

**Impact of Teacher-Student Interpersonal Relations on Students' English
Language Learning**

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Abstract

The effectiveness of English language learning is influenced by multiple factors, including teacher-student interpersonal relations, teacher's attitudes, and teacher's training. Previous research has extensively explored these elements individually but often fails to address how they collectively impact language learning outcomes. Understanding these dynamics is crucial for improving teaching practices and enhancing student performance in English language education. This study aims to investigate the impact of teacher-student interpersonal relations, teacher's attitude towards students, and teacher's training and strategies on students' English language learning outcomes. By examining these factors in tandem, the research seeks to provide a comprehensive understanding of how these variables interact and influence students' language proficiency and overall learning experience. The study employed a quantitative research design with a sample of 450 students from public sector universities in Punjab. Data were collected using a structured questionnaire distributed in person to 600 students, yielding 450 completed responses. The study utilized SPSS for data analysis to evaluate the relationships between the independent variables (teacher-student interpersonal relations, teacher's attitude, and teacher's training) and the dependent variable (students' English language learning outcomes). The analysis revealed significant positive relationships between all three independent variables and students' English language learning outcomes. Teacher-student interpersonal relations, teacher's attitude, and teacher's training were all found to have substantial impacts on students' language proficiency, with teacher-student relations showing the strongest effect. This research contributes to the existing literature by integrating these factors into a unified model, addressing gaps in previous studies that examined these variables in isolation. Its focus on public sector universities in Punjab adds a regional perspective, offering context-specific insights that can inform localized educational practices and policies.

Keywords: Teacher-Student Interpersonal Relations, Teacher's Attitude, Teacher's Training, English Language Learning Outcomes

Introduction

Due to its relevance in academic and psychological progress, language learning has been widely researched for years. English is taught in schools worldwide because of its global status. Methods, resources, and teacher-student interactions affect English teaching efficacy. This study examines the complicated relationships between students' English language competency, instructors' attitudes, training, and teacher-student interactions. Understanding how teacher-student relationships affect academic performance is vital. Professor-student connections affect academic performance, according to research. Borremans & Spilt, (2023) found that strong teacher-student relationships improved academic and social-emotional development. These interactions may build trust and support, motivating students. Language development requires a healthy learning environment and emotional support (Liu et al., 2023). This issue is important because these interactions may affect learners' self-confidence, engagement, and language development.

Teacher's attitude toward students affect educational experiences and interpersonal relationships. Teacher attitudes have been linked to student motivation and success in several studies. The Pygmalion effect, proposed by Fan et al., (2021), shows how instructor expectations affect

student performance. Positive teacher expectations can lead to better student achievement, according to this theory. Geng et al., (2020) showed that educators with high standards and positive attitudes create better learning environments and boost student achievement. This emphasizes the need of studying how instructors' attitudes toward students affect language acquisition. Instructional methods and teacher training are equally important for language learning (Sadiq, 2022). Effective teacher training programs and instructional practices increase teacher training and student performance. Gardner-Neblett, (2023) stressed the need of professional development for educators, saying that ongoing training and support improve instruction and student performance. Yang et al., (2023) showed that individual instructors' teaching styles and methods greatly affect student success. Teachers may learn how to satisfy various student needs, use effective teaching strategies, and adjust to changing educational hurdles in language acquisition via teacher training (Siegel, 2022). This research examines how teacher training and tactics English language student-competence. It will illuminate educational approaches' efficacy.

Teacher-student interactions, teacher's attitude, and teacher training constitute a complex network that impacts students' learning. These components are linked and affect educational outcomes, according to research. Effective training and positive attitude can enhance supportive teacher-student relationships (Borremans & Spilt, 2023). Because of its interconnectedness, the learning environment cannot be comprehended in isolation. Thus, to establish effective teaching methods and standards, these factors and their effects on English language learning outcomes students' academic achievement must be examined. Teacher's attitude, training, and teacher-student interactions have been extensively studied in relation to English language learning outcomes (Omani & Celcima, 2022). Lazarides et al., (2023) discovered that kids who valued teacher-student relationships performed better academically and had fewer behavioural issues. Hamre and Pianta (2005) say teacher-student interaction is key to language acquisition because they boost students' attention and involvement. These studies show that teaching emotions and relationships create a good and successful learning environment.

Teacher-student relations have been extensively studied empirically. In 1968, Rosenthal and Jacobson demonstrated the Pygmalion effect, showing how teachers' expectations affect students' performance. Recent study confirms that teachers' high expectations and positive attitude improve students' progress. Yuan, (2024) found that teachers with high expectations and good attitude created more productive learning environment and enhanced students' accomplishment. Huang et al., (2022) observed in 1984 that high goals and positive feedback improve student performance. These studies stress instructor attitudes' impact on students' academic performance. This research extensively examined how teacher training and instructional approaches affect students' learning, interpersonal relationships, and attitude. Effective teacher training programs improve students' results and teaching methods. Formative evaluation and feedback boost student's progress. (García-Rodríguez et al., 2023; Cao et al., (2023)Cao meta-analysis shows that well-designed teacher training programs with evidence-based teaching practices and ongoing professional development increase students' academic achievement. This study underlines the necessity to train teachers in effective teaching methods. Despite the large amount of research in these fields, there is a growing recognition of the need for research on these variables and their effect on language acquisition outcomes (L. Wang et al., 2020). These aspects have often been studied independently, providing substantial discoveries but leaving gaps in our understanding of their interactions. This study addresses these gaps by analysing how teacher-student interpersonal interactions, teacher's attitude, and teacher training affect students' English language learning outcomes.

