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ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES

TEACHER-LEARNER INTERACTIONS IN HYBRID EFL CLASSES: A COMPARATIVE ANALYSIS OF ONLINE AND HYBRID EDUCATION

MASTER'S THESIS

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Department of Foreign Languages Education
English Language Education Program

MARCH, 2024

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APPROVAL FORM

DECLARATION

I hereby declare with the respect that the study "Teacher-Learner Interactions in Hybrid EFL Classes: A Comparative Analysis of Online and Hybrid Education", which I submitted as a Master thesis, is written without any assistance in violation of scientific ethics and traditions in all the processes from the project phase to the conclusion of the thesis and that the works I have benefited are from those shown in the References. (14/03/2024)

Tuncay UĞUR

FOREWORD

TEACHER-LEARNER INTERACTIONS IN HYBRID EFL CLASSES: A COMPARATIVE ANALYSIS OF ONLINE AND HYBRID EDUCATION

ABSTRACT

This research investigates the teacher-learner relationship in hybrid and online English as a Foreign Language (EFL) classes, comparing online and hybrid education. The study uses a qualitative method approach, using a rubric to evaluate the presence of positive and healthy relationships. Classroom observations and interviews with both instructors and learners provide insights into their experiences and opinions. The results shed light on the comparison of online and hybrid learning environments in terms of positive and healthy teacher-learner relationships. The study also provides understandings into the difficulties and benefits faced by instructors and students in hybrid and online settings. The findings have practical implications for both teachers and educational institutions, helping them understand and enhance the quality of the teacher-learner relationship in hybrid and online EFL instruction. The study aims to improve instructional practices and optimize the overall learning experience for learners in hybrid and online EFL classes by identifying effective strategies and behaviours that contribute to positive and healthy relationships.

Keywords: Teacher-learner relationship, Hybrid EFL Education, Online EFL Education, Positive and Healthy Relationships, Teacher-Learner Dynamics

ÇEVİRİMİÇİ-YÜZYÜZE BİR ARADA YABANCI DİL OLARAK İNGİLİZCE ÖĞRENİMİ SINIFLARINDA ÖĞRETMEN VE ÖĞRENCİ ETKİLEŞİMLERİ: ÇEVİRİMİÇİ-YÜZYÜZE BİR ARADA VE ÇEVİRİM İÇİ EĞİTİMİN KARŞILAŞTIRMALI BİR ANALİZİ

ÖZET

Bu araştırma, çevrimiçi-yüzyüze bir arada ve yalnız çevrimiçi eğitimi karşılaştırarak, çevrimiçi-yüzyüze bir arada ve yalnız çevrimiçi Yabancı Dil Olarak İngilizce sınıflarındaki öğretmen-öğrenci ilişkisini incelemektedir. Çalışma, olumlu ve sağlıklı ilişkilerin varlığını değerlendirmek için bir dereceli puanlama anahtarı kullanarak nitel bir araştırma yaklaşımı izlenmiştir. Sınıf içi gözlemler ve hem eğitmenler hem de öğrencilerle yapılan görüşmeler, onların deneyimleri ve görüşleri hakkında içgörü sağlamaktadır. Sonuçlar, çevrimiçi-yüzyüze bir arada ve yalnız çevrimiçi öğrenme ortamlarının olumlu ve sağlıklı öğreten-öğrenen ilişkileri açısından karşılaştırılmasına ışık tutmaktadır. Çalışma aynı zamanda öğretmenlerin ve öğrencilerin çevrimiçi-yüzyüze bir arada ve yalnız çevrimiçi ortamlarda karşılaştıkları zorluklar ve faydalar hakkında da fikir vermektedir. Bulguların hem öğretmenler hem de eğitim kurumları için pratik çıkarımları vardır ve çevrimiçi-yüzyüze bir arada ve yalnız çevrimiçi Yabancı Dil Olarak İngilizce eğitiminde öğretmen-öğrenen ilişkisinin kalitesini anlamalarına ve geliştirmelerine yardımcı olur. Çalışma, olumlu ve sağlıklı ilişkilere katkıda bulunan etkili stratejileri ve davranışları belirleyerek öğretim uygulamalarını iyileştirmeyi ve çevrimiçi-yüzyüze bir arada ve yalnız çevrimiçi Yabancı Dil Olarak İngilizce sınıflarındaki öğrenciler için genel öğrenme deneyimini optimize etmeyi amaçlamaktadır.

Anahtar Kelimeler: Öğretmen-Öğrenci İlişkisi, Çevrimiçi-Yüzyüze Bir Arada EFL Eğitimi, Çevrimiçi EFL Eğitimi, Olumlu ve Sağlıklı İlişkiler, Öğretmen-Öğrenci Dinamikleri

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LIST OF ABBREVIATIONS

EFL : English as a Foreign Language

TSRs : Teacher-Student Relationships

EI : Emotional Intelligence

SI : Social Intelligence

TSRQ : Quality Of Teacher-Student Relationships

L2 : Second Language

STRs : Student-Teacher Relationships

SSB : Sense Of School Belonging

ESL : English as a Second Language

CLASS-S : Classroom Assessment Scoring System—Secondary

S-TSRI : Teacher-Student Relationship Inventory

EFA : Exploratory Factor Analysis

CFA : Confirmatory Factor Analysis

CLASS : Classroom Assessment Scoring System

AI : Artificial Intelligence

TPR : Total Physical Response

I. INTRODUCTION

This section will present the study's background, statement of the problem, significance of the study, purpose, and research questions.

A. Background of the Study

Many theories underline social construct and relationships are important aspects of learning progress. To illustrate, social exchange theory underlines an important point by stating that people engage in mutual exchanges of resources, including knowledge and attention, to achieve their objectives (Emerson, 1976). If we narrow this aspect down to language learning, we can see different approaches. Some scientists see this aspect as a mechanic process. For example, Chomsky (1994) states children's brain contains a special device or mechanism to learn language at birth, other scientists such as Bruner and Haste (1987) argues that children's or learners' social environment and interactions affects their language learning progress deeply.

Early studies highlight the crucial role of social context and environment in learning, especially in language acquisition. However, despite the acknowledged significance of these factors, there is a lack of research specifically addressing the complexities of teacher-learner relationships within the broader learning context. Research on teacher-learner relationships and classroom dynamics is often a neglected aspect of education (Gkonou, 2021). There are many reasons for this, such as the fact that it is a qualitative subjective matter, which makes it difficult to observe or measure quantitatively. Because of these characteristics, it is seen by many researchers as an area of education that is difficult to follow the scientific method. This is one of the main reasons why research in this area is scarce. However, the same reason makes it important to conduct research in this area because, as many scientists have suggested, there is much to be learned and discovered. It is therefore crucial to study and understand the subject objectively and comprehensively.

Although the word 'relationship' is easily understood when heard or read, the concepts and components that create a relationship are vast and complex. This makes

it difficult to observe or measure the concepts and components quantitatively. To overcome this challenge, a scientific approach can be taken by observing the components that create a relationship. Korthagen and colleagues (2014) noted that moments of 'contact' are a fundamental component that inevitably creates a relationship, which can be used to understand the quality of the teacher-student relationship.

Recent technological advancements have revolutionised the dynamics between teacher and learner, elevating it to a new level. It is now possible to communicate with teachers beyond the school premises and reach out to them as and when required. These advancements have eradicated certain barriers and introduced various factors that impact the relationship between teachers and learners. The integration of technology into education has led to the emergence of new teaching modes, such as online and hybrid. These novel settings introduce an alternative type of association. This study aims to analyse and provide answers to inquiries regarding these facets.

B. Statement of the Problem

Technology is advancing rapidly. In 1969, the first computer connected to the internet between universities, and in 1971, the first personal computer was released. Today, most people own smartphones, which are small computers that can fit in our pockets. The landscape of education is undergoing a transformative shift with the integration of online and hybrid instructional models, particularly in English as a Foreign Language (EFL) classes (Kern, 2006; Spector, 2014). This research addresses key issues and gaps in understanding the teacher-learner relationship in online and hybrid education, exploring significant differences between the two modalities and capturing the opinions of both students and teachers.

With the increasing prevalence of online education, it is crucial to comprehensively examine the nature of the teacher-learner relationship within this virtual domain. It is important to understand the dynamics, challenges, and opportunities that characterize this relationship for educators and institutions navigating the complexities of online EFL instruction.

The combination of face-to-face and online elements in hybrid education introduces complexity to the teacher-learner relationship. It is imperative to investigate the nature of this relationship in hybrid EFL classes to determine how the blending of

instructional modalities impacts the quality of interactions between educators and learners.

While both online and hybrid education offer flexibility, it is uncertain to what extent they influence the teacher-learner relationship. Investigating significant differences between these two modes of instruction is essential for educators, institutions, and policymakers to tailor strategies that align with the distinct demands of each approach.

To understand the effectiveness of teacher-learner relationships in hybrid and online EFL classes, it is important to consider the perspectives of students. By exploring their opinions, we can gain valuable insights into their experiences, the challenges they face, and the benefits they perceive. These insights can be used by instructors, institutions, and educational policymakers to enhance the overall learning experience.

Teachers play a central role in shaping the educational environment, making their perspectives on the teacher-learner relationship in hybrid and online settings critical. This exploration offers a nuanced understanding of instructors' experiences, challenges encountered, and strategies employed, guiding the development of effective instructional practices.

This study aims to address these gaps by using a qualitative approach. A rubric will be used to evaluate the presence of positive and healthy relationships. Classroom observations and interviews with both instructors and learners will provide multifaceted insights. This will ultimately inform instructional practices and contribute to the ongoing discourse on optimizing the teacher-learner relationship in the evolving landscape of EFL education.

C. Significance of the Study

The study's significance lies in exploring the teacher-learner relationship in hybrid and online English as a Foreign Language (EFL) classes. In the current educational landscape, digital instruction requires a nuanced understanding of how educators and learners engage in diverse settings. This study aims to provide valuable insights with practical implications for both teachers and educational institutions by addressing the research questions outlined below.

Understanding the complexities of the teacher-learner relationship in online education is crucial as virtual platforms become integral to modern learning environments. The findings will offer educators insights into fostering positive and healthy relationships in a digital space, addressing the unique challenges and opportunities presented by online instruction.

The analysis of the relationship between teachers and learners in hybrid education introduces complexity by combining online and face-to-face interactions. The findings from this study will help to identify effective strategies for managing the dual nature of hybrid education, providing guidance for educators who aim to establish meaningful connections in this blended environment.

This study examines the differences between online and hybrid education, contributing to the discourse on the effectiveness of various instructional modalities. Understanding these differences is crucial for institutions seeking to tailor their educational approaches to meet the needs of educators and learners in diverse settings.

The study aims to shed light on the challenges and benefits perceived by students in hybrid and online education regarding the teacher-student relationship. The findings will provide valuable feedback to educators to enhance instructional practices and improve the overall learning experience.

Teachers have a crucial role in shaping the learning environment. This study provides practical guidance by offering insights into teachers' opinions on the teacher-student relationship in hybrid and online settings. Understanding instructors' perspectives can inform professional development initiatives and guide institutions in creating supportive frameworks for effective teaching.

The practical implications of this research extend beyond the academic context. The study aims to improve the quality of EFL instruction in hybrid and online settings by providing educational institutions with findings that can be used to refine their pedagogical approaches, optimize teacher training programs, and implement strategies that foster positive and healthy teacher-learner relationships.

D. Purpose of the Study

The main purpose of this research is to explore the complex dynamics of the teacher-learner relationship in the context of English as a Foreign Language (EFL)

teaching, particularly in hybrid and online learning environments. A qualitative methodology will be used to achieve several objectives. Firstly, the study will explore the nature of the teacher-learner relationship in online education. Additionally, the study aims to investigate the nature of the teacher-learner relationship in hybrid education. Furthermore, it intends to identify significant differences in the teacher-learner relationship between online and hybrid education. Moreover, the research aims to explore student opinions on teacher-student relationships and examine teacher opinions on the teacher-student relationship.

The first objective is to explore and elucidate the nuanced nature of the teacher-learner relationship in online EFL classes. This requires an understanding of the distinct characteristics, challenges, and benefits that are inherent in digital instructional settings. Subsequently, we will explore the complexities of the teacher-learner relationship in hybrid EFL classes, where both online and face-to-face components coexist. This study aims to investigate how different instructional modalities affect the quality of interactions between educators and learners.

The study will examine and identify notable differences in the teacher-learner relationship between online and hybrid education. By comparing these two modes of instruction, the study seeks to provide insights into the unique dynamics and challenges posed by each, contributing to the broader discourse on effective EFL pedagogy. The aim of this study is to investigate the perspectives of students who have experienced both hybrid and online EFL education. The study seeks to understand their opinions, challenges faced, and perceived benefits in terms of teacher-student relationships, in order to contribute valuable insights to enhance the overall learning experience.

Additionally, the study aims to uncover the perspectives of instructors who have taught in both hybrid and online EFL settings. This study aims to explore the experiences of educators in fostering positive and healthy teacher-learner relationships in online and hybrid EFL classes. The insights gained will inform instructional practices and contribute to the professional development of educators.

Another aim of this study is to provide a comparative analysis of the teacher-learner relationship in online and hybrid EFL classes and offer practical insights. The research intends to inform educators, educational institutions, and policymakers about

effective strategies and behaviours that contribute to positive and healthy relationships in these evolving instructional modalities. The study aims to contribute to the improvement of instructional practices and the learning experience for EFL learners in hybrid and online settings by addressing the research questions.

E. Research Questions

This study is guided by the following research questions in the pursuit of understanding the complex dynamics of teacher-learner relationships in online and hybrid education landscape.

1. What is the nature of the teacher-learner relationship in online education?

2. What is the nature of the teacher-learner relationship in hybrid education?

3. Are there significant differences in the teacher-learner relationship between online and hybrid education?

4. What are the opinions of students who have attended hybrid and online education regarding the teacher-student relationship?

5. What are the opinions of teachers who have taught in hybrid and online education settings regarding the teacher-student relationship?

II. LITERATURE REVIEW

This section explores the dynamics of teacher-learner relationships and their interrelated influences. It analyses prior research, summarises key findings, makes comparisons, and emphasises crucial themes. The aim of this exploration is to provide a brief yet comprehensive understanding of the multi-dimensional landscape surrounding teacher-learner relationships.

A. Importance of Teacher-Learner Relationship

One of the early studies in the field was conducted by Frymier and Houser in 2000. Their study revealed that communication skills are vital not only in friendships and romantic relationships but also in various types of relationships, including teacher-student relationships. Effective teaching involves a balance between content delivery and relational communication. When teachers and students establish interpersonal relationships, trust develops, and students are more comfortable asking questions and engaging in deeper learning (Frymier and Houser, 2000). The study emphasises that effective teaching goes beyond content expertise and delivery methods, emphasising the importance of interpersonal communication in creating a conducive learning environment. It concludes that the nature of communication plays a significant role in successful teaching and learning in the classroom.

In Spilt, Koomen, and Thijs's (2011) study, the focus is on the importance of teacher-student relationships. Their study reveals a concept called the basic psychological need for relatedness. Drawing from theories on interpersonal relationships, the review posits that teachers have a fundamental need for relatedness with their students. This need for connection with students may be one of the reasons teachers are drawn to the profession (Spilt, Koomen, and Thijs, 2011). This insight indicates that the teacher-student relationship is not only one-sided but also that teachers need the personal touch of their students.

In their meta-analysis, researchers Roorda, Koomen, Spilt, and Oort found that affective teacher-student relationships (TSRs) were found to be more important for

children who were academically at risk, particularly for those from disadvantaged economic backgrounds and children with learning difficulties (Roorda, Koomen, Spilt, and Oort, 2011). This finding also aligns with many future researchers' outcomes. In this manner, it shows that TSRs are an essential part of the educational process and students' development. Its effects aren't only limited to emotional aspects but also extend to academic outcomes.

In their book Pianta, Hamre, and Allen (2012) emphasizes the importance of understanding the nature and quality of interactions between teachers and students in classrooms in one of the chapters in their book. The authors argue that these interactions play a fundamental role in shaping student engagement, and they propose an approach to assess and improve the quality of teacher-student interactions to enhance student engagement and learning outcomes. They claim that Classrooms are complex social systems with multiple components. Among these components, student-teacher relationships and interactions are considered crucial for understanding student engagement and they suggest that the quality of interactions between teachers and students can be assessed using standardized observation methods. These assessments provide insights into the dynamics of classroom interactions.

The chapter also proposes that teachers can enhance the quality of their interactions with students by gaining knowledge about developmental processes relevant to classroom interactions. Additionally, personalized feedback and support related to their interactive behaviours and cues can facilitate improvements. In the chapter, engagement is viewed as both an outcome in itself and a mediator that influences students' learning and development through their interactions with teachers.

Moreover, the authors advocate for the development of a theory of the classroom as a setting for development, grounded in an understanding of how classroom settings influence students' development and learning. They also emphasize the need for a theory of change specific to the social setting of classrooms.

The authors argue that by understanding how classroom settings impact students' development and learning, educators can better design interventions and strategies to promote positive engagement. They suggest that a theory of change specific to the social setting of classrooms would provide valuable insights into how to create supportive and conducive learning environments. Additionally, the authors highlight

the importance of ongoing research and collaboration among educators to further advance our understanding of the role of engagement in student outcomes.

Wubbels and Brekelmans (2012) discuss the significance of teacher-student relationships in the classroom and investigate how interactions between teachers and students shape these relationships in their research. The authors emphasize the importance of these relationships for student achievement, teacher job satisfaction, and preventing discipline problems (Wubbels and Brekelmans, 2012). They adopt a communicative approach to analyse teacher-student relationships. This approach allows researchers to examine the various forms of communication that take place between teachers and students, such as verbal exchanges, nonverbal cues, and even the use of technology in the classroom. By analysing these interactions, researchers can gain a deeper understanding of how teachers and students influence each other's attitudes, behaviours, and academic outcomes. Researchers emphasize that communication occurs whenever someone displays behaviour in the presence of someone else, and meaning is inferred from behaviour, regardless of the sender's intentions (Wubbels and Brekelmans, 2012). This research can ultimately inform strategies for improving teacher-student relationships and creating a positive learning environment.

In their study, Sánchez, González and Martínez (2013) state that positive teacher-student relationships can have a long-lasting impact on students' language acquisition and overall development. When students have a supportive and respectful relationship with their teacher, they are more likely to persist in their language learning goals (Sánchez, González, and Martínez, 2013). It can be inferred that this positive relationship can also lead to increased motivation and engagement in the classroom, as students feel comfortable taking risks and participating actively in language activities. Additionally, research has shown that positive teacher-student relationships can contribute to a sense of belonging and connectedness among students, which can further enhance their language acquisition and overall well-being.

