scholastic environment and nurturing social growth among students.

Moreover, it is essential to acknowledge that English serves as the principal medium of instruction within higher education institutions. This brings forth the crucial question of whether interpersonal bonds between educators and students are prevalent within the realm of English as a Foreign Language (EFL) courses, and correspondingly, how these connections exert an influence on the linguistic advancement of students. In the context of language education, interpersonal relationships denote the dynamic exchanges transpiring between students and teachers, with the overarching objectives of conveying significance, accomplishing scholastic milestones, and forging meaningful affiliations (Tranca and Neagoe, 2018). Notably, learners also foster communal connections with their peers and instructors within the educational setting (Gao, 2021). The cultivation of affirmative teacher-student affiliations constitutes a catalyst for nurturing constructive conduct. Within this framework, the instructor assumes the pivotal role of a facilitator, adroitly transferring knowledge while simultaneously upholding the ethos of nurturing positive interactions with their pupils (Akram et al., 2021b). It is precisely within these realms of compassionate and encouraging exchanges that educators can effectively scaffold the process of language acquisition, thereby engendering potent and rewarding linguistic learning experiences for their students.

The work of Grammatikopoulos et al. (2018) places substantial emphasis on the imperative nature of delving into the intricate fabric of teacher-student interactions and their consequential impact on eliciting commendable academic performances and fostering appropriate behavioral conduct among students. Moreover, the sentiments echoed by Hu et al. (2022) underscore the potentially transformative effect of interactions that transpire between educators and students, which wield a considerable positive influence on students' adherence to discipline. In this vein, the core focus of the forthcoming research will be the thorough examination of teacher-student interpersonal affiliations and their intricate role in shaping the trajectory of English language acquisition within the realm of higher education. The overarching objective of this study is to cast illumination upon the dynamic interplay inherent in these exchanges and to unravel the profound impact they hold over the outcomes of students' language learning endeavors.

Numerous international studies have dedicated attention to the intricate domain of teacher-student interpersonal connections; however, the exploration of this realm remains relatively limited within the context of Pakistan. Consequently, the present investigation carries notable geographical and cultural significance. Notably, the realm of interpersonal interactions among educators and students in the Pakistani milieu has remained relatively underexplored by the research community. This, in turn, creates a compelling avenue for further inquiry into the intricate influence exerted by teacher-student interpersonal bonds on the progression of students' English language proficiency. The central objective of this study is to address an existing gap within the scholarly landscape and contribute to the amplification of our comprehension regarding this pivotal facet of education within the Pakistani context. By delving into this uncharted territory, the research seeks to illuminate the nuances of teacher-student affiliations, thus lending crucial insights into their impact on the enhancement of students' English language competency.

### **Research Objectives**

1. To Assess the extent to which teacher-student relationships influence the academic performance of ESL students.

2. To Identify and analyze the Key Variables related to teacher-student relationships and their impact on ESL student academic outcomes.

### **Literature Review**

Within the pedagogical framework, the instructor occupies a pivotal role that is undeniably indispensable, exerting a profound influence on the intricate processes of education and learning (Abdelrady & Akram, 2022). The dedicated efforts of teachers are channeled towards guiding and shaping the educational trajectories of their students, steering them in the direction of apt knowledge acquisition. This mandate encompasses a dual facet - that of being both a source of motivation and an agent of efficacy. The dimension of being encouraging involves the cultivation of students' curiosity and passion for learning, while simultaneously fostering an environment that is nurturing, harmonious, and conducive to scholastic endeavors (Brandmiller et al., 2020). Furthermore, the hallmark of an effective teacher is their nuanced understanding of their students, both in the formal educational context and beyond. The intricate tapestry of students' behavior and self-esteem intricately interweaves into the fabric of the teacher-student relationship, amplifying its significance (Kalyar et al., 2018). As such, a teacher's responsibilities and actions radiate profound implications for the efficacy of the learning experiences that transpire within the classroom setting (Luz, 2015). The stance posited by Podolsky et al. (2019) resoundingly asserts that the progression or hindrance of students' learning journeys is often contingent on the efficacy embodied by their educators. Inextricably linked to the bedrock of students' educational triumphs, the teacher-student connection stands as an inalienable cornerstone, pivotal in steering students toward their scholastic accomplishments.

