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**The Role of Students-teacher Rapport in the Learning Process and its  
Outcome**

**Case study of Third Year Secondary School Students of Idriss Snousi,  
Mostaganem.**

**Dissertation submitted in partial fulfilment for the requirements of master degree in English**

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**Academic year: 2020-2021**

## ***Dedications***

*I dedicate this work to*

*My parents who always encourage me*

*To my sisters and my brother who always support me*

*To the rest of my family who did not let me give up*

*To my best friends Imane Benkaaka and Benkahla Malika*

*Who always push me forward*

*To the teachers who help this work see the light.*

## **Acknowledgements**

This research work would not have been possible without the help and support of many people. I would like to express my immense gratitude to my supervisor Dr.Hairech Faiza for her valuable guidance, encouragement, and support.

My appreciation goes to the members of the jury who have accepted to read and evaluate this work. I am very grateful.

Special thanks to the students and the teacher who answered my research instruments, it was very kind of you.

Special thanks to my classmates who support me.

## Abstract

Enhancing and developing students' learning process remains the primary target for most teachers and researchers. To be improved, this process requires building a positive students-teacher rapport in classroom. Hence, this research aims at raising teachers' awareness of the impact of students-teacher rapport on students' learning process. This study explores the nature of this rapport in a class of third-year students in IdrissSnoussi high school in Mostaganem, and studies the influence of this relationship on students' learning outcomes. The research at hands yields both quantitative and qualitative results after the analysis of the data collected from a questionnaire structured for thirty students of secondary school in Mostaganem, and a classroom observation. The results reveal that students-teacher rapport has a great impact on students' learning; the positive one enhances it while the negative one disrupts it.

**Keywords:** Rapport, Students-teacher rapport, Students' learning process, learning outcomes.

## Table of content

Dedications .....	2
Acknowledgments.....	3
Abstract.....	4
Table of content.....	5
List of tables.....	9
List of figures.....	8
General introduction.....	10
 <b>Chapter One</b>	
<b>Literature Review</b>	
1.1 Introduction.....	13
1.2 Definition of Emotions.....	13
1.3 Emotions and Learning.....	14
1.3.1 Attention.....	15
1.3.2 Motivation.....	16
1.3.3 Memory.....	17
1.4 Social Emotional Learning (SEL).....	18
1.5 Emotions in Classroom.....	20
1.6 The Impact of Different Emotions on Learning.....	20
1.7 Definition of Rapport.....	21
1.8 Teachers’ Attitudes toward Rapport.....	22
1.9 Students’ Attitudes toward Rapport.....	22

1.10 The Importance of Rapport and its Outcomes.....	23
1.11 Strategies of Building Rapport in Classroom.....	25
1.12 Conclusion.....	27

## **Chapter Two**

### **Research Methodology and Data Analysis**

2.1 Introduction.....	29
2.2 Research Design.....	29
2.3 The purpose of the study.....	29
2.4 Research Method.....	29
2.4.1 The Sample.....	30
2.4.2 Data Collection Instruments.....	30
2.4.2.1 Students' Questionnaire.....	30
2.4.2.2 Classroom Observation.....	31
2.5 Data Analysis.....	31
2.5.1 Students' Questionnaire Description and Analyses.....	31
2.5.2 Classroom Observation Analysis.....	44
2.6 Conclusion.....	45

## **Chapter Three**

### **Discussion and Recommendations**

3.1 Introduction.....	47
3.2 The interpretation of Students' Questionnaire Results.....	47
3.2.1 Students' Questionnaire Results.....	47
3.2.2 Classroom Observation Results.....	50

3.3 Discussion of the results.....	51
3.4 Recommendations.....	52
3.4.1 Promoting a Positive Psychology environment in Classroom.....	53
3.4.2 Building a Fanny Atmosphere in Classroom.....	53
3.4.3 Improving the Sense of Belonging among students.....	54
3.4.4 Teachers Positive Attitudes.....	55
3.4.5 Managing Students' misbehaviour.....	55
3.4.6 The limits of students-teacher rapport in classroom.....	56
3.4.7 Suggestions for Administrations.....	56
3.5 Conclusion.....	56
General conclusion.....	58
Works Cited .....	60
Appendices list.....	63
Appendix One.....	64
Appendix Two.....	67

