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**SCHOOL OF EDUCATION AND LANGUAGES**

**PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“EXPLORING THE ROLE OF INSTRUCTOR-STUDENT RELATIONSHIPS IN  
ADULT STUDENT ENGAGEMENT WHEN LEARNING ENGLISH”**

**RESEARCH PROJECT**

As a prerequisite to obtain a:

**BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN  
LANGUAGES**

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**La Libertad – Ecuador**

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### **Advisor's Approval**

In my role as advisor of the research paper under the title “EXPLORING THE ROLE OF INSTRUCTOR-STUDENT RELATIONSHIPS IN ADULT STUDENT ENGAGEMENT WHEN LEARNING ENGLISH” prepared by Lainez Moran Elionel and Macias Coquinche Ronny Renato, undergraduate students of the Pedagogy of National and Foreign Languages Career, Major of Educational Sciences and Languages at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



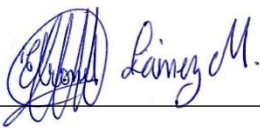
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## Statement of Authorship

We, **LAINEZ MORAN ELIONEL** with ID number **2400211096** and **MACIAS COQUINCHE RONNY RENATO**, with ID number **2450675224**, undergraduate students from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages, in our role as authors of the research project **“EXPLORING THE ROLE OF INSTRUCTOR-STUDENT RELATIONSHIPS IN ADULT STUDENT ENGAGEMENT WHEN LEARNING ENGLISH”**, certify that this study work is of our authorship, except for the quotes, statements, and reflections used in this research paper.



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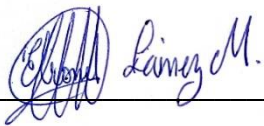
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## Declaration

The information and content in this degree and research work are the responsibility; the intellectual property belongs to Universidad Estatal Península de Santa Elena.



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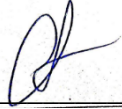
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### **Acknowledgment I**

We take this opportunity to express our sincere gratitude to ourselves for maintaining unwavering perseverance and for not yielding to the various obstacles encountered throughout our journey in this prestigious university degree program. We extend our appreciation to our thesis advisor, MSc. García Villao Rosa Tatiana, whose guidance and knowledge were instrumental in successfully completing the entire research process. Furthermore, we are deeply thankful to all the faculty members of the National and foreign Language Education program, who shared their wisdom and motivate us to persist in our academic endeavors. Finally, we wish to acknowledge the students who collaborated with us during the interviews, our friends, and especially our families, whose unconditional support was essentially in achieving our goals.

### **Acknowledgment II**

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## **Dedication I**

First and foremost, I wish to dedicate this research project to my wife and my son, who have been fundamental pillars in my life, Throughout this university journey, they have been the protagonists of this long-awaited dream. I deeply appreciate their unwavering support, as well as God's guidance in granting me wisdom and the opportunity to share incredible and unforgettable moments with my beautiful family.

Second, I express my sincere gratitude to my parents, who have always supported me in my studies, as well as to my in-laws, who have provided their assistance during times when I needed it most.

Finally, I want to acknowledge my friends, with whom I have shared extraordinary and unforgettable experiences. Their constant support throughout my university career has been invaluable. This achievement is undoubtedly a reflection of all of you.

-With love, Lainez Moran Elionel

## **Dedication II**

First of all, I would like to dedicate this research to my family who, despite all the adversities, were always there when I needed them most.

Second, to my wife and daughter who have been the motivation that drives me to keep going every day and never give up.

Finally, to the teachers and colleagues who were that fundamental support at the base to achieve this great goal, which is now a reality.

-With love, Ronny Renato Macias Coquinche

## **Abstract**

This research explores the influence of instructor–student relationships on adult student engagement in English language learning at Universidad Estatal Península de Santa Elena. The study aims to understand how empathy, communication, and feedback from educators affect motivation, participation, and classroom interaction among adult learners. The qualitative research method was applied through semi-structured interviews with students from the Pedagogy of National and Foreign Languages program. Findings revealed that mutual trust, respect, and supportive attitudes from teachers significantly enhance confidence and willingness to participate in class. Conversely, limited communication and traditional teaching approaches reduce engagement. The analysis also highlights the importance of feedback and positive reinforcement as strategies that strengthen rapport and improve performance. The study concludes that a strong instructor–student relationship plays a crucial role in fostering motivation, participation, and meaningful learning. These results provide valuable insights for English teachers seeking to improve interaction and engagement in adult education environments.

**Key words:** Instructor–student relationship, adult learning, engagement, motivation, feedback, rapport.

## **Resumen**

Esta investigación explora la influencia de las relaciones entre profesores y alumnos en la participación de los estudiantes adultos en el aprendizaje del inglés en la Universidad Estatal Península de Santa Elena. El estudio tiene como objetivo comprender cómo la empatía, la comunicación y la retroalimentación de los educadores afectan la motivación, la participación y la interacción en el aula entre los estudiantes adultos.

Se aplicó un método de investigación cualitativo mediante entrevistas semiestructuradas a estudiantes del programa de Pedagogía de Lenguas Nacionales y Extranjeras. Los resultados revelaron que la confianza mutua, el respeto y las actitudes de apoyo por parte de los profesores mejoran significativamente la confianza y la disposición a participar en clase. Por el contrario, la comunicación limitada y los enfoques de enseñanza tradicionales reducen la participación.

El análisis también destaca la importancia de la retroalimentación y el refuerzo positivo como estrategias que fortalecen la relación y mejoran el rendimiento. El estudio concluye que una relación sólida entre el profesor y el estudiante desempeña un papel crucial en el fomento de la motivación, la participación y el aprendizaje significativo. Estos resultados proporcionan información valiosa para los profesores de inglés que buscan mejorar la interacción y la participación en entornos de educación para adultos.

**Palabras clave:** relación entre el profesor y el estudiante, aprendizaje de adultos, participación, motivación, retroalimentación, relación.

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## Introduction

This research project explores how the relationship between instructors and adult students influences engagement in English language learning at Universidad Estatal Península de Santa Elena. It focuses on understanding how empathy, communication, and feedback from teachers can motivate learners, build their confidence, and encourage active participation in class. The connection between teacher and student is not only a professional interaction but also a human bond that can transform the learning experience into a more meaningful and supportive process.

The first part of this study presents the research problem and its context, describing the reasons that make this topic relevant in higher education. It defines the main objectives and guiding questions, explaining why examining instructor–student relationships is vital for improving adult learners’ engagement in English lessons. This section also highlights how positive communication and trust can influence the overall quality of the learning environment.

The second part provides the theoretical and conceptual foundation that sustains the study. It explains the principles of andragogy, constructivism, and communicative language teaching, showing how these theories help educators understand adult learning. It also reviews previous research and the Ecuadorian legal framework that supports equal access to education and emphasizes the importance of learning foreign languages for academic and professional growth.

The methodology section describes the qualitative and phenomenological approach used to collect information through semi-structured interviews with students. Their personal experiences and reflections offer insight into how relationships with teachers affect their motivation and performance. The final part analyzes these findings and presents conclusions and recommendations for educators. It emphasizes the importance of empathy, open communication,

and encouragement as key elements for creating an engaging and respectful classroom environment where adult learners feel supported to grow and succeed.