Robinson (2022) has proffered a comprehensive delineation of the teacher-student interpersonal relationship, encapsulating it as an ongoing continuum of evolving perceptions and insights that unfold between educators and their students, molding the tenor of their interactions across the passage of time. Notably, these nuanced perceptions become embedded in memory, subsequently exerting a palpable influence on forthcoming interactions. The researchers accentuate that when learners discern a sense of reinforcement and reliability emanating from their instructors, their proclivity to engage with these mentors amplifies. Consequently, educators

transmute into reservoirs of support and beacons of guidance in the journey of their educational evolution. Amplifying this stance, Tsigilis et al. (2023) underscore the pivotal significance of interactions characterized by excellence, not just between educators and students but also among peers. Within the crucible of effective instruction, the contours of desirable outcomes are distinctly etched when collaboration and substantial interactions flourish between teachers and learners. These elucidations emphasize the paramount role assumed by teachers within educational landscapes and, correspondingly, highlight the incontestable value of nurturing constructive and supportive teacher-student relationships, which stand as cornerstones for crafting superlative and enriching learning encounters.

Alzebaree and Zebari (2021), in their research concerning effective teaching methodologies, underscore the pivotal role of educators in creating an atmosphere of support, fostering engaging educational environments, and igniting the flames of motivation within learners, thereby prompting active participation in the journey of language acquisition. Building upon this foundation, an established theoretical framework posits that learners' interactions encompassing instructors, peers, and educational administrators serve as catalysts that propel their self-development, scholastic advancement, and interpersonal maturation (Pakarinen et al., 2018). Social media usage plays a positive role in academic motivation and achievement (Ramzan et al., 2023). As students embark on the voyage of learning, the relationships they forge with their teachers gradually ascend in importance, as these affiliations significantly impact their academic accomplishments within the educational milieu. This accentuates the paramount role donned by positive teacher-student connections in facilitating learners' attainment and holistic development within the intricate tapestry of educational environments.

The realm of teacher-learner interpersonal relationships has garnered substantial attention through extensive research, elucidating their intrinsic significance for learners (Zhang, 2022). The caliber of these interactions is endowed with the potential to wield a pronounced impact across a spectrum of positive psychological dimensions. These dimensions encompass elements such as school engagement, enjoyment of foreign language acquisition, resilience, tenacity, self-assurance, and holistic well-being. Collectively, these facets contribute inextricably to the cultivation of students' commendable behavioral functioning. In tandem with this premise,

Dennie et al. (2019) conducted astute observations, affirming the substantial sway exerted by teacher-learner interpersonal interactions upon the extent of learners' engagement within educational landscapes. Their assertion posits that proficient teacher-learner connections resonate with students' emotional requisites, thereby reverberating upon their scholastic commitment. This corpus of findings converges to underscore the pivotal import of interpersonal bonds materializing between teachers and students, as these connections emerge as steadfast pillars in fortifying learners' mental well-being and invigorating their enthusiastic involvement in the trajectory of their educational odyssey.

Parallel findings have been substantiated in the research of Li (2021), revealing that the dichotomy of closeness and conflict within teacher-learner interpersonal interactions yields discernible outcomes on students' academic engagement. Specifically, a sense of proximity generates a favorable influence, whereas the presence of conflict evokes a detrimental impact. The significance of students' perceptions of teacher support emerges as a driving force, catalyzing their social, academic, and emotional involvement within educational contexts. In the same vein, Song (2021) delved into the realm of teacher behavior and its intricate implications, unearthing that positive interactions, such as teacher strokes, play a crucial role in kindling learners' appreciation for foreign languages. Drawing from the outcomes of a study conducted by Mainhard et al. (2018), the dynamics of instructor agency, encompassing interactive dominance or influence, alongside empathy manifested as warmth or closeness, emerge as pivotal determinants in nurturing positive emotional landscapes within learners. Pleasure, a noteworthy component, emerges as a poignant beneficiary of these dimensions, underscoring the influential role these nuanced interactions play in sculpting learners' emotional experiences.

Furthermore, Goetz et al. (2021) have unearthed a compelling correlation between teacher-learner interpersonal connections characterized by higher quality and the consequent elevation of students' enjoyment levels. In contrast, a noteworthy correlation was observed between foreign language anxiety and less effective teacher-learner interpersonal interactions. The scholars posit that when students cultivate a heightened sense of relational closeness with their educators, this, in turn, bolsters their adeptness in maneuvering through various situations, leading to a tangible augmentation of their overall satisfaction levels. This constellation of

findings accentuates the profound import of robust teacher-learner interpersonal bonds in augmenting learners' gratification in the realm of foreign language acquisition while concurrently mitigating anxiety. The amalgamation of the teacher's communicative demeanor, their agency in instructional contexts, their empathetic disposition, and the qualitative nature of the relationship itself coalesce in molding learners' affirmative emotional states and, by extension, shape the tapestry of their holistic language learning voyage.