## List of Figures

<b>Figure 1:</b> Core SEL competencies.....	19
<b>Figure 2:</b> Gender of students.....	32
<b>Figure 3:</b> number of students who have repeated the year.....	33
<b>Figure 4:</b> Teachers' clashes toward students.....	33
<b>Figure 5:</b> Teachers' caring about students' social and academic well-being.....	34
<b>Figure 6:</b> Teachers caring about students' feelings.....	34
<b>Figure 7:</b> Teachers respecting their students.....	35
<b>Figure 8:</b> Teachers supporting their students.....	36
<b>Figure 9:</b> Students' closeness to their teachers .....	36
<b>Figure 10:</b> Teachers sharing their experiences with their students.....	37
<b>Figure 11:</b> Teachers calling students by their names.....	37
<b>Figure 12:</b> Teachers behaviours with their students.....	38
<b>Figure 13:</b> students' fear because of their teachers' reactions.....	39
<b>Figure 14:</b> Students' excitement of attending class.....	39
<b>Figure 15:</b> Teacher profile.....	40
<b>Figure 16:</b> The effect of students-teacher rapport on learning.....	41
<b>Figure 17:</b> Dropping out school because of teacher negative behaviours.....	41
<b>Figure 18:</b> Angry teachers addressing students loudly.....	42
<b>Figure 19:</b> Teachers encouragements.....	43
<b>Figure 20:</b> students' most enjoyable class.....	44

## List of Tables

**Table 1:** Effects of teachers' encouragements.....44

**Table 2:** Classroom observation checklist.....63

## **General Introduction:**

For many decades, emotions have had a great importance in educational settings and in the field of teaching and learning. They are considered as a powerful component in students' learning process. Student's feelings toward subject matter, namely unfamiliar subjects like foreign language learning, draw their degree of interests, and thus their success or failure.

Learning a foreign language, in Algeria, such as English seems challenging, motivating and interesting for students who come to the secondary school. Depending on what they have learnt previously in the middle school, students may feel more motivated and confident to perform better in the secondary school. Developing a good quality of learning on students and fostering their process especially for language learning, does not determined only on the materials, but also on creating a positive student -teacher rapport.

Learning is facilitated when a close, positive relationship exists between teacher and students. Students need to feel close to their teacher, liked, safe, accepted and respected by the teacher. So, teachers need to be aware of that in order to improve their student's learning.

This study aims at investigating the role of students -teacher rapport in affecting student's learning and its outcome. Additionally, it aimed at raising awareness among teachers and educators on the importance of such relationship in classroom.

To explore the work, the researcher formulated two research questions, they are as follows:

1- What is the nature of students-teacher rapport that exists in secondary school classrooms in IdrissSnousi in Mostaganem?

2- Does students-teacher rapport affectsstudents' learning process and outcomes?

To these research questions two hypotheses are suggested:

1- There is a negative student -teacher rapport in secondary school classrooms in IdrissSnousiinMostaganem.

2- Rapport between students and teacher plays a significant role in affecting student's learning process; Positive rapport gives a positive outcome on student's learning process, the negative one gives negative outcomes on student's learning process.

In order to test our hypotheses, we will collect data through using two different research tools; a questionnaire addressed to third year secondary school students in order to obtain information about the impact of student-teacher rapport on student's learning process,

and a classroom observation with group of languages stream for the sake of exploring the nature of rapport that exists there.

The dissertation consists of three major chapters. The first chapter deals with the theoretical part of the subject. The second chapter deals with the practical part in which data were collected through the use of two tools of research; the questionnaire and classroom observation. In this part we will provide an analysis of the data.

The third chapter deals with the discussion of the main obtained results from the second chapter and it will help us to check the validity of our hypotheses. Furthermore, it allows us to give some recommendations and suggestions for a better student -teacher rapport in the future.

