

THE IMPACT OF TEACHER-STUDENT RELATIONSHIPS: A PROMOTION OF THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS IN INCLUSIVE CLASSROOM SETTINGS IN THE 21ST CENTURY

Abstract

The present study explores the impact of teacher-student relationships: A promotion of the English language teaching-learning process in inclusive classroom settings in the 21st century. As all parents are aware, children's relationships with their educators can significantly impact students' inspiration, educational success, and mental and sociological well-being. Students spend a considerable amount of time at school, where almost all of their interpersonal communication activities and interactions occur. The purpose of this study was to provide more real-world examples and assumptions about the formation of teacher-student relationships. Realizing unique elements associated with teacher-student interactions in an educational setting could provide a learning community with helpful insights regarding English language teaching-learning procedures in inclusive classroom settings. Even though early research on children's social transitions to school focused on peer relationships, studies have mainly highlighted the importance of student-teacher relationships in promoting the English language teaching-learning process in inclusive classroom settings in the twenty-first century. Preserving a good relationship with students was regarded as a long and tedious effort for the teacher, which was also related to the teacher's well-being in English language teaching-learning. Positive teacher-student relationships can improve teachers' conceptual well-being. As per one source, the greater a teacher's teaching expert

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knowledge, the easier it is to find their relationship with students. This study aimed to see if teaching experience reduced the impact of the teacher-student relationship on the teacher's subjective well-being in inclusive classroom settings in the twenty-first century. Begin by trying to investigate and comprehend teacher perceptions of teacher-student relationships and how various kinds of students' academic performance and behaviour influence the English language teaching-learning procedure in inclusive classroom settings. A teacher-student relationship is a formal and structured interpersonal relationship between an authoritarian leadership style and a reliant one with whom they have constant interaction. There was a significant relationship between learning comfort and teacher-student interaction and assessing the potential application of environmental impacts and learning commitment. As per the study, there is a link between the teacher-student relationship, the teacher's well-being, and the teacher's experience. Reinforcing the close teacher-student relationship impacts teacher well-being in the promotion of the English language teaching-learning process in inclusive classroom settings in the twenty-first century.

Keywords: Impact, Teacher, Student, Relationships, English Language, Teaching-Learning Process, Inclusive Classroom Settings, and 21st Century.

I. INTRODUCTION

The teacher-student relationship is one of the factors that help students learn. Positive engagement contributes to tranquillity, whereas relational conflicts lead to stability. The academic development of a student is aided by a good relationship between the teacher and the student. Teachers who highlight students' strengths rather than their shortcomings encourage them to engage in good behaviors. The greater emphasis on adverse student attitudes rather than appreciation has a negative impact on instructor-student relationships. The teacher-student relationship must be contained inside a symbolic space framed by the common goal of knowledge transfer and restrained on one side by the desire to convey information and on the other side by the desire to learn it. Promotion of the English language teaching-learning process in inclusive classroom settings in the twenty-first century. We don't appreciate how a dictatorial course is run. As an outcome, the right balance of legislative indifference and case relevance must be established. They treat us like adults, which we value. Because it is focused on available human beings, education is helpful to the attachment. In order to secure the modes of symbolic meanings, the modalities of a powerful symbol of relations are being explored. For a pleasant learning environment, there must be a positive teacher-student relationship. Learning and establishing good mindsets requires a strong interaction between a student and a teacher. Communication between the teacher and the student has a significant impact on the students' learning. Schools are responsible for much more than just imparting education. (Thélot, 2013) Education should prepare students for citizenship, communal living, and striving for equality. However, schools are increasingly being held accountable for students' achievement in conformity with global education standards. Our preoccupied society (Biesta, 2009) is continuously proposing new rules; conventions and educational models fluctuate with the ideological and economic context (Eurydice European Unit, 2008). We are particularly dedicated to the academic performance of the learners due to tutoring and a small number of students per classroom. In general, the significance of the teacher-student relationship is a very well topic in academic practice (Petiot, Visioli, & Desbiens, 2015). The teacher-student relationship has been recognized as a key factor in promoting student learning and academic performance. Teachers play a vital role in education since they assist students in achieving their goals. Some students, as per Cook et al. (2018), do not spend enough time with their teachers throughout the week. Several studies have attempted to address the issue of the quality of student-teacher relationships and academic achievement in primary schools (Hughes et al., 2012). The teacher-student relationship, as per Pianta et al. (2012), is defined as the emotional bond that occurs between the student and the teacher. A student who has a positive rapport with his or her teacher in the classroom is more likely to receive raised this concern and behave effectively in class. It's understandable that both teacher and student features might impact and change the quality of the relationship. As an outcome, the more a teacher motivates his or her students, the better they will perform academically. Students who interact with their teachers are more successful in school. Negative teacher-student relationships can lead to serious issues that negatively affect the student. You get the idea that many of the teachers here came because they wanted to, rather than because they were forced to. That has already dramatically shifted. On the one hand, teachers get input from their students and are more likely to evaluate their methods. Students, on the other hand, see both instructors and the institution as supportive, enabling the parties to become more involved; however, the issue of