## **Chapter I**

### **The problem**

#### **Title of the research**

Exploring the role of instructor-student relationships in adult student engagement when learning English.

#### **Research Topic**

Instructor-Student relationship and Adult English learners' engagement

#### **Problem statement**

According to Phan (2021), the English language is recognized as a life skill to raise the development of individuals for the new era of globalization and prepare them for future challenges. Therefore, English is widely taught across levels of education, adapting to age and life situation; moreover, adults learn the English language due to academic requirements and job opportunities. The English language serves as an instrument to bond with the outside world for people and get involved in the globalization process.

In English adult instruction, educators have strong beliefs that being mediators and using didactic resources increase the students' engagement and collaboration. The factors that promote bonding, such as confidence, compromise, and support, are the pillars to engage students in enjoying classes, reinforcing prior knowledge, or building new knowledge (Acosta-Manzano and Mercer, 2025).

The teacher is the facilitator of knowledge; they are in charge of transmitting the knowledge to learners. Either in presential, virtual, or self-paced education, the instructors are present to act as a guide for students during the activities, regardless of presential settings, recorded videos, or livestreams, they help to connect with the students so that the teachers can

elaborate better explanations, allowing engagement and mutual trust. However, the instructor needs to become the figure of a monitor or evaluator of the proceedings from students, also to deliver proper feedback to reinforce gaps or misconceptions (Zhang, 2023; Rahman, 2025).

The profile of an adult learner offers ethics and independence for the class, reaffirming confidence and commitment to learn English. Moreover, the adult learners face struggles due to extended responsibilities, which leads students to not follow the classroom rules and duties. The content can be adapted to their needs so that the lessons are delivered. Furthermore, mature people have better social skills and emotional intelligence established; the older they are, the more they can attain the classroom rules and respect each other (Mei, 2022); (Ihme-Chain, 2024).

Barabadi et al. (2021) stated that a good student-teacher relationship promotes engagement, ensuring proper English skill learning and student empowerment. The rapport with adults determines the accomplishment of learning goals in English language acquisition, and it facilitates the learning process by promoting the development of social skills, increasing playfulness during the English lessons.

Wang, Patterson, and Long (2024) stated that student engagement in adults is driven to improve bonding and classroom goals, among other settings, which allows the students to take classes seriously as a duty to learn the foreign language. Moreover, the role of a good relationship with the student is crucial to being able to get attention from learners when performing activities in the classroom. However, the relationship between teachers and students can be engaged; motivation is hindered by external stress factors, promoting a struggle to commit.

In Ecuador, adult education is defined as higher education and fast schooling programs that allow people to complete the second level of education. The Ecuadorian framework of higher education is a crucial requirement for all degrees to complete the educational programs issued by government policies. Therefore, university students have to achieve a Common European Framework Reference B1 level proficiency to obtain their degrees; however, the level mentioned is expected as the ideal exit profile of high school students. Ultimately, the authors mentioned the constant problem of foreign language proficiency due to multiple hardships with curricular developers, the pandemic, and other circumstances (Santos et al., 2024).

Navarrete and Reyes (2023) conducted interviews with Pedagogy of National and Foreign language students at UPSE to get insights about experiences and perceptions about education at the major. Thus, they collected information related to factors that involved low performance and a lack of student-teacher interaction due to online education during post-COVID-19. It was highlighted that students were motivated and engaged to have presential classes because they considered teachers' presence and relationships an important component of meaningful lessons.

The topic becomes an inquiry at State University Peninsula of Santa Elena in students who belong to the bachelor's in Pedagogy of National and Foreign Language; when the research project authors were attending prior semesters, they received reports from classmates about a lack of motivation and engagement due to Educators' methodologies approaches, among other factors involved. The research aims to explore the role of the teacher-student relationship in supporting engagement when learning English as a foreign language.

As the authors mention, adults are easier to model because of their willingness to learn; Teachers expect compliance from adult learners due to their mature mindset; however,

overestimating autonomy from adults does not guarantee that they will learn. The research highlights the importance of instructor-student relationships. The concern of the study is to research the perceptions of the student-teacher relationship and its influence on engaging college students from Bachelor's degree in Pedagogy of National and Foreign Languages.

An analysis of the students' perceptions will be performed to explore the importance of the student-teacher relationship in the learning environment driven by English language learning. Teachers should base their teaching strategies on social interaction and behaviors without overlapping boundaries into academic and extracurricular activities. There exists a limited understanding of how these relationships impact adult learners' engagement, which creates a gap in the development of proper teaching strategies.

### **Problem question**

#### **General question**

What is the role of the teacher-student Relationship in promoting engagement in an English language classroom?

#### **Specific questions**

Why is the role of good relationships between teachers and adult learners?

How do the adult learners engage throughout English language lessons?

What are the students' perceptions about the teacher-student relationship to promote engagement during English language classes?

### **Objectives**

#### **General objective**

To explore the role of the teacher and adult student relationship in promoting engagement in English language learning.

**Specific objectives**

To research the role of the teacher-student relationship in English language lessons.

To identify strategies to promote student teachers' relationships and engagement when learning the English language.

To describe the students' perceptions about the student-teacher relationship for inducing engagement when learning English.

**Justification**

To research the role of instructor-student relationships, support the exploration of factors that can contribute to expanding English language teaching studies. Vilppu et al. (2025) stated that instead of developing complex learning strategies just by focusing on psychological mechanisms, teachers could deliver lessons without cognitive saturation or overusing behavioral strategies. The approach is driven to focus on the attention of students by bonding with students while teachers progressively develop the English class.

According to Ginting (2021), teacher-student relationships are relevant for engaging in the development of a foreign language. As adult learners, they possess qualities that make learning the English language learning, but throughout the process, assertive conduct and poor bonding hinder the engagement of English language learners. To be able to understand the students' point of view, the teacher must be open-minded to bond with the students so they can feel engaged and comprehend throughout the lessons.

Freshman up to senior university students preserve resemblances connected to maturity and development; nevertheless, shaping them is hard when they cannot connect with teachers. College students' engagement is an important variable in higher education due to the distractions, responsibilities, and other situations that are tied to low performance and lack of motivation.

Higher-level educators must use strategies to help students fulfill their responsibilities with the assignments and evaluations (Spitzig and Renner, 2022).

This research will provide university educators with a deeper understanding of how their relationships with adult students of the Bachelor's in Pedagogy on National and Foreign Languages influence engagement in English language learning. Thus, the findings could serve as a guide for creating rapport with adult students, helping teachers to master their teaching skills to create a supportive classroom environment. It is essential to investigate this relationship to ensure that adult learners receive not only quality instruction but also support that sustains engagement and success.

## Chapter II

### Theoretical framework

This chapter is elaborated on the theoretical framework, which is focused on analyzing the bibliographic resources of the thesis to understand the foundations of the inquiry. The variables of investigation are described to be interpreted over the next part of the research structure, also it explains the legal framework which is related to attaining the rules issued by the government and educational authorities involved.