In a study conducted by Gkonou and Mercer (2017), the authors examine the role of socio-emotional competences, such as emotional intelligence (EI) and social intelligence (SI), in English language teaching (ELT), They conducted a mixed-methods empirical study to better understand the impact of these competences in actual classrooms. The authors found that teachers who scored very highly on socio-

emotional intelligence scales shared a common concern for creating and maintaining quality interpersonal relationships. They emphasize the significance of positive relationships between themselves and their students, as well as among the students themselves (Gkonou and Mercer, 2017). Teachers believed that the overall group dynamics were essential for a successful classroom environment because they emotionally influenced their relationships with the students. Core qualities contributing to positive group dynamics included empathy, respect, trust, and responsiveness on the part of the teacher (Gkonou and Mercer, 2017). The authors also express concern that socio-emotional competences are often absent from many language teacher education curriculums, with greater priority given to technical competences. They argue that both technical and socio-emotional skills are crucial and that fostering quality interpersonal relationships is essential for effective language teaching (Gkonou and Mercer, 2017). The study highlights the central role of interpersonal relationships in the language classroom. Quoting James Comer, the authors assert that "No significant learning takes place without a significant relationship," emphasizing that relationships among teachers and learners play a key role in language education. This is particularly important in language classrooms, which rely on cooperation, communication, and intercultural competence.

By the help of this study, we can infer that language classrooms are unique environments where students not only learn grammar and vocabulary but also develop their communication skills and cultural understanding. In order to create a supportive and engaging learning atmosphere, teachers must prioritize building strong interpersonal relationships with their students. These relationships facilitate effective communication, encourage collaboration, and promote a positive learning experience for all involved.

Another study on this topic is Poklar's (2018) research, which employs a mixed-methods approach to investigate the quality of teacher-student relationships (TSRQ) in relation to implicit teacher factors. The study illuminates the crucial role of a teacher's inner working model, encompassing flexibility, critical thought, and ongoing self-awareness. Teachers who view their role as multi-faceted, extending beyond academic excellence, experience success in daily interactions, measured by students' incremental achievements and expressions of gratitude from parents. The findings underscore the reciprocal nature of teacher-student relationships, emphasizing the

dyadic and mutual exchange that contributes to the well-being of both parties. TSRQ is highlighted as having a strong association with positive student outcomes across various domains of functioning. Another finding of the study is that teachers who demonstrate cultural competence are likely to have better relationships with their students. Teachers who navigate challenging environments successfully exhibit awareness and critical thought in their teaching philosophy, contributing to positive relationships with students. In addition, the researcher highlights that the teacher's inner working model, including flexibility, awareness, and critical thought, plays a crucial role in understanding and navigating challenges within the teacher-learner relationship. Findings of the study describe the teacher-learner relationship as a mutual, dyadic relationship where both the teacher and the student contribute to and receive from the relationship. Another significant finding of the study suggests that successful teachers demonstrate awareness of students as individuals, tailoring their approaches to meet students' educational, developmental, and emotional needs (Poklar, 2018).

In addition, Poklar's (2018) research on the quality of teacher-student relationships (TSRQ) provides a detailed and perceptive examination of the complex dynamics in educational environments, employing a mixed-methods approach. The focus on implicit teacher variables, such as cultural competency and burnout, illuminates the complex interaction between a teacher's internal processes and the quality of interactions established with students. The most notable aspect is the recognition of teaching as a whole undertaking that goes beyond the conventional limits of academic guidance. According to Poklar's research, teachers play a crucial role in creating pleasant learning environments by possessing flexibility, cultural sensitivity, and a deep grasp of the difficulties students encounter. The study emphasises the mutual nature of teacher-student relationships, which not only improves student outcomes but also promotes the well-being of both teachers and students. As we analyse Poklar's (2018) work, it encourages us to think about how recognising the teacher-learner connection as a dynamic, mutual exchange can lead to transformation. It urges educators to embrace adaptation and critical reflection as vital tools in their teaching methods. This study proposes a significant change in teacher training and institutional procedures to promote meaningful and influential teacher-

student connections in education. It aims to guide educators and policymakers in this endeavour.

As we move forward in literature, another notable study is conducted by Gan (2021). The researcher evaluates the role of teacher-student relatedness and teacher engagement in students' engagement in English as a Foreign Language (EFL) classrooms. The study emphasizes the importance of the relationship between teachers and students and its impact on students' academic engagement and language learning outcomes. It highlights that the teacher-student relationship is crucial in EFL contexts and can significantly influence students' language learning outcomes. This relationship encompasses academic interactions, emotional engagement, and motivational factors. Overall, the study underscores that the teacher-student relationship is an essential component of successful language teaching and learning. It suggests that EFL teachers should actively nurture positive relationships with their students, adapt their teaching methods to individual needs, and utilize technology to facilitate communication. Additionally, they should evaluate the impact of teacher-student interactions to improve future teaching practices (Gan, 2021).

The study illuminates the critical interplay of teacher-student relatedness and teacher engagement in English as a Foreign Language (EFL) classrooms. This research underscores the paramount significance of the teacher-student relationship in influencing students' academic engagement and language learning outcomes. Gan emphasizes the multifaceted nature of this relationship, encompassing academic interactions, emotional engagement, and motivational factors. As I reflect on this study, it underscores the centrality of positive teacher-student relationships, extending beyond conventional teaching practices. The study encourages EFL teachers to tailor their approaches to individual student needs, embrace technology for communication, and continually evaluate the impact of teacher-student interactions for ongoing improvement. These insights prompt contemplation on the evolving landscape of education, urging educators to adapt to contemporary tools while preserving the essential human connection in teaching. Overall, Gan's study serves as a compelling reminder of the profound influence that teacher-student relationships wield in shaping the educational journey and calls for intentional efforts in fostering positive connections in language classrooms.

B. Motivational Effects of Teacher-Student Relationship

One of the early salient studies on this topic is from Dörnyei (2001). The author focuses on the motivational effects of the teacher-learner relationship in his book. He suggests that building a positive teacher-learner relationship is a key motivational strategy and highlights several essential components, including acceptance, the ability to listen and pay attention, and availability. Acceptance involves maintaining a non-judgmental, positive attitude toward students, similar to the way we may feel toward family members with their imperfections. Listening to students is described as the most powerful form of communication that conveys acceptance and consideration. Despite time constraints, availability is highlighted as crucial for building personal relationships with students. Teachers can find ways to create availability, such as joining students during lunch, participating in school events, providing contact information, and setting aside time for student interactions. Overall, the book underscores the significance of developing a personal teacher-learner relationship as a motivational strategy in the language classroom, contributing to a positive learning environment (Dörnyei, 2001).

Moreover, Dörnyei's analysis of the motivating impacts of teacher-learner relationships in his book provides deep understanding of the factors that influence effective language teaching. The focus on acceptance as an impartial attitude towards students really resonates, bringing similarities to familial connections. Dörnyei's acknowledgment of listening as a potent mode of communication introduces a subtle dimension to the teacher's responsibility in cultivating an all-encompassing learning atmosphere. The essential element of being available, even with limited time, emphasises the dedication needed to establish personal relationships with pupils. Dörnyei offers practical guidelines for fostering a constructive teacher-student interaction, such as teachers engaging with students during lunch or taking part in school activities. In general, his work acts as a guiding light, encouraging educators to acknowledge the motivational influence that comes from the human ties they establish, which greatly contributes to the development of a stimulating language-learning environment.

In the research conducted by Yunus, Osman, and Ishak (2011), it was discovered that positive teacher-student relationships are correlated with heightened student motivation, engagement, perseverance, acceptance of direction and criticism, stress

coping, and attentiveness in the classroom. Their study posits that favourable relationships between teachers and students result in enhanced student behaviour, motivation to learn, and academic achievement (Yunus, Osman, and Ishak, 2011).

The study highlights the crucial significance of positive teacher-student connections in influencing several facets of the student encounter. The findings emphasise a wide range of favourable results, spanning from heightened motivation and involvement to enhanced stress management and focus. It is fascinating to witness how the intricacies of the teacher-student connection go beyond the conventional boundaries of academic success, impacting behaviours, levels of motivation, and overall classroom experiences. This study encourages contemplation on the intricate and diverse influence of the instructor and the interdependence of emotional and academic aspects in the educational setting. It emphasises the need of cultivating strong relationships as a fundamental aspect in establishing a supportive and fulfilling educational environment.

Besides, the study by Sánchez, González and Martínez (2013) emphasizes the importance of recognizing students' efforts and achievements in relationship-building. When teachers acknowledge and reward students for their progress, it motivates them to excel and fosters a positive classroom atmosphere (Sánchez, González, and Martínez, 2013). This study highlights the crucial importance of recognizing students' efforts and accomplishments within the framework of teacher-student relationships in EFL learning. The findings underscore the significance of acknowledging and incentivizing students for their advancements, as it not only boosts their motivation to perform but also fosters a healthy classroom environment. This emphasizes the mutual nature of relationships between teachers and students, wherein positive reinforcement from teachers significantly influences students' engagement and overall learning experience. The study urges educators to take into account the socio-emotional aspects of teaching, acknowledging that creating a friendly and motivating environment is crucial for the achievement of EFL learning.

As we navigate through the literature, we come by Nasseri and her colleagues' (2014) study. They assert that a positive teacher-student relationship is defined by qualities such as care, support, trust, and respect in her study and that of her colleagues. These elements are considered foundational in bolstering students' self-confidence, fostering self-trust, enhancing motivation to learn, and shaping their professional

development and career paths (Al Nasiri, Renganathan, and Balush, 2014). Upon analysing the study's investigation into excellent teacher-student relationships, it becomes apparent that the crucial attributes of caring, support, trust, and respect have a fundamental impact on shaping students' educational experiences (Al Nasiri, Renganathan, and Balush, 2014). Al Nasseri's (2014) study highlights the profound influence of these factors on pupils, promoting not just academic growth but also greatly enhancing their self-assurance and drive to acquire knowledge. The acknowledgment of the mutual nature of the teacher-student connection, in which the teacher's supportive characteristics impact the professional growth and career paths of students, highlights the extensive consequences of these interpersonal dynamics. This study urges educators to contemplate the significant duty they have in fostering a favourable learning atmosphere, where interpersonal elements are just as important as academic material in influencing students' comprehensive development.

A notable study in this field from Gkonou and Mercer (2017) state that teachers play a key role in helping learners empathize with, trust, respect, and relate to their peers. Their ability to foster socio-emotional skills and positive peer relationships is essential in language education. Their study underscores the critical role of teacher-student relationships in the English language classroom. Teachers with high socio-emotional intelligence prioritize creating and maintaining quality interpersonal relationships, and this also increases students' motivation towards learning (Gkonou and Mercer, 2017).

By examining the research conducted by Gkonou and Mercer (2017), it becomes clear that teachers have a substantial impact on the development of students' socio-emotional abilities and their connections with peers. The prioritisation of cultivating attributes such as empathy, trust, and respect not only emphasise the interpersonal dimension of education but also stresses the pivotal role of instructors in establishing a constructive learning atmosphere. The study highlights the interdependence between teacher-student relationships and students' motivation for learning, underscoring that a teacher's socio-emotional intelligence plays a role in shaping the overall dynamics of the classroom. By placing emphasis on great interpersonal interactions, instructors not only encourage students to actively participate in course material but also motivate them to establish significant connections with their classmates. This research encourages educators to think on their diverse roles and emphasises the importance of

their socio-emotional abilities in fostering students' overall growth in the language classroom.

The study conducted by Henry and Thorsen (2018) explores the influence of teacher-student relationships on second language (L2) motivation. The research examines moments of teacher-student interaction and their impact on student engagement and motivation, distinguishing between emerging and mature teacher-student relationships. In emerging relationships, moments of contact between students and teachers have immediate, conscious effects on student engagement and motivation. However, in mature relationships, the influence of such moments may be less pronounced, involving unconscious motivational processes. The research underscores the significance of the teacher-student relationship as a source of motivation for language learners, with its mental representation serving as a significant motivational factor, especially in contexts with limited authentic interactions with target language speakers. The findings highlight the central role of the teacher-student relationship in L2 motivation, urging educators to cultivate and sustain positive relationships with students to enhance their motivation and engagement.

The study sheds light on the intricate dynamics of teacher-student relationships and their profound impact on second language (L2) motivation. The investigation of both emerging and well-established partnerships unveils the intricate character of these interactions. The results highlight the direct and intentional impact of teacher-student interaction during the initial phase of their connection, in contrast to the more subtle and automatic motivational mechanisms in established partnerships. The study highlights the cognitive portrayal of the teacher-student connection as a powerful motivating force, particularly in situations where genuine contacts are scarce. This research emphasises the crucial role that educators play in cultivating favourable relationships to enhance students' motivation and involvement in language acquisition. This statement urges educators to acknowledge and foster the motivational influence inherent in the relationship between teachers and students, hence enhancing the effectiveness and engagement of the language learning environment.

The study conducted by Wong, Parent, and Konishi (2019) explores the roles of student-teacher relationships (STRs) and the sense of school belonging (SSB) in fostering students' educational and career expectations. The research reveals that both STRs and SSB are positively associated with educational expectations, indicating that

students with positive relationships with their teachers and a strong sense of belonging at school are more likely to have higher educational expectations. The study delves into mediation effects, uncovering that STRs indirectly promote future orientation. Positive STRs correlate with a greater sense of school belonging, which, in turn, is associated with higher educational expectations. These heightened educational expectations, in turn, play a crucial role in predicting higher career expectations. These findings underscore the pivotal role of school climate in shaping students' future orientation. Positive STRs and a robust sense of school belonging contribute to an environment where students are more inclined to set elevated educational and career expectations.

One of the recent studies in this field was conducted by Gan (2021). In her research, the author indicates that a positive teacher-student relationship leads to high levels of class participation, academic motivation, self-confidence, and a positive attitude toward learning. It can also enhance students' attachment to school and cooperation in class activities. The study discusses the concept of academic engagement, which encompasses behavioural, cognitive, and emotional aspects. A strong teacher-student relationship is linked to improved academic engagement, which, in turn, influences language learning success.

An analysis of Gan's (2021) study demonstrates the significant influence of fostering strong teacher-student interactions on multiple aspects of students' academic experiences. The research highlights the importance of cultivating a supportive relationship between teachers and students, which leads to enhanced class engagement, heightened academic drive, higher self-assurance, and a favourable disposition towards learning. Furthermore, this favourable correlation also enhances students' sense of belonging to the educational institution and fosters collaboration in classroom tasks. Gan's examination of academic involvement, which includes behavioural, cognitive, and emotional aspects, highlights the significant impact of a strong teacher-student connection on improving language learning outcomes. The results indicate that educators should give priority to establishing and preserving healthy relationships with students in order to have a beneficial impact on their academic involvement and language acquisition achievements.

C. "Presence" in Relationship

Rodgers and Raider-Roth (2006) introduce the concept of "presence", also referred to as "being there" in teaching, with the aim of laying a theoretical foundation for this often-overlooked quality. The authors contend that contemporary education tends to reduce teaching to a mere checklist of behaviours and standards, neglecting the essential yet elusive attribute of presence.

They define "presence" as a state of alert awareness, receptivity, and connectedness to the mental, emotional, and physical aspects of both the individual teacher and the group of students within their learning environment. Presence also involves the ability to respond thoughtfully and compassionately to the needs of the moment. In their study, the authors explore presence in four different aspects, one of which is presence as a connection to students, underscoring the necessity for teachers to establish genuine connections with their students by understanding their individual needs and experiences (Rodgers and Raider-Roth, 2006).

Examining the notion of "presence" in pedagogy illuminates a crucial yet frequently disregarded facet of the educational process. Despite an educational environment that occasionally simplifies teaching to a simply list of tasks, the authors underscore the significant value of being fully engaged and attentive. The concept of "presence" refers to a heightened level of consciousness and connection to the different elements of both the teacher and students, highlighting the intricate nature of successful teaching. The authors contend that it encompasses not just adhering to established criteria, but also displaying thoughtful and empathetic reactions to the ever-changing requirements of the educational setting. The study's investigation of presence as a link to students emphasises the significance of genuine relationships in education. Rodgers and Raider-Roth enhance our comprehension of teaching by exploring many sources and experiences. They connect the notion of presence to the primary objective of education, which is to create a just and democratic society. Their work compels educators to contemplate the importance of their presence in the classroom and its wider implications for cultivating meaningful connections and enabling a more profound learning experience.

The authors utilise a range of sources, such as student teacher papers, interviews with children and experienced teachers, and stories from a study group of educators

who explored the concept of presence. They conclude by linking the notion of presence to the fundamental purpose of education - the establishment of a fair and democratic society (Rodgers and Raider-Roth, 2006).

Additionally, Korthagen and his colleagues (Korthagen, Attema-Noordewier, and Zwart, 2014) also mention the concept of presence in their study and draw on insights from various researchers. Stieha and Raider-Roth (2012) state that presence is characterized by bringing one's whole self to full attention in the moment. However, Noddings, who first shed light on the topic of presence, asserts that it is connected but not synonymous with contact (Noddings N. , 1984). It can be inferred that, during a relationship, one's presence does not necessarily require synchronous contact. Presence is considered a necessary but not sufficient condition for positive contact. Additionally, engagement, a positive work-related state of mind, encompasses vigour, dedication, and absorption. Both presence and engagement are deemed essential for fostering positive teacher-student contact, requiring openness and connection in the present moment (Korthagen, Attema-Noordewier, and Zwart, 2014).

The exploration of presence in teacher-student relationships, as illuminated by Korthagen and colleagues (2014), Stieha and Raider-Roth (2012), offers profound insights into the nuanced dynamics of effective teaching. The notion that presence involves bringing one's entire self to full attention in the moment, as articulated by Stieha and Raider-Roth, resonates with the foundational work of Nel Noddings (1984). Noddings distinguishes presence from mere contact, emphasizing a connection that surpasses synchronicity. This distinction underscores the depth and complexity inherent in fostering positive teacher-student relationships. Presence, though deemed necessary, is acknowledged as insufficient for achieving positive contact, highlighting the need for a multifaceted approach. As engagement emerges as a complementary element in this narrative, characterized by vigour, dedication, and absorption, it becomes evident that both presence and engagement are indispensable in creating an open and connected environment in the present moment. The exploration of these concepts calls educators to reflect on the intricacies of their interactions, encouraging a holistic approach that encompasses the entirety of the teaching experience.

Presence or "being there" moments can also occur outside of classes. Gan's (2021) study highlights the importance of extracurricular interactions between teachers and students, such as through email or office hours. These exchanges have the potential

to improve pupils' self-assurance and drive to acquire knowledge. The study also offers practical consequences for EFL teachers, including establishing limits for interactions outside of class, acknowledging that these interactions are a component of teaching duties, being cognizant of students' unique learning styles, and adapting instructional approaches accordingly.