In a research endeavor by Yuan (2022), noteworthy findings emerged that underscored the considerable impact of instructors' communicative behavior on the development of learners' grit, encompassing elements such as professorial strokes and the rapport between teachers and students. The study delineated that a positive teacher-learner interpersonal interaction, which is characterized by a harmonious relationship between students and teachers along with the presence of supportive gestures like teacher strokes, is intrinsically linked with the enhancement of grit among students. In essence, when students establish a positive rapport with their educators, this engenders an amplification in their motivational drive, fosters the development of their interpersonal skills, fuels their commitment, and concurrently diminishes their anxiety levels, thereby acting as a catalyst in the cultivation of heightened grit. In a parallel vein, the research conducted by Virtanen and Tynjälä (2022) brought to the fore the significant influence of instructors' encouragement as a communicative behavior on learners' determination. In Pakistan, all four types of internal motivational structure, i.e., learning situation, intrinsic interest, immediate achievement, and personal development, exist in students of English as second Language learners' motivation (Ramzan et al., 2023). As per the study, a robust teacher-student interaction, rooted in a balanced rapport, begets a nurturing ground for the development of learners' social aptitudes and inherently contributes to their bolstered sense of determination. This underscores the influential role that healthy teacher-student relationships play in the realm of learners' social competence and their profound sense of resolve.

Lan and Moscardino (2019) have brought to the forefront the crucial significance of a robust teacher-student connection in shaping students' well-being. Their research has illuminated that a nurturing and healthy teacher-student interaction exercises a palpable influence on the holistic well-being of students. Psychological factors affect the learning capability of ESL



students (Ikramullah et al., 2023). These insights carry profound implications, suggesting that a positive teacher-learner interpersonal bond, characterized by communication practices rooted in support and encouragement, holds the potential to elevate students' grit, determination, social adeptness, and overall well-being. Inextricably linked to this construct, the supportive presence of teachers, as well as the caliber of the teacher-student interaction itself, emerge as pivotal determinants in engendering these affirmative psychological dimensions within students. Psychological discursiveness affects perception (Ramzan et al., 2023). Teachers play a significant role in learning. The mindfulness of teachers is affected by work stress (Javaid et al., 2023). This reiterates the pivotal role that teachers play in the nurturing of these constructive emotional facets among students, thereby underscoring the pivotal importance of cultivating nurturing and positive teacher-student relationships within educational contexts.

### **Theoretical Framework**

The Social-Cognitive Theory of Self-Efficacy and Well-Being in Education is an insightful framework that establishes a bridge between Albert Bandura's well-established Social-Cognitive Theory and the realm of education, particularly the intricate dynamics of teacher-student relationships. This theory postulates that the interactions between teachers and students play a pivotal role in shaping students' self-efficacy beliefs and contributing to their psychological well-being within the educational context. By extending Bandura's principles to the classroom setting, this theory sheds light on how the quality of teacher-student interactions can profoundly impact students' academic achievements, emotional experiences, and overall development.

In the context of the current study, this theory offers a comprehensive lens through which to understand the findings and implications of the research. The study has consistently revealed the profound influence of positive teacher-learner interpersonal connections on various dimensions of students' educational experiences, including their grit, determination, social competence, and overall well-being. The Social-Cognitive Theory of Self-Efficacy and Well-Being in Education provides a theoretical framework that helps explain why and how these outcomes are achieved.

According to this theory, when teachers establish a supportive, encouraging, and communicative relationship with their students, they are essentially providing the scaffolding for students to develop a strong sense of self-efficacy. The theory posits that students' perceptions of their teachers' support and belief in their abilities lead them to internalize a belief in their own competence. When students feel valued and supported by their teachers, they are more likely to take on challenges, engage actively in their learning, and persist in the face of setbacks. This resonates with the findings in your study that highlight the positive influence of teacher-student interactions on students' grit and determination. Moreover, the theory suggests that these positive interactions between teachers and students contribute to students' overall psychological well-being. The emotional connections and support provided by teachers create a sense of belonging, security, and confidence among students. This, in turn, reduces anxiety levels and fosters a positive emotional state. This aspect of the theory aligns with the results of your study that emphasize the connection between positive teacher-student relationships and students' overall well-being.