# Chapter One

Literature Review

## Chapter One

### 1.1 Introduction

The relationship between student and teacher plays an essential role in the trajectory of a learner's academic success and social development. Establishing a positive relationship with their teacher help the students feel more comfortable and safe in their classroom environment. Hallinan (2008) wrote " Learning is a process that involves cognitive and social psychological dimensions, and both processes should be considered if academic achievement is to be maximized" (p.271). Positive teacher-student relationships draw students into the process of learning and promote their desire to learn; for such reason, establishing rapport in the classroom is a crucial aspect in order to maintain such relation.

The current study tends to examine different literature regarding establishing rapport in the classroom for the purpose of developing a safe and a healthy atmosphere for a better learning process. Historical perspectives and detailed discussions around the importance of emotions in the classroom environment were reviewed including the relationship that emotions have on the learning process and its outcomes. In addition to that, the present study will review several contributions regarding promoting rapport and its impact on students' learning along with different strategies to establish it.

### 1.2 Definition of Emotions

Many researchers from different fields including psychology, philosophy, literature and many others agreed on the point that defining the term emotion is not an easy task, it is quite difficult to know exactly what the word means. According to the APA (American Psychological Association) emotion is described as a complex reaction pattern involving experience able, behavioural and psychological elements. However; Schachter and Singer (1962) defined emotion as "a state of physiological arousal and of cognition appropriate to this state of arousal"(Cited in Michel Cabanac 2002, P.3).

Meriam Webster Dictionary (2015) defined emotion as: "a conscious mental reaction (as anger or fear) subjectively experienced as strong feeling usually directed toward a specific object and typically accompanied by psychological and behavioural changes in the body". In addition to that, Pekrun (2002) stated that "emotions are closely related to cognitive, behavioural, and physiological processes; therefore, they are generally important for learning and achievements. They may initiate, terminate or disrupt information processing and result in

selective information processing or they may organize recall” (cited in Glazer et al 2013, p8). A variety of definitions have been presented above to identify the meaning of emotion and from all of them it is obvious that emotion is simply a set of feeling and states that contribute to a psychological and behavioural reactions or changes that affects the individual’s thoughts.

### **1.3 Emotions and Learning**

Brown (2007) defined the concept of learning as” acquiring or getting of knowledge of a subject or a skill by study, experience or instruction” (P.18); It is a process of gaining knowledge or skills by studying. In the same line, Wong& Wong (2012) proposed the following definition” learning is acquiring basic knowledge and skills, learning can also include behaviours, values and understanding” (P.6). therefore, Omari (2006) defined learning as” a change of behaviour from not knowing to knowing something new or it is being aware of something new”(cited in Noel Mwenda, 2012, p.01). In its general sense, it is an operation that results from the modifications of the learners’ way of thinking. The individual’s mind actively engages new ideas, new facts and new behaviours, allowing new truths and principles to be applied in his live. Learning is both an intellectual and emotional process; in this respect, a numerous studies across a range of disciplines have reported that human cognitive processes are affected by emotions; one of them is learning process.

According to UNESCO report (1955) “all learning has emotional correlates” (P.29). Zull (2008) stated that” emotion is the foundation of learning” (P.7). Emotion is like a switch that turns learning on and off (Casady and Elisa, 2008). Goleman (2005) considered emotion as fundamental aspect in every one’s life. Dr.AntonioDenasico (2007) has mentioned that without emotion no learning can occur; means that without emotion no learning is possible. Emotions are part of the learning process and part of our everyday experiences, this leads to the understanding that emotions are an essential part in the learning process and they are interrelated because emotions have an effect on learning mediated by attention, motivation and memory. As neuroscientists Immordino-Yang &Damasio (2007) argue in their paper ‘‘We Feel, Therefore We Learn’’ : “ The neurobiological evidence suggests that the aspects of cognition that we recruit most heavily in schools, namely learning, attention, memory, decision making, and social functioning, are both profoundly affected by and subsumed within the processes of emotion” (P.3).