Ultimately, Gan's (2021) investigation on extracurricular interactions between teachers and students illuminates the importance of informal "being there" moments that occur outside of regular classroom settings. The study emphasises the beneficial effects of these interactions on students, promoting not only self-confidence but also a greater drive to actively participate in their education. Furthermore, the results offer practical knowledge for English as a Foreign Language (EFL) instructors, urging them to set explicit limits for contacts outside of the classroom and acknowledging these engagements as essential aspects of their teaching duties. Moreover, the research highlights the significance of teachers being aware of the varied learning preferences of their pupils, leading to flexible modifications in teaching approaches to accommodate individual requirements. Gan's research underscores the intricate and diverse aspects of teacher-student relationships, going beyond conventional classroom environments and calling for a comprehensive approach to educational involvement.

D. Positive Relationship Effects on Achievement

The significance of positive teacher-student relationships in academic settings has been a subject of extensive research. A notable study by Yunus, Osman and Ishak (2011) delves into the dynamics of the teacher-student relationship and its profound impact on academic achievement in English as a Second Language (ESL) classrooms. The study underscores the pivotal role of fostering positive connections between teachers and students, emphasizing that such relationships are not merely beneficial for academic success but are fundamental in nurturing students' motivation and creating opportunities that extend beyond the classroom. As we explore the findings of this research, a deeper understanding of the intricate link between positive teacher-student relationships and academic achievement in ESL contexts will unfold.

The researches on the influence of teacher-student relationships on academic performance goes beyond the domain of English as a Second Language (ESL), The study conducted by Roorda, Koomen, Spilt, and Oort (2011) revealed that positive

connections were linked to moderate levels of student accomplishment. Curiously, negative interactions showed comparable modest to moderate connections with student achievement. Teacher-student relationships (TSRs), although less influential than engagement, still exerted a substantial effect on student accomplishment. By examining the subtle details of these findings, we will gain a thorough comprehension of the complex interactions between teacher-student relationships and academic performance (Roorda, Koomen, Spilt, and Oort, 2011).

Besides, Allen, Gregory, Mikami, Lun, Hamre, and Pianta (2013) conducted a comprehensive study aiming to investigate the correlation between teacher-student interactions in secondary school classrooms, assessed through the Classroom Assessment Scoring System—Secondary (CLASS-S), and student achievement. The research involved 643 students distributed across 37 secondary school classrooms. Notably, the study revealed a direct association between specific features of teacher-student interactions and subsequent student achievement over the academic year. Importantly, this relationship remained statistically significant even after controlling for variables such as prior levels of student achievement, demographic characteristics, and classroom size. Furthermore, the positive impact of high-quality teacher-student interactions was consistently observed across different grade levels and content areas. This finding underscores the enduring value of effective teaching practices, as manifested in classroom interactions, irrespective of the subject matter or the age of the students (Allen, et al., 2013).

In the research conducted by Sánchez, González, and Martínez (2013), the focus is on exploring the impact of teacher-student relationships on English as a foreign language (EFL) learning, as perceived collectively by university students. The findings underscore the positive influence of teacher-student relationships on students' willingness to learn. Notably, when students perceive care and respect from their teachers, their motivation and engagement in the learning process are significantly heightened. This enhanced willingness to learn, in turn, correlates with improved academic performance. The study sheds light on the pivotal role of positive teacher-student relationships in fostering a conducive learning environment, where students are not only academically supported but also emotionally connected to the learning process (Sánchez, González, and Martínez, 2013).

Furthermore, scholars emphasize that trust and open communication serve as pivotal elements in cultivating successful teacher-student relationships. When students perceive trustworthiness in their teachers, they are more inclined to confide in them, sharing both personal and academic concerns. The facilitation of effective communication plays a crucial role in establishing mutual understanding and resolving issues (Sánchez, González, and Martínez, 2013).

The impact of the teacher-student relationship on student learning is explored in the literature review by Nasseri, Renganathan and Balushi (2014). The teacher-student relationship is deemed highly significant in fostering a positive learning environment. A strong relationship between teachers and students is considered essential for facilitating learning and instilling a positive attitude towards education. The research emphasizes that the teacher-student relationship has a profound influence on the learning process of students. While limited empirical research is available on this topic, existing studies indicate that positive teacher-student relationships contribute to enhanced learning outcomes (Al Nasiri, Renganathan, and Balush, 2014).

The study conducted by Krstić (2015) focuses on the relationship between student-teacher attachment and school achievement in primary education. The study explores the quality of student-teacher interaction and how teachers' practices relate to school achievement. The researcher found that attachment to the teacher is related to school marks and attitudes towards school and learning. There are age differences in the effects of student-teacher attachment. In the 4th grade, attachment to the class teacher significantly influences both school marks and attitudes towards school. In the 7th grade, attachment to the Math teacher has an impact on attitudes towards school and learning but not on Math marks. The research suggests that more attention should be given to emotional relationships between students and teachers. Teachers' practices and their relationships with students are essential factors in student achievement and attitudes towards school (Krstic, 2015).

More importantly, Krstić's (2015) study highlights the profound significance of student-teacher attachment in shaping crucial aspects of the educational journey. As educators and researchers, these outcomes prompt a reflection on the depth of our connections with students and the enduring influence our practices can have on their academic success and overall attitudes towards education. Krstić's study serves as a touching reminder of the profound responsibility educators bear in cultivating positive

relationships that extend beyond imparting knowledge, influencing the very fabric of students' perceptions, motivations, and achievements in the field of learning.

A later study supports Krstić's research. Gkonou and Mercer (2017) highlights the centrality and importance of relationships in the language classroom, asserting that even the most brilliant materials and resources may not reach their full potential without the right interpersonal dynamics. This indicates and underlines the importance of positive teacher-learner relationship.

In addition, Martin and Collie (2018) suggest that it is crucial to maintain a balance of positive teacher-student relationships across various school subjects. Ensuring a predominance of relational positivity can significantly enhance students' academic engagement. The suggestion aligns with the understanding that a supportive and encouraging teacher-student dynamic is not only beneficial in specific subjects but contributes to a more comprehensive and positive learning experience.

Moreover, Ang, Ong and Li (2020) reveals a significant correlation between students' satisfaction with the teacher-student relationship and their academic performance. It suggests that students who report higher satisfaction levels in their teacher-student relationships tend to achieve higher scores in examinations. Conversely, those who experience more conflictual relationships with their teachers exhibit lower academic achievement, particularly in English language subjects. This finding underscores the considerable impact that the quality of teacher-student relationships can have on students' academic outcomes, emphasizing the need for positive and supportive interactions in the educational setting.

Furthermore, Derakhshan (2022) underlines the crucial role of positive teacher interpersonal behaviours in educational contexts, specifically focusing on L2 (second/foreign language) teaching in his book. The significance of teacher-student relationships is underscored as pivotal for student academic outcomes and performance. Derakhshan identifies various teacher interpersonal behaviours, such as credibility, clarity, care, confirmation, and relational closeness, as substantial influencers of students' learning experiences. Positive teacher interpersonal behaviours not only contribute to students' empowerment but also foster an enjoyable learning environment where students feel comfortable, engaged, and motivated to pursue their academic goals. Language teachers, given their unique role, are particularly influential

in using positive interpersonal behaviours to enhance students' engagement, language development, and overall learning experience. The quality of teacher-student relationships is shown to impact students' academic engagement, motivation, performance, and overall success in language learning. The concept of learner empowerment is intricately linked to the quality of teacher-student relationships, emphasizing that students are more likely to engage in the learning process when they feel cared for, supported, and respected by their teachers (Derakhshan, 2022).

One of the latest studies in the field, conducted by Diert-Boté (2023), sheds light on the impactful effects of positive teacher-student relationships on Language Learning Objectives in her study. Diert-Boté suggests that moments of positive contact between teachers and students play a crucial role in advancing language learning objectives. These interactions support various aspects of language acquisition, including oral production, feedback, autonomy, self-sufficiency, exploration of beliefs and insecurities, as well as providing motivation and alternative perspectives. The study emphasizes that positive interpersonal connections with teachers extend beyond emotional impact to encompass motivational, cognitive, and behavioural influences on learners. These moments of positivity contribute to the creation of a supportive and relaxed learning environment. Diert-Boté's research underscores the pivotal role of teachers in effectively guiding students through their language learning process. Teachers are encouraged to consider the emotional well-being of learners, recognizing that their actions can significantly influence learners, either positively or negatively (Diert-Boté, 2023).

In another recent research, Hofkens, Pianta, and Hamre (2023) provide insightful findings regarding the impact of teacher-student interactions on student outcomes, particularly emphasizing that while the overall effect size on outcomes like achievement test scores may be modest, it becomes more pronounced for students facing higher risk profiles, such as those from low-income families, dual language learners, or individuals with self-regulation challenges. This revelation underscores the crucial role of positive teacher-student relationships in addressing societal disparities, reaching and benefiting every segment of the population, which is a fundamental responsibility of educators. The researchers assert that recent intervention and random assignment studies offer compelling evidence for a causal link between teacher-student interactions and student outcomes. Importantly, when teachers enhance their practices

through training and coaching on interactions, students experience academic, social, and behavioural benefits. Furthermore, the study reveals that these interactions are associated with various positive student outcomes, encompassing self-regulation, social development, academic skills, and engagement. Quality interactions, as elucidated by Hofkens, Pianta, and Hamre (2023), play a pivotal role in supporting students' holistic development and contribute to addressing disparities in educational outcomes.

E. Teacher-Student Relationship and Engagement/Interaction/Contact

First, Roorda, Koomen, Spilt and Oort (2011) conducted a meta-analysis to investigate the associations between affective qualities of teacher-student relationships (TSRs) and students' school engagement and achievement. The study included 99 studies involving students from preschool to high school and examined four specific relationships: positive relationships and engagement, negative relationships and engagement, positive relationships and achievement, and negative relationships and achievement. Positive relationships between teachers and students were associated with medium to large levels of student engagement. Negative relationships also showed medium to large associations with student engagement. Overall, TSRs had a substantial impact on student engagement (Roorda, Koomen, Spilt, and Oort, 2011).

Moreover, this knowledge serves as a guidepost for educators, administrators, and policymakers, offering actionable insights to enhance teaching practices and create a conducive learning environment. It underscores the need for professional development that prioritizes the cultivation of positive relationships between teachers and students. Additionally, it prompts a re-evaluation of educational policies to ensure they support the development of healthy and constructive teacher-student interactions.

Ultimately, understanding the nuanced associations between TSRs and student engagement and achievement allows stakeholders in education to move beyond conventional metrics. It encourages a holistic approach that values the socio-emotional dimensions of learning, recognizing that positive relationships contribute not only to academic success but also to the overall well-being and personal development of students. As we navigate the complexities of education, this knowledge empowers us to create environments where positive interactions flourish, laying the foundation for a more enriching and effective educational experience.

In another study done by Allen, Gregory, Mikami, Lun, Hamre and Pianta (2013) on the efficacy of teacher-student interactions in secondary school classrooms. The study found two crucial aspects of the quality of teacher-student interaction: emotional support and instructional assistance. Emotional support entails fostering a favourable emotional atmosphere, demonstrating sensitivity towards the needs of students, and acknowledging the viewpoints of adolescents. educational assistance involves employing a variety of educational modalities, fostering active student engagement, and encouraging critical analysis and problem-solving. The need of emotional support, namely through emotional involvement with adolescent pupils, was emphasised as a critical element in optimising academic motivation among adolescents. The emotional involvement was considered important in educational environments for older kids (Allen, et al., 2013).

In addition, the recognition of emotional support as a crucial factor emphasises the significance of establishing an emotionally supportive classroom atmosphere (Allen, et al., 2013). This revelation compels instructors to not only provide knowledge but also actively address the emotional requirements of adolescent students. The recognition that emotional engagement is essential for enhancing academic motivation in adolescence enhances our comprehension (Allen, et al., 2013). It implies that the emotional aspect is not just supplementary but essential to the process of learning, especially when considering older kids.

Moreover, the focus on instructional support underscores the necessity for diverse teaching methods, active involvement of students, and the development of analytical thinking abilities (Allen, et al., 2013). This understanding enables educators to transcend conventional teaching methods, fostering innovation and adaptability in pedagogical approaches. The acknowledgment of these two aspects, emotional support and instructional assistance, emphasises the comprehensive quality of effective teacher-student interactions and their significant influence on student motivation and academic success.

Practically speaking, this research provides useful information for educators, guiding the creation of professional development programmes that aim to improve emotional intelligence and different teaching methods. Furthermore, it calls for a reassessment of educational policies in order to provide priority and provide support for the cultivation of these essential elements of teacher-student interactions. As we

negotiate the intricacies of education, this understanding offers a clear plan for establishing learning settings that promote significant involvement, emotional health, and, eventually, academic achievement.

Then, Korthagen, Attema-Noordewier, Zwart (2014) defined contact as a momentary phenomenon, receives limited attention in educational research. Specific elements of good contact encompass eye contact, empathy, positive feedback, communication skills, and immediacy. They observed moments of contact and some other factors to understand positive relationship between students and teachers (Korthagen, Attema-Noordewier, and Zwart, 2014).

On the other hand, the study conducted by Ksenija Krstić (2015) underscores the significance of positive and secure relationships between teachers and students in fostering student-teacher attachment. The research suggests that teachers who exhibit helpfulness, friendliness, satisfaction, and non-conflictual interactions are more likely to create an environment conducive to fostering attachment with their students. This highlights the crucial role of teachers' interpersonal qualities in establishing a secure and positive connection with students, contributing to the development of meaningful and supportive teacher-student relationships.

In align with Korthagen and colleagues' study (2014), Henry and Thorsen (2018) assert that moments of contact with teachers can establish a sense of connection, resulting in increased engagement and motivation among students. In mature relationships, these moments of contact activate interpersonal goals and generate motivation that is directed towards relational aspects. Importantly, their study emphasizes the enduring nature of these influences, suggesting that the impact can persist beyond the immediate interaction. Furthermore, the research underscores the significance of micro-level interpersonal interactions in language learning, highlighting the pivotal role of teacher-student relationships in shaping students' motivation.

While Henry and Thorsen's study (2018) focus on micro level interactions which play a significant role shaping learners' motivation, The study by Zhang (2022) delves into the intricate concept of learner engagement within the realm of language learning, with a specific focus on the experience of a successful language learner acquiring Cantonese. The research meticulously identifies and examines distinct stages of the

learner's language acquisition journey, shedding light on three major types of engagement: behavioural, affective, and cognitive. Furthermore, the study explores individual and contextual factors that play a pivotal role in influencing learner engagement with language learning. One of the key takeaways from the research is the recognition that learner engagement is a comprehensive and multi-dimensional construct in language learning, encompassing various facets of behaviour, emotion, and cognition. The study underscores the dynamic nature of learner engagement by pinpointing three primary types exhibited at different stages of language learning: behavioural engagement involving time and energy investment in language learning tasks, affective engagement related to emotional reactions influencing learning efforts, and cognitive engagement encompassing awareness, self-regulation, and the utilization of diverse learning strategies.

Furthermore, Derakhshan's book (2022) brings to light crucial factors and dimensions that shape the teacher-student relationship, offering key insights drawn from both quantitative and qualitative results. The research draws several noteworthy conclusions. Specifically, positive teacher interpersonal behaviours such as clarity, credibility, relational closeness, care, and confirmation exert a substantial influence on the empowerment level of Iranian L2 students. Notably, these same positive teacher interpersonal behaviours extend their impact to influence L2 students across behavioural, cognitive, and affective dimensions of learning. The study further underscores the mediating role of learner empowerment, indicating its ability to moderate the effects of teacher interpersonal behaviours on L2 students' affective, behavioural, and cognitive learning outcomes. In the eyes of Iranian EFL students, teacher interpersonal behaviours emerge as the most influential factors among various teacher-focused, course-focused, and student-focused elements that impact L2 students' empowerment and learning. Ultimately, the research establishes that teacher interpersonal behaviours wield significant influence over the empowerment and learning experiences of L2 students.

Although it is important to acknowledge the importance of teacher interpersonal behaviours which influence L2 learning experience, Gkonou and Miller's (2023) research article explores the nature of emotion regulation among language teachers in four different national settings (the US, the UK, Norway, and Germany), The study is based on in-depth individual semi-structured interviews with 50 participating language

teachers. They found out that Emotion regulation has the potential to mediate stronger connections between teachers and students. When teachers regulate their emotions effectively, it positively impacts their relationships with students. Emotion regulation is a highly collaborative and relational process. Teachers often engage in emotion regulation with the help of others or in the presence of others. It is not an isolated, individual process. Emotion regulation is not only performed for teachers' own well-being but also for the benefit of students. Teachers who regulate their emotions effectively are better equipped to address students' academic and emotional needs (Gkonou and Miller, 2023). This research sheds light on the nuanced dynamics of emotion regulation within the teaching profession, emphasizing its broader implications for teacher-student relationships and student outcomes.

To elaborate, the study provides significant conclusions that shed light on the factors affecting teacher-student relationships. Researchers state that emotion regulation in teachers has a substantial social impact on other actors involved in the learning process, including students and colleagues. Teachers operate within social contexts, and their emotions and their regulation are influenced by their surroundings and personal histories. Emotion regulation oriented toward students is crucial. Teachers who take care of their own emotional well-being are better able to assist students with their learning and emotions. This reciprocity in emotion regulation is fundamental to building quality interpersonal relationships between teachers and students (Gkonou and Miller, 2023).

In addition, the research by Diert-Boté (2023) provides valuable insights about the topic. It explores the role of positive emotions in the English language learning classroom, with a focus on teacher-student interactions and their impact on learners. The study draws from Positive Psychology and employs both self-reported accounts from students and observations of classroom interactions to understand the significance of positivity in the language learning context. The study specifically focuses on moments of positive contact between teachers and students. These moments are micro-interactions that create positive emotions, rapport, and emotional connections. The study identifies those positive emotions, co-constructed by both teachers and students during interactions, benefit learners on multiple levels. These benefits encompass emotional well-being, motivation, behaviour, and cognitive processes. Researcher states that the interaction between teachers and learners involves

co-adaptation, with both parties adjusting their behaviours to each other. This adaptability occurs during moments of high positivity and contributes to rapport building. Moreover, positive contact between teachers and students can be established through respect, humility, motivating and praising feedback, and even touches of humour. The study suggests that language learner enjoyment is closely linked to the teacher's supportive and friendly demeanour. Although there might not be an exact formula for developing positive teacher-student relationships, the research highlights the significance of establishing a positive emotional learning context. Positive teacher-student relationships contribute to effective language learning (Diert-Boté, 2023).

Ultimately, Hofkens, Pianta and Hamre's (2023) study highlights essential aspects. It discusses the role of teacher-student interactions in influencing student development and learning across different countries and cultures. It highlights the importance of teacher-student interactions as proximal processes that drive students' engagement and learning. The authors provide evidence that interactions can be assessed through observation and improved through professional development interventions. Authors identifies three domains of teacher-student interactions: emotional support, organizational support, and instructional support. These domains have been linked to students' social, emotional, regulatory, and cognitive development. They conducted studies in various international settings, including Central and South America, Europe, and Asia, and results have shown that teacher-student interactions support student development and learning. The nature and magnitude of these associations may vary across studies but indicate that these interactions are essential for children's development across different cultural contexts (Hofkens, Pianta, and Hamre, 2023).