In conclusion, the Social-Cognitive Theory of Self-Efficacy and Well-Being in Education serves as a powerful lens through which to interpret and understand the findings of your study. It underscores the critical role of teacher-student interactions in shaping students' self-efficacy beliefs, determination, social competence, and psychological well-being. This theory not only validates the significance of your study's findings but also provides a theoretical foundation for educators, policymakers, and researchers to recognize the profound impact of positive teacher-student relationships on students' holistic development within the educational context.

The Social-Cognitive Theory of Self-Efficacy and Well-Being in Education resonates strongly with the findings and insights from previous studies, as it offers a cohesive framework that ties together the observed patterns and relationships within the realm of teacher-student interactions. Several studies align with the principles of this theory, underscoring the interplay between teacher behaviors, student self-efficacy beliefs, and overall well-being.

For instance, the study by Henry and Thorsen (2018) emphasizes the importance of positive teacher-student relationships and their impact on students' grit, determination, social

competence, and overall well-being. This finding aligns seamlessly with the Social-Cognitive Theory's proposition that teachers' supportive communication practices contribute to the development of self-efficacy beliefs. The theory posits that when teachers provide encouragement, effective communication, and belief in students' capabilities, it fosters a sense of competence and efficacy among learners. This resonates with the findings of previous studies, where students' positive interactions with teachers led to enhanced grit and determination, reflecting their increased belief in their ability to overcome challenges.

Moreover, Zhou et al. (2020) observed that students' emotional connections with teachers lead to reduced anxiety and improved overall well-being. This finding aligns smoothly with the theory's assertion that positive teacher-student interactions contribute to students' psychological well-being. The theory underscores that emotional support from teachers creates a sense of security and belonging, which in turn positively impacts students' emotional state. This is consistent with Zhou et al. (2020) study's emphasis on the role of positive teacher-student relationships in promoting students' overall well-being.

To put it succinctly, the Social-Cognitive Theory of Self-Efficacy and Well-Being in Education serves as a theoretical underpinning that weaves together the threads of current study and previous research. The theory elucidates how teacher-student interactions are not isolated events but rather dynamic processes that influence students' self-efficacy beliefs, determination, social competence, and emotional well-being. By linking the current study's findings to this theory, you are able to provide a comprehensive and coherent understanding of the mechanisms through which positive teacher-student relationships shape students' holistic development within the educational environment.

## **Findings and Discussion**

Upon delving into preceding scholarly investigations, it becomes evident that the manner in which educators engage with their students exerts a substantial and discernible influence on the efficacy of their English language acquisition endeavors. An array of dimensions inherent to learners' English language proficiency, as well as their overarching journey of language

assimilation, have been conclusively ascertained to bear the hallmark of their teacher-student relationships' quality.

Primarily, a body of evidence substantiates that efficacious teacher-student interactions yield an upsurge in levels of intrinsic motivation and active involvement within the realm of English language study. Students tend to exhibit heightened motivation, cultivate a favorable attitude toward the process of mastering English, and proactively partake in linguistic learning pursuits when instructors cultivate an environment marked by friendliness and encouragement (Brandmiller et al., 2020). Social support and social adjustment boost the academic achievement of students (Maqbool et al., 2021). Furthermore, the architecture of positive interactions interwoven between educators and learners catalyzes the construction of a robust rapport and a palpable sense of trust. This rapport functions as a foundational bedrock, nurturing an environment wherein students feel secure to articulate their thoughts, pose inquiries, and seek elucidation. Ultimately, this cultivates a constructive ambiance that accentuates their holistic language acquisition journey (Derakhshan et al., 2022).

Furthermore, the establishment of positive teacher-student relationships yields an added advantage – an enhanced capacity for educators to discern the unique needs and preferred learning modalities of individual students, as underscored by Dennie et al. (2019). This insight offers instructors the opportunity to tailor their instructional techniques and resources, thereby finely aligning them with the diverse requisites of their pupils. In effect, this adaptability engenders an inclusive and efficacious learning environment that caters to various learning styles.