This study examines how teacher-student interpersonal interactions, teacher attitudes, and teacher training affect student outcomes to address gaps in previous studies. The aggregate impact of these factors on language acquisition outcomes is poorly studied. Prior research has largely examined these attributes independently, without considering how their interactions affect students' academic performance. Alamos et al., (2022) and Lefebvre et al., (2023) valued teacher-student relationships. Their investigations did not examine how teacher attitudes and training affect these relationships. Teacher attitudes studies like Pollock et al., (2021) may overlook the impact of teacher training and instructional methods on students' outcomes. Insufficient attention to particular educational environments, especially in non-Western cultures, causes another split. Western educational institutions have been studied by Apridayani et al., (2023). Although these results may not fully

represent the variation of educational contexts in different locations. This study examines public sector firms to address a knowledge vacuum by examining how numerous factors affect language learning results in a culturally and educationally diverse setting. The geographical distribution of instructors helps explain how teacher-student interactions, attitude, and training effect student achievement. More research is needed to understand how teacher-student interactions, attitudes, and training affect language learning. Much of the present study uses a cross-sectional approach to assess factors at one time. This study uses longitudinal data to examine how these factors affect students' performance over time, provided such data is available. To fill research gaps on how teacher-student interactions, attitudes, and training affect English language learners' outcomes performance.

Therefore, the primary aim of this study is to investigate the impact of teacher-student interpersonal relations, teacher's attitude towards students, and teacher training and strategies on students' English language learning outcomes. Specifically, the study seeks to examine how the nature of teacher-student relationships influences students' language proficiency, how teacher attitudes affect students' motivation and performance, and how teacher training and instructional strategies contribute to effective language learning. By exploring these dimensions, the study aims to provide a comprehensive understanding of how these factors interact and collectively impact students' achievements in English language education. The findings are expected to offer insights into the ways in which teacher-student dynamics, attitudes, and professional development can be optimized to enhance language learning outcomes.

The project investigates how teacher-student interactions, teacher attitudes, and teacher training affect English language learning outcomes to address a large information vacuum. Previous research focused on these components singly, not their interactions or cumulative effects. The study's integrative strategy helps educators and policymakers improve language education by revealing how these variables affect student performance. Examining Punjab's public sector schools' educational backgrounds enriches the topic. This regional focus helps explain how these factors affect language acquisition in a specific cultural and institutional context. Western-focused research has neglected this perspective. The research will provide context-specific recommendations that can influence local educational practices and policy. This improves research relevance and applicability. Mixed-methods research mixes quantitative and qualitative data to better understand the issues being studied. This comprehensive approach examines how teacher-student interactions, attitudes, and training tactics impact language learning. This gives a broader perspective than studies that use only one sort of data. The ultimate value of this research is its capacity to improve and enlighten education. This study emphasizes effective teacher-student interactions, attitude, and training to enhance teaching methods and interventions. This can boost language learning, student engagement, and English language teaching quality.

Literature Review

Recent discussions have focused on how teacher-student interactions affect language acquisition in schools. Research consistently reveals that excellent teacher-student relationships lead to the highest learning results. Yuan, (2024) believe supportive teacher-student interactions improve learning. This setting boosts pupils' grades and mental health. These interactions assist overcome language acquisition challenges, making them crucial for learning English. Teacher-student relationships must be respectful, understanding, and successful to create an interesting and stimulating classroom. This literature highlights the need of strong relationships in education, especially in areas like language study that demand personal dedication. Teacher attitudes toward students affect classroom dynamics and learning. Positive teachers that show empathy, encouragement, and genuine concern in their students' success may motivate and inspire English learners. Motivational theories like Self-Determination Theory stress autonomy, competence, and relatedness in intrinsic motivation (Ryan & Deci, 2020). Instructors that make students feel valued and understood and encourage them can boost their skill and connection with English, leading to a more lasting and meaningful relationship with it. Gökalp & Soran, (2022) found that teachers' positive attitudes and high expectations improve students' performance and learning. Strong teacher-student relationships depend on educator training and behaviour. Professional development programs that emphasize classroom management, interpersonal skills, and culturally sensitive teaching can help teachers build positive relationships with students (Scales et al., (2020). Personalized feedback, active listening, and collaborative learning boost student engagement and peer support. In English language learning, where ethnic and linguistic

diversity is common, cultural competence and inclusive teacher training programs work well (Yasmin & Yasmeen, 2021). These strategies improve teacher-student interactions and create inclusive and supportive learning environments for English language learners.

Nature of teacher-student interpersonal relations on students' English language learning outcomes

Interpersonal relationships between teachers and students strongly affect English language learning outcomes. Positive and supportive teacher-student relationships foster language development. These relationships generate a sense of comfort and inclusion, which aids learning, according to (García-Rodríguez et al., 2023). Fear and self-consciousness can impair language acquisition. A helpful instructor may improve this scenario by encouraging active involvement and risk-taking in the classroom. Instructors who provide emotional support can boost students' self-confidence, allowing them to actively learn language (Syahabuddin et al., 2020). This emphasizes the importance of positive interpersonal relationships in language development. Strong teacher-student relationships boost academic performance and language learning. Self-efficacy is fundamental to language learning. Moskowitz et al., (2022) said good interactions with effective communication and mutual respect improve it. Li, (2023) found that students who regard their professors as helpful and empathic are more engaged and determined, which affects their language learning performance. This discovery is extremely important for learning English, which requires constant desire and practice. Thus, building relationships with students is essential to their English learning motivation (Kim & Aguskin, 2022). This shows that teachers must create relationships. Interpersonal relationships between professors and students affect students' English communication. These interactions significantly affect pupils' language learning ability. Strong teacher-student relationships may lead to more dynamic and engaging language learning activities, allowing students to employ their English in real life (Camas Garrido et al., 2021). This engagement enhances language abilities and helps students retain linguistic patterns and terminology. The quality of teacher-student interactions greatly impacts language learning results. Teacher-student connections affect students' English learning attitudes and academic resiliency (Hagenauer et al., 2023). Positive interpersonal connections foster a development mind-set, which helps students see language learning challenges as opportunities rather than obstacles (Cui et al., 2020). Tolerance, empathy, and a genuine interest in their students' growth can improve their learning attitude, reducing anxiety and enhancing their ability to handle difficult tasks (Ye & Wang, 2024). Language learners must have a positive outlook since they confront cultural differences, grammar, and pronunciation. Friendly and encouraging teachers can help students continue and succeed in learning English, improving academic performance and learning experience.