### Background

Frisby et al. (2020) described the importance of relationships in the classroom; teachers must be a support in situations of low performance to motivate the students and become an accountable person to count on. In this way, students can engage with the teacher and are fully open to the teacher as a counselor, allowing them to deeply root in their beliefs of education and friendship.

Kaufmann and Vallade (2020) found that the importance of teachers' roles in online education is due to the loneliness experienced by students, which can be mitigated by teacher support, offering friendly advice, and open communication to improve rapport. Having a close relationship with the student boosts the achievement of learning outcomes, making education a serious process of knowledge and skills acquisition.

According to the research of Fischer and Hänze (2020), which was focused on adult learners who were attending English subjects at college, the duty of the teacher is to transmit knowledge; however, creating an academic relationship to teach professional ethics also becomes an essential basis to navigate in professional life. The teacher handles connecting with the student to internalize the knowledge using teaching methods and psychological techniques.

The role of instructor-student relationships in college is essential to engage with the students and give support during the adaptation process in the first years of higher education. Besides, people are shaped to learn by having a character to obey and follow directions, so that teachers are integrated in the system and people's mindset, acting as a representation of a resource of knowledge (Mallik, 2023).

Kianinezhad (2023) highlighted that teacher empathy plays an important role in engaging EFL students by having a rapport, which guarantees the development of the English language. In the process of learning English, there are gaps that teachers have to fill out academically; however, the overwhelming experience of learning English weighs on students primarily because teachers have to bond with the students to help them understand the language as a holistic tutor instead of a traditional and narrow-minded tutor.

The impact of the teacher-student relationship has several resonances on English language performance in adult students; the relationship influences positive language outcomes. Although the use of traditional practices affects the engagement of students and hinders motivation, it is advised to engage with the student and set limits in relationships to ensure a proper relationship based on honesty and respect (Khanam and Javed, 2024).

Jackson (2024) concluded based on the research that the role of educators is to foster a better learning environment to support comfortable learning experiences, bringing up positive relationships, promoting engagement, and the accomplishment of learning outcomes. In addition, the study showed that teachers' approach and attitude collaborate with the improvement of ethical approaches and motivation, promoting feedback and quality of interaction.

Musa (2025) elaborated on the experiences of adult English learners to understand the basis of learning outcomes, motivations, and sense of self when immersing in the language.

When adults do not have a domain in the English language, they are considered LEP, limited English proficient, individuals, so that learners are pushed to engage during English classes to become proficient and fit in English-speaking countries. They fully engage because of the awareness of the benefits and opportunities that the English language can offer when living in English-speaking countries such as the United States of America, Canada, among others.

### **Pedagogical basis**

#### **Andragogy**

Lewis and Bryan (2021) defined Andragogy as adult education, where adults learn differently from children; their backgrounds and independence make them mature individuals who can commit to the learning process. The andragogy approach helps to create a proper curriculum based on the learner profile, and it uses other techniques to teach and avoid monitoring, allowing students to develop self-directed and independent, which are the basis of life skills.

#### **Communicative Language Teaching Methodology**

Dos Santos (2020) stated that the communicative language teaching approach is connected to adult education, the methodologies and strategies are driven to problem-solving and role play learning, which are the most important characteristics that help to develop social skills between teachers and students. The students start expressing themselves, interacting with the English language daily in the classroom, approaching an immersive method, which is most effective for language acquisition.

## **Theoretical Basis**

### **Constructivism**

Constructivism is part of the learning theories; they were created to understand students' beliefs in learning acquisition and their behaviors. Constructivism uses backgrounds to build up knowledge by connecting with new content, allowing individuals to understand the study area. Educators who apply constructivism believe learning is developed through reflecting on experiences. Constructivist theory allows learners to develop critical thinking, because their view of knowledge learning is based upon embracing new content by using their interpretation of backgrounds and cognitive aspects (Malik, 2021).

### **English education for adults**

The adult learners are joined with community development, and English is offered as a program to achieve success locally or in English-speaking countries. The approach to teaching English to adults is focused on functional skills to navigate and take advantage of the opportunities that English offers to its users. For mature learners, learning English has become an opportunity to extend their comfort zone, exploring other boundaries of knowledge and life experience (Edwards-Fapohunda, 2024).

### **Role of the teacher**

The role of teachers is crucial, they are figures in education and the source of knowledge, and they are actors in the learning process. The Role of the teacher is to deliver quality lessons to reach the learning outcomes; however, the students need to engage with the teacher to develop a bridge of communication. In addition, it boosts confidence and creates a loose environment without losing the educational purposes (Erlia, 2021)

Social interaction at educational centers is a factor to determine the character and morals of young generations; the educators have a strategic role to be a role model in terms of academics, as a goal of knowledge that must be accomplished at the end of the lessons. Teachers must be close to students to pay attention to needs, unusual behaviours, and act as a support during struggles of external or internal aspects that could hinder the learning development (Caniago et al., 2025)

### **Role of the student**

The students are the main characters of the teaching learning process; the attention drawn is aimed at serving and supporting the students needs, also highlighting the role of interaction and class flow. The peers are the object of study to get to know about the features that teachers have to work on to set up the best input for them. The engagement during online education is crucial to guarantee attachment with the students, because academic relationships reinforce learning and self-determination (Wang et al., 2023; Shatila, 2023).

Manurung and Pappachan (2025) described the role of the students, focusing on developing critical thinking to empower students to reflect on the class, promoting class participation. The students have the duty to comply with classroom directions, such as homework or lessons; these assignments and their completion motivate students to demonstrate their skills and improve them.

### **Instructor-student relationship**

Mullen and Klimaitis (2020) explain that rapport in education is related to supporting student autonomy by setting up a relationship to communicate academic topics and struggles during the learning process. It aims at offering independence by assigning projects that include directions offering less guidance to promote problem-solving and reinforcing academic abilities.

Shoaib (2023) concludes that the EFL teacher-student relationship is essential for improving academic success. It was addressing the emotional connection aspects of immediacy and credibility; these factors work together to allow teachers to bond with the adult students, reinforcing commitment.

The nexus between instructors and students engaging with content and values during the class, a positive instructor-student relationship has several features such as trust, fairness, and the teacher's authority. Based on support and reinforcement, this relationship acts as a plus for engaging the student to take part in class, highlighting the compliance with activities showing willingness and compromise because of the teachers' attitudes. Instructors must be open and have an interest in understanding students' struggles and academic problems (Delos Reyes and Torio, 2021).

### **Strategies to Reinforce Engagement**

The following strategies serve to promote student engagement in the EFL classroom. These techniques are useful to promote student engagement, allowing teachers to improve their practices, and fostering a relaxing learning environment. Reinforcing the engagement in classes is an important duty that sometimes is challenging but teachers have to use strategies to bond with students motivating them to learn English language

### **Social media**

Yadav (2021) explained that digital learning is easy and a self-paced manner to immerse students in English language communication. Focusing on Apps on social media such as Facebook or X, in addition to educational and networking apps such as Zoom, Duolingo, among others. This means of connection reinforces the connection with the educators by interacting on

social media and developing language skills. Nevertheless, the use of these resources must be correctly executed by setting limits and always remembering teachers' and students' roles.