F. Contact/Engagement/Interaction to Relationship

One of the important studies in the field was conducted by Wubbels and Brekelmans (2012). They distinguish the difference between short-term interactions, which involve brief exchanges of messages, and relatively stable interaction patterns that develop over time in their research. These patterns carry both content (information) and relational (interpretational) aspects. These patterns encompass both informational content and interpretational relationships. Short-term interactions refer to concise and fleeting exchanges of communications, encompassing behaviours such

as a solitary inquiry, task, reply, or gesture. According to Wubbels, Créton, and Holvast (1988), redundancy and recurring patterns emerge and become more stable with time, resulting in rather consistent interaction patterns at a secondary level. The systems approach asserts that every communication involves both a content and a relational dimension. The text elucidates that content serves to communicate information or description, whereas the relational aspect imparts instructions on how to interpret the content. In a classroom environment, teacher-student interactions extend beyond the academic content being taught, involving both the transmission of information and the establishment of relational dynamics (Wubbels and Brekelmans, 2012).

The article by Korthagen, Attema-Noordewier and Zwart (2014) also explores the concept of teacher-student contact in the context of educational relationships. The study highlights that teacher-student contact is a profoundly personal and idiosyncratic experience, intricately tied to the teacher's entire personality, including their ideals and core values. Moments of good contact, as perceived by teachers, often involve the enactment of their pedagogical ideals, which serve as a driving force in their work. While this contact is a personal experience for teachers, it has an immediate impact on students.

In addition, the study reveals that good contact, from the teacher's perspective, fosters active learning behaviour in students and leads to affective outcomes such as increased self-assurance, autonomy, and engagement. The concept of "resonance" is introduced, suggesting that moments of good contact create a reciprocal influence between teachers and students. Positive thoughts, feelings, and behaviours in one participant trigger positive responses in the other, generating a self-reinforcing process. Empathy emerges as a key component of good contact, with teachers who understand and empathize with students' thoughts, feelings, and desires being more likely to create meaningful contact moments (Korthagen, Attema-Noordewier, and Zwart, 2014).

Scholars use a mathematical term that refers to a shape resembling the figure-eight (∞) or the symbol commonly associated with infinity in their research. The metaphorical representation of the lemniscate illustrates the contact process, visually portraying the interplay between internal (teacher's self-awareness) and external (interaction with students) contact, with both dimensions influencing each other. The authors synthesize their findings into a rich description of contact, characterizing it as

full awareness of both the teacher's and the student's thoughts, feelings, and desires in the present moment. It involves actions that communicate to students that they are seen, understood, and accepted. The intertwining of internal and external contact generates more psychological energy. The study posits that these moments of good contact contribute to the perception and validation of the teacher-student relationship, framing the relationship as an accumulation of these momentary contact experiences (Korthagen, Attema-Noordewier, and Zwart, 2014).

In another study, Martin and Collie (2018) explores the complex dynamics of teacher-student relationships and their significant influence on the level of academic engagement among high school students in different disciplines. The study examines the interconnections between English, mathematics, science, history, and geography, considering both the favourable and unfavourable aspects of these links in a thorough manner. The study utilised a longitudinal sample of 2,079 students from 18 high schools to thoroughly examine the relationship between teacher-student interactions and student engagement.

The study's findings indicate a clear and direct association, showing that an increase in positive teacher-student relationships is associated with an increase in school involvement. This correlation remained consistent across several aspects of engagement, such as academic involvement, pleasure, and ambitions (Martin and Collie, 2018).

Furthermore, the analysis reveals a significant curvilinear impact. When the balance shifts towards mostly negative teacher-student relationships, students' involvement decreases. Interestingly, the level of engagement remains consistent even when the number of unfavourable interactions increases. On the other hand, when the balance tilts towards mostly positive associations, students' interest increases. Crucially, this involvement keeps increasing as the quantity of positive associations surpasses the negative ones. These subtle discoveries provide insight into the delicate balance needed to cultivate effective teacher-student interactions and their crucial influence on students' academic involvement (Martin and Collie, 2018).

Building upon findings above, Zhang (2022) highlights that learner engagement is malleable and can change in response to altered conditions. This adaptability offers potential benefits for language teachers, who can provide instructional support and

create optimal learning environments to facilitate learner engagement. It can be understood from this finding that teachers can forge positive relationships through engagements with their students. The researcher's study also provides pedagogical implications for both language teachers and learners. It suggests that language teachers should consider beginning with instruction on behavioural engagement, encouraging learners to invest time and energy in language learning tasks and goals, paying attention to affective engagement by helping learners develop positive attitudes and regulate their emotions throughout the learning process, focusing on optimizing cognitive engagement, including raising awareness, fostering self-regulation, and teaching various learning strategies, providing explicit instruction on how cognition and metacognition work in the learning process, considering individual and contextual factors that influence learner engagement, tailoring instruction to meet students' needs (Zhang, 2022).

A recent study in the field by Herriman (2022) explores the consistent motif of friendship in the discussion of excellent teacher-student relationships among different groups of participants, such as students, teachers, parents, and school counsellors. The notion of friendship arises as a substantial element that influences the dynamics of these interactions.

Furthermore, Students exhibit a preference for teacher-student relationships that resemble friendships, however with clear limits. They hold the belief that establishing a rapport with teachers in a friendly manner has a good influence on their educational experience and general sense of ease in the classroom. Conversely, instructors adopt a more cautious stance towards the concept of friendship in teacher-student relationships, highlighting the importance of upholding professional boundaries. Teachers express apprehension that excessively amicable interactions could result in ambiguous boundaries and undermine the professional essence of the student-teacher relationship (Herriman, 2022).

Finally, Parents and school counsellors have the same viewpoint as instructors, perceiving the teacher-student relationship as one defined by professional limits rather than friendship. Although kids may perceive the teacher-student connection as resembling a friendship, it is crucial for teachers, parents, and school counsellors to emphasise the significance of maintaining professional boundaries. Essentially, the study indicates that even brief encounters, contacts, and engagements can result in

relationships that meet students' expectations, since they seek a connection with their teachers that resembles friendship to some extent (Herriman, 2022).

G. Observation of Teacher-Student Relationship

The exploration of teacher-student relationships by Wubbels and Brekelmans (2012) delves into the utility of ethnographic observations, encompassing both participant and non-participant perspectives. Ethnographic methods stand out as a common and effective approach for investigating the relational dynamics within teacher-student interactions. Throughout the research process, field notes are systematically categorized, evolving in focus as the study advances. Notably, the scholars emphasize the significance of affective variables, specifically emotions and attitudes, in shaping teacher-student relationships. This emphasis gains heightened relevance in constructivist classrooms, where emotions play a conspicuous role in the learning environment. The ensuing discussion unpacks the intricate interplay of these variables and their impact on the overall dynamics of teacher-student relationships.

While ethnographic observations offer a valuable perspective on teacher-student relationships, other researchers, such as Allen, Gregory, Mikami, Lun, Hamre, and Pianta (2013), have utilized standardized observations to delve into specific aspects of these dynamics. The study (Allen, et al., 2013) used standardized observations based on 40 minutes of video recording from a single classroom session early in the school year. These observations provided valuable insights into teacher-student interactions and their impact on student achievement. The authors argued that standardized observation protocols, like CLASS-S, could be integrated into state-standard tests and large-scale student assessments to systematically assess teaching quality and improve educational outcomes (Allen, et al., 2013).

Yet ethnographic observations offer a valuable perspective on teacher-student relationships; other researchers, such as Allen, Gregory, Mikami, Lun, Hamre, and Pianta (2013), have utilised standardised observations to delve into specific aspects of these dynamics. Transitioning to an exploration of qualitative research methods employed in understanding teacher-student relationships, the study conducted by Sánchez, González, and Martínez (2013) utilized qualitative research methods, including semi-structured interviews, and applied aspects of grounded theory for data analysis. Researchers employed a qualitative interpretative research approach to

understand students' perceptions of the teacher-student relationship in the context of a foreign language learning process and its impact on motivation. This approach, deemed suitable for exploring human experiences and ideas, involves building a holistic understanding of the researched phenomenon.

Qualitative research, as defined by Cresswell (1998), is characterized by exploring social or human problems through a process of inquiry (p. 14). The researcher collects detailed views, analyses words, and situates the study in a natural setting. Qualitative interpretative research, in particular, emphasizes the researcher's interpretation of information provided by participants, considering their personal experiences, cultural backgrounds, and the specific case under study. The goal is to achieve a plausible interpretation of the collected data, which consists of words, descriptions, and experiences rather than numerical data. It's acknowledged that interpretations are subjective, and other plausible meanings and understandings are possible. On the other hand, the scholar Parker (1999) notes that the desire for understanding and the accounts provided by qualitative research will never completely align in his book (p. 3).

While other researchers use different approaches to understand the phenomenon, Korthagen, Attema-Noordewier and Zwart (2014) conducted their study in a small primary school in the Netherlands, focused on one-to-one contact between teachers and students. Stimulated-recall interviews were used to explore teachers' perspectives on good contact, avoiding an a priori perspective and emphasizing the importance of understanding how teachers experience and talk about good contact.

In their first phase, video recordings of teachers working with students were used, with five teachers choosing two instances of good contact during regular lessons. Researchers addressed ethical considerations, ensured anonymity and obtained both teachers' and students' consent. The interviews aimed to understand how teachers experience and articulate good contact, ultimately trying to understand what causes positive relationship. Grounded-theory approach was used to categorize teachers' utterances, focusing on video recordings and interview data. The idiosyncratic nature of teachers' descriptions and their focus on visible elements of contact, potentially due to video stimuli, was noted.

In their second phase, they had a meaning-oriented exploration. Building on Study 1, Study 2 included the same five teachers and observed 15 contact moments, with stimulated-recall interviews. Additionally, ten student interviews were conducted to explore meaning-making processes. Similar to the first study, teachers were asked about both good and bad teacher-student contact, exploring the meaning of these contacts for both teachers and students. A mind-map approach was used to structure the interviews. Then, they used peer debriefing and an audit procedure to ensure validation and agreement.

In another noteworthy study within the field, Dewaele, Gkonou, and Mercer (2017) examined the impact of ESL/EFL teachers' emotional intelligence (Trait EI), teaching experience, general English proficiency, and gender on their classroom practices. The research, which collected responses from 513 ESL/EFL teachers globally through an online questionnaire, revealed intriguing insights. A related study involving the same participants found that teachers with higher levels of Trait Emotional Intelligence (EI) demonstrated more positive attitudes toward their students, particularly expressing enjoyment in teaching lively students. The results strongly suggest a positive correlation between teachers' EI and favourable teacher-student relationships, emphasizing that higher levels of EI are associated with more positive attitudes and increased enjoyment in interactions with students.

Another significant contribution to the field comes from Ang, Ong, Li (2020), Their study aimed to develop and validate a student version of the Teacher-Student Relationship Inventory (S-TSRI) to assess the teacher-student relationship from the students' perspective in an Asian context, particularly in Singapore. Grounded in attachment theory, the study identified three key factors in the S-TSRI scores: satisfaction, instrumental help, and conflict. Confirming these factors through both exploratory factor analysis (EFA) and confirmatory factor analysis (CFA), the study demonstrated strong and satisfactory internal consistency. Cronbach's alpha estimates supported the reliability of the measure. The three-factor structure of the S-TSRI showed measurement invariance across various subgroups, including pass and fail groups, gender, and grade levels, ensuring consistent interpretation across different student populations. The S-TSRI is introduced as a reliable and valid measure for assessing teacher-student relationship quality from the student's perspective, offering efficiency for administration in schools alongside other measures.

While the Teacher-Student Relationship Inventory takes a more quantitative approach, Herriman's (2022) research focuses on the significance of positive teacher-student relationships in secondary schools. Using a case study methodology, the study gathers insights from over 60 stakeholders, including teachers, students, parents, and school counsellors. It aims to identify the characteristics of positive and productive teacher-student relationships and the strategies that teachers can employ to initiate and sustain such relationships.

Similarly, researcher Diert-Boté (2023) gathers data from students through self-reported accounts (interviews and focus groups) and classroom observations (audio/video recordings of class sessions), These methods provide a comprehensive understanding of students' experiences and behaviours in the classroom. By combining self-reported accounts with observations, Diert-Boté (2023) validates and cross-references the data, ensuring a more reliable and accurate analysis. The study emphasizes that emotions, considered not solely as private, inner reactions, are interpersonal processes observable through verbal and non-verbal communication, carrying social and cultural meanings.

Finally, The Classroom Assessment Scoring System (CLASS) offers an alternative method for assessing the teacher-student relationship. This observation instrument evaluates teacher-child interactions in three key areas: emotional support, classroom organization, and educational assistance. Developed by Robert Pianta at the University of Virginia, the method involves trained and accredited observers who use a specified methodology to score the results. CLASS observers assign ratings to each dimension on a 7-point scale, ranging from low to high. In their book, Tara Hofkens, Robert C. Pianta, and Bridget Hamre (2023) suggest that the internal consistency of the CLASS domains, a tool used to assess teacher-student interactions, remains high across different cultural contexts. This indicates that the framework captures fundamental aspects of interactions that are consistent across cultures.

H. Lack of Empirical Studies in the Field

Although researchers and educators generally recognise the significance of a positive teacher-student relationship, there is a clear lack of empirical studies that thoroughly investigate its direct influence on student outcomes. The existing research, although supportive, lacks a full knowledge of the particular mechanisms by which

positive teacher-student relationships contribute to improved student outcomes. Many experts have highlighted the existence of this gap and stressed the necessity for comprehensive empirical research to reveal the nuanced ways in which cultivating healthy relationships in educational environments might enhance student achievement.

According to Herriman (2022), despite the acknowledged importance of relationships between teachers and students, there is a lack of a well-defined framework that offers specific tactics for establishing and maintaining these relationships, particularly in the context of Australian secondary schools. The absence of a clear framework poses challenges for both teachers and students in their efforts to develop strong and productive relationships. This deficiency may potentially impact students' educational experiences and academic outcomes negatively.

In its nature, a human relationship cannot be easily defined, controlled, or predicted. Human relationships require flexibility and adaptability to thrive. Quantitative approaches to evaluating relationships may overlook the complexities and nuances that exist within interpersonal connections. In their study, Gkonou and Miller (2023) emphasize the value of narrative-based research to understand and appreciate teachers' experiences. The scholars state that narrative methodology allows teachers to reflect on their experiences and improve their emotional self-awareness. This approach may also help researchers gain a deeper insight into the complexities of teacher-student relationships and the factors that affect them (Gkonou and Miller, 2023).

I. Online and Hybrid Learning Environments

Distance and hybrid education modes have been integral to education since technology and the internet became inseparable aspects of our lives. Even before the digital era, there were methods that could be considered distance education, such as lessons by mail dating back to the eighteenth century. Additionally, one of the earliest examples of hybrid education can be traced back to 1892 when the University of Chicago offered correspondence courses, allowing students to engage in remote learning through the exchange of letters. Despite these early instances, distance and hybrid education methods were not widely adopted until the global pandemic in 2020.

ÇETİNKAYA's (2022) research focuses on the experiences of English language teachers in the context of online teaching. The study was conducted during the COVID-19 pandemic, where online education became the primary mode of

instruction. The majority of English language teachers (72%) felt that they were supported by their institutions in terms of providing necessary technical equipment for online teaching. Approximately 70% believed their schools offered academic support for conducting online lessons. This suggests that teachers generally felt institutionally supported in the transition to online teaching. The teachers expressed that online education increased their workload, with institutional expectations being higher compared to face-to-face education. Although teachers felt emotionally supported by their colleagues (64%), it was still a tiring process for them. The limitations of online education led to additional challenges for teachers. Also, there were pedagogical problems included students' low attention spans during online lessons, difficulties in conducting assessments, and students' language proficiency levels. The study suggests that these issues are significant obstacles in the online teaching environment. This study also underlines the difficulties faced by teachers in providing personalized support and individualized instruction to students, which affect the teacher-student relationship (ÇETİNKAYA, 2022).

Ultimately, the progression of educational formats from conventional classrooms to remote and blended learning has a significant and extensive background, tracing its origins to early practices such as the University of Chicago's provision of correspondence courses in 1892. Nevertheless, even if they were developing and spreading with systems such as LMS, online teaching platforms or blended learning, it was not until the worldwide epidemic in 2020 that these modalities gained extensive popularity. Sercan ÇETİNKAYA's (2022) study and many other studies on the experiences of English language teachers during the COVID-19 pandemic demonstrates that the transition to online education presented numerous difficulties. Although teachers typically got support from their institutions, the amplified workload and pedagogical difficulties highlighted the constraints of online teaching. An important component that arose from the study is the influence on the teacher-student interaction. The challenges encountered by educators in delivering customised assistance and tailored guidance to pupils underscore the significance of this connection in the process of acquiring knowledge. In the digital era, it is essential to comprehend and tackle the issues that arise from online and hybrid education formats in order to cultivate a favourable and productive teacher-student relationship.

III. METHODOLOGY

This section will present the research design, data collection and procedure, data analysis, and limitations.

A. Research Design

This study used a qualitative research methodology to explore the complex dynamics of the teacher-learner relationship in online and hybrid English as a Foreign Language (EFL) classes. Qualitative technique provides a comprehensive and detailed investigation, enabling a detailed comprehension of the complex relationships within the educational settings. The study utilises a blend of classroom observations and interviews to thoroughly investigate the research questions.

B. Sample

The sample for this study was deliberately selected to control certain variables, ensuring a more focused investigation. The study enlisted three female instructors to avoid the potential influence of the gender variable on the teacher-learner relationship dynamics. Additionally, the participants were chosen from B2 level EFL learners to eliminate language proficiency as a confounding factor in the observed interactions.

The selection process involved three university preparatory classrooms, incorporating both hybrid and online EFL settings. The decision to choose these classrooms was guided by convenience sampling, considering logistical feasibility and access to the desired participants. Each selected classroom represented the same level of English proficiency, specifically the B2 level.

The total sample size for the study encompassed 72 participants, distributed among three instructors (N=3) and 69 students (N=69), This intentional selection strategy aims to contribute to the internal validity of the study by controlling for potential variations introduced by gender and language proficiency, allowing for a more detailed examination of the teacher-learner relationship within the specified contexts.

C. Data Collection

Classroom observations serve as the primary data collection method. An adopted rubric is utilized to systematically evaluate the presence of positive and healthy relationships during online and hybrid EFL lessons. In this study, we employed Korthagen and his colleagues' (2014) approach to understanding and observing the teacher-student relationship. The rubric focuses on identifying specific activities, including but not limited to eye contact, cognitive insight, positive feedback, and positive feelings, as well as interactions fostering teacher-learner connections. The rubric is adopted based on a thorough review of literature and theoretical frameworks related to positive teacher-learner relationships. Each dimension was marked on a rubric indicating a stronger presence of positive and healthy teacher-learner relationships.