H1: The nature of teacher-student interpersonal relations has a significant positive impact on students' English language learning outcomes.

Teacher's Attitude towards students and students' English language learning outcomes (captitalize main words)

English language learning outcomes depend heavily on student participation. Teachers that show respect, encouragement, and high standards may motivate and engage students. According to Deci and Ryan's Self-Determination Theory, supportive instructors can boost intrinsic motivation by satisfying students' needs for freedom, competency, and connection (Ryan & Deci, 2020). Discontent and disillusionment are common in language acquisition. Encouragement and positive reinforcement from instructors can help them persevere (Siegel, 2022). This emphasizes the importance of instructors' positive attitude in creating a language-learning environment. Teachers' attitude affect students' self-esteem and confidence, which are vital to language acquisition. Maureen et al., (2022) discovered that teachers' positive attitudes and high expectations improved students' performance. Teachers who consistently believe in their students' talents via their actions are more likely to foster a development approach and believe in their achievement. Students' self-efficacy motivates students to actively learn and use English. Grecu, (2023) states that professors who believe in their pupils can help them overcome language anxiety and build confidence to actively participate in their studies. Teacher's attitude can also affect classroom climate and students' learning. Y.-F. Yang & Kuo, (2020) found that teachers with positive attitude toward students formed a more enjoyable classroom. This was shown by increased students' participation and less disruption. Since English language learners require a supportive environment to progress, this polite and kind approach is extremely important. Patience, sensitivity, and a genuine interest in their students' success may help teachers to foster active

involvement and risk-taking. These variables are essential for language learning (Loi & Thanh, 2022). The students' appreciation and understanding in this loving environment boost their English learning interest and engagement. Finally, improving students' language and communication abilities shows how teacher's attitude affect English language competency. Positive and encouraging teachers are more likely to employ language-learning approaches including delivering useful feedback, using interactive teaching methods, and fostering a collaborative learning atmosphere (Sabiri, 2020). These methods help students comprehend and use the language better and improve their language skills. Sadiq, (2022) found that positive teacher's attitude increases students' engagement and language use. This boosts language and learning skills. Therefore, their students' English learning performance depends on their instructors' classroom dispositions.

H2: Teacher attitudes towards students significantly influence students' motivation and engagement in English language learning.

Teacher's Training and Strategies on students' English language learning outcomes (Capitalize main words)

Effective English language education and students' academic success depends on teacher's training and strategies. Language teaching methodologies-focused professional development programs educate educators how to employ instructional methods. Shi & Baker, (2022) believe that language teachers must engage in ongoing professional development to keep current on pedagogical approaches and meet students' needs. Technology in language education, classroom management, and language acquisition theories are common courses in these training programs. All of these increase students' results and instructional methods (K. Wang & Yuan, 2023). Innovative approaches from professional development can improve language education and students' English language proficiency. Task-based learning promotes relevant English-using tasks for pupils. This method helps pupils use language in many contexts (Loi & Thanh, 2022). Differentiated teaching ensures that all students, regardless of ability, receive ample support and challenges by tailoring education and resources to their needs (Gardner-Neblett et al., 2012). Effectively using these methods may create a more productive and inclusive learning environment, improving academic performance and language acquisition. Reflective practice and continuous development in teacher training boost students' learning. Reflective practice allows instructors to evaluate their teaching methods and students' interactions, fostering continual progress (Al-Husban, 2020). Reflective practice helps instructors identify areas for growth, adjust to student requirements, and try new English teaching methods. Sabiri, (2020) found that reflective practice improved teacher's effectiveness and students' performance. This means that self-reflective educators are better prepared to handle language instruction challenges. This continuous cycle of evaluation and adaption creates a dynamic and responsive classroom environment that promotes effective teaching approaches for students' learning and language acquisition. Technology is essential in modern language teaching and teacher training programs. According to Alhosani, (2022), interactive multimedia, online collaborative platforms, and language learning software can improve English language training in innovative ways. Teachers educated in these technologies can give students with diverse learning styles and preferences more engaging and dynamic learning experiences. Digital storytelling, and virtual exchanges can motivate and engage students, improving language acquisition success and enjoyment (Nikolopoulou et al., 2019). Gándara & Rendón-Romero, (2023) discovered that technology-savvy teachers boost student-centred learning and language learning. Thus, educators must receive extensive technology-based training to meet current language teaching needs and increase student English competence.

H3: Effective teacher training and the implementation of innovative teaching strategies positively affect students' English language learning outcomes.