### **Peer Feedback**

Peer feedback is an approach to aid the student with a contribution to their work, and it also offers interaction and participation. The goal of this method is to ensure proper knowledge acquisition. The learner is set on activities which are performed during the class, then the teacher reviews the activities and guides a debrief or negotiation on solutions to improve work. It provides partnering and clarification of quiz results, pieces of advice, and more, driven to engage with the student (Damanik, 2022)

### **Positive reinforcement**

Ismail (2023) said that positive reinforcement is a technique that uses behaviorist approaches, a experiment took place to launch operant conditioning approach. It is based on a positive way of treatment, when behaviors follow the correct patterns; if individuals do not follow the direction, this leads to failures because of incorrect behavior to accomplish the goal. Furthermore, the use of positive reinforcement helps to construct a relationship with the student because the feedback is constructive and positive. This emphasizes the attitude to develop intrinsic motivation because the positive reinforcement becomes a reward, encouraging them (Sari and Rahmani, 2024).

### **Legal Basis**

#### **Constitución de la República Del Ecuador**

Ecuadorian regulations are designed to guarantee that every citizen has access to education across all levels of the system, from primary and secondary schooling to higher

education and postgraduate studies, including doctoral programs. This comprehensive framework reflects the country's commitment to lifelong learning and the development of human potential.

The legal framework that supports this research project is established in the Constitución de la República del Ecuador (2008), particularly in Articles 25, 26, 27, 356, and 357. These articles collectively emphasize the State's obligation to provide free, inclusive, and quality education as a fundamental right. They also emphasize the government's responsibility to promote the teaching and learning of foreign languages, including English, to enhance cultural exchange and global competitiveness.

By reinforcing the principle that education is both a right and a public duty, these constitutional articles provide the legal and ethical basis for initiatives aimed at improving English language teaching and ensuring that Ecuadorian citizens have access to opportunities for academic and professional growth.

### **Ley Orgánica de Educacion Superior (LOES)**

According to Hernández et al. (2024), the Organic Law of Higher Education (LOES), issued in 2010, established the framework for how universities and institutes in Ecuador are organized and how they must serve society. It lays out principles that call for quality teaching, transparent management, and equal access to learning beyond secondary school. The law treats higher education not just as a means of earning a degree but as an essential part of the country's scientific, cultural, and social growth. These articles affirm that higher education in Ecuador is both a public right and a shared responsibility, making clear the State's duty to give every citizen the chance to grow academically and professionally.

This study is based on Articles 3, 4, 5, and 6 of the LOES.

Article 3 defines higher education as a right with a humanistic, intercultural, and scientific

character. It must serve the public interest and cannot be influenced by private or corporate demands. Article 4 protects the right to higher education by ensuring equal opportunities based on merit and by promoting the creation of knowledge that is both relevant and of high quality.

Article 5 outlines the rights of students, including the right to enroll and complete their studies without discrimination, to receive a meaningful and high-quality education, to participate in evaluation and accreditation processes, to express themselves freely, and to join associations. Additionally, students have the right to access scholarships or other financial aid when needed. Article 6 emphasizes the rights of professors and researchers, guaranteeing their freedom to teach and investigate without political or religious pressure, fair working conditions, opportunities for professional growth based on academic merit, a voice in university governance, and access to ongoing training. (Ley Orgánica de Educación Superior, 2018).

## Chapter III

### Methodological Framework

#### Method

##### Qualitative Research

The qualitative method delves into human experience and arguments; it offers an overview of dimensions helping to understand data. Qualitative research explores deep social beliefs and experiences as a phenomenon based on subjective experiences of human beings; it employs W-questions such as what, why, when, where, who, and how, which support the inquiry of participants of the study. (Lim, 2025).

The investigation used qualitative research because the research variables and objects of study are associated with individuals' perceptions of situations and experiences. The study of exploring the teacher-student role in engagement in EFL adult learners involves the correlation of professional arguments and bibliographical resources; furthermore, the perceptions of professionals enable an overview of its importance and impact on Adult learners.

##### Qualitative approach

##### Phenomenological approach

Phenomenology is a study of qualitative methods that seeks a general exploration of first-person experiences of remarkable events that are connected to events of relevance. The emotional approach to teachers' perceptions in the phenomena of English language teaching, reporting behaviors, and so forth, becomes a topic to study; moreover, the teacher is concerned about students' progress, so that teachers reflect on strategies to reinforce academic relationships for various (Aziza et al., 2025)

The phenomenon of the study is an overview of engaging academic relationships between teachers and students to learn the English language. It is important to explore the influence of rapport with actors of education, because maybe this approach can help the English language learning process to be smoother; nevertheless, the academic relationships must be correctly examined to be implemented in classrooms.

## **Data Collection Techniques**

### **Semi-structured interviews**

Interviews are a popular technique for qualitative research; interviews are conducted individually between the interviewer and interviewee. The information is secure in terms of anonymity because sometimes the opinions can affect other parties. This type of interview follows a script using questionnaires; the questions are open-ended to guarantee free speech (Adeoye-Olatunde and Olenik, 2021).

The participants were interviewed using questions with resemblance to research questions, variables of investigation, and questions aimed at getting to know the deep perceptions of educators. The interviews took place in person or virtually, depending on the situation. The interviews are a valuable technique to gather data to be inferred on further analysis.

## **Data Collection Instruments**

### **Questionnaires**

To inquire into foreign language education research, questionnaires are one of the best data collection instruments. The design of questionnaires is composed of various questions that can be open or closed, which are designed to collect valuable information that can be analyzed (Hu and Xu, 2024). The questionnaires were developed based on research questions to be able to

generate conclusions and solve the investigation inquiry; also, the questionnaires use open-ended questions to get to know deep insights.

### **Open-Ended Questions**

The open-ended questions are considered a focus of open dialogue without overlooking variables and the reason for the study. They help researchers to scope the important variables and concerns of the research. The participants are encouraged to freely elaborate by using their own words, making interviews comfortable so that the researchers gain insights into the reasons for postures and more factors (Hadler, 2025).

The implementation of open-ended questions in the questionnaires allows for the gain of accuracy in the instrument. The questions developed by the researcher were organized to be carried out as a conversation with outlines and inquiries. The responses expected when using open-ended questions are highly detailed opinions and important data to analyze later.

### **Population and Sample**

The population is a group of people who share qualities that are important for the objectives of the study. Selecting the population is important to ensure solid findings to build conclusions of the investigation (Willie, 2024). The population target is students studying the Pedagogy of National and Foreign Languages degree at Universidad Peninsula de Santa Elena, focusing on the third to seventh semesters. The focus of adult learners and English learners is the characteristics that make researchers select this group.

The sample is focused on individuals who share quite a resemblance with the objectives of the investigation, as sampling is important to discriminate between the groups to get the best groups of people to be assessed (Samuel, 2025). The sample was chosen based on Pedagogy of National and Foreign Languages students from a specific levels, such as the fifth and seventh

semester. The sample selected was five students from the semester mentioned, who could elaborate on the importance of the teacher-student role based on their backgrounds in higher education in English language teaching.