To pilot the rubric, we conducted a study involving a comprehensive examination of 24 specific instances of teacher-student interactions. The data, collected from three different classes' recordings with unique teachers, illuminate educators' perceptions and experiences of the teacher-student relationship. We specifically selected high-scoring contact moments based on a pre-determined criterion and categorised them according to rubric scores. Teachers were then asked to rate the characteristics of these events, providing valuable perspectives on the quality of teacher-student interactions. The findings highlight deliberate strategies used by teachers to encourage engagement, provide constructive feedback and make meaningful connections with students. This comprehensive overview aims to contribute to a nuanced understanding of the dynamics involved in hybrid and online education, and highlights the importance of intentionally fostering positive teacher-student interactions to enhance the learning experience, which ultimately helped us to validate our rubric. The moments selected from high scorers on the predefined rubric provide valuable insights into the deliberate strategies used by teachers to promote positive engagement, communication and relationships with students. Furthermore, these findings suggest that the rubric adopted from Korthagen's study (Korthagen, Attema-Noordewier, and Zwart, 2014) can effectively identify positive teacher-student interactions, and further research on this topic may provide additional insights.

In order to assure the study's robustness, a strategic approach was employed to schedule the observations. At first, each teacher was observed teaching online for two

hours and then teaching in a hybrid format for another two hours, all within a single week. After this initial phase, a planned break of one to two weeks was implemented to fit the teachers' schedules and create a time gap, which ensures that different class dynamics may be observed. After that, the same approach was utilised for observing a total of twelve hours for each instructional format, encompassing two hours of both hybrid and online classes for each of the three instructors.

The classroom observations lasted for a total of eight hours per teacher, with four hours spent in a hybrid environment and another four hours in a fully online setting. The whole duration of the observations reached to twenty-four hours, including a thorough analysis of video recordings from both the online and hybrid courses. During this process, the researcher carefully took comprehensive notes and evaluated each aspect according to pre-established criteria.

The research methodology used a systematic approach to gather insights into the teacher-learner relationship in hybrid English as a Foreign Language (EFL) classrooms. To address the research questions, we created interview questions intentionally grouped to align with the study's objectives. Each set of questions focused on specific aspects, facilitating a targeted exploration.

To align with the research questions, interview questions were deliberately created and categorized into thematic groups. Each set of questions corresponded to a specific research question, which facilitated a targeted examination. Transcriptions were then segmented accordingly, and excerpts relevant to each research question were extracted.

The research comprised semi-structured interviews with three teachers and one student selected from each classroom. Participants received the interview questions before the sessions. The interviews were conducted with great attention to detail, ensuring that each participant felt comfortable expressing their thoughts in a confidential setting. To ensure confidentiality and integrity, we selected an isolated location that promotes open and honest communication. We conducted the interviews using Zoom, which provided a secure virtual setting.

The interviews began with the teachers, allowing for a comprehensive exploration of their perspectives and experiences. Subsequently, the researcher conducted interviews with students to gain a comprehensive understanding of the

teacher-learner relationship from both perspectives. All interview sessions were video-recorded to capture nuanced details, facial expressions, and verbal cues, which enriched the subsequent analysis. After completing all interviews, transcripts were generated for thematic analysis. This analytical approach aimed to reveal patterns, insights, and subtle aspects within the intricate structure of teacher-learner interactions, specifically in the context of hybrid English as a Foreign Language (EFL) classrooms.

D. Data Analysis

The data collected through classroom observations were analysed quantitatively. Each dimension marked on the rubric for the teacher-learner relationship was computed, and descriptive statistics were generated using Microsoft Excel. Comparative analyses were conducted to discern any significant differences in the teacher-learner relationship between the online and hybrid components of EFL classes.

Interviews were conducted with both teachers and students to comprehend the teacher-student relationship and in-class dynamics within online and hybrid classes. These interviews were video-recorded and later transcribed using an open-source Artificial Intelligence (AI) tool called WHISPER. Finally, we carefully proofread the generated transcriptions, correcting any mistakes or inaccuracies.

A qualitative methodology was used to analyse the data collected from the interviews. The excerpts from transcriptions formed the basis for creating codes and subthemes, which, in turn, contributed to the formulation of overarching themes. In essence, we employed an inductive methodology to identify recurring themes. The process of thematic analysis was performed using NVIVO 14, which facilitated the recognition of repeating themes, patterns, and insights pertaining to the interaction between the teacher and the student.

The integration of quantitative observations and qualitative data provided a comprehensive comprehension of the teacher-student dynamic in online and hybrid English as a Foreign Language (EFL) classrooms. The observations and interviews were analysed and cross-referenced to provide a thorough viewpoint on the study inquiries. The research followed ethical protocols, guaranteeing that all participants provided informed consent, maintaining the confidentiality of data, and ensuring voluntary participation.

IV. FINDINGS

A. Nature of Teacher-Student Relationship in Hybrid and Online Education

This section introduces the data effectively utilizing the rubric adopted from the work of Korthagen and his colleagues (2014). This rubric provides a well-organized framework for a detailed examination of the nature of teacher-student interactions in both hybrid and online settings. The comparative analysis of active student participation, as well as teachers' and students' utterances in online and hybrid classes, adds depth to the findings, shedding light on the complex dynamics of student engagement within different instructional modalities.

1. Analysis of Active Student Engagement

We carefully examined instances of interaction in both hybrid and online classes, using a criterion derived from Korthagen and colleagues' influential study (2014). The data obtained from lesson observations revealed differences in the levels of active student engagement across online and hybrid environments (see Table 1),

Table 1 Number of Active Students

Variable	Total	Average
Number of Active Students in Online Settings	54	9
Number of Active Students in Hybrid Settings	45	7.5
Number of times failed contacts due to unavailability of students[*]	21	3.5

Table 1 indicates active attendance status during observations
[*]Online students

Within the online environments, the average number of students actively participating in class activities was 9. However, in hybrid settings, this figure slightly decreased to an average of 7.5 active individuals per observation. Considering the original total number of participants (69), the expected average number of engaged students should theoretically be 23.

2. Comparative Analysis of Teacher-Learner Contact Types

The following table illustrates figures of contact types in each educational mode. Notably, no instances of eye contact were recorded in online settings. Conversely, in hybrid environments, an average of 12 instances of eye contact per session were observed. This form of non-verbal communication appeared more prevalent in a hybrid environment, potentially contributing to increased attention and engagement.

Table 2 Number of Contact Types

	Online		Hybrid	
Teacher-Learner Contact Type				
	Total[*]	Average[**]	Total[*]	Average[**]
Eye Contact	0	0	72	12.00
Making connection	45	7.50	38	6.33
Empathy	28	4.67	21	3.50
Being there	26	4.33	31	5.17
Positive feedbacks	102	17.00	107	17.83

Table 2 shows contact types, number of total contacts and averages in each setting.

[*] *Total number indicates the total amount in all observed lessons.*

[**] *Average number indicates the division of total amount into the number of all observed sessions.*

Efforts to build connections with students were evident in both environments. In online settings, there were, on average, 7.50 connections per observation, while in hybrid settings, there were, on average, 6.33 connections. These examples likely reflect the teacher's endeavours to establish relationships with students.

The data indicate that empathy was present in both online and hybrid environments, but to varying degrees. In online settings, there were an average of 4.67 instances of empathy per observation, while in hybrid settings, this number decreased to an average of 3.50 examples. Empathy, crucial for creating a supportive and positive learning environment, showed variations across settings.

"Being there" moments likely indicate the teacher's active involvement in the class, irrespective of the mode of instruction. These personalized moments between teachers and learners were observed in both online and hybrid settings, with an average of 4.33 instances in online settings and 5.17 instances in hybrid settings per observation.

Positive feedback emerged as a prominent aspect of teacher-student interactions. In online settings, there were, on average, 17 instances of positive feedback per observation, and in hybrid settings, there were, on average, 17.83 instances. The prevalence of positive feedback highlights the ongoing efforts to motivate and reinforce student learning.

3. Teacher and Student Interaction Dynamics

The average frequency of instances in which teachers attempted cognitive insight, positive feelings, increased motivation, and behavioural impulses towards the task are represented in both online and hybrid environments (see Table 3), These variables function as markers of the degree of cognitive involvement, drive, and affective attachment in the process of acquiring knowledge. This extensive research seeks to capture the diverse and complex nature of interactions between teachers and learners, offering useful insights into the dynamics of the educational setting.

Table 3 Number of Teacher Utterances

| | Teacher Utterances | | | |
| | Online | | Hybrid | |
	Total[*]	Average[**]	Total[*]	Average[**]
Cognitive Insight	63	10.50	55	9.17
Positive Feeling	102	17.00	111	18.50
Increased Motivation	45	7.50	48	8.00
Behavioural impulse towards the task	46	7.67	36	6.00

Table 3 shows number of total teachers' utterances and averages in each setting.

[*] *Total number indicates the total amount in all observed lessons.*

[**] *Average number indicates the division of total amount into the number of all observed lessons.*

In the online setting, teachers demonstrated a total of 63 utterances related to cognitive insight, averaging an impactful 10.50 utterances per observed lesson. This robust engagement was complemented by 102 utterances expressing positive feelings, showcasing an average of 17.00 per lesson. Furthermore, teachers in the online environment motivated students with 45 utterances, averaging 7.50 per lesson, and exhibited behavioural guidance with 46 utterances, maintaining an average of 7.67 per lesson.

In the hybrid setting, a distinct pattern of teacher communication emerged. Teachers conveyed cognitive insight through 55 utterances, maintaining an average of 9.17 per lesson. Positive feelings were expressed through 111 utterances, with an average of 18.50 per lesson, demonstrating a slightly higher frequency compared to the online setting. Increased motivation was conveyed through 48 utterances, averaging 8.00 per lesson, while behavioural guidance was provided with 36 utterances, averaging 6.00 per lesson.

This detailed breakdown presents the number of teacher utterances in each category and the average frequency per observed lesson. It allows for a thorough understanding of the communication patterns used by teachers in online and hybrid settings. This provides strong evidence for further examination of teacher-student interaction dynamics in diverse educational modalities.

Next, Table 4 presents a quantitative breakdown of student utterances in online and hybrid learning environments. The table outlines the total number of students' utterances and their respective averages across observed lessons in each setting. The table analyses the categories of cognitive insight, positive feeling, and behavioural impulse towards the task, shedding light on the varied ways in which students express themselves in different educational modalities. This numerical examination provides a foundation for understanding the patterns of student engagement, contributing to a sophisticated perspective on the communicative aspects of online and hybrid learning.

Table 4 Number of Student Utterances

	Teacher Utterances			
	Online		Hybrid	
	Total[*]	Average[**]	Total[*]	Average[**]
Cognitive Insight	53	8.83	60	10.00
Positive Feeling	85	14.17	100	16.67
Behavioural impulse towards the task	26	4.33	42	7.00

Table 4 shows number of total students' utterances and averages in each setting.

[*] Total number indicates the total amount in all observed lessons.

[**] Average number indicates the division of total amount into the number of all observed lessons.

In the online setting, students collectively generated 53 instances of cognitive insight, with an average of 8.83 utterances per observed lesson. Additionally, positive

feelings were expressed through 85 utterances, resulting in an average of 14.17 per lesson. Students exhibited behavioural impulses towards tasks with 26 utterances, averaging 4.33 per lesson.

Transitioning to the hybrid setting, students demonstrated a slightly elevated level of engagement. In this context, cognitive insight was conveyed through 60 utterances, reflecting an average of 10.00 per lesson. Positive feelings were expressed through 100 utterances, reaching an average of 16.67 per lesson, demonstrating a heightened level of emotional involvement. Moreover, students showcased behavioural impulses towards tasks with 42 utterances, averaging 7.00 per lesson.

The number of student utterances indicates the level of engagement in each category, while the average number per lesson provides a more detailed understanding of the frequency of these expressions. This thorough analysis contributes to a better understanding of the differences in student interaction patterns between online and hybrid learning environments.

B. Differences Between Teacher-Student Relationship in Hybrid and Online Education

1. Differences Emerged in Observations

The previous section explored the complex dynamics of teacher-student relationships in hybrid and online educational environments, using a comprehensive rubric adapted from the seminal work of Korthagen and colleagues (2014). Careful analysis of active student engagement, teacher-learner contact types, and the multifaceted interactions between teachers and students revealed a nuanced portrait of the nature of these relationships. Moving on to the present section, the focus shifts to identifying the differences between hybrid and online teaching modalities based on the results derived from the descriptive statistics of the rubric and the thematic analysis of teacher interviews.

The descriptive statistics derived from the rubric allowed for an insightful exploration of the nuances of teacher-student relationships, highlighting key differences that distinguish hybrid and online education. In this section, we aim to elucidate these differences by analysing the data presented in Tables 1, 2, 3 and 4, providing a nuanced understanding of the unique dynamics that unfold in each teaching mode.

Firstly, Table 1 revealed differences in the level of active student engagement across the classes observed. While an average of 9 actively participating students per session were observed in the online settings, the figure was slightly lower in the hybrid environments at 7.5. This discrepancy suggests that the mode of delivery may influence the extent to which students actively participate in class activities. Furthermore, given the theoretical expectation of 23 actively engaged students based on the original total enrolment (69), the observed figures indicate a potential variance in the nature of student participation between hybrid and online classes.

Moving on to Table 2, which highlights the types and frequency of teacher-student contact, a notable difference emerges in the occurrence of eye contact. In online classes, zero instances of eye contact were recorded, whereas in hybrid settings an average of 12 instances per session were observed. This finding highlights the potential impact of the physical classroom environment in promoting non-verbal communication and suggests a notable difference between the two modes of teaching.

In addition, the comparative analysis of teacher-learner contact types in Table 2 reveals nuanced differences in efforts to make connections, demonstrate empathy, and provide positive feedback. These differences, which not only reflect teacher strategies but are also influenced by the instructional mode, contribute to the evolving dynamics of teacher-learner relationships in hybrid and online settings.

Finally, Tables 3 and 4 shed lights on the frequency of teacher and student statements related to cognitive insight, positive feelings, increased motivation and behavioural impulses towards tasks. The differences in these variables between online and hybrid environments indicate differences in the level of intellectual engagement, emotional connection and motivation experienced by students in each setting.

2. Differences Emerged in Interviews

The results of the thematic analysis, summarised in Table 5, provide a detailed exploration of the differences between teacher-student relationships in online and hybrid educational environments. The thematic analysis, focusing on teachers' opinions, sheds light on various aspects that clearly characterise the nature of interactions in these teaching modalities.

Table 5 Teachers' Opinions on Differences Between Online and Hybrid Education

Themes	Subthemes/Codes	Sample Excerpts
Online Engagement Challenges	Camera Reluctance	"It's more difficult in online version...They tend to turn off their camera." **T1**
	Physical Space Impact	"They cannot even discover their friends...They're becoming bored of the class." **T1**
	Communication Challenges	"In online communication, lacks non-verbal cues."
Teaching Method Adaptation	Method Ineffectiveness	"TPR method doesn't work in online...drilling methods for pronunciation." **T1**
	Method Effectiveness	"Creativity. Creating exercises with ChatGPT. Padlet is best for online." **T1**
Hybrid Environment Impact	Learning Outcome Variation	"Varied outcomes between online and hybrid...students' learning outcomes are better in class." **T2**
	Student Engagement Dynamics	"Engagement levels affected when they really can't build a relationship with students." **T2**
Trust-Building and Connection	Advantages of Online Learning	"When you reply messages...they really appreciate it and it becomes a trust-building thing." **T2**
	Emotional Connection Impact	"In online, they are there, but they're just leaving the school after one or two months." **T2**
Overall Relationship Quality	Challenges in Online Environment	"Physical absence poses challenges...affects your relationship with the students." **T3**
	Student Learning Outcomes	"When you have a good level of communication...the students' learning outcomes are better, generally." **T3**

The challenges of online engagement as identified by the participating teachers (T1) are reflected in Table 5. Students' reluctance to use cameras in online settings is explicitly mentioned as a hurdle, with T1 noting: 'It's more difficult in the online version... They tend to turn off their camera'. This phenomenon is an indicator of the unique obstacles posed by the online setting, which affect the visual connection between teacher and student. Furthermore, the challenges posed by the limited physical presence in online classes contribute to students' difficulties in discovering their peers, potentially leading to boredom, as expressed by T1.

In terms of adapting teaching methods, the table shows the ineffectiveness of certain methods in the online environment, such as the Total Physical Response (TPR) method and drilling methods for pronunciation, as highlighted by T1. Conversely, it highlights the adaptability and effectiveness of creative methods, such as using ChatGPT and Padlet, as suitable alternatives for online teaching.

The impact of hybrid environments, according to T2, leads to variations in learning outcomes and student engagement dynamics. T2 notes, "Differences in outcomes between online and hybrid...students' learning outcomes are better in the

classroom." This suggests that the hybrid model may offer advantages in terms of achieving desired learning outcomes, possibly due to increased face-to-face interaction.

Building trust and connection, essential components of the teacher-student relationship, show nuanced dynamics in online learning. T2 emphasises the positive impact of responding to messages in online environments, citing it as a trust-building activity. However, concerns are raised about the transient nature of emotional connections in online settings, with T2 noting: "In online, they're there, but they just leave the school after a month or two".

The overall quality of relationships is closely linked to the challenges posed by physical absence in online environments, as highlighted by T3. The importance of communication in mitigating these challenges is emphasised, with T3 noting that "if you have a good level of communication ... the students' learning outcomes are generally better".

In summary, the findings from Table 5 highlight the multi-layered nature of the differences between teacher-student relationships in hybrid and online education. The challenges, adaptations and implications for trust building and overall relationship quality provide valuable insights into the complex dynamics of teaching modalities and offer a rich basis for further discussion and analysis.

C. Students' Perception on Teacher-Student Relationship in Hybrid and Online Education

The exploration of students' perspectives on teacher-student relationships in hybrid and online education, as manifested in Table 6, offers valuable insights into the intricate dynamics of instructional modalities from the learners' point of view. These perceptions, derived from student interviews, reveal multidimensional themes that influence the quality of relationships students build with their instructors in dynamic educational environments.