a third party continues to exist. Under the limits of this form of the educational system, the relationship between teachers and students is favored in inclusive classroom settings.

II. THE SIGNIFICANCE OF TEACHER-STUDENT RELATIONSHIPS

A positive relationship between teachers and students can enhance the students' perceptions of their own well-being. Developing a positive relationship with students was considered an effort on the part of the teacher in secondary school, and it was also linked to the teacher's well-being. It was originally considered that the more experience a teacher had in the classroom, the easier it would be for him or her to manage student interactions. As a result, the purpose of this study was to see if teaching experience impacted the teacher-student relationship's impact on the teacher's own well-being (Farhah, I., Saleh, A. Y., & Safitri, S., 2021). Positive teacher-student relationships, as demonstrated by teachers' reports of low dispute, a high degree of affection and support, and little reliance, have been shown to support students' transformation to school, add to their social skills, enforce educational achievement, and foster students' strength and resolve in academic performance (Battistich, Schaps, & Wilson, 2004; Birch & Ladd, 1997; Hamre & Pianta, 2001). Teacher-student relationships have an important role in the development of competencies during the early years of school (Pianta, Steinberg, & Rollins, 1995; Pianta & Walsh, 1996) and during the transition to middle school (Davis, 2003; Pianta, 1999). Teachers can operate as social agents, impacting students' intellectual and emotional development experience through fostering a motivating educational environment. Moreover, the development of social, emotional, and academic talents is impacted by teacher-student relationships (Davis, 2006) As per Birch & Ladd, 1997; Klem & Connell, 2004). The student-teacher relationship connects a student's potential and goals to a teacher's knowledge, experience, and effectiveness. The distance between them should be the same as the distance we will travel across the bridge. In addition to the subject assigned to them, teachers should inform pupils about the vital society in which they live. They should not be limited to completing assigned activities in order to achieve this goal, but rather should introduce pupils to a broader understanding of the society in which they live. Teachers who have close relationships with their students are less likely to miss school and appear more self-directed, supportive, and active in learning. The student-teacher relationship connects the two, resulting in a more pleasant learning environment. Irrespective of race tensions, a teacher must cherish a student's sense of belonging, which is essential to their overall development. Positive teacher-student relationships have been shown in research to exist in a welcoming classroom environment that encourages successful school adaptation and so increases students' desire to study. Conflicts in teacher-student relationships, on the other hand, have been associated with worse academic success and self, and also ongoing relational conflicts with teachers and peers (Buyse, Verschueren, Doumen, Van Damme, & Maes, Motivation to Learn Koca 2008; Hamre & Pianta, 2005). It is challenging to establish a positive relationship between a student and a teacher, but it is feasible for both parties. Improving students' relationships with their teachers has a significant, long-term positive impact on their academic performance, thereby enhancing the English Language Teaching-Learning Process in Inclusive Classroom Settings in the twenty-first century.