## Chapter IV

### Analysis of Findings

#### Brief Analysis of findings

The section analysis of findings consists in the examination of the information collected, related to the authors and researcher's thesis. Based on qualitative research the interviews performed support by students' perceptions about the role of teacher students' relationship to develop English language skills. The questions used were driven to gather data related to inquiries of investigation, the students interviewed showed their beliefs and concerns about this academic relationship.

The participants elaborated their experiences during prior semester in order to deliver a consistent statement of how the relationship between students and teacher was focusing on supporting English language learning. The students reflected on the importance of understanding them to motivate better performance thought supportive attitudes and constructive feedback to encourage exceeding expectations.

#### Interpretation of students' interview.

**Table 1**

*Interpretation of categories, students answers and authors*

Questions	Answers	Authors
<b>1. How was the relationship with your professor during the prior semesters?</b>	Students described varied relationships with professors. Positive experiences involved empathy, respect, and	Frisby et al. (2020); Kianinezhad (2023); Khanam & Javed (2024)

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	effective communication that motivated participation and improved confidence in speaking English.	
<b>2. How have educators supported your struggles about English classes?</b>	Teachers provided tutoring sessions, use of digital tools, and personal guidance.	Mullen & Klimaitis (2020); Kaufmann & Vallade (2020); Mallik (2023)
<b>3. Could you describe positive outcomes of having a relationship with your English professor?</b>	Positive relationships were linked with better academic results and communication skills.	Frisby et al. (2020); Jackson (2024); Shoaib (2023)
<b>4. How have the teachers' feedback and reinforcement impacted your participation and interest in class?</b>	Constructive feedback motivated students to participate and enhanced their confidence. Negative comments, however, discouraged engagement. Positive reinforcement was highly valued.	Ismail (2023); Sari & Rahmani (2024); Delos Reyes & Torio (2021)

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<b>5. What challenges have you faced in building a strong relationship to bond with English professors?</b>	Students mentioned limited class time, large groups, and communication barriers as challenges. Empathy and openness from teachers were identified as solutions to overcome these issues.	Kaufmann & Vallade (2020); Mallik (2023); Shoaib (2023)
<b>6. In your opinion, what do you think about having a good teacher-student relationship to engage in English class?</b>	A strong relationship creates trust and reduces fear of speaking. Students feel more motivated and willing to interact in class.	Kianinezhad (2023); Khanam & Javed (2024); Frisby et al. (2020)
<b>7. How is your current teacher-student relationship? Has it influenced the engagement of English language learning?</b>	Students expressed that good communication and collaboration improved their participation and engagement in English learning.	Jackson (2024); Dos Santos (2020); Wang et al. (2023)
<b>8. What recommendations could you give to your</b>	Students suggested that teachers use empathy, dynamic activities, and personalized attention to	Erlia (2021); Caniago et al. (2025); Damanik (2022)

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<b>professors to help them</b>	strengthen classroom
<b>bond with students?</b>	relationships and motivation.

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*Note:* The following table displays the questions that were asked on the interview, which were summarized to be able to compare with the authors statements to align with researchers thesis.

### **Interpretation of interviews and bibliographic resources**

The interviews were summarized into short statements because several students agreed upon the same idea so that the information is better understood. By summarizing the information, it can be demonstrated as examined data which is ready to be used in comparison with research papers. These previous studies were inferred with students' perceptions to generate a consensus to determine the strength of researcher's thesis.

The analysis of data worked up with the categorization of variables from questions, and the answers were linked per category, answer and authors to properly elaborate on their ideas generating closure to research questions related to the function of the instructor-student relationship, also asking for advice of its importance to determine English language learning in Pedagogy of National of Foreign Language students.

The first category was teacher student relationship, the category describe the importance of teacher student relationship, the students' answers explained what a safe learning environment is by mentioning that positive communication, values, and emotional intelligence are components of a good classroom. Students experienced good connections with teachers long the semester, they shared characteristics such as comprehension, patience creating trust so they can freely express themselves, allowing a fluid dialogue. Frisby et al. (2020) highlighted that teacher-student relationships serve as a bridge to construst academic resilience and motivation.

Furthermore, Kianinezhad (2023) consider that teacher with empathy and solid values ensure learners compromise building rapport in English language process.

Ultimately, students mentioned that teachers used to be assertive following professionalism models; Khanam and Javed (2024) stated that interpersonal relations between teachers and students influence positive outcomes in terms of English language acquisition and students' confidence; however, teachers that are dynamic and close to students know how to manage these relationships by setting boundaries to remind everyone's role in the classroom. Overall, students agreed that rapport is an essential component of a classroom because it involves trust and participation in the classroom.

The next category of questions was to examine the role of feedback and reinforcement to establish a great academic relationship. Delos Reyes and Torio (2021) explained that teacher feedback enhances learner confidence and helps build solid knowledge that improves classroom participation. Therefore, feedback and reinforcement not only lead students academically but also takes place emotional engagement and confidence.

The reinforcement and feedback are closely related to observation of low performance or situations where teachers have to tutor the students. Students narrated that constructive critics could urge the students to boost their willingness to improve themselves; however, negative critics or dismissing good efforts hinder students' motivation losing interest to learn. Feedback is a tool used by teachers to provide students an overview about their performance reflecting on positive and negative feedback, both are import for students, but students mentioned that the way of feedback is deliver, will determine improvements and progress in English language learning.

Ismail (2023) stated that positive reinforcement helps students to engage in the class through behavioral motivation, positive reinforcement is a praise or reward for students

recognizing efforts and dedication. Moreover, Sari and Rahmani (2024) emphasized that feedback based on encouragement increases intrinsic motivation and promotes active learning.

The challenges in building a great relationship with teachers is another factor that was mentioned. Despite students' positive experiences, they described difficulties in building rapport with teachers due to relevant factors related to limited class time, large classroom population and poor communication. These factors were triggered because teachers had traditional and inadequate trait to university students, acting up as parenting support instead of academic tutoring providing personal insights, which influence negative behaviors in students. Kaufmann and Vallade (2020), identified loneliness and limited interaction in educational environments hinder rapport. Furthermore, Mallik (2023) explained that teachers must serve as guides during students' adaptation acting as an academic support beyond instructor role. Therefore, some students expressed that not most of the teachers take the time to connect with the student, which makes interaction more difficult.

Among other categories engagement and participation were crucial for run a class, the importance of engage the student make the classroom participative guaranteeing English language acquisition. Students agreed that teachers used to launch interactive classes and supportive in new topics or activities, they expressed the enjoyment of the classroom along with teacher dynamics through formative assessments. Dos Santos (2020) noted that communicative language teaching encourages problem-solving and interaction through the use of activities within real context. Activities such as role plays, discussion group, and ludic dynamics were mentioned by students, also these activities increased their involvement and confidence using English language. Wang et al. (2023) and Shatila (2023) emphasized that active engagement fosters autonomy and confidence in virtual environment on English language learning.

Nevertheless, Jackson (2024) concluded that a positive environment enhances learning outcomes through engagement and mutual respect.

The last category was able to examine the suggestions provided by students to Educators, the students wanted to raise their voice in order to have support instead of making opaque teachers work. The students wanted to transmit their concerns of problems with teachers-students' relationships due specific situations related to low performance in subjects or unprofessional behavior in the classroom were events that make teachers react assertive to emphasize the problem. The students advise teachers to be emphatic, tolerant and innovative in their teaching strategies to encourage students to be involved in a supportive language experience.