Table 6 Students' Perception of Online and Hybrid Education

Themes	Subthemes/Codes	Sample Excerpts
Interaction Preferences	Face-to-Face Preference	"I prefer face-to-face more than hybrid online because our teachers can see our faces and recognize us. Being active face-to-face is better than online." **S1**
	Challenges of Online Learning	"Students become disconnected from lessons online, and this can result in difficulties understanding concepts in the coming years. Face-to-face is more effective for learning." **S1**
	Technical Issues and Disruptions	"Technical issues during online learning disrupt the lesson, causing boredom and negatively impacting the learning experience." **S1**
Communication Dynamics	Importance of In-Person Communication	"Speaking face-to-face is more comfortable; online feels like a closed environment, and recognizing friends is challenging, leading to shyness." **S2**
	Shyness and Closed Environment in Online Learning	"Online is a bit more closed; there's a feeling of not being disgraced, and everyone is initially very shy. Lecturers also face difficulties in this regard." **S2**
	Balancing In-Person and Online Interactions	"Balancing between online and in-class groups is challenging; difficulties arise in explaining concepts while catering to both sets of students simultaneously." **S2**
Teacher Efforts	- Efforts in Hybrid Education	"Teachers making efforts in hybrid education, connecting students through activities, and keeping them engaged shows genuine care and contributes positively." **S3**
Impact on Motivation and Engagement	- Negative Impact on Motivation and Engagement	"Technical issues negatively impact motivation and engagement; problems with the computer disrupt the lesson, leading to boredom and a negative atmosphere." **S3**

Interaction preferences emerge as a central theme, with students expressing a clear preference for face-to-face interaction over online learning. Student 1 (S1) articulates this preference: "I prefer face-to-face to hybrid online because our teachers can see our faces and recognise us". The ability to actively participate and understand non-verbal cues are cited as advantages of face-to-face learning, contributing to the overall preference for face-to-face interactions.

The challenges of online learning, as expressed by S1, highlight issues of disconnection and difficulty in understanding concepts, emphasising the effectiveness of face-to-face teaching. Technical issues and interruptions during online classes are identified as significant barriers, leading to boredom and, according to S1, negatively impacting the learning experience.

Communication dynamics further describe the complexities that students encounter in online and hybrid settings. The importance of face-to-face communication is emphasised by Student 2 (S2), who notes that face-to-face training

allows for more comfortable and effective communication. The closed environment of online learning is associated with shyness and challenges in recognising friends, creating barriers to effective communication.

S2 highlights the difficulties both students and trainers face in finding the right balance between face-to-face and online interactions. Difficulties arise in explaining concepts to both groups of students at the same time, which limits body language and hinders effective communication.

The section on teachers' efforts shows that students appreciate the efforts of teachers in hybrid education. Student 3 (S3) acknowledges that teachers who make an effort in hybrid education, connecting students through activities and keeping them engaged, show genuine care and contribute positively to the overall learning experience.

Finally, the impact on motivation and engagement in online and hybrid education is explored. S3 identifies the negative impact of technical issues, suggesting that disruptions and problems with computers can lead to boredom, a poor atmosphere and a decrease in overall satisfaction with the learning experience.

In summary, the findings from students' perceptions, as summarised in Table 6, unravel the complex dynamics of teacher-student relationships in hybrid and online education. These findings further the discussion on the complex nature of teaching modalities by promoting a comprehensive understanding of the difficulties, preferences and impact on student motivation and engagement.

D. Teachers' Perception on Teacher-Student Relationship in Hybrid and Online Education

1. Teacher's Perceptions on Nature of Teacher-Student Relationship in Online Education

Table 7 illustrates the teachers' thoughts about the teacher-student relationship in online English as a foreign language classroom. This gives us a lot of information about the complexity of this type of learning environment. Through a systematic thematic analysis of interviews with three teachers, the findings provide a detailed understanding of teachers' experiences, perceptions and challenges in establishing meaningful connections with students in the digital context.

Table 7 Teacher's Perceptions on Nature of Teacher-Student Relationship in Online Education

Themes	Subthemes/Codes	Sample Excerpts
Communication Dynamics	Different Dynamics Online	"The dynamics of the relationships are totally different in face-to-face and online education." **T1**
	Challenges in Online Interaction	"Camera issues...students making use of this opportunity to sleep or to avoid the class." **T1**
Strategies for Connection	Problem-Solving Efforts	"Students appreciate...even though it's online, students appreciate it more." **T1**
	Digital Tools and Engagement	"Using digital tools like Jamboard or Word Wall for little chit chat... creates positive relationships."
	Creating Personal Moments	"Creating personal moments during online classes to make students feel like you are there." **T1**
Success Factors	Responsive Communication	"Appreciation for replying back to messages and help during online exams." **T2**
	Appreciation for Efforts	"Appreciation for efforts in resolving issues related to exams, academic calendars, and emergencies." **T2**
	Use of Digital Tools	"Use of digital tools and gamification, creating personal moments contribute to positive relationships." **T1**
Challenges in Online Interaction	Camera and Engagement Issues	"Camera issues...students making use of the opportunity to sleep." **T1**
	Uncertainty in Online Attention	"Uncertainty about whether students are listening or not in online classes." **T1**
	Moral Conflicts in Tolerance	"Moral conflicts may arise when leniency is warranted for unforeseen circumstances in online exams." **T1**
Student Responses to Online Engagement	Appreciation for Problem-Solving	"Appreciation for solving problems related to book problems, exam schedules, and emergencies." **T2**
	Limited Impact in Online Classes	"Students appreciate administrative problem-solving but limited impact within online classes." **T2**
	Challenges in Replicating Engagement	"Challenges in replicating the fun and engagement experienced in face-to-face interactions online." **T2**

The thematic analysis, which focuses exclusively on educators' perspectives, explores different dimensions of the teacher-student relationship in online education. Teacher 1 (T1) states that "the dynamics of relationships are completely different in face-to-face and online education", articulating communication dynamics as a central theme. This distinction highlights the unique challenges and nuances of online interactions and sets the stage for further exploration.

T1 highlights problems with cameras and students using online opportunities to snooze or skip class as challenges to online interaction. These challenges are significant barriers to establishing effective teacher-student relationships in the digital environment.

Strategies for connection, according to T1, include problem-solving efforts, using digital tools such as "Jamboard" or "Word Wall" for interactive discussions, and creating personal moments during online lessons. These strategies aim to foster

positive relationships and recognise the importance of engaging students in a virtual environment.

Success factors identified by T2 include responsive communication, appreciation of efforts to address various issues related to exams and academic calendars, and the use of digital tools and gamification to create personalised moments. These factors contribute to building positive relationships with students in the online education landscape.

T1 reiterated that there are difficulties with online interaction, including issues with cameras and engagement, uncertainty about student attention, and potential moral dilemmas arising from leniency in unforeseen circumstances during online exams. These challenges highlight the complex dynamics that educators must navigate in order to build effective teacher-student relationships in the digital realm.

T2's section on student responses to online engagement highlights students' appreciation of problem solving in relation to various academic and administrative issues. However, there is a perception of limited impact within online classes, with challenges identified in replicating the fun and engagement experienced in face-to-face interactions.

In summary, Table 7 provides a broad overview of teachers' perceptions of the nature of teacher-student relationships in online education. The findings underscore the particular challenges and strategies that educators use to foster positive connections with students in the dynamic landscape of online education, and contribute valuable insights to the broader discourse on teacher-student interactions in contemporary educational settings.

2. Teachers' Perceptions on Nature of Teacher-Student Relationship in Hybrid Education

The exploration of teachers' perceptions of the teacher-student relationship expands to the hybrid education setting, providing a comprehensive understanding of educators' approaches, challenges, and strategies for fostering connections with students in blended learning environments. As shown in Table 8, thematic analysis of teachers' answers sheds light on the complex patterns that exist in hybrid settings. This helps us understand how the learning process works in both online and hybrid EFL classrooms from the teachers' point of view. (see Table 8),

Table 8 Teachers' Perceptions on Nature of Teacher-Student Relationship in Hybrid Education

Themes	Subthemes/Codes	Sample Excerpts
Teaching Approach in Traditional Classrooms	Personal Connection	"Initiating the day with humour and small talk to create a positive atmosphere." "Balancing authority with approachability for effective teaching." **T1**
	Positive Impact	"Highlighting instances where strong teacher-student relationships positively impacted learning." "Acknowledging and understanding students' strengths and weaknesses for mutual benefit." **T1**
Challenges in Face-to-Face Settings	Student Behaviour	"Addressing challenges with students exhibiting disruptive behaviour in the classroom." "Navigating difficulties when students ignore rules and disrupt the learning environment." **T2**
	Learning Difficulties	"Tackling challenges related to students with learning disabilities or difficulties." "Cooperating with psychologists to support students with specific needs." **T2**
Impact of Physical Presence	Tangible Connection	"Recognizing the tangible impact of physical presence on teacher-student relationships." "The importance of daily routines, body language, and direct interactions in creating connection." **T1**
Relationship Dynamics Across Levels	Varied Dynamics	"Observing variations in teacher-student relationships across different subjects and grade levels." "Acknowledging changes in dynamics when transitioning between grade levels." **T3**
Hybrid Class Dynamics	Challenges of Online Learning	"Highlighting challenges of engaging students in online settings and the lack of concrete interaction." "Identifying the struggles in maintaining student engagement through online platforms." **T3**
	Familiarity in Hybrid Classes	"Exploring the impact of familiarity in hybrid classes, noting better dynamics in familiar B2 level." "Recognizing the role of previous relationships in enhancing the hybrid learning experience." **T3**
Balancing Authority and Approachability	Positive Atmosphere	"Emphasizing the importance of starting the day with light-hearted interactions for a positive atmosphere." "Building relationships through honesty and creating a teacher-student bond." **T1**

According to T1, it is a common practice for teachers to focus on building positive relationships with students in traditional classroom settings. This is achieved by emphasising the importance of humour and small talk. The delicate balance between authority and approachability is highlighted as crucial for effective teaching. Teachers acknowledge the positive impact of strong teacher-student relationships on learning outcomes and emphasise the need to understand students' strengths and weaknesses for mutual benefit.

T2 highlights the challenges faced by teachers in face-to-face settings, including disruptive student behaviour, disobedience, and difficulties related to students with learning disabilities or other specific needs. This is identified as one of the key aspects of the teacher-learner relationship in hybrid education, prompting teachers to collaborate with psychologists to provide support for these students.

T1 stresses the significance of teachers' physical presence in their relationships with students, underscoring the concrete bond established through daily routines, body language, and face-to-face interactions. These components are essential in fostering a robust and significant connection between teachers and students.

Observations of relationship dynamics across levels and subjects by T3 reveal variations in teacher-student relationships. It is important to acknowledge changes in dynamics when transitioning between grade levels, which highlights the need for adaptability and flexibility in fostering positive connections with students.

Furthermore, hybrid class dynamics bring forth unique challenges and advantages, as discussed by T3. The article discusses the challenges of online learning, particularly in terms of student engagement and limited interaction, and compares them to the more familiar hybrid classes. T3 explores the impact of familiarity, noting improved dynamics at familiar B2 levels and acknowledging the role of previous relationships in enhancing the hybrid learning experience. T1 emphasizes the importance of maintaining a balance between authority and approachability in teacher-student relationships.

In conclusion, Table 8 presents an analysis of teachers' perceptions regarding the nature of teacher-student relationships in hybrid setting. The findings reveal the multifaceted approaches, challenges, and strategies employed by educators in navigating the complexities of blended learning environments, providing valuable insights into the ongoing discourse on teacher-student interactions in contemporary educational landscapes.

3. Teachers' Perceptions of Online and Hybrid Education

The examination of teachers' perceptions of the teacher-student relationship extends to instructors who have experienced both hybrid and online education environments, providing valuable insights into their thoughts on the intricacies of teacher-student interaction. Table 9 shows a thematic analysis that looks into the different points of view, understandings, and observations of teachers. It gives a picture of the level of connections in both hybrid and online settings (see Table 9).

Table 9 Teachers' Perceptions of Online and Hybrid Education

Themes	Subthemes/Codes	Sample Excerpts
Teaching Challenges in Hybrid	Balancing Act	"When you say, like, two days online, three days, we're at school. When you say at school, you're just increasing the expectation for real in-class activity." **T1**
	Dual Responsibilities	"You have two responsibilities at the same time. And then students get really annoyed with it." **T1**
Student Perception and Experience	Feeling Neglected	"They feel like customers at the bank and the bankers, they don't even care about them. They feel like customers in a line, not getting attention." **T1**
	Customer Experience	"They feel like customers... not getting the attention." **T1**
Effectiveness of Online and Face-to-Face	Online Efficiency	"For teachers, online is easier. But when it comes to the effect, I would go with face-to-face." **T2**
	Face-to-Face Outcomes	"The outcomes are better in face-to-face education. But for me, online is easier." **T2**
Engagement in Different Settings	Adult Engagement	"During one of my courses, I had online education with an adults' group. And they were totally good at online education." **T2**
	Challenges in School	"For the class ones, they felt like they must be quiet and they must be like observers more than the participants of the class." **T2**
Building Relationships in Hybrid	Recognizing Students	"I just guessed... you must be Ahmed." **T3**
	Creating Positivity	"So, when they noticed that, aha, I was just thinking, a ghost in the class, how do you know me? I said, first I know you." **T3**
Challenges in Hybrid Fostering	Balanced Relationship	"It's more difficult to have a balanced relationship with students because some of them are online, some of them are in class." **T3**
	Passive Observers	"For the class ones, they felt like they must be quiet and they must be like observers more than the participants of the class." **T3**
Impact on Personalized Attention	Negative Impact	"So, a hybrid model impact not in a good way, actually, like you have divided attention in two." **T3**
	Divided Attention	"You cannot provide personalized attention, just two groups at the same time." **T3**
Unexpected Benefits and Drawbacks	Recognition Strategy	"So, I just tried to make them understand that I knew them and I keep track of them and I follow them." **T3**
	Difficulty in Engagement	"So, you're just sitting. You have to sit because the online group is there and they need you. But maybe in-class group, they need to see you walking." **T3**
Over-all Teacher Opinion on Hybrid	Challenges Outweigh Advantages	"Challenges outweigh advantages... positive relationships hindered." **T3**
	Positive Relationships Hindered	"Challenges outweigh advantages... positive relationships hindered." **T3**

T1's description of the difficulties of teaching in a hybrid environment emphasises the delicate balancing act needed when switching between online and in-class activities. The dual responsibilities faced by instructors lead to student

annoyance, demonstrating the intricate challenges educators navigate in hybrid instructional settings.

T1's description of student perception and experience paints a picture of a sense of neglect similar to that of bank customers in a line. The lack of attention in both online and hybrid settings contributes to students feeling disconnected from the educational experience.

T2 emphasises the simplicity of online teaching for educators while acknowledging that face-to-face outcomes are superior when comparing the effectiveness of online and face-to-face instruction. The engagement dynamics differ between adult and school settings, with adults excelling in online education, while challenges arise for younger students who feel like passive observers in online classes.

Building relationships in the hybrid setting, according to T3, involves recognising students and creating positivity through personal connections. However, challenges arise in maintaining a balanced relationship, especially when some students are online and others are in class. The negative impact on personalised attention is highlighted, as the hybrid model divides the instructor's attention between two groups.

Unexpected advantages and disadvantages, as described by T3, include a recognition strategy to make students feel known, but challenges arise when engaging both online and in-class groups at once. The overall teacher opinion on the hybrid model suggests that challenges outweigh advantages, hindering the development of positive relationships with students.

In conclusion, Table 9 provides a detailed exploration of teachers' perceptions of teacher-student relationships in hybrid and online education. The findings shed light on the unique challenges, benefits, and drawbacks instructors experience in these diverse instructional modalities, contributing to a comprehensive understanding of the complex factors influencing teacher-student interactions in contemporary educational settings.

4. An Unexpected Finding

The next finding to be discussed in this section emerged unintentionally during our pilot study testing the rubric. In this phase of the study, teachers provided open and honest perspectives on each contact moment, offering insightful reflections on the nature of these interactions within hybrid and online EFL classes. This qualitative

exploration, complementing the thematic analysis of interviews, adds depth to the understanding of teacher-learner relationships in diverse educational settings. Beyond serving as a validation of the rubric results, the thematic analysis of contact moment video conference transcripts holds unique significance by revealing teachers' opinions. It contributes to addressing our fifth research question, shedding light on a complex and diverse range of interactions that occur within hybrid and online learning environments.

The thematic analysis of teacher interviews, centred around eight carefully selected contact moments, unfolds nuanced insights into the dynamics of teacher-learner relationships (see Table 10),

Table 10 Contact Moments' Thematic Analysis

Themes	Subthemes/Codes	Sample Excerpts
Communication Challenges in Online Settings	Lack of Verbal Communication	"This is not something that I prefer. This is something that I had to do. Because my students, you know, they don't answer verbally." **T1**
Importance of Student Engagement	Value of Recognition	"students want to see that their effort was seen by their teachers. So, you know, because students want to see that their effort was seen by their teachers." **T2**
Feedback Strategies for Motivation	Personalized Recognition	"For the feedback, for the scope of feedback, we don't have to correct our students. Sometimes just, you know, given the motivation perfectly, you know, appraising, this is something good." **T3**
Hybrid Setting Benefits	Non-Verbal Cues	"I couldn't do it if it was online because she wouldn't ask me to drink water or something like this. Just turn off the camera, which is already turned off. Just silent mode. I wouldn't even notice. So, we wouldn't have that. I have that moment." **T1**
Teacher's Preferred Interaction Mode	Face-to-Face Preference	"So, do you think that you would have got the same personal moment if it was purely online? No. I wouldn't." **T1**

Communication challenges in online settings, as expressed by T1, highlight the struggle with written feedback due to the lack of verbal communication. The importance of student engagement, emphasized by T2, underscores the value of active participation and recognition in creating a supportive learning environment. Feedback strategies for motivation, as described by T3, go beyond correction to focus on positive feedback and personalized recognition as powerful motivators.

The benefits of the hybrid setting, articulated by T1, include real-time interaction and the presence of non-verbal cues that contribute to a more dynamic and engaging learning experience. The teacher's preferred interaction mode, as noted by T1, underscores the preference for face-to-face interactions, acknowledging the challenges posed by purely online settings.

These findings highlight the multi-dimensional nature of effective teacher-student interactions, emphasizing the deliberate efforts made by teachers to foster positive interactions in both hybrid and online educational environments. The insights gained from the thematic analysis of contact moments provide a nuanced understanding of how communication modes, feedback strategies, and preferred interaction modes contribute to the overall quality of the teacher-learner relationship.

V. DISCUSSION

The discussion section examines the teacher-learner relationship in the dynamic realms of online and hybrid education. It is based on a series of carefully formulated research questions and synthesizes diverse findings drawn from thematic analyses, observational data, and the perspectives of both students and teachers. The discussion is structured to align with the research inquiries. Firstly, student involvement is explored through quantitative analyses and observations. Following this, the teacher-learner dynamics in both online and hybrid educational landscapes are examined through thematic analyses. The text examines the subjective aspect of teacher-student interactions by examining the viewpoints of both students and teachers on their preferences, challenges, and strategies. Furthermore, it provides a qualitative perspective on the complex aspects of these interactions through a thematic analysis of contact moments, surpassing mere numerical evaluations. These findings could potentially contribute to a more comprehensive understanding of the teacher-learner relationship, providing valuable insights for educators, researchers, and policymakers who are engaged in contemporary education.