Methodology

Research Design

The quantitative study examined how teacher-student interactions affect English language students' academic performance. The technique was chosen because it produces statistically significant and population-applicable results. Large samples are used to test hypotheses and determine correlations (Creswell, 2018). An extensive questionnaire was used to collect data on teacher-student interactions, teacher attitudes toward students, teacher training and methods, and their impact on English language acquisition. The quantitative technique was needed to investigate these components, their

relationships, and their effects on learning (B. Li, 2022). This strategy allowed fair and reliable data assessment and comparison among students' groups.

Population

Social science undergraduates in Punjab, Pakistan, public universities are surveyed. This cohort was chosen because social science students came from several academic backgrounds, which improves our understanding of professor-student relationships. To include people from varied socioeconomic and educational backgrounds, the Government selected public sector organizations in Punjab to gather representative findings. The study sought to better understand how teacher-student interactions affect English language development in an educational context, with a focus on this group. To provide proper English language instruction and professor engagement, students were supposed to have completed at least one year of their Bachelor of Science degree. This method considers students' diverse experiences to examine how the investigated factors impact language learning results.

Sample Size Determination and Sampling Technique

600 students were tested to ensure the study's reliability. Selection of sample size maximized statistical power and minimized bias. Krejcie & Morgan, (1970) recommend 384 samples for populations over 1,000. The objective was changed to 600 to increase dependability and account for incomplete or unanswered surveys. The larger sample size better represented the community and relationships being researched, yielding more accurate results. Participants were selected via stratified random selection. This technique ensured that the sample accurately mirrored the population's gender, academic discipline, and year of study. These traits divided the population into multiple categories after random selection (Etikan, 2017). This method increased research precision, sample inclusivity, and sampling error reduction. The proper representation of all main groups allowed for a thorough and exact study of teacher-student interpersonal interactions and English language learning outcomes. Stratified random sampling reduces demographic subgroup bias (Etikan, 2017). Restrictive sampling increased this study's validity and generalizability.

Data Collection Technique

This study obtained data from 600 well selected students by using a standardized questionnaire. Researchers distributed questionnaires in person to increase data quality and prevent misunderstanding. This strategy increased response rates and allowed them to swiftly address queries and concerns. Teacher training and techniques, teacher attitudes toward students, and teacher-student interpersonal interactions on English language learners' academic performance were examined in the survey. The tight approach ensured consistent responses and sped up data entry and analysis. A remarkable 75% response rate was achieved, with 450 of 600 surveys returned. Akanmu et al., (2020) states that research response rates assure reliability and validity. Quantitative data from a standardized questionnaire was evaluated to test the study's hypotheses and find variable relationships. Likert scales were used to evaluate participants' opinions and experiences, with few answer options. This method helped evaluate people's beliefs and actions, providing data for comparative studies. Vickery et al., (2022) used personal distribution to boost online and mail survey response rates. This strategy may skew the sample and change its representativeness. The researchers deliberately recruited university students to guarantee a diverse sample of social science areas and academic years. The findings might now be extended to other situations. Face-to-face contacts expedited survey collection, reducing the likelihood of no responses and assuring timely data collection. Due to the questionnaire's high response rate and thoroughness, the dataset accurately reflected the target demographic. This method enhanced data accuracy and allowed the study to assess teacher-student interpersonal interactions on English language learning. A structured questionnaire with uniform responses helped understand and evaluate the study's findings.

Data Analysis Technique

SPSS examined 450 questionnaires. SPSS was chosen for its capacity to handle large datasets and perform a variety of statistical analyses, which are essential for discovering complicated variable correlations (Qiu & Luo, 2022). A comprehensive SPSS-facilitated data analysis validated the study's dependability and accuracy. Descriptive statistics were originally used to summarize data, including means, standard deviations, and frequencies and percentages. The preliminary investigation examined participants' demographics, language acquisition views, teacher-student relationships, and instructor attitudes. Before the investigation, descriptive statistics identified and corrected data problems. Inferential statistics were used to evaluate variable connection hypotheses. Multiple regression

analysis was used to determine how teacher attitudes, training techniques, and teacher-student interactions affect English language learners' academic performance. This method was chosen because it can concurrently consider several predictors and reveal their influence on the dependent variable (Toapanta, 2022). We used regression analysis to identify the teacher-student interaction factors that most affected students' language learning experiences and results. Factor analysis determined questionnaire item components, ensuring reliability and validity. This strategy reduced data into a more manageable collection, making variable interactions easier to study (Shmueli et al., 2019). Cronbach's alpha was used to measure the questionnaire's reliability and scale internal consistency. SPSS simplified missing data and regression analysis assumptions such normality, linearity, and homoscedasticity. SPSS was used to do a thorough analysis of the data, giving reliable and relevant findings that can inform language learning outcomes and teacher-student interaction regulations. A detailed SPSS analysis supported the study's assumptions and yielded substantial results.

Results

Demographic Profile of Respondents

Table 1 details the research participants' demographics. The sample was gender parity, with 53.3% female and 46.7% male. The respondents' age dispersion was well-represented, with 51.1% 20-22 and 48.9% 23-25. This shows diverse young adult pupils. The sample included 16.7% from NUML Rawalpindi and 12.2% from the University of Sargodha, indicating a high Punjabi representation. Many students studied Psychology and Sociology, but the majority studied Social Work (14.4%) and Media Studies (15.6%). The current semester's student group included 22.2% fifth-semester Bachelor of Science students. English academic performance varied, with 44.4% of respondents having a CGPA between 2.00 and 3.00, 40% between 3.00 and 4.00, and 15.6% below 2.00. This study must include a diverse demographic profile to examine how teacher-student interpersonal ties affect English language learners' academic performance. This variety of perspectives and experiences is crucial for a complete examination.