III. DEVELOPING POSITIVE RELATIONSHIPS BETWEEN TEACHER-STUDENT IN SCHOOLS

Since it is a global language, English is one of the languages that the majority of people wish to learn and speak fluently. English has recently acquired appeal in disciplines like education, science, politics, and technology (Luz, 2015). As an outcome, a teacher must be effective and also beneficial to his or her students. A competent teacher is one who is both formally and informally familiar with the students, as this aids in determining the impact of teacher-student contact on their behaviour and self-esteem. Because they contribute to the impact of the teacher-student connection on their behaviour and personal self-esteem, a competent teacher knows their students both formally and informally. A good teacher understands their students both formally and informally since they contribute to the impact of the teacher-student connection on their behaviour and personal self-esteem. A helpful teacher fosters students' interest and desires to learn, whereas a competent teacher knows the students and creates a positive and comfortable classroom environment (Spilt et al., 2011). Identifying the students' potential in terms of academic performance, interests, and social concerns is the most important step in developing a strong teacher-student relationship. In order to create meaningful relationships with their students, a teacher's strengths must be recognized. Jones and Jones (1981), as per Camp (2011), make a similar claim about how to build strong bonds. Both agree that teachers must first understand their students before expecting them to know and obey them. It is essential to first meet students' needs and interests in order to identify methods to increase their motivation to study English in inclusive classroom settings. Many studies have been conducted in order to discover a solution to the challenge of inspiring young people to study English in an enjoyable way. As per Whitaker (2004), the teachers are the key part of the classroom. As per Nugent (2009), the most productive classes are those in which professors and students, and also students and students, collaborate successfully. Students can be motivated and encouraged to study English in a variety of ways. Promoting excellent student collaboration and communication is one of them. Excellent communication skills between teachers and students, and students, are required for effective teaching. Fundamental to education and school society well-being is a relationship between teachers and students. More and more study demonstrates the importance of establishing relationships between students and teachers in an inclusive classroom. Actions in one part of the school have an effect on other parts as well. Schools can use a variety of methods to enhance the social value of their student population and foster positive relationships. English has become one of the subjects that students must understand in order to pass school. English, on the other hand, is a tough word to master. Students must be highly motivated in order to succeed in learning English. Parents, friends, teachers, and the environment are only a few instances of motivational factors. As an outcome, teachers play a vital role in the educational process by accepting responsibility (Varga, 2017). It has a positive effect on students' academic and social development if teachers and students keep a close relationship. Even though it is better to improve student-teacher relationships, this is not adequate. Those students who have a positive and supportive relationship with their teachers outperform those who have less positive and contentious relationships with teacher-student in 21st-century inclusive classrooms.

IV. TEACHER EFFECTIVENESS

The term "teacher effectiveness" sums up the qualities of a great teacher (Marzano, Pickering, & Pollock, 2001). Precise teachers must be able to build relationships with their students based on trust and a profound understanding of the personal characteristics of the students they teach (Good & Brophy, 2000; Larrivee, 2005). Teachers can show their care for their students in a variety of ways by being aware of their students' individual variation (Marzano, 2003). The ability to speak English as a second language is a requirement for admission to higher education institutions. The translation of official documents into English is frequently requested by institutions (Appleby, 2009). English can be spread all over the world in a variety of ways. Increasing numbers of people, particularly in countries where English is not widely spoken. As per Vu (2014), English is the most widely spoken language in the world. Anyone, regardless of English competency, can now use this service. 'Global language,' a term coined to describe English's global reach, was created to describe English's broad influence (Siregar, 2010; Silalahi, 2016). Many more students are choosing to attend schools where English is the primary language of instruction. Studying in an English-speaking environment, students believe, will be more beneficial (Chuah, 2009). These students' educational weaknesses and strengths are clearly visible in the classroom. 'Many of these students, despite their various backgrounds, desire to succeed in academic studies but lack the requisite skills. In order to have the greatest impact on the learners' academic success, teachers must establish relationships based on trust and support with their students. Good teachers spend a considerable amount of time getting to know their students on a personal basis in ways that enhance their academic performance (Stronge, 2002). A person's ability to communicate effectively in English, whether orally or written, is referred to as "English language skills." All four modes of communication must be used effectively in order to be competent. When we talk about quality, we mean the ability to perform the duties for which you have been hired. When teaching in an inclusive classroom, teachers must be able to identify the context in which language is used. As the number of schools offering English as a second language has risen dramatically in recent years, so has the demand for systems with native English lecturers. English as a second language is an issue for students in these nations' primary schools (Vu, 2014). At this point, we can't agree on what's causing what. Thus, what it takes to be an effective English teacher varies greatly depending on who you ask and what field of work you are in. Teachers' efforts to build personal relationships with students and teach them how to communicate effectively in their target language have a positive impact on their students' self-esteem (Makewa & Role, 2013). It is easier to help students succeed if a teacher double-checks their work for spelling, emphasis and intonation mistakes (Nara, 2015). For students who are struggling, the teacher needs to be able to communicate effectively in order to help and motivate them. In order to be a successful teacher, you must inculcate in your students a love of learning. It has been found that the quality of the relationship between student and teacher has a significant impact on academic performance (Jones & Jones, 1981). Students' ability to learn is heavily influenced by their teachers and classroom experiences. Student success in the long-term learning process is dependent on the teacher's personal qualities, which are critical in this context. Results from this study, as well as some suggestions for classroom management and pedagogy, shed light on the effectiveness of English teachers who share these characteristics in inclusive settings, which has been the subject of past studies. Students and teachers can only learn English effectively in a calm and enjoyable classroom setting. This is because students spend the vast