A. Nature of Teacher-Learner Relationships in Different Learning Environments

1. Hybrid and Online Education Observational Analysis

The quantitative analysis in Table 1 revealed variations in student engagement between online and hybrid sessions. Further exploration is needed to understand the factors contributing to this difference, such as the dynamics of online interactions and the efficacy of hybrid instruction. Instances of unsuccessful communication were primarily linked to online settings, emphasising the challenges faced in establishing connections virtually. Similarly, Diert-Boté's (2023) study suggests that teacher-student interaction is significant in positive teacher learner relationship. The lack of essential presence by students may block further positivity or even the relationship itself in teacher-learner relationship.

Table 2 highlights the potential advantages of the hybrid format in promoting non-verbal cues such as eye contact and improving student attention. Teachers demonstrated adaptability in navigating virtual environments while continuing to establish meaningful connections. As Bambaeeroo and Shokrpour's (2017) research suggests non-verbal communication skills practiced by teachers positively affect students' mood and academic success.

Empathy instances were slightly higher in online settings, necessitating a closer examination of contextual factors influencing the expression of empathy in different educational formats. "Being there" moments, reflecting the teacher's active involvement, were consistent in both settings, with a slight advantage in hybrid sessions. Positive feedback was a significant feature in both formats, emphasising instructors' commitment to motivate and support student learning. All these components may contribute developing a positive teacher-student relationship as teacher behaviours that promote cordial and friendly interactions, academic support, warmth, understanding, and patience contribute to positive student-teacher relationships (Capern and Hammond, 2014).

2. Online Education

Thematic Analysis

The thematic analysis of interviews in this section delves into the intricate dynamics of the teacher-learner relationship in online education.

Table 7 presents insights exclusively from the teachers' perspective, uncovering diverse dimensions of teacher-student relationships in online education. Challenges in online interaction, problem-solving efforts, and the impact on student engagement were highlighted. The need for continued exploration and innovation in creating an engaging virtual learning environment was evident.

Table 5 examined whether there were significant differences in how teachers and students engaged in online learning. While some studies (Sharma, Dwivedi, Sengar, and Solanki, 2020; Downing and Chim, 2004; Chang, Wang, Lin, Cheng, and Chiang, 2021) advocate the benefits of online settings and recognize their advantages, others (Imleesh, Humaida, and Hasibuan, 2020) argue that there are inherent difficulties and disadvantages. In this study, challenges in online engagement, creativity in teaching methods, and the importance of physical presence for relationship quality emerged

which may affect nature of teacher-student relationship negatively. The correlation between communication levels and improved student outcomes emphasised a critical aspect for educators to consider.

The findings in Table 6 summarise students' perspectives on online education. Preferences for face-to-face interaction, challenges of online learning, and the impact of teacher efforts on motivation and engagement were highlighted. While Effective communication, technological support, and a positive learning environment emerged as crucial factors for meaningful teacher-student interactions, preference of face-to-face interaction by students is noteworthy as it aligns with many studies in this field (Nasution, Surbakti, Zakaria, Wahyuningsih, and Daulay, 2021; Dabaj, 2008; Raju, 2022).

3. Hybrid Education

Thematic Analysis

The qualitative analysis in this section focused on the nature of teacher-learner relationships in hybrid education.

Table 8 delves into the intricacies of teacher-learner relationships within the hybrid setting. It explored teaching approaches, challenges in face-to-face settings, the impact of physical presence, varied dynamics across levels, and the importance of balancing authority and approachability. The findings shed light on the need for educators to adapt strategies to the hybrid context.

Table 9 provides a comprehensive exploration of teachers' perceptions of hybrid education, revealing challenges, benefits, and barriers to positive relationships. Insights into teaching challenges, teachers' understanding of student perceptions, the effectiveness of teaching methods, challenges in fostering relationships, and unexpected benefits and drawbacks were presented.

The themes in Table 10 unfold nuanced insights from the thematic analysis of teacher interviews, focusing on eight carefully selected contact moments for each teacher. Communication challenges in online settings, the importance of student engagement, feedback strategies for motivation, the benefits of hybrid settings, preferred interaction modes, and personal moments were highlighted.

Although Klimova and Kacetl (2015) suggest hybrid learning, or blended learning, offers valuable insights into teaching foreign languages by integrating face-to-face and online components, innovative technology, and rethinking the learning paradigm, challenges in hybrid settings, such as balancing acts and dual responsibilities, highlight the complexity of managing both online and hybrid teaching responsibilities. Insights into building relationships in hybrid settings, recognising students, and creating positivity underscore the pivotal role of the teacher in fostering a positive and supportive learning environment. The exploration of the impact of personalised attention and the uncovering of unexpected benefits and drawbacks provided valuable insights into the complex dynamics of teachers' navigation in hybrid education. Teachers' overall views of hybrid education, emphasising challenges over benefits and barriers to positive relationships, contribute to a nuanced understanding of educators' perspectives.

B. Differences Between Online and Hybrid Education

1. Observations

The analysis of student engagement suggests that there are notable distinctions between hybrid and online educational settings. The hybrid model had an average of 7.5 actively participating students per session, which is lower than the online setting's average of 9. This is also lower than the theoretically expected 23 actively engaged students based on the original total enrolment of 69. This observation suggests that there may be differences in student participation dynamics between hybrid and online classes.

When analysing the types of teacher-student contact, it was observed that there were no recorded instances of eye contact in online classes, which is in contrast to an average of 12 instances per session in hybrid settings. This observation highlights a distinctive difference and emphasises the potential influence of the physical classroom environment on facilitating non-verbal communication. A more in-depth examination of the various types of contact between teachers and students revealed subtle differences. For example, the study found that hybrid classes may be more effective than online classes in fostering connections, demonstrating empathy, and providing positive feedback. This echoes the positive contact observed in traditional classrooms, which involves elements such as respect, humility, motivating feedback, and touches

of humour, contributing to rapport-building and language learning objectives (Barcelos and Coelho, 2016; Li and Rawal, 2019; Saito, Dewaele, Abe, and In'nami, 2018; Diert-Boté, 2023).

The study employed quantitative analyses and thematic insights to examine cognitive and emotional aspects, revealing significant disparities between online and hybrid environments. Specifically, there were marked differences in the frequency with which teachers and students discussed cognitive insight, positive affect, enhanced motivation, and behavioural impulses towards tasks. The study found that students in different settings showed different levels of intellectual engagement and emotional connection.

2. Thematic Analysis

Thematic insights obtained from interviews with teachers provide a qualitative perspective, which can support and enhance our comprehension of the distinctions in teacher-student relationships in online and hybrid educational settings. Teachers' accounts of challenges in online engagement provide concrete examples that substantiate the intricacies educators face in fostering meaningful interactions in an online context, such as reluctance to use cameras and the impact of limited physical space on students' ability to connect with peers (see Table 5), Reluctance to turn on cameras or tendency to turn off them is the most significant difference at this point. It means that there can only be a teacher-student relationship only when student wants to have a relationship in online setting. At the same time, this situation validates Dockter's (2016) statement about online teachers who are often left their own to understand who is in the class and what those people are like. Moreover, online teachers need frequent and varied communication, multimodal methods, and relationship-building strategies to effectively establish a teaching presence and help students succeed in distance education courses as Dockter (2016) suggests.

The adaptability of teaching methods emerges as a crucial theme, with specific examples reinforcing the thematic findings. According to teachers, while some traditional methods such as the Total Physical Response (TPR) method and drilling methods for pronunciation may not be as effective, they do appreciate the use of creative tools like ChatGPT and Padlet. This highlights the importance of flexible teaching methods to ensure students perform well in virtual spaces (see Table 5),

The exploration of the impact of hybrid environments on teaching is a theme that is supported by teacher perspectives and data. Online and hybrid classes revealed different results, prompting teachers to consider methods of maintaining student engagement. These real-life examples suggest that face-to-face interactions may enhance student learning (see Table 6 and 10),

Trust-building and the quality of relationships are essential themes in online learning, as supported by teachers' experiences. Similar to other studies in the field suggesting that positive teacher-student connections are beneficial for learners emotionally, motivationally, cognitively, and behaviourally—contributing to lower stress levels and facilitating language absorption (Fredrickson B. L., 2001; Gregersen, Macintyre, and Mercer, 2016; Diert-Boté, 2023). The identification of responding to messages as a trust-building activity, coupled with concerns about the fleeting nature of emotional connections in online environments, provides tangible evidence of the crucial role of interpersonal connections in shaping the relationship between teacher and student (see Table 5),

In conclusion, it could be argued that the inclusion of precise data points derived from observations and thematic analyses may enhance the credibility of the findings by providing concrete examples of the differences in teacher-student relationships between hybrid and online settings.

C. Opinions of Students on Teacher-Student Relationships in Hybrid and Online Education

Table 6 presents the perceptions of students regarding the relationships between teachers and students in hybrid and online education. These perceptions, which were obtained from interviews, reveal a range of themes that have a significant impact on the quality of relationships that students develop with their instructors in dynamic educational environments.

Interaction preferences are an important topic, with students expressing a clear preference for face-to-face interactions over online learning. According to Student 1 (S1), face-to-face instruction is preferred due to the practical advantages of teachers being able to see students' faces and recognize them individually. Additionally, non-verbal cues facilitate active participation and a deeper level of understanding, which contributes to the overall preference for face-to-face interactions. Similarly, according

to a study, accountant students also prefer face-to-face classes over web-based materials and more teacher-cantered activities in lectures and tutorials (Taplin, Kerr, and Brown, 2017).

Moreover, S1's experience with online learning has highlighted some challenges, such as disconnection and difficulty grasping concepts, which emphasises the importance of face-to-face teaching. Technical issues and interruptions during online classes have emerged as significant barriers, contributing to a sense of boredom and a negative impact on the overall learning experience.

Communication dynamics further underline the complexity of online and hybrid settings. S2 emphasises the importance of face-to-face communication, citing it as more comfortable and effective. Additionally, it is important to acknowledge that the closed environment of online learning can be associated with shyness and challenges in recognising peers, which can create barriers to effective communication. S2 also highlights the complex task of balancing face-to-face and online interactions in hybrid environment, with difficulties in communicating concepts to both groups of students at the same time, limiting the effectiveness of communication. These ideas about hybrid settings align with some studies suggesting that synchronous hybrid learning offers a flexible, engaging learning environment, but faces pedagogical and technological challenges (Raes, Detienne, Windey, and Depaepe, 2019; Forte and Root, 2011).

Additionally, the students acknowledge and appreciate the efforts of the teachers in the hybrid model. For example, Student 3 (S3) recognizes the positive impact of teachers who make conscientious efforts in hybrid education by connecting students through activities and sustaining engagement. This recognition reflects the genuine care and dedication of teachers, which, in turn, contributes positively to the overall learning experience. As another study suggests, recognition and encouragement are crucial factors in the teacher-student relationship (Sánchez, González, and Martínez, 2013).

The critical aspect of motivation and engagement in online and hybrid education is explored through students' perceptions. Similar to another study (Butz, Stupnisky, and Pekrun, 2015) that suggests online students reported higher levels of technology-related anger, anxiety, and helplessness, which significantly impacted their perceived

success in both program achievement and technology use, S3 identifies the detrimental consequences of technical issues. Suggesting that disruptions and computer-related problems can cause boredom, create a negative atmosphere, and reduce overall satisfaction with the learning experience.

In summary, the insights contribute significantly to the ongoing discourse on teaching modalities by providing a comprehensive understanding of the challenges faced, the preferences expressed, and the impact on student motivation and engagement.

D. Opinions of Teachers on Teacher-Student Relationships in Hybrid and Online Education

1. Teacher's Perceptions on Nature of Teacher-Student Relationship in Online Education

Table 7 examines the perspectives of educators regarding the relationship between teachers and students in online English as a foreign language classroom. Through thematic analysis, distinct communication dynamics, challenges in online interaction, strategies for connection, and success factors are revealed.

It is noted that communication dynamics differ fundamentally between face-to-face and online education, as expressed by Teacher 1 (T1), Instructors encounter various challenges in establishing meaningful connections in the online setting, including camera issues and students taking advantage of opportunities to disengage. T1 outlines strategies for fostering connections, including problem-solving initiatives, the utilization of digital tools, and creating personal moments. These suggestions are aligned with a study which highlights online and hybrid classes often involve technical difficulties, and students need support for success, which can be achieved through a technology coaching approach influenced by writing centre philosophies (McNeal and Gray, 2021). It underscores the significance of engaging students in a virtual environment. Success factors, such as responsive communication and the use of digital tools, can contribute to positive relationships.

2. Teachers' Perceptions on Nature of Teacher-Student Relationship in Hybrid Education

Table 8 examines hybrid education and provides insight into the approaches, challenges, and strategies employed by educators to establish connections with

students. Through thematic analysis, this study reveals valuable insights into teaching approaches in traditional classrooms, the challenges faced by educators, the impact of physical presence, varied relationship dynamics across levels, and the dynamics of hybrid classes.

T1 emphasizes the significance of cultivating constructive relationships in traditional classrooms through personal connections, balancing authority with accessibility, and acknowledging the impact of strong teacher-student relationships on learning outcomes. On the other hand, T1 also mentioned that face-to-face setting of hybrid classes have its own challenges such as disruptive student behaviour which can also affect other students' learning process.

While the impact of physical presence on concrete connections is highlighted, recognising the importance of daily routines, body language and direct interactions. Varied relationship dynamics across levels emphasize the need for adaptability. In another study teachers also emphasize the importance of recycling and methodological innovation in implementing new teaching methodologies in hybrid and online education (Nicolas-Sans, Díaz, and Valdés, 2022). Ultimately, methods and approaches that teaches adapt in classroom may affect the nature of teacher-student relationship. In hybrid class dynamics, challenges of online learning are highlighted, but familiarity in hybrid classes is recognized, implying better dynamics at familiar levels. The section examines the complex dynamics of teacher-student relationships in the hybrid education setting.

3. Teachers' Perceptions of Online and Hybrid Education

Table 9 explores teachers' perceptions of online and hybrid teaching, providing a detailed exploration of their challenges, strategies and overall opinions. The thematic analysis reveals teaching challenges in hybrid settings, student perceptions and experiences, the effectiveness of online and face-to-face modes, engagement in different settings, relationship building in hybrids, and unexpected advantages and disadvantages.

T1's portrayal of teaching challenges highlights the balancing act and dual responsibilities faced by educators in hybrid environments, resulting in student annoyance. These issues arose as critical subthemes, suggesting that technical difficulties during hybrid courses disturb teaching, making it difficult for teachers to

pay equal attention to both classroom and online participants (Syynimaa, 2018). Students' perceptions reflect a sense of neglect, similar to customers in a queue, highlighting the crucial role of attention in student engagement.

T2 acknowledges the ease of online teaching for educators as some studies suggest Perceived ease of use and perceived usefulness of digital tools positively impact lecturers' attitude toward use and their behavioural intention to use digital tools during the COVID-19 pandemic (Almulla, 2022), but highlights the superior outcomes of face-to-face teaching. Differentiating the dynamics of engagement between adult and school settings adds depth to the understanding of effective modes of teaching.

Fraser and Walberg (2005) underline that positive teacher-student relationships promote improved student outcomes and are worthwhile process goals of education. Relationship building in hybrid settings involves acknowledging students and creating a positive attitude, although maintaining a balanced relationship is challenging due to the divided attention inherent in hybrid models. Unexpected benefits and drawbacks, such as a recognition strategy and difficulties in engagement, provide insights into the complexity of teacher-student interactions.

Overall, teachers' opinions of the hybrid model suggest that the challenges outweigh the benefits and hinder the development of positive relationships with students. This section contributes to a nuanced understanding of teachers' perceptions in different teaching modalities.

4. An Unexpected Finding

Table 10 reveals an unexpected finding from the thematic analysis of contact moments during a pilot study. This unexpected finding adds depth to our understanding of teacher-learner relationships by exploring the complex differences in interactions in hybrid and online learning environments. The data from this finding helps to answer our study's fifth research question by providing insight on teachers' perspectives regarding online and hybrid EFL settings.

Communication challenges in online settings, such as the lack of verbal communication, prompt reflection on the need for such measures. The importance of student engagement highlights the value of recognition in creating a supportive learning environment. Feedback strategies for motivation shift the focus from correction to positive feedback and personalised recognition.

The benefits of the hybrid environment, such as real-time interaction and the presence of non-verbal cues, underline the advantages of blended learning (Raes, Detienne, Windey, and Depaepe, 2019; Meydanlıoğlu and Arıkan, 2014). Teachers' preferred mode of interaction highlights the irreplaceable nature of face-to-face interactions and acknowledges the challenges posed by purely online settings. This preference aligns with outcomes from some studies suggesting that hybrid classes exhibit the same weaknesses as the online format, and adding face-to-face interaction does not minimize them (Jackson and Helms, 2008) On the other hand, other studies advocate for the hybrid model by stating that hybrid teaching provides better performance than the face-to-face method (Shukla, Singhal, Choudhury, and Mohanty, 2023) or that learners were generally in favour of the synchronous hybrid learning method, which combines face-to-face and virtual teaching simultaneously using real-time audio and video technology (Alhusban, 2022).

This unexpected finding enriches the discussion by providing insights into teachers' deliberate efforts to foster positive interactions in both hybrid and online educational environments. In short, as other studies suggest, the lack of communication between teachers and students directly affects teaching quality and students' all-round development in English teaching (Xiu-lan, 2010; Wang, 2021). Teachers highlight challenges like a lack of communication and presence in online settings that can hinder the development of positive interactions among students and teachers.

In conclusion, the thematic analysis of teachers' perceptions of teacher-student relationships in online and hybrid education reveals the complex dynamics, challenges and strategies embedded in these different teaching modalities. The multi-layered nature of these relationships is revealed, contributing to a comprehensive understanding of the complexities faced by educators in modern educational contexts. This unexpected finding also highlights the conscious efforts made by teachers to navigate these complexities and promote positive teacher-student interactions. The discussion section enriches the broader discourse on teacher-learner relationships and provides valuable insights for future research and educational practice.

VI.   CONCLUSION

This study systematically addresses the identified problem within teacher-learner relationships in hybrid and online EFL classes. Precise research questions were formulated, and a dual-method approach was adopted, involving observation with a rubric and semi-structured interview. A meticulous rubric pilot phase, focusing on eight carefully chosen contact moments per teacher in hybrid and online classes, preceded the observation of 24 hours of lessons. Subsequently, interviews were conducted with three teachers and one student from each class, guided by pre-established questions, to enrich the qualitative insights. The rubric's in-class observational data underwent careful descriptive statistical analysis, complemented by the use of the WHISPER AI tool for efficient transcription. After proofreading and correction, NVIVO 14 was used to facilitate the identification of codes, subthemes, and recurring themes in the thematic analysis. The study's findings were presented concisely, allowing for a comprehensive discussion and comparison with existing literature. This ultimately provides valuable insights to the field of online and hybrid education.