#### **1.3.1 Attention**

According to John Ratey (2001) attention is more than just noticing incoming stimuli, it involves a number of processes including filtering out perception, balancing multiple perceptions and attaching emotional significance to these perceptions. There are two major forms of attention: passive and active. Passive attention refers to the involuntary process directed by external events that stand out from their environment, such as a bright flash, a strong odor, or a sudden loud noise. Active attention is voluntary and is guided by alertness, concentration, interest and needs such as curiosity and hunger, active attention also involves effort (Gaddes, 1994).

Attention may allow the person to plan or preview and monitor and regulate the person's thoughts and actions. Attention is the first step in the learning process; one cannot understand, learn or remember that which they do not first attend to. It has a crucial role in enhancing the students' learning; thus, when students are more attentive they grasp much information as possible from the teacher along with understanding. Students who maintain attention have the ability to perform tasks in a better way than others who do not.

One of the most frequently explored aspects of cognition that emotions influence is attention. As Matthew and wells (1999) explained, "emotion and attention are linked. States of emotion influences both the contents of consciousness and performances on tasks requiring selection of stimuli or intensive concentration" (P.171). Emotions affect what the person pays attention to in addition how to well they attend. The influence of emotion on the content of attention has been investigated frequently

For instance, emotions like happiness and sadness have been shown to modify attention in a number of different ways. Happiness and sadness lead to external and internal focuses of attention respectively. While people who are happy tends to focus their attention outwards, on their people, and external stimuli; sad people are more likely to focus their attention inward, on themselves, and how they feeling. Fredrickson (2008) stated that the function of happiness is to broaden focus to allow people to build resources; these resources include building a support network of people that will be there for you in the future. While happiness produced externally directed attention, sadness elicits the opposite. Happiness generally indicates that everything is going well and there are no problems; sadness, on the other hand, indicates that something is wrong. Sedikides (1992) theorized" sad mood produced momentary about one's self-worth. This investigates self-perception processes that result in heightened self-focused attention. In contrast, happy mood leads to certainty about

one's self-worth, which allows an external orientation" (P.1992). When people are sad, they are aware that something is wrong, so they focus their attention inward to evaluate what is wrong, how this will affect them and how they can recuperate from the loss.

### **1.3.2 Motivation**

The concept of motivation has been defined in various ways over the years, but a common component of the different definitions is that motivation is a force that energizes, activates and directs behaviour. Franken (2006) defined motivation as the "arousal, direction and persistence of a person's behaviour" cited in Sivakumar & Thirumothy, (P.175). Therefore, in psychology, the term motivation means the forces that affect people's behaviours or the reasons of those behaviours. Several studies explained that emotion is related to motivation.

Many psychologists believe that the link between motivation and emotion emerged from three reasons. First, the arousal of emotion and motives of motivation both activate or energize behaviour. Second, emotions often go together with motives. The common Latin root word of emotion and motivation, "movere" (to move) seems to imply the said reason. Third, it is typical for basic emotions to possess motivational properties of their own, for example happiness motivates a person to achieve better performance.

A noticeable similarity between emotion and motivation is that they are both linked to energy or intensity instead of information or direction, another one is that while cognition seems to be wrapped in "coldness", emotion and motivation are often associated to pressure and heat. Moreover, both psychological constructs rely on the relationship between an individual and his environment. Theorists such as Thayer, Newman and McClain explained that emotion is related to motivation in such a way that human beings tend to execute things that we hope would lead to happiness, satisfaction and any other positive emotion to some degree, with this said, emotion could be viewed as a reward or punishment for a specific motivated behaviour.

Studies have shown that motivation has a significant role to students' learning outcomes and that is because of the closely relationship between learning and motivation. According to Blais et al (1947) observed that motivation is a process in which the learners' internal energies or needs are directed towards various goal objects in the environment. In the same line of thoughts, Blais discussed the process of motivation in relation to students'

objectives and outcomes, he showed that motivation has strong impact on learners' achievements; means when motivation is higher, students' energy to learn is increased and vice versa. Moreover, Crow and Crow (1962) holds motivation is considered with the arousal of the interest in learning and to that extent is basic to learning, they argued that motivation is the basic for a successful learning.