majority of their waking hours in the school environment. There must be a strong focus on creative and innovative teaching-learning methods in inclusive classrooms.

V. STUDENTS' MOTIVATION IN ACADEMIC PERFORMANCE

You must be able to keep yourself motivated, no matter what your current level of English proficiency is. We looked at students' motivation to learn English and found that it varied depending on their sex or race, where they lived, their socioeconomic factors, and the type of school they attended. Teachers were pleased with the level of interest shown by students in their performance. The lack of self-esteem, inability to communicate effectively in the language, and poor command of the language's grammatical rules discouraged many teachers from enrolling their students in English classes. Teaching grammar inductively and allowing students to begin practise listening and speaking can motivate students to learn the English language in school. Many students' eagerness to learn wanes after a few years in school, and they become uninterested in schoolwork (Glasser, 1993). Many people doubt the importance of a four-year higher education. With the passage of time, the excitement of discovering new things has waned in comparison to when I was a kid. As per study, students' motivation to succeed decreases in elementary and secondary school (Harter, 1981; Gottfried, Fleming, & Gottfried, 2001; Lepper, Corpus, & Iyengar, 2005; Otis, Grouzet, & 84 Pelletier; 2005). Some people may lack intrinsic motivation due to extrinsic reward systems, says Kohn (1993), as per to this theory. Lack of motivation and commitment to lifelong learning is, in Jones's (1987) opinion, an outcome of the pretty standard classroom setting. This belief that students' desire to succeed is inherent in their character is often misunderstood. Students' motivation is influenced by the quality of their school friendships, as per Jackson and Davis (2000). Studies conducted by's blended and Hindman (2006) found teachers who are passionate about their work have more engaged students who are better able to succeed in school. To put it another way". Due to English's status as the de facto global language, it's now essential for anyone who wants to communicate or work in the community. Newer generations see this as an absolute necessity. One of the most important factors in making progress with a language study is the intensity of your motivation. Students in this study were asked why they wanted to learn English. Students' motivation, but also their age at school, the amount of time they've spent learning English, and whether or not their parents are fluent in the language, are taken into consideration. A student's desire to learn English is strongly influenced by the length of the school year and the English language proficiency of his or her parents, according to the findings of this study. Students' inability to learn was also brought up (Huy Cuong Nguyen, 2019). Students who are highly motivated are more likely to succeed. The term "seek first to understand, then to be understood" was uttered by Covey (1989). Teachers can begin by gathering as much information as possible from their students. Teachers who are successful must motivate their students to learn and achieve their goals. Student performance and behaviour modification can be influenced by the quality of a teacher-student relationship, according to research (Jones & Jones, 1981). Students are inspired and motivated by teachers who genuinely care about and respect them. A student's success in school is influenced by his or her desire to learn (Marzano, 2003; Shalaway, 1989). In order for education to be effective, students must be actively involved (Danielson, 2002). Students' motivation to learn English in the 21st century is outlined in inclusive classrooms settings.