This research has explored the complex dynamics that characterize teacher-learner relationships within the dynamic landscapes of online and hybrid EFL classrooms. Together, quantitative studies, observational insights and thematic revelations from both students' and teachers' perspectives have helped us to gain a comprehensive understanding of the complex nature of teacher-student interactions in contemporary educational settings. As this study draws to a close, a reflective synthesis of key findings, their implications and potential avenues for future scholarly inquiry is imperative.

In examining the nature of teacher-learner relationships, both quantitative and thematic findings were carefully considered. Observational analyses highlighted discernible differences in student engagement between online and hybrid sessions, highlighting the potential pedagogical advantages of the hybrid format. Thematic analyses illuminated the myriad facets of teacher-learner dynamics, unravelling the

challenges of online interactions, the preferences for face-to-face engagement, and the subtle nuances embedded in the contact moments between educators and students. The unexpected findings in Table 10 served as an enriching complement, unravelling the deliberate efforts made by teachers to cultivate positive interactions in both hybrid and online educational environments.

The apparent differences between online and hybrid educational settings, highlighted through both quantitative and thematic lenses, shed light on the intricate tapestry of teacher-student relationships. The teachers' thematic insights in Tables 7, 8 and 9 provided a qualitative narrative that complemented the observations. The challenges of online engagement, the adaptability of teaching methods, and the complex dynamics of hybrid classrooms emerged as salient themes, underscoring the multilayered nature of teacher-student interactions.

Moreover, the varied opinions articulated by students in Table 6 provided a compelling narrative of their preferences and challenges in hybrid and online education. The importance of face-to-face interactions, technical barriers to online learning, and the impact of teachers' efforts on the overall learning experience became evident. This articulation from the students' perspective added depth to the discourse on teacher-learner relationships in contemporary EFL contexts.

The discussion of an unexpected finding in Table 10 revealed the deliberate actions taken by teachers to overcome challenges and proactively promote positive interactions in both hybrid and online educational environments. This unexpected layer of insight, derived from the thematic analysis of contact moments interviews, serves to enrich the broader understanding of the pedagogical strategies used by teachers to bridge the virtual divide and create meaningful connections with students.

In considering the pedagogical implications of these findings, the study emphasises the need for effective communication and adaptability in online and hybrid teaching modalities. It advocates the integration of creative tools, active student participation, and positive feedback as means of enhancing the quality of the learning experience. The strategic balance between online and face-to-face interactions and the skilful management of the challenges specific to each setting emerge as educational necessities.

On the policy front, the study implies the need for comprehensive professional development initiatives to equip educators with the skills necessary to navigate the unique challenges posed by online and hybrid environments. Policymakers should consider formulating guidelines and support structures that enable teachers to create engaging virtual learning environments while skilfully managing the dual responsibilities inherent in hybrid education.

As the discussion moves forward, avenues for future scholarly exploration arise. Investigating the enduring impact of teacher-learner relationships on student outcomes in online and hybrid educational settings is a key direction. Furthermore, exploring the intersectionality of cultural and contextual factors influencing teacher-learner dynamics in different educational settings promises to yield rich insights. Moreover, exploring the link between technology integration and positive teacher-learner interactions, coupled with a nuanced examination of the effectiveness of different online teaching methodologies, provides fertile ground for future research inquiries.

In conclusion, this comprehensive examination of teacher-learner relationships in online and hybrid EFL classrooms reveals a detailed and complex panorama. By synthesising quantitative data, observational depth and thematic complexity, this study provides a significant foundation for educators, researchers and policy makers alike. Its findings cut across the fields of language teaching, education and policy, while charting a course for future research that promises to shape the contours of contemporary education.

A. Implications

The study's findings have implications for educational practitioners and policymakers in the context of hybrid and online EFL classes. Targeted professional development programs for educators engaged in digital instructional settings are necessary to address the identified challenges in teacher-learner relationships. These programs should provide teachers with strategies to navigate the unique dynamics of online and hybrid environments, enabling more effective communication and connection with students.

Furthermore, the complex patterns of teacher communication, as revealed through the thematic analysis, suggest a need to reevaluate pedagogical approaches in digital classrooms. Integrating these patterns into teacher training and curriculum

design can improve the quality of online and hybrid learning experiences, promoting engaging and supportive interactions between teachers and students.

Additionally, the observed challenges and benefits of the hybrid model have implications for the design and implementation of educational policies. Policymakers need to consider the potential drawbacks of hybrid learning, such as divided attention and challenges in fostering positive relationships, while also recognizing its advantages. Striking a balance between online and in-person components, along with providing necessary resources and support, is crucial for optimizing the hybrid learning model.

For institutions, creating a supportive infrastructure that addresses technical issues and disruptions in online learning is critical. Ensuring access to reliable technology and providing technical support can significantly contribute to a smoother online learning experience, minimizing disruptions and enhancing student engagement.

The study's approach, which incorporates qualitative methods, serves as a model for future research in the field. The use of a rubric, in-depth interviews, and thematic analysis allows for a comprehensive understanding of teacher-learner relationships in diverse educational settings. Researchers and educators can apply a similar multifaceted approach to explore other aspects of hybrid and online education, contributing to the ongoing discourse on effective teaching and learning in digital environments.

B. Limitations

Although this study provides valuable insights into the dynamics of teacher-learner relationships in hybrid and online EFL classes, it is important to acknowledge its limitations. Firstly, the research was conducted in a specific context with a limited sample size, involving only three teachers and their respective classes. Therefore, the generalizability of the findings may be constrained by the uniqueness of the participants and the specific educational setting. Future research should aim to replicate this study in diverse contexts and institutions to enhance the external validity of the results.

Additionally, the study's reliance on self-reported data from interviews introduces the potential for social desirability bias. Participants may have been inclined to present their experiences and perspectives in a favourable light, which could have impacted the accuracy and authenticity of the data. In order to gain a more comprehensive and objective understanding of teacher-learner interactions, additional measures such as classroom observations by independent observers or student feedback surveys could be incorporated.

It is important to note that the observational component in this study was focused on a limited number of lessons, which may have overlooked other critical instances of teacher-learner engagement. A more comprehensive and longitudinal observation strategy, which captures a wider range of classroom interactions, could provide a more complete understanding of the complexities involved in online and hybrid teaching.

Finally, the study primarily explored teacher-learner relationships from the perspective of the teachers and students. Future research could benefit from incorporating additional stakeholders, such as parents or administrators, to provide a more holistic understanding of the multifaceted dynamics within hybrid and online educational environments.

It is important to acknowledge these limitations and interpret the findings within the context of the study's scope and design. Addressing these limitations in future research will improve our understanding of teacher-learner relationships in digital education.

C. Further Research

Building on the findings of this study, several avenues for further research emerge, inviting scholars to explore specific aspects of teacher-learner relationships in hybrid and online EFL classrooms.

Firstly, investigating how cultural factors influence teacher-learner relationships in online and hybrid settings could provide a more nuanced understanding. A comparative cross-cultural study involving participants from different cultural backgrounds would shed light on the role of cultural nuances in shaping communication patterns and relationship dynamics.

Secondly, conducting longitudinal studies to track the development of teacher-learner relationships over time would provide a dynamic perspective. Understanding how relationships develop and change over time in both online and hybrid environments could provide valuable insights into the sustainability and adaptability of these relationships.

Furthermore, although this study primarily centred on the perspectives of teachers, observers, and a limited number of students, future research could prioritize a deeper exploration of students' viewpoints. Employing surveys or conducting interviews with a larger sample of students would enhance our understanding of how they perceive and experience teacher-learner relationships in digital classrooms, providing a more comprehensive insight into the dynamics at play.

In addition, investigating the impact of professional development programmes on teachers' ability to foster positive relationships in online and hybrid settings could be valuable. Evaluating the effectiveness of training initiatives in improving teachers' communication skills and relationship-building strategies would provide practical insights for educational institutions.

Next, researches exploring the effectiveness of specific technological interventions or platforms in facilitating positive teacher-learner relationships could be beneficial. Understanding how features of online platforms help or hinder relationship building would inform the development of more user-friendly and relationship-oriented educational technologies.

Finally, widening the scope of the study to include different subjects beyond EFL classes would allow for a broader understanding of the generalisability of the findings. Different subjects may present unique challenges and opportunities for teacher-learner relationships in digital classrooms.

By addressing these research directions, scholars can contribute to the growing body of knowledge on teacher-learner relationships in digital education, and promote a more nuanced and comprehensive understanding of the challenges and opportunities presented by online and hybrid learning environments.

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APPENDICES

Appendix-1: Rubric Sample

Observation Form

Teacher:	
Setting:	
Time and Date:	

1- Teacher/Student Contact:

Moment / Contact Type	Eye Contact	Making connection	Empathy	Being there	Positive feedback

2- Teacher Utterance

Teacher's utterance / Categories*	Cognitive Insight	Positive Feeling	Increased Motivation	Behavioral impulse towards the task

*(1) a cognitive insight (understanding of the task at hand), (2) a positive feeling (e.g. the student becomes glad, calmer or more re-assured), (3) increased motivation (visible in the videos as enthusiasm or joy), and/or (4) a behavioral impulse towards the task (almost always the student returns to the task at hand and keeps working on it).

3- Students' Utterance

Students' utterance / Categories*	Cognitive Insight	Positive Feeling	Behavioral impulse towards the task

*(1) a cognitive insight (understanding of the task at hand), (2) a positive feeling (e.g. the student becomes glad, calmer or more re-assured), (3) a behavioral impulse towards the task (almost always the student returns to the task at hand and keeps working on it).

Appendix-2: Teacher Consent Form Sample

Consent Form for Teachers

Title of the Research: Teacher-Learner Relationship in Hybrid EFL Classes: A Comparative Analysis of Online and Hybrid Education

Introduction:

I am ……………………, an instructor conducting a research study as part of ……………………………….. University's academic program. The purpose of this study is to investigate the teacher-learner relationship in hybrid EFL (English as a Foreign Language) classes, specifically looking at both online and face-to-face components. Your participation in this study is entirely voluntary.

Consent to Participate:

I invite you to participate in this research by providing your insights and perspectives as an experienced teacher in hybrid EFL education. Your valuable input will contribute to a better understanding of the dynamics of teacher-learner relationships in this context.

Procedure:

If you agree to participate, two of your online and hybrid sessions will be observed with one week gap. After the observations, you will be asked to participate in an interview session. During this session, I will ask you a series of questions related to your experiences and perceptions of the teacher-learner relationship in hybrid EFL classes. The interview will be conducted at a time and location convenient for you, and it is expected to last approximately one and half hour.

Confidentiality:

Your participation will be kept strictly confidential. Any information shared during the interview will be anonymized and used solely for research purposes. Your identity will not be disclosed in any publications or reports resulting from this study.

Voluntary Participation:

Participation in this research is entirely voluntary. You may choose to withdraw your consent or discontinue participation at any time without penalty. Your decision to participate or not will not affect your professional relationship with Istanbul Aydın University or Istanbul Beykoz University.

Contact Information:

If you have any questions or concerns about the research or your participation, please feel free to contact me at …………………………………….

Consent:

I have read and understood the information provided above, and I willingly agree to participate in this research.

Signature: _____

Printed Name: ………………………………

Date: …../…./2023

Appendix-3: Student Consent Form Sample

Consent Form for Students

Title of the Research: Teacher-Learner Relationship in Hybrid EFL Classes: A Comparative Analysis of Online and Hybrid Education

Introduction:

I am ………………, an instructor conducting a research study as part of …………………………'s academic program. The purpose of this study is to investigate the teacher-learner relationship in hybrid EFL (English as a Foreign Language) classes, specifically looking at both online and face-to-face components. Your participation in this study is entirely voluntary.

Consent to Participate:

I invite you to participate in this research by providing your insights and perspectives as a student in hybrid EFL education. Your valuable input will contribute to a better understanding of the dynamics of teacher-learner relationships in this context.

Procedure:

If you agree to participate, you will be asked to engage in an interview session. During this session, I will ask you a series of questions related to your experiences and perceptions of the teacher-learner relationship in hybrid EFL classes. The interview will be conducted at a time and location convenient for you, and it is expected to last approximately fifteen to twenty minutes.

Confidentiality:

Your participation will be kept strictly confidential. Any information shared during the interview will be anonymized and used solely for research purposes. Your identity will not be disclosed in any publications or reports resulting from this study.

Voluntary Participation:

Participation in this research is entirely voluntary. You may choose to withdraw your consent or discontinue participation at any time without penalty. Your decision to

participate   or   not   will   not   affect   your   academic   standing   at
……………………………… University.

Contact Information:

If you have any questions or concerns about the research or your participation, please
feel free to contact me at …………………………………….

Consent:

I have read and understood the information provided above, and I willingly agree to
participate in this research.

Signature: _____

Printed Name: ………………….

Date: …../……/20…..

Appendix-4: Teacher Interview Questions

> General Information:
>
> -   Brief description about yourself.
>
> -   Context settings student level, number of classes per week, book names, the used applications (if available), and assessment tools.

- Interviewee Name is not important, pseudonyms will be used instead.
- They can ignore any question or ask for further explanation.

Part 1:

1. How do you perceive the dynamics of the teacher-learner relationship in online education compared to traditional face-to-face settings?
2. In your experience, what strategies do teachers use to establish a positive and healthy relationship with their students in an online learning environment?
3. Could you share examples of successful instances where teachers were able to build strong connections with their online students? What factors contributed to these successes?
4. What challenges do teachers encounter when trying to foster meaningful relationships with their online students, and how do they overcome these challenges?
5. How do students respond to efforts made by teachers to create a supportive and engaging online learning environment? Are there any differences compared to face-to-face interactions?

Part 2:

1. From your perspective, how does the teacher-learner relationship manifest in traditional classroom settings, and what factors contribute to a positive dynamic?
2. Can you share instances where strong teacher-student relationships positively influenced the learning experience in a face-to-face classroom? What made these relationships successful?
3. Are there any common challenges teachers face in building and maintaining positive relationships with students in a face-to-face classroom? How are these challenges typically addressed?
4. In your opinion, how does the physical presence and immediate interaction in face-to-face education impact the development of teacher-student relationships as opposed to online settings?
5. Have you observed any variations in the quality of teacher-student relationships across different subjects or grade levels within the traditional classroom environment?

Part 3:

1. Could you identify key differences between teacher-learner relationships in online and face-to-face education, and how do these differences shape the nature of the interactions?

2. In your experience, do certain teaching methods or strategies work better in one setting compared to the other when it comes to building strong relationships with students?
3. What are the potential advantages of the online learning environment when it comes to fostering teacher-student relationships, and what challenges might arise due to the absence of physical presence?
4. How do these differences between online and face-to-face settings impact the emotional connection, communication, and trust-building between teachers and students?
5. Can you share examples where these differences in teacher-student relationships have had a notable impact on students' learning outcomes or overall engagement?

Part 4:

1. Based on your experience teaching in hybrid education, how do you perceive the quality of the teacher-student relationship compared to purely online or face-to-face teaching settings?
2. What strategies have you found effective in building strong relationships with students in a hybrid environment, and how do these strategies differ from those used in traditional classroom or online teaching?
3. Could you discuss any specific challenges you've encountered while fostering teacher-student relationships in the hybrid context? How have you managed to overcome these challenges?
4. In your opinion, how does the hybrid model impact your ability to provide personalized attention to students and establish an environment conducive to meaningful interactions?
5. Are there any unexpected benefits or drawbacks associated with the hybrid education model that have influenced your ability to create and maintain positive teacher-student relationships?

Appendix-5: Student Interview Questions

General Information:

-        Brief description about yourself.

-        Context settings student level, number of classes per week, book names, the used applications (if available), and assessment tools.

-        Interviewee Name is not important, pseudonyms will be used instead.
-        They can ignore any question or ask for further explanation.

1. In your hybrid learning experience, how do you feel the teacher-student relationship compares to either fully online or fully face-to-face education?
2. What aspects of the hybrid learning environment contribute to your perception of the teacher-student relationship's quality, and are there any unique challenges or advantages you've noticed?
3. Have you encountered any specific instances or practices in hybrid education that have positively impacted your connection with teachers? Could you share these examples?
4. How does the balance between in-person and online interactions in hybrid education influence your ability to communicate with teachers and build rapport with them?
5. Do you believe that the nature of the teacher-student relationship in a hybrid context has affected your motivation, engagement, or overall satisfaction with the learning experience? If so, how?

Appendix-6: Sample Transcript

1. How do you perceive the dynamics of the teacher-learner relationship in online education compared to traditional face-to-face settings?

the online education is a good option for me. I like the idea of online education, and I'm not negative on this topic. But there are some criteria that we need to consider. So when I think about teacher-learner relationship, when it's compared to traditional face-to-face settings, I think online education is much better than traditional settings in terms of time and being fast and cost-effective, we can say. All those things are really good for us. When I compare it with a traditional setting, I didn't get these big negative results. But in a classroom environment, it is much different. Let me give you an example. Before I started working in a university, I was giving online private lessons, one-to-one lessons. In these lessons, everything was perfect because we had motivation and discipline. But when the issue comes to the classroom environment, the things have changed because of those things. So the motivation and the discipline are the most important things. So I can say that the dynamic will change from classroom to classroom and from student to student. I can say these things. I don't know. It was very... It was clear

I can definitely say that traditional classroom setting is the best thing because thanks to this environment, I can pay your activities more than online settings and collaborative works and other making jokes. Basically, this is a very simple thing, but it's one of the most important things. So when I compare those kind of elements, I can say that in a traditional classroom, it is much more easy to create a positive atmosphere in the classroom. But I don't think that online education will not provide this. I think it is going to provide, but as I said before, it is mostly... It depends on the classroom, basically, the number of the students and the situation and the aim of the lessons, so it will change. But I think with online education, we can create this atmosphere also, but in a traditional classroom environment, when I think a traditional one, it is much easier.

2. In your experience, what strategies do teachers use to establish a positive and healthy relationship with their students in an online learning environment?

So the first thing that I'm trying to do is having a connection with each student in my classroom. So I'm trying to connect with each one of them. I'm asking the questions, daily questions, maybe just how are you or how is it going, these kinds of questions, I think are really important to establish this thing first. So I'm trying to not be this one, who is just starting my lesson right away. First, I'm trying to understand how is the mood of my student and how are they, how is it going, and then starting the lesson. And having a knowledge about students' private life also, I think it's an important factor. And I think it connects us also…

Appendix-7: Ethics Committee Approval Form

T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Lisansüstü Eğitim Enstitüsü Müdürlüğü

Sayı   :E-88083623-020-102766   15.11.2023
Konu :Etik Onayı Hk.

Sayın Tuncay UĞUR

Tez çalışmanızda kullanmak üzere yapmayı talep ettiğiniz anketiniz İstanbul Aydın Üniversitesi Eğitim Bilimleri Etik Komisyonu'nun 31.10.2023 tarihli ve 2023/11 sayılı kararıyla uygun bulunmuştur. Bilgilerinize rica ederim

Dr.Öğr.Üyesi Alper FİDAN
Müdür Yardımcısı

RESUME

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