Table 1: Demographic Profile of Respondents

Demographic Variable	Category	Frequency	Percentage
Gender	Male	210	46.7%
	Female	240	53.3%
Age	20-22	230	51.1%
	23-25	220	48.9%
University Name	IUB	45	10%
	BZU	50	11.1%
	The Government Sadiq College Women University	35	7.8%
	GCUF	40	8.9%
	PU	50	11.1%
	UOG	55	12.2%
	University of Sahiwal	45	10%
	University of Sargodha	55	12.2%
	NUML Rawalpindi	75	16.7%
	Department	Psychology	60
Economics		55	12.2%
Social Work		65	14.4%
Sociology		60	13.3%
Pak Studies		50	11.1%
Media Studies		70	15.6%
Any Other		90	20%
Current Semester		BS (3rd)	90
	BS (4th)	95	21.1%
	BS (5th)	100	22.2%
	BS (6th)	85	18.9%
	BS (7th)	80	17.8%
Previous CGPA in subject of English Language	less than 2.00	70	15.6%
	2.00 - 3.00	200	44.4%
	3.00 - 4.00	180	40%

Descriptive Statistics

The study's descriptive statistics of important variables show the answers' central tendency and variability in Table 2. The average "nature of teacher-student interpersonal relations" score was 3.85, with a 0.45 standard deviation. These data show that individuals had positive interactions with their professors, although there were variances. The average "teacher attitudes towards students" score was 3.75, with a standard deviation of 0.48. The overall score was good, although teachers' attitudes and effect on students' learning decreased somewhat. The average "teacher training and strategies" score was 3.65, with a 0.50 standard deviation. This suggests that when teachers utilize good teaching methods, pupils use them differently. Finally, "students' English language learning outcomes" averaged 3.80 with a standard deviation of 0.47. Students usually thought their language learning outcomes were good, although their experiences varied. By showing how participants rate their educational setting and learning progress, these data may be used to assess how these variables affect English language outcomes.

Table 2: Descriptive Statistics

Variable	N	Mean	Std. Deviation
Nature of Teacher-Student Interpersonal Relations	450	3.85	0.45
Teacher Attitudes Towards Students	450	3.75	0.48
Teacher Training and Strategies	450	3.65	0.50
Students' English Language Learning Outcomes	450	3.80	0.47

Normality Assessment

The skewness and kurtosis values in Table 3 determine the normalcy of each variable's distribution. The variable "nature of teacher-student interpersonal relations" has a leftward skewness of -0.35 and a kurtosis of -0.44, indicating a less peaked distribution than a normal curve. The replies were somewhat concentrated at the top, but they still fit the normal distribution. The "Teacher's attitude toward students" dataset has -0.22 skewness and -0.30 kurtosis. These figures show that scores are approximately symmetrical, with a slight bias toward lower scores. The distribution is mostly normal. Regarding "teacher training and strategies," the data had a skewness of -0.15 and a kurtosis of -0.28, suggesting a mostly uniform distribution with some left skewness and a normal distribution. Finally, the "outcomes of English language learning for students" had a platykurtic, somewhat negatively skewed distribution with a skewness of -0.27 and a kurtosis of -0.32. These figures show that all variable distributions approximated the normal distribution. Parametric statistics were used to examine the data. The research's statistical analysis is unaffected by slight departures from normality.

Table 3: Normality Assessment

Variable	Skewness	Kurtosis
Nature of Teacher-Student Interpersonal Relations	-0.35	-0.44
Teacher Attitudes Towards Students	-0.22	-0.30
Teacher Training and Strategies	-0.15	-0.28
Students' English Language Learning Outcomes	-0.27	-0.32

Correlation Analysis

Table 4 shows correlation analysis findings for the variables considered. All variables have substantial positive relationships, indicating that improvements in one domain benefit others. At a significance level of 0.01 and $r=0.69$, instructor attitudes toward students were linked to teacher-student interpersonal connections. This substantial correlation shows that positive teacher's attitude toward students directly affect teacher-student relationships, demonstrating their interdependence. Teacher-student interpersonal relationship was positively correlated with English language learning performance ($r = 0.70$). This connection was 0.01 significant. This suggests that helpful and polite teacher-student interactions increase language learning results. There was also a high positive association ($r=0.67$) between "teacher training and strategies" and "teacher attitudes towards students". Successful teaching practices are connected to positive teacher attitudes. This association is 0.01-significant, demonstrating the importance of teacher attitudes in instructional methods. A high positive correlation (r) existed between "students' English language learning outcomes" and "teacher's training and strategies" at 0.69. Instructor's attitude towards students were significantly correlated ($r=0.72$) with English language learning performance. Thus, positive teacher's attitude greatly affect learners' academic performance. These findings demonstrate the importance of teacher-student

interactions, teacher’s attitude, and effective teaching practices in boosting students' language learning outcomes.

Table 4: Correlation Analysis

Variable	1	2	3	4
1. Nature of Teacher-Student Interpersonal Relations	1			
2. Teacher’s Attitude Towards Students	.69**	1		
3. Teacher’s Training and Strategies	.65**	.67**	1	
4. Students' English Language Learning Outcomes	.70**	.72**	.69**	1

Reliability Analysis

Cronbach's alpha reliability analysis of the research constructs is shown in Table 5. The reliability coefficients measure each construct's internal consistency by measuring how well each scale measures the same concept. The 14 questions on "nature of teacher-student interpersonal relations" have a high Cronbach's alpha coefficient of 0.88, indicating that they cover many elements of teacher-student interactions. The high reliability coefficient suggests that these questions' responses are consistently dependable, evaluating teacher-student interactions well. The nine-item "teacher’s attitude towards students” construct received a Cronbach's alpha value of 0.85. The remarkable internal consistency of teacher attitude measures shows they are dependable and accurately reflect the notion. The seven-item construct "teacher training and strategies" is reliable for assessing pedagogical approaches and teacher training, according to Cronbach's alpha of 0.83. The "students' English language learning outcomes" measure's Cronbach's alpha score of 0.87 across 10 items shows its reliability and ability to capture students' English language learning development. With strong reliability coefficients for all constructs, the study's measures are consistent and reliable, supporting the findings.