The students recommended that teachers strengthen interaction and emotional support as fundamental strategies for improving language learning experience. Erlia (2021) described a balance of the teacher role by delivering meaningful learning experiences while having a friendly attitude maintaining flexibility following learning outcomes and assessment. Moreover, Caniago et al. (2025) suggest that teachers should act as role models as knowledge standard as well guiding in social development. Ultimately, Damanik (2022) supported feedback, and cooperative activities are driven to reinforce engagement.

These students' insights were an important component to determine the importance role of Instructor and student relationship as a variable that expect great students' performance and engagement when developing English language skills during academic period. The findings will shape the conclusions, which as overview looks to be aligned to students' statements and researchers' postures. Ultimately, the interviews responses also will be examined by scrutinizing relevant pieces of advice for Educators at Stare University Peninsula de Santa Elena.

## Chapter V

### Conclusions and Recommendations

#### Conclusions

After examining the findings of the previous chapter, the researcher determines a series of conclusions on regard to the role of the teacher-student relationship, taking into account students' perceptions and resources. The findings demonstrate that having great academic relationships leads to good grades because students feel supported, so they can be motivated to learn the English language.

The role of the instructor-student relationship goes beyond figures of the teacher and students; it is related to bonding and support during learning processes by establishing a solid compromise to learn the English language. Even in tough times, teachers have to use encouraging activities to motivate students; hence, students must support teachers as well to promote a balanced learning experience.

Nevertheless, teachers have challenges to face when building relationships with students; sometimes there are students who are not interested in becoming English teacher or mastering English. Besides, the low commitment and immature behavior of first-semester students are factors that disregard teachers' motivation.

Constructive feedback, empathy attitude, and interactive methodologies are strategies that teachers use to perform in situations of reinforcement. The scientific researchers support these results by emphasizing the emotional approaches of English language learning, in which communication and trust are crucial. Therefore, promoting the figure of supportive teachers represents a key strategy for enhancing English language education at all levels.

Ultimately, the students conclude that, based on their personal experiences during past semesters, they have had great moments with teachers who supported their interest in learning and made teaching easier for the educators. The role of teachers is key for engaging the student by presenting the topics in an interactive way to have a free speech class based on rules, so ensure proper communication. Students feel comfortable when they receive care from teachers by giving them pieces of advice, which strengthens the bonding

### **Recommendations**

The suggestions are based on future reference to students' low performance due to a lack of relationship between teachers and students. The relationship between teachers and students must be based on solid values aimed at creating boundaries in the academic relationship. By establishing good student-teacher relationships, the learning process is highly engaged, and students are happy having a teacher who is a role model with a professional approach.

Furthermore, students have to be communicative about academic concerns to be direct to teachers but assertively, delivering proper feedback. Sometimes, teachers ask questions at moment themselves, avoiding recall of topics to solve doubts. By conveying information properly, this relationship can have updates of concern or praise from both parties.

The teachers have to implement interactive activities to get to know students, so that the teacher can elaborate lessons driven to connect with students while the English language is being learn by students. Ludic activities and free-style readings or discussions are alternatives to use as a warm-up; the students like to interact with classmates, but the English language can be used for having small talks.

Ultimately, these recommendations are designed to be followed by teachers and students to create a strong bond to achieve English language acquisition. The mission is to have students

encourage to learn the English language, so that teachers have to implement strategies to accomplish an intermediate English level and also guide future teachers on struggling situations. Further research can be conducted to get to know more perceptions beyond students, and teachers would provide their perception, ensuring pondering both arguments to better understand the instructor-teacher relationship.

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## Annexes

### Annexes A

La Libertad, October 29<sup>th</sup> 2025

#### **Certificado sistema Anti-Plagio**

En calidad de tutora del trabajo de integración curricular denominado “**EXPLORING THE ROLE OF INSTRUCTOR-STUDENT RELATIONSHIPS IN ADULT STUDENT ENGAGEMENT WHEN LEARNING ENGLISH**” elaborado por los estudiantes **ELIONEL LAÍNEZ MORÁN** y **RONNY RENATO MACIAS COQUINCHE** de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el Sistema antiplagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 5% de la valoración permitida, por consiguiente se procede a emitir el informe, para proceder a la revision por parte del especialista.

Atentamente,




---

**Rosa Tatiana Garcia Villao, MSc.**

**TUTORA**

## Annexes B

## Compilatio certificate

 CERTIFICADO DE ANÁLISIS  
magister

## THESIS FOR COMPILATIO

**5%**  
Textos sospechosos



**< 1%** Similitudes

0 % similitudes entre comillas

0 % entre las fuentes mencionadas

**< 1%** Idiomas no reconocidos

**4%** Textos potencialmente generados por IA



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Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 <a href="https://www.oecd.org/education/ceri/40046731.pdf">www.oecd.org</a> <a href="https://www.oecd.org/education/ceri/40046731.pdf">https://www.oecd.org/education/ceri/40046731.pdf</a>	< 1%		Palabras idénticas: < 1% (11 palabras)

## **Annexes C**

### **Questions for the interview**

1. How have you perceived the relationship with your professor during the prior semesters?
2. How have educators supported your struggles about English classes?
3. Could you describe positive outcomes of having a relationship with your English professor?
4. How have the teachers' feedback and reinforcement impacted on your participation and interest in class?
5. What challenges have you faced in building a strong relationship to bond with English professors?
6. In your opinion, what do you think about having a teacher-student relationship to engage in English class?
7. How have current relation teacher students influenced the engagement of English language learning?
8. What recommendations could you give to your professors to help them to bond with students?

## **Annex D**

### **Transcription of interviews**

#### **Interviewee 1**

##### **1. How was the relationship with your professor during the prior semesters?**

During previous semesters, the relationship with professors varied. Some took the time to explain lessons clearly, while others focused only on certain groups and assumed everyone understood. It really depended on the teacher's attitude.

##### **2. How have educators supported your struggles about English classes?**

Several professors offered tutoring sessions, which were quite helpful. Not all did, but those who did made a big difference in my learning process.

##### **3. Could you describe positive outcomes of having a relationship with your English professor?**

A good relationship has reflected in my grades and my learning progress. I feel that I've improved more and gained confidence in my English.

##### **4. How have the teachers' feedback and reinforcement impacted your participation and interest in class?**

It depends on the teacher. Some comments motivate us to learn more, but others can discourage us. Constructive feedback makes a huge difference in how much effort we put into class.

##### **5. What challenges have you faced in building a strong relationship to bond with English professors?**

One challenge is the limited class time. We usually have two or three hours a day, which doesn't leave much room to interact and build a stronger bond.

**6. In your opinion, what do you think about having a good teacher-student relationship to engage in English class?**

It's essential because it creates trust. When there's trust, students lose their fear of speaking and feel freer to participate.

**7. How is your current teacher-student relationship? Has it influenced the engagement of English language learning?**

Yes, it has. Communication and collaboration with classmates make the environment more positive and supportive.