### **1.3.3 Memory**

Memory is the faculty of the brain by which data or information is encoded, stored and retrieved when needed. It is the retention of information over time for the purpose of influencing future action (Sherwood, 2015). Maltin (2005) defined it as a process of maintaining information over past. In other words, it is the ability to remember past experiences.

Memory is essential to all learning, for that reason, learning and memory are closely related, as stated by the American Psychological Association, learning means securing various skills and information, while memory relates to how the mind stores and recalls information. In fact, it is believed that a memory is an essential component for the ability to learn because, it lets the students store and retrieve the information that they have learned, thus, memory depends on learning; as well learning depends on memory; because the knowledge stored in the memory provides the framework to which the learner links a new knowledge by association. It is almost impossible for an individual to truly learn something without also having the memory to retain what they have learned, means, in the absence of memory; the individual will not be able to recall what sorts of ideas they have learned in order to produce an output.

Studies have shown that emotions have a huge impact on memory. Emotions affect the kind of events one chooses to remember as well as influencing learning. Moreover, emotions are believed to play a role in determining whether the individual can recall a stored memory at the time they try to revisit it. Findings of a series of studies have implied that emotion plays a role at various specific stages of remembering (encoding) information, consolidating memories and during the recall of experiences at a later date.

For instance, cognitive psychologist Donald MacKay and a team of researchers (2004) asked participants to take part in an emotional stroop test, in which they were presented with different words in quick succession. Each word was printed in a different

colour, and subjects were asked to name the colour. They were also later asked to recall the words after the initial test. MacKey found that taboo words which were intended to elicit an emotional response were recalled more frequently than words which carried less emotional connotations (MacKey et al, 2004). The results of MacKeys' experiment suggested that an emotive state at the time the individual perceives and processes an observation can positively affect the encoding of information into the short or even long-term memory.

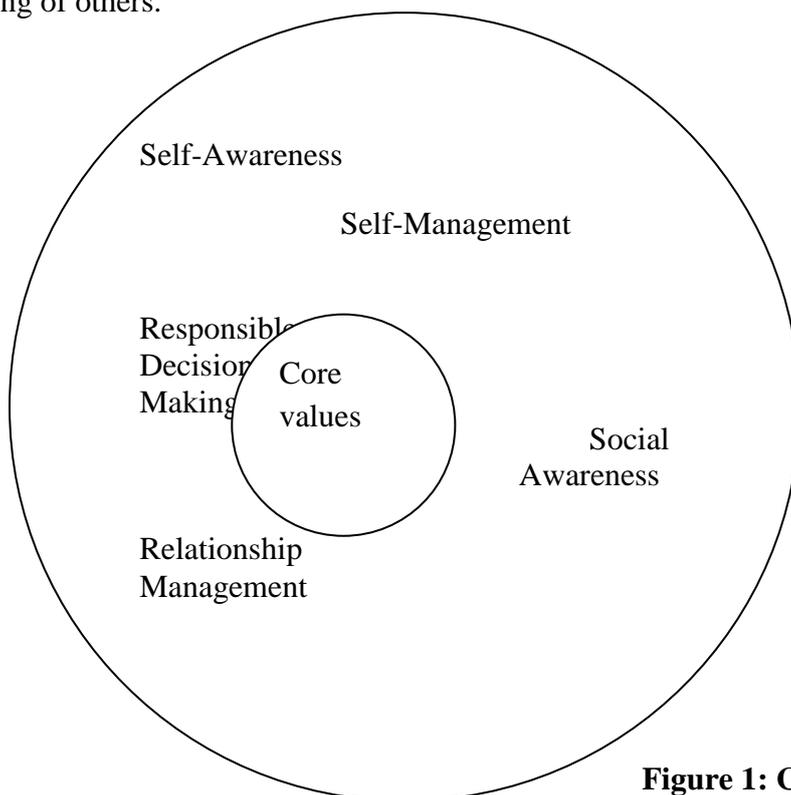
### **1.4 Social Emotional Learning (SEL)**

According to the Collaborative for Academic, Social and Emotional Learning (CASEL) in (2017) which is an organization that works toward integrated social-emotional learning for preschool through high school, "Social and Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions". This definition identifies SEL as two parts process first, SEL is universal, it is important for children and adults and prevention –oriented meant to support individual in the development of skills needed to be successful in school and in life before problems becomes an issue.

Second, SEL is competency-based; it promotes the development of knowledge, attitudes and skills necessary to be socially and emotionally competent. Moreover, social-emotional learning refers to "the ability to understand, manage and express the social emotional aspects of one's life in ways that enable the successful management of life tasks" (Elias ET al.1997, p.02). The term SEL was first introduced at conference hosted by the Fetzer institute in 1994 to describe a framework for promoting development-emotional competence across the lifespan.

Collaborative for Academic, Social and Emotional Learning (CASEL, 2017) has identified five groups of inter-related core social and emotional competences that SEL programs should address. The first core to be highlighted is self-awareness, which refers to the ability to recognize and comprehend one's emotions and how they translate into a behaviour, this includes recognizing stress or negative emotions, being aware of one's abilities and weakness as well as a "well-grounded sense of self-efficacy and optimism" (CASEL). Second, self-management, this can include controlling anger, handing stress, self-motivation or persistence through setbacks.

Another core is social awareness. Social awareness looks outward and is about empathizing with others and possessing a willingness to understand and respect the unique experiences. Moreover, relationship skills core, it is about creating and maintaining healthy relationships through cooperation, active listening, conflict resolution and communication. The last core is responsible decision-making; it is about making safe, healthy choices that abide by one's positive and healthy personal moral code and benefit their well-being and the well-being of others.



**Figure 1: Core SEL competencies.**

Students who appraise themselves and their abilities realistically (self-awareness), regulate their feelings and behaviours appropriately (self-management), interpret social cues accurately (social awareness), resolve interpersonal conflicts effectively (relationships skills) and make a good decisions about daily challenges (responsible decision making) are headed on a pathway toward success in school and later life.

Research shows that SEL can have a positive impact on school climate and promote a host of academic, social and emotional benefits for students. Durak indicates that students receiving quality SEL instruction demonstrated first to better academic performance, second, improving attitudes and behaviour which lead to greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork and to a better classroom behaviour, and third reducing emotional distress includes fewer reports of student depression, anxiety, stress, and social withdrawal.

## 1.5 Emotions in Classrooms

Emotions are very important in academic and non-academic social context. From an educational perspective, “emotions are intimately involved in virtually every aspect of the teaching and learning processes, therefore, an understanding of the nature of emotions within the school context is essential” (Schutz&Lanehart, 2002,P.67). Classroom settings is an emotional place, where students express and experience a variety of emotions there that are both negative and positive in each and every part of the learning process; during the lesson, while studying, and when taking tests and examinations.

For instance, students can be excited and interested in the lesson as well they may feel bored from the content of the lesson, and be surprised at discovering new things; this is known as epistemic emotions. Students may also experience anxiety about failing in examinations or feel ashamed over poor grades and hope for success; this is called achievement emotions. Students may express feelings toward the materials that are used during the lesson, the content of the course and teacher’s way of presenting it; this is called topic emotions. In addition to that, social emotions take place as well in the classroom such as rapport that exists between different elements of the classroom, teacher-students and student-student relationship. This type of emotion is very important in teacher-student interaction and group learning.

## 1.6The Impact of Different Emotions on Learning

The aforementioned types of emotions may have strong impact on students’ learning process and development; the positive ones facilitate the learning process, whereas the negative ones block it. For instance, anxiety and depression, which are the most frequently studied emotions in academic domains, affect students’ learning and performance in tasks, Goleman ( 1995) took the stance that” students who are anxious, angry or depressed do not learn; people who are caught in these states do not take in information efficiently or deal with it well” (P.78).

Prior research has indicated that the more students have stress, the worse they perform in tasks; Students who have higher level of anxiety do not give much power, as well they lose their self-confidence and self-esteem. On other hand concerning boredom, which is a negative academic emotion that can affect students in multiple ways, it is considered as one of the most basic source of the lack of attention; it causes the students to reduce attention to

the work and reduced students' participation and engagement in learning so they will become distracted and inattentive.

On the contrary, emotions like enjoyment and hope and pride