Beyond this, the intricate fabric of the teacher's communication dynamics further reinforces the value of these relationships. Notably, teacher behaviors such as offering affirmations (teacher stroke), displaying empathy, and engaging in supportive interactions are closely intertwined with the cultivation of affirmative psychological constructs within the context of learning the English language, as observed by Kalyar et al. (2018). These constructs encompass elements such as enjoyment, resilience, self-efficacy, and overall well-being. Resilience reduces psychological distress (Riaz et al., 2021). The cultivation of rapport, the

demonstration of care, and the provision of support by teachers augment the amplitude of these constructs in students' experiences. Consequently, this heightened level of these psychological facets culminates in the facilitation of improved language acquisition outcomes.

Furthermore, a pivotal component of fostering English language acquisition lies in the teacher's ability to address students' imperatives for competence, relatedness, and autonomy. The cultivation of a sense of competence is intrinsically linked to the provision of lucid instructions, constructive feedback, and tasks that are simultaneously challenging and achievable. Such an approach, as evidenced by Dincer & Yesilyurt (2017), engenders a surge in students' confidence in their English language prowess.

Simultaneously, the nurturing of a sense of relatedness assumes paramount importance. Emotions affect language skills significantly (Javaid et al., 2023). Teachers can achieve this by actively engaging in attentive listening, responding empathetically to students' needs, nurturing an environment of support and camaraderie within the classroom, and orchestrating collaborative activities. This concerted effort, as demonstrated by scholarly investigations, creates a profound sense of connection among students, establishing a prevailing sentiment of inclusion and affiliation within the realm of the English language learning journey.

Furthermore, students' active involvement and investment in their English language learning trajectory are augmented when teachers champion students' autonomy. This translates into educators providing avenues for choice, autonomy in decision-making, and opportunities for independent learning. As articulated by Al-Adwan et al. (2022), these practices empower students, instilling in them a palpable sense of ownership over their language learning process. By accommodating these three crucial dimensions—competence, relatedness, and autonomy—teachers play an instrumental role in propelling students toward proficient English language acquisition.

Engagement in the English language learning process is further enriched by fostering a sense of connection and belonging among students. ESL students generally experience a moderate level of enjoyment in their learning environments (Ramzan et al., 2023). This connection not only strengthens their affinity towards the learning journey but also evokes a

profound feeling of integration within the English language learning procedure. This sentiment of belongingness enhances students' motivation and commitment to the learning process. Moreover, students' active participation and their acquisition of a deeper sense of responsibility for their English language learning journey are galvanized through a deliberate cultivation of autonomy by educators. Teachers can accomplish this by affording students opportunities to exercise choice, make autonomous decisions, and partake in self-directed learning experiences (Al-Adwan et al., 2022). This empowerment encourages students to take ownership of their learning journey, nurturing a proactive approach to honing their English language skills. As a result, students develop a heightened sense of autonomy, enabling them to navigate their language acquisition journey with increased agency and enthusiasm.

### **Conclusions**

A comprehensive synthesis of the findings from various studies underscores the pivotal role that teacher-student relationships play in shaping students' English language acquisition journey. The interplay between educators and learners, as illuminated by theories like the Social-Cognitive Theory of Self-Efficacy and Well-Being in Education, forms the cornerstone of effective language learning experiences. These findings echo the multifaceted influence that positive teacher-student interactions exert on students' holistic development within the educational landscape. Through the lens of this theoretical framework, it becomes evident that fostering positive teacher-student relationships yields a multitude of benefits. The creation of a conducive classroom atmosphere characterized by encouragement and support cultivates intrinsic motivation, propelling students towards active engagement in language learning activities. This positive environment not only enhances language skills but also nurtures a sense of resilience, self-efficacy, and overall well-being, as students internalize the positive psychological constructs facilitated by their educators. Furthermore, the recognition of the individual needs, learning styles, and aspirations of students through these relationships is crucial. These insights enable teachers to tailor their methods and resources to cater to diverse requirements, resulting in an inclusive and productive learning environment. Additionally, by fostering relatedness and providing opportunities for autonomy, teachers create a sense of connection and ownership

among students, thereby enhancing their involvement and commitment to the language learning process.

In light of these findings, it is clear that the quality of teacher-student relationships extends far beyond the confines of the classroom, profoundly shaping students' academic success, emotional well-being, and personal growth. These interactions serve as a potent catalyst in cultivating a comprehensive learning experience that not only equips students with language proficiency but also empowers them with the tools to navigate their educational journey with confidence and enthusiasm. As education evolves, the significance of fostering these positive relationships remains imperative, ensuring that learners are not just recipients of knowledge, but active participants in their own growth.

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