**8. What recommendations could you give to your professors to help them bond with students?**

I would suggest forming groups chosen by the teacher instead of letting us choose. That helps everyone get to know each other and feel more comfortable when presenting.

**Interviewee 2**

**1. How was the relationship with your professor during the prior semesters?**

I've just met my current teacher, but so far, the relationship is great. He's dynamic, empathetic, and his classes are engaging. In the past, not all teachers were that way, but this one is excellent

**2. How have educators supported your struggles about English classes?**

My current teacher helps me through practical activities and apps. He even helps me download them so I can practice my speaking skills.

**3. Could you describe positive outcomes of having a relationship with your English professor?**

Yes, I've seen great results. I used to be afraid of speaking in public, but now I'm more confident. My teacher gives me the security I didn't have before.

**4. How have the teachers' feedback and reinforcement impacted your participation and interest in class?**

My teacher offers extra support after class, which helps me reinforce what I've learned and fill in any gaps in my understanding.

**5. What challenges have you faced in building a strong relationship to bond with English professors?**

It's hard for me to open up at first. Not every teacher takes the time to connect personally. When they do, it becomes easier to communicate and trust them.

**6. In your opinion, what do you think about having a good teacher-student relationship to engage in English class?**

I think it's essential. It builds confidence, which allows us to participate more naturally and express our ideas freely.

**7. How is your current teacher-student relationship? Has it influenced the engagement of English language learning?**

It's great. I get along very well with my teacher, and that has encouraged me to take part more actively in class.

**8. What recommendations could you give to your professors to help them bond with students?**

They should be more empathetic, approachable, and supportive. A good teacher makes students feel comfortable and understood.

**Interviewee 3**

**1. How was the relationship with your professor during the prior semesters?**

Generally, my relationships with professors have been good. Some were better than others, but most of them treated me fairly.

**2. How have educators supported your struggles about English classes?**

Some professors guided me on how to improve and offered different perspectives on how to learn English effectively.

**3. Could you describe positive outcomes of having a relationship with your English professor?**

A good teacher inspires confidence and makes learning enjoyable. When teachers know how to reach students, learning becomes more effective.

**4. How have the teachers' feedback and reinforcement impacted your participation and interest in class?**

In some cases, feedback was not very helpful, but when teachers gave constructive advice, it encouraged me to stay engaged and keep improving.

**5. What challenges have you faced in building a strong relationship to bond with English professors?**

Most of the time, I've had good relationships, but occasionally communication has been a challenge when professors were less open.

**6. In your opinion, what do you think about having a good teacher-student relationship to engage in English class?**

It's crucial because it helps identify areas of improvement and motivates students to perform better.

**7. How is your current teacher-student relationship? Has it influenced the engagement of English language learning?**

Right now, it's very positive. My teacher communicates clearly and encourages us to express ourselves confidently.

**8. What recommendations could you give to your professors to help them bond with students?**

Teachers should be more transparent and understanding. Sincerity and open communication help build trust and respect.

**Interviewee 4**

**1. How was the relationship with your professor during the prior semesters?**

It was generally good. I felt that professors were willing to help when needed.

**2. How have educators supported your struggles about English classes?**

They've supported me by being patient and providing extra help when I've struggled with pronunciation or grammar.

**3. Could you describe positive outcomes of having a relationship with your English professor?**

It has helped me read and understand texts better, and I feel more comfortable during classes.

**4. How have the teachers' feedback and reinforcement impacted your participation and interest in class?**

Feedback through activities and videos has motivated me to keep practicing and stay engaged.

**5. What challenges have you faced in building a strong relationship to bond with English professors?**

Sometimes the difficulty comes from limited interaction time, but being able to communicate more openly has improved it.

**6. In your opinion, what do you think about having a good teacher-student relationship to engage in English class?**

It would be nice to have more dynamic classes, with more interaction and participation.

**7. How is your current teacher-student relationship? Has it influenced the engagement of English language learning?**

It's fairly positive. I've managed to improve my confidence little by little thanks to good communication.

**8. What recommendations could you give to your professors to help them bond with students?**

They should encourage open communication and make classes more engaging and inclusive.

## **Interviewee 5**

**1. How was the relationship with your professor during the prior semesters?**

It was very good. The teacher tried to involve everyone, not just a few students. At first, I was nervous and shy, but as time went by, the professor gave us confidence to speak and make mistakes without fear.

**2. How have educators supported your struggles about English classes?**

They've used different tools, such as apps and interactive tasks. Even though some exercises were a bit hard, they helped me become more confident and independent.

**3. Could you describe positive outcomes of having a relationship with your English professor?**

The biggest result has been overcoming my fear of speaking in public. At first, I was scared to talk in front of others, but now I feel more secure and willing to participate.

**4. How have the teachers' feedback and reinforcement impacted your participation and interest in class?**

Their feedback pushes me to participate more. Even if I already know the answer, the teacher encourages me to share it and interact with classmates, which makes learning more meaningful.

**5. What challenges have you faced in building a strong relationship to bond with English professors?**

Communication has been the biggest challenge. I sometimes struggle to express myself in English, but when teachers are patient, it helps me overcome that barrier.

**6. In your opinion, what do you think about having a good teacher-student relationship to engage in English class?**

It's vital. It's not just about university life but also about growing as a person. Teachers should give students the confidence to speak and trust that they can improve.

**7. How is your current teacher-student relationship? Has it influenced the engagement of English language learning?**

My relationship with my current teacher is good. It allows me to ask for help and learn from their advice, which motivates me to keep improving.

**8. What recommendations could you give to your professors to help them bond with students?**

They should start classes with a short dynamic activity to break the ice and create a positive atmosphere that motivates students to participate.

**Interviewee 6**

**1. How was the relationship with your professor during the prior semesters?**

It was very empathetic. From the start, the teacher was helpful and encouraging, which motivated me to reach this level.

**2. How have educators supported your struggles about English classes?**

They were very understanding. Whenever I had difficulties, they offered extra explanations and reinforcement that helped me improve gradually.

**3. Could you describe positive outcomes of having a relationship with your English professor?**

A good relationship brings a supportive atmosphere. When both sides communicate well, it builds teamwork and a better learning environment.

**4. How have the teachers' feedback and reinforcement impacted your participation and interest in class?**

Positively. I used to stay quiet, but after receiving encouragement and positive feedback, I became one of the most active participants in class.

**5. What challenges have you faced in building a strong relationship to bond with English professors?**

The main challenge has been honesty and empathy. A lack of these qualities can damage trust, but when both exist, relationships grow stronger.

**6. In your opinion, what do you think about having a good teacher-student relationship to engage in English class?**

It's essential. Classes become more dynamic, and students feel more open to practice and speak freely.

**7. How is your current teacher-student relationship? Has it influenced the engagement of English language learning?**

It's balanced and healthy. It has positively influenced my progress because I've gained more confidence in my abilities.

**8. What recommendations could you give to your professors to help them bond with students?**

They should make lessons more interactive and show more empathy. Recognizing students' efforts helps them perform better.

**Interviewee 7**

**1. How was the relationship with your professor during the prior semesters?**

I've usually had a good relationship with my teachers. I try to keep things respectful and friendly, even when there are misunderstandings.