VI. THE TEACHING-LEARNING IN THE ENGLISH LANGUAGE

The global spread of English is "unique and unequalled" in the current world (Seidlhofer, 2011). A nation's language rules have a big influence on how different languages are seen, taught, and learned. Language policies are frequently used in academic settings to determine language learning. As an outcome, each society will have its own specific traits, leading to significant differences in language learning outcomes. Nobody can deny that language education, as a scientific and academic profession, and English language instruction, specifically, are dynamic, adaptable, and developing. As seen by the growing number of English language education publications, groups, institutions, resources, tests, and seminars, this sector is far from static. There has been a major challenge to social constructionist ideas since the 1970s when communication techniques were first introduced (Littlewood and Swan 1981), English has established itself as the language of choice for global communication in a number of companies. As a result, mastering the English language is frequently regarded as a need for success in today's global society. High school students and university students study English in order to find a good job in the future. Children begin learning English at a young age and often attend exclusive English schools and institutes in order to improve their language skills (Kang, 2014). "English language students are better familiar with the English language," one student adds, "yet they occasionally grumble about learning and being unable to participate in oral discussions in English lessons" (Karabinar, 2008). There are numerous legitimate reasons to devote time and effort to enhancing one's English language skills. For a work and cultural adjustment in an English-speaking country, you may need to learn English. There may be a lot of use of this type of language in news and background, and in other methods of communication. There has been a rise in the need for English teachers and language schools since the turn of the new century. The cost of education in many countries is largely funded in part by the teaching of English as a second language. Teaching English as a second language can be beneficial for a variety of reasons and methods, and this knowledge should be shared with students and teachers alike. Recent examples of how English language education is exercised in multiple nations. As per Marzano (2003), the success of the teaching-learning framework is dependent on the relationship between teachers and students. As an outcome of well-run teaching, relationships between teachers and students, and among students, enhance. Although some study suggests that using English as a means of instruction enhances students' language skills, others argue that it hampers topic understanding: "The previous studies show that using English as a platform of education has an impact on student learning from a discussion." The employment of English as a medium of education appears to restrict pupils' capacity to absorb information from classes in one case" (Vinke, 1995). Some high school teachers are born with the ability to establish a welcoming and inclusive classroom for their students, while others are not. The purpose of this study is to look into the impact of English teachers' relationships with students in English classrooms at two middle and high schools, and the challenges that students face in their relationships with English teachers during the teaching-learning process at both schools. In this situation, there are only a few options for improving the effectiveness of English teaching and learning. It's ridiculous to say that the curriculum is not in need of a revamp even though the 'Communicative English' curriculum's content is sound. It is also outdated and unsuitable for today's students because of its lack of relevance. There should be more 'Speaking English' elements in the literary works curriculum. American consumers are familiar with Compulsion English, a leading provider of English language learning resources.

In light of the high demand for English language skills in today's workforce, curriculum designers should treat this course as more than just a passing grade. The focus of this course ought to be on improving students' ability to communicate in English, not on teaching them facts, vocabulary, and other language concepts. In today's world, having a diverse and inclusive classroom is essential in the 21st century.

VII. ENGLISH LANGUAGE TEACHING-LEARNING PROMOTES IN INCLUSIVE CLASSROOMS

Inclusion is more than just putting kids in a classroom and letting them get on with their homework. Consideration of him as a unique individual with his own set of needs, abilities, and goals goes beyond the confines of the current educational model. Every student has a right to expect that society and the educational system will provide them with the tools they need to succeed in school and beyond. Allowing students from different backgrounds to participate in the same activities as their peers is an important part of a truly inclusive education. All students, regardless of their abilities, have the opportunity to participate. They'll need to brush up on their grammar and vocabulary because English is their second language. There is, however, a downside to teaching a class that is inclusive of all students. Teachers of English face numerous challenges in the course of their work. Teachers who work with students must be aware of the challenges they face and devise strategies to overcome them. Working with students who have special needs can be challenging for an English language teacher. To avoid academic failure, students who are not fluent in English must be careful. These educators must be flexible, creative, and eager learners who are open to learning from their students' diverse experiences. In addition to academic institutions, family members and the general public can all play a role in educating students. There could therefore be no understating the significance of inclusive education. To ensure that all students have access to high-quality education, we can use this strategic plan (UNESCO, 2009). Teacher-student relationships should also be established, as mentioned by Luz in 2015. designed to help students socially interact and foster closer relationships among themselves and with their peers in the classroom. Make sure your students can see and hear what they need to learn by being there for them in your classroom (Friere, 1990, as quoted in Hussain, et al., 2013). It is the teacher's life's mission to assist others in discovering their own path (Khan, 2011). This is how Wang et al. (1994) see the relationship between a teacher and student. As per Allen et al. (2013), a student's emotional bond is formed through the teacher-student relationship. In an inclusive classroom, teaching and learning are more successful when the teacher and student have a deep relationship. Teachers of English language must use a variety of teaching-learning methods and resources in order to meet the diverse learning needs of their students. As per Varga (2017), teachers and students must build a trusting and open relationship. For inclusive education to be a success, a curriculum approach that includes all students is necessary. A variety of levels of learning will be possible because all of the students can access the same curriculum. Irrespective of a student's age, he or she can participate actively in the classroom (Position Paper National Focus Group on Education of Children with Special Needs, 2006:18). More inclusive curricula have resulted in an increase in the course load of teachers. If a high-quality education is to be provided to all students, local curriculum development and classroom curriculum adaptation are essential. The planning process must be disciplined, and students must be given the support and guidance they need to come up with their own solutions. The ability to work across traditional subject

lines and ethnic divides is an absolute necessity for this position (UNESCO, 2003). Because of this, students and teachers who get along better tend to cooperate and work harder as a result of it. A student's ability to succeed in school depends heavily on their emotional and social well-being and well-being in general. A positive relationship between students and teachers makes them feel like they are part of something greater than themselves, as per to Varga (2017). Often have a sense of belonging in an inclusive classroom in the 21st century is said to make learning-teaching English language more successful. Teachers must be well-versed in the character traits, creates, evaluations, and therapeutic interventions of their students. When teaching or learning English as a second language, there are many factors that must be taken into account. All of them have to be dealt with; there's no way around it. In order to make English teaching-learning more accessible to students of all skill levels, this article explains how inclusive classrooms settings in 21st century.

VIII. CONCLUSION

Teachers and students had a positive relationship, and their eagerness to learn and comfort with the English language were all positive findings, according to the researchers. An effective student-teacher relationship, an appropriate learning environment and an enthusiastic student all contributed to a sense of learning comfort. Further investigation revealed that the two most important determinants of student comfort in the inclusive classroom were the learning environment and the learner's commitment. Teachers could also incorporate group activities into their lessons in order to improve communication and relationship between students and encourage participation. It is essential for teachers in inclusive classroom settings to put an emphasis on student-centred teaching if they hope to cultivate in their students a sense of self-assurance and enthusiasm for teaching-learning English. It is essential to have a teacher-student relationship in inclusive teaching techniques. Accordingly, they will be unable to complete the task. Teachers who want to work with students who speak English as a second or foreign language must adequately train. For students who prefer to learn visually and verbally, this is an excellent option. Teacher's strategies must be adapted to meet the needs of the students they are teaching. It's imperative that English language teachers and students in inclusive classrooms of the twenty-first century have easy access to these kinds of teaching-learning techniques. A student's academic performance and personal relationships can be profoundly influenced by their relations with their teacher. Students, from preschool through high school, require close relationships with their teachers, as per a recent study. Relationships between students and teachers appear to be rare. The traditional teacher-student relationship has little value in the 21st century, even though students form close bonds with teachers in inclusive classrooms.

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