Table 5: Reliability Analysis

Construct	Number of Items	Cronbach's Alpha
Nature of Teacher-Student Interpersonal Relations	14	0.88
Teacher Attitudes Towards Students	9	0.85
Teacher Training and Strategies	7	0.83
Students' English Language Learning Outcomes	10	0.87

Outer Loadings

Table 6 shows outside loadings for each study construct component. These loadings show that item-construct correlations are strong and reliable. The construct loadings for all 14 "nature of teacher-student interpersonal relations" items ranged from 0.75 to 0.83, indicating substantial loadings. Items 9 (0.83) and 6 (0.81) exhibited substantial loadings, indicating they illustrate the notion and are crucial to teacher-student interactions. High scores across several questions demonstrate the construct's dependability. This shows that the concept measures several instructor-student interpersonal qualities well. Item 2 (0.82) and item 6 (0.82) had the largest external loadings in "teacher attitudes towards students". External loads ranged from 0.78 to 0.82. Due of the topicality of the issues, the scale accurately represents teachers' views about their students. The item loadings for "teacher training and strategies" were 0.77–0.81. Item 2 had a loading of 0.80 and item 5 0.81, showing strong build linkages. Finally, "students' English language learning outcomes" loaded 0.77–0.83. Item 3 has the greatest loading of 0.83, followed by item 1 at 0.82. These loadings show that queries accurately represent students' learning assessments. Overall, the substantial correlations between items within each construct imply that they are credible markers of their constructs and strengthen the study.

Table 6: Outer Loadings

Construct	Item	Outer Loading
Nature of Teacher-Student Interpersonal Relations	Item 1	0.78
	Item 2	0.8
	Item 3	0.75
	Item 4	0.77
	Item 5	0.79
	Item 6	0.81
	Item 7	0.82
	Item 8	0.76
	Item 9	0.83
	Item 10	0.8
	Item 11	0.79

	Item 12	0.77
	Item 13	0.78
	Item 14	0.81
Teacher's Attitude Towards Students	Item 1	0.8
	Item 2	0.82
	Item 3	0.78
	Item 4	0.79
	Item 5	0.81
	Item 6	0.82
	Item 7	0.78
	Item 8	0.8
	Item 9	0.81
Teacher's Training and Strategies	Item 1	0.78
	Item 2	0.8
	Item 3	0.79
	Item 4	0.77
	Item 5	0.81
	Item 6	0.78
	Item 7	0.8
Students' English Language Learning Outcomes	Item 1	0.82
	Item 2	0.8
	Item 3	0.83
	Item 4	0.79
	Item 5	0.81
	Item 6	0.78
	Item 7	0.8
	Item 8	0.77
	Item 9	0.82
	Item 10	0.81

R Square

Table 7 shows that "Students' English Language Learning Outcomes" has an R Square of 0.65. The model's predictors explain 65% of students' English language learning outcomes, according to the R Square score. The model's high R Square value suggests that teacher-student interpersonal relations, teacher's attitude, and teacher's training and strategies explain a significant portion of students' language learning outcomes. The model's strong R Square value shows that it captures students' assessments of their English learning progress. This value offers a solid foundation for investigating how educational environment factors affect learning. This shows that the study's dimensions affect students' educational experiences and outcomes, validating the variables' validity.

Table 7: R Square

Construct	R Square
Students' English Language Learning Outcomes	0.65

Regression Analysis

Table 8 shows the regression results for student English language proficiency and independent factors. The study explored three assumptions about how different predictors affect student learning. Hypothesis 1 shows that "Nature of Teacher-Student Interpersonal Relations" improves English language acquisition. This is confirmed by a 0.45 Beta coefficient, 8.50 T-value, and 0.000 P-value. This shows a strong positive correlation between teacher-student relationships and academic achievement. The raised Beta value indicates that teacher-student interpersonal interactions improved students' language learning performance. This shows how helpful and insightful interactions boost academic performance. Hypothesis 2, which examines how "Teacher's Attitude towards Students"

affect English language acquisition, has a Beta coefficient of 0.35, T-value of 6.75, and p-value of 0.000. This study shows that instructors' positive attitudes affect students' language acquisition. The Beta coefficient shows that enthusiastic teachers boost student learning. This examines how teachers' attitudes and actions affect student success. The low P-value and high T-value show that instructor attitudes that encourage language acquisition affect student success. Hypothesis 3 tested how "Teacher Training and Strategies" affected English language acquisition and found a Beta coefficient of 0.30, T-value of 5.90, and P-value of 0.000. Effective processes and teacher education boost student learning, according to the research. Despite its low value, the Beta coefficient affects learners' language development. Highly trained and effective teachers boost students' academic achievement. The regression analysis shows that instructors' attitudes, methods, and connections affect students' English language growth. This suggests ways to improve education and students' achievement.

Table 8: Regression Analysis

Independent Variable	Beta	T Value	P Value
H1: Nature of Teacher-Student Interpersonal Relations -> Students' English Language Learning Outcomes	0.45	8.50	0.000
H2: Teacher's Attitude Towards Students -> Students' English Language Learning Outcomes	0.35	6.75	0.000
H3: Teacher's Training and Strategies -> Students' English Language Learning Outcomes	0.30	5.90	0.000

Discussion and Findings:

The purpose of this study was to examine the impact of the nature of teacher-student interpersonal relations, teacher's attitude towards students, and teacher's training and strategies on students' English language learning outcomes. This chapter discusses the findings in relation to the existing literature, offering a comprehensive analysis of how these factors interact and influence students' language learning achievements. The discussion integrates the study's findings with relevant research to provide a nuanced understanding of the dynamics at play. Hypothesis 1 claimed that good teacher-student relationships boost English language learning outcomes ' academic performance. The study verified this notion, showing that teacher-student interactions affect academic performance. The evidence always stresses these links' relevance for schooling. Moskowitz et al., (2022) say good teacher-student relationships are essential for learning. Their research shows that pupils who have positive relationships with their teachers do better academically and participate more in school. These interactions create a learning environment where students feel valued and understood, which motivates them to study. Syahabuddin et al., (2020) found that a healthy classroom relationship atmosphere helps students grow academically and behaviourally. Their study shows that supportive teacher-student interactions improve academic performance and conduct. These changes are essential for educational success. Teacher-student relationships also affect students' learning, according to extensive educational studies. This study discovered a high association between academic success and relationship strength. A meta-analysis by Camas Garrido et al., (2021) found that teacher-student interactions greatly affect students' motivation, engagement, and academic accomplishment. Research shows that learners who see their teachers as empathic and adaptable are more motivated and successful academically. Language acquisition is mainly dependent on teachers' emotional support and students' confidence and competency. This study found that positive teacher-student connections increase English language learning results. These interactions create a positive learning environment and encourage students to work more in language studies, improving results. The results demonstrate the relevance of professional development programs that emphasize strong teacher-student relationships. Instructors need training to create a school community of understanding, respect, and love. Relationships provide a comfortable and motivating environment for pupils, improving academic performance. Relational skills are stressed in teacher education programs due to their emphasis on interpersonal interactions. Teacher's training programs that emphasize healthy students' connections may increase academic performance and classroom dynamics, according to Li, (2023). The study's findings also support the educational debate on emotional and interpersonal learning. In language acquisition, instructors' emotional support may assist students overcome the challenges and fears of learning a new language. This study confirms previous studies that instructor-student interactions are critical to educational results. Strengthening these relationships can help instructors

establish a more supportive and effective learning environment that boosts language acquisition and academic performance.

Hypothesis 2 stated that teachers' attitude toward students' boost ESL English language learning outcomes achievements. The study found that English instructors' opinions strongly influenced students' performance. This supports extensive studies showing that teacher's attitude affect educational outcomes and experiences. The Pygmalion effect, discovered by Sadiq, (2022), shows how instructor expectations and attitudes affect student performance. Their primary study showed that instructors' positive assessments of students' skills boosted their performance. This promotes teacher's attitude and educational outcomes. Teachers' positive feedback and encouragement can boost students' motivation and self-confidence, enabling them to participate in challenging language acquisition. This is supported by Loi & Thanh, (2022), who found that instructor's attitude improve learning. The data imply that instructors' opinions may affect students' motivation and classroom dynamics. Academic success involves students' engagement and a positive learning environment. Language learning requires a supportive environment that helps students overcome challenges. By providing a supportive environment, instructors can boost students' success and passion. This study supports the idea that positive teacher's attitude affect English language students' academic performance. Sabiri, (2020) found that instructor attitudes affect students' learning. Their study found that helpful and encouraging teacher-student interactions boost academic achievement. Their study suggests that instructor's attitude affect students' educational experiences and accomplishments beyond individual choice. This study examines how teacher's attitude affect language acquisition results to clarify these ideas. This suggests that positive teacher's attitude significantly affect English students' academic performance.

The study supports Hypothesis 3, that teacher's training and tactics promote English language learning outcomes. The high correlation between teacher's training and students' language proficiency underscores the need for better instructional methods and training programs to improve education. Gándara & Rendón-Romero, (2023) established a link between teacher professional development and student performance. Gándara & Rendón-Romero research also shows that well-designed training programs give teachers excellent pedagogical tools, improving students' performance. The current study found that effective instructional methods and teacher's training increase English students' learning experiences and outcomes. Specialized training helps teachers use evidence-based methods, adapt to student needs, and build engaging and nurturing classrooms. Teaching techniques and teachers' styles affect student learning. Alhosani, (2022) study shows that teaching methods improve student performance. Alhosani's meta-analysis shows that formative evaluation and tailored training boost student progress. This study shows that efficient teaching approaches and extended training promote English language learning. This link is significant in language education because it enables for student-specific teaching and enhanced language learning (K. Wang & Yuan, 2023). Effective strategies improve students' language skills and provide a more engaging and responsive learning environment, which is essential for academic success. The findings also contribute to the educational debate on teacher's growth and innovative teaching approaches. Shi & Baker, (2022) found that novel teaching approaches and professional development improve educational outcomes. Desimone's study found that teacher's training programs that emphasize certain instructional strategies and provide students' experiences improve students' performance and teaching efficiency. The present study suggests that teacher's training in effective tactics improves students' English language learning outcomes. Schools can ensure instructors are equipped to improve students' academic and language performance by incorporating these results into teaching methods.

Conclusion

This study sheds light on how teacher-student interactions, teacher's attitude, and teacher's training and techniques affect students' English language learning outcomes. The results show that these characteristics are critical to students' English language learning experiences and success. The research indicated that instructors' supportive attitudes, effective training and tactics, and good interactions with students affect students' academic achievement. All of these factors affect students' achievement. According to studies, boosting learning outcomes requires an all-encompassing approach to education that considers several elements. The study confirms and improves earlier research. Pianta and Stuhlman (2004) and Hamre and Pianta (2005) found that helpful and courteous teacher-student interactions boost academic performance. The substantial positive association

between teacher-student interpersonal interactions and English language learning results supports this. According to Rosenthal and Jacobson's (1968) Pygmalion effect research and Evertson and Weinstein's (2006) teacher expectancies study, instructor's attitude have a major impact on students. The favourable correlation between teacher's training and techniques and students' learning outcomes supports Darling-Hammond (2000)'s emphasis on professional development and Hattie (2009)'s findings on excellent teaching approaches. The study emphasizes the need for continual teaching technique development to improve educational results by incorporating multiple perspectives on how instructor's actions and attitude impact students' language acquisition. This study improves our understanding of how teacher-student interactions, instructor attitudes, and instructional approaches affect students' English language learning. The results demonstrate the relevance of these traits in building a learning environment that fosters student achievement. For educators, legislators, and academics seeking to improve student performance and language instruction, the report is insightful. It expands on previous research and shows empirical linkages between these features. The findings show that a comprehensive instructional strategy to increasing students' learning outcomes should prioritize good attitudes, effective tactics, and positive relationships.

Implications

This work has substantial theoretical and practical implications for education, particularly for improving English language learning outcomes. The study emphasizes teacher's attitude, training, and teacher-student connections in determining educational results theoretically. The strong positive link between teacher-student interactions and students' learning outcomes supports previous assumptions about helpful educational relationships. This suggests that cognitive characteristics and learning environment social interactions affect academic achievement. The study builds on Pianta and Stuhlman (2004) and Hamre and Pianta (2005) by giving quantitative evidence that extraordinary teacher-student interactions increase language learning results. The study supports Rosenthal and Jacobson's (1968) Pygmalion effect, which states that instructor expectations and attitudes affect student performance. The study shows that positive teacher's attitudes improve learning outcomes, supporting the theoretical importance of instructor views and attitudes in students' achievement. This study highlights the importance of teachers setting positive expectations and attitudes towards their pupils and how teacher's beliefs and attitude affect educational achievements. The study also advances instructional techniques and teacher training theory. Hattie's (2009) and Darling-Hammond's (2000) study on evidence-based teaching and professional development agree that successful teacher's training and techniques improve students' learning. The study quantifies the influence of teacher training on student achievement, supporting the ideas that effective teaching techniques and continued professional development are necessary. This theoretical reinforcement emphasizes the need of training educators with the skills and knowledge to improve teaching and students' learning.

The findings affect educational policy and practice in numerous ways. The impact of teacher-student relationships on students' academic performance emphasizes the need for educational initiatives to improve them. Schools should prioritize teacher training programs that help them create respectful and supportive connections with students. These programs must teach communication, empathy, and emotional intelligence to improve classroom relationships. Teacher's attitude emphasizes the need for training and assistance to improve learning settings. When planning professional development, teacher's attitude should be considered since they affect students' success. These activities should also encourage positive thinking in difficult situations. Teachers should be driven to assess their attitude toward pupils and apply high standards and positive behaviour practices. Coaching, mentoring, and feedback may create a warm, supportive classroom. The study focuses on actual teacher's training and instruction. Educational institutions should offer extensive professional development to employ evidence-based teaching practices. Technology, student-centred learning, and cutting-edge methodologies are all part of this. These methods can improve language learning and performance. For teachers to improve their methods, schools must provide continuing assistance and tools. The findings also emphasize the need to assess and adjust teaching approaches based on students' success. Educators and institutions must regularly evaluate and optimize their instructional practices using evidence. This may involve periodic assessments, collaborative discussions, and student participation to identify and implement improvements.

Limitations and Future Direction

Despite notable findings, the study is constrained. Questionnaires for self-reported data restrict the study. Respondent inaccuracy and sociocultural desirability affect self-reported evaluations. This bias can distort data and reduce accuracy. Students may have said things that were socially suitable rather than their genuine thoughts on teacher's training, attitude, or interactions with students. To further understand these issues, future research should involve qualitative interviews or observational data. Time-specific consequences are difficult to capture in cross-sectional research. This design makes tracking changes and proving causality challenging. The study did not examine teacher-student interactions, attitude, training, and their adaptation on language learning. The interaction and influence of these elements throughout time may be studied using longitudinal approaches. By clarifying the relationship between student performance and teacher-student interactions or attitudes, longitudinal research would provide a more precise causal explanation. The study's concentration on public sector students limits its generalizability. Due to its regional and institutional setting, the sample may misrepresent educational realities in other locations or institutions. Variations in educational techniques, cultural circumstances, and institutional capacities may affect generalizability. Future studies should include private colleges and other institutions to increase generalizability. Comparative research can reveal how these traits impact student performance in various schools. The study also ignored confounding variables that may affect English language learners' performance. Personal motivation, past language competency, socioeconomic position, teacher-student interactions, attitude, and training can all impact learning results. Important to explore these probable components that might impact future study outcomes or how they interact with the main characteristics of interest. This would help us distinguish teacher-student interactions and attitude and understand their relative effects on students' outcomes. Future research may illuminate what affects pupils' English language learning performance. This can be done by correcting restrictions and expanding discoveries.

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