**2. How have educators supported your struggles about English classes?**

They've helped through tutoring sessions and extra practice. They understand our time limits and provide flexible ways to learn.

**3. Could you describe positive outcomes of having a relationship with your English professor?**

I used to be shy, but with supportive teachers, I've gained the courage to participate and speak in front of others.

**4. How have the teachers' feedback and reinforcement impacted your participation and interest in class?**

Feedback has always been positive. It helps me identify mistakes and improve my speaking and participation.

**5. What challenges have you faced in building a strong relationship to bond with English professors?**

At first, I struggled with confidence. It was difficult to speak up, but over time I learned to open up more thanks to my teachers' encouragement.

**6. In your opinion, what do you think about having a good teacher-student relationship to engage in English class?**

It's the best thing that can happen. Teachers who show interest in their students make the classroom a comfortable and peaceful place to learn.

**7. How is your current teacher-student relationship? Has it influenced the engagement of English language learning?**

It's good and respectful. My teachers care about our progress, which keeps me motivated.

**8. What recommendations could you give to your professors to help them bond with students?**

They could organize more activities to make students feel comfortable and confident in class.

**Interviewee 8**

**1. How was the relationship with your professor during the prior semesters?**

It depended on the teacher's attitude. Some came to class with a positive mindset, which encouraged us to learn. Others had a negative mood that discouraged participation.

**2. How have educators supported your struggles about English classes?**

Most professors correct our mistakes kindly and motivate us instead of criticizing harshly. That makes a huge difference.

**3. Could you describe positive outcomes of having a relationship with your English professor?**

A positive relationship allows students to learn by doing. When the teacher encourages participation, students gain confidence and learn faster.

**4. How have the teachers' feedback and reinforcement impacted your participation and interest in class?**

Positive feedback, such as praise, really motivates us. It pushes us to keep practicing and improving.

**5. What challenges have you faced in building a strong relationship to bond with English professors?**

Keeping a positive attitude despite personal challenges. Sometimes students bring problems from home, but maintaining motivation is key.

**6. In your opinion, what do you think about having a good teacher-student relationship to engage in English class?**

It's vital because it allows interaction and confidence. Students can correct mistakes without fear.

**7. How is your current teacher-student relationship? Has it influenced the engagement of English language learning?**

It's very good. I've noticed that when there's a positive connection, my learning improves significantly.

**8. What recommendations could you give to your professors to help them bond with students?**

They should be authentic and interact more. They need to focus on learning goals and keep communication open every class.

**Interviewee 9**

**1. How was the relationship with your professor during the prior semesters?**

It was very good and based on trust. Feeling comfortable in class makes learning much easier.

**2. How have educators supported your struggles about English classes?**

Whenever I had difficulties, my teachers found the right strategies to help me understand and improve.

**3. Could you describe positive outcomes of having a relationship with your English professor?**

It's reflected in my grades and in how much I've learned compared to before.

**4. How have the teachers' feedback and reinforcement impacted your participation and interest in class?**

Their feedback helps me see my mistakes and fix them. That's something I value a lot.

**5. What challenges have you faced in building a strong relationship to bond with English professors?**

Sometimes it's hard when teachers are very strict, but I've learned to understand their way of teaching.

**6. In your opinion, what do you think about having a good teacher-student relationship to engage in English class?**

It's crucial because trust lets students speak freely and without fear.

**7. How is your current teacher-student relationship? Has it influenced the engagement of English language learning?**

It's open and friendly. My teachers let us express ourselves freely, which helps us learn more.

**8. What recommendations could you give to your professors to help them bond with students?**

They should focus on building trust. A confident student learns faster and more effectively.

**Interviewee 10**

**1. How was the relationship with your professor during the prior semesters?**

It's been based on mutual respect and trust. Most professors are well-prepared and understand how to manage student relationships effectively.

**2. How have educators supported your struggles about English classes?**

Whenever I've had problems, professors have used the right teaching methods to help me and my classmates overcome them.

**3. Could you describe positive outcomes of having a relationship with your English professor?**

A good relationship makes students more confident and open. It removes pressure and helps them learn through trial and error.

**4. How have the teachers' feedback and reinforcement impacted your participation and interest in class?**

Feedback is essential. It helps us identify our strengths and weaknesses and work on both.

**5. What challenges have you faced in building a strong relationship to bond with English professors?**

Sometimes differences in personality or perspective can cause misunderstandings, but learning to communicate solves that.

**6. In your opinion, what do you think about having a good teacher-student relationship to engage in English class?**

It's key. A professional teacher understands that students learn through mistakes and should guide them with patience and empathy.

**7. How is your current teacher-student relationship? Has it influenced the engagement of English language learning?**

It's very positive. I participate more and feel confident speaking in class.

**8. What recommendations could you give to your professors to help them bond with students?**

Teachers should study different learning and psychological approaches to better understand how to work with various personalities.

**Interviewee 11**

**1. How was the relationship with your professor during the prior semesters?**

It's been good overall. Some teachers were more approachable than others, but most were supportive.

**2. How have educators supported your struggles about English classes?**

They've provided extra guidance and practice, especially with pronunciation and grammar exercises.

**3. Could you describe positive outcomes of having a relationship with your English professor?**

It helps me feel more comfortable asking questions, which leads to better learning results.

**4. How have the teachers' feedback and reinforcement impacted your participation and interest in class?**

Encouraging feedback has made me more willing to participate and less afraid of making mistakes.

**5. What challenges have you faced in building a strong relationship to bond with English professors?**

Sometimes it's hard when classes are too big, but showing interest helps strengthen that relationship.

**6. In your opinion, what do you think about having a good teacher-student relationship to engage in English class?**

It makes the classroom atmosphere friendlier and helps everyone stay more motivated.

**7. How is your current teacher-student relationship? Has it influenced the engagement of English language learning?**

It's quite positive and has helped me feel more engaged and confident in learning.

**8. What recommendations could you give to your professors to help them bond with students?**

They should include more interactive activities and listen carefully to students' opinions.

**Interviewee 12**

**1. How was the relationship with your professor during the prior semesters?**

It's been professional and respectful. Each teacher has a different style, but all have shown interest in our progress.

**2. How have educators supported your struggles about English classes?**

They've been attentive, explaining topics in different ways until I understand them.

**3. Could you describe positive outcomes of having a relationship with your English professor?**

It helps me trust my teachers and feel encouraged to take part in speaking activities.

**4. How have the teachers' feedback and reinforcement impacted your participation and interest in class?**

Feedback helps me keep improving and identify what I need to work on.

**5. What challenges have you faced in building a strong relationship to bond with English professors?**

Sometimes, time constraints or class size limit deeper communication, but effort on both sides helps overcome that.

**6. In your opinion, what do you think about having a good teacher-student relationship to engage in English class?**

It's essential because it helps students feel supported and creates a positive environment for learning.

**7. How is your current teacher-student relationship? Has it influenced the engagement of English language learning?**

It's good. My teacher encourages me to participate more, and I feel more confident speaking English.

**8. What recommendations could you give to your professors to help them bond with students?**

They should take time to talk with students individually and include practical, real-life activities that connect to our interests.

**Annex E**

**Photographs of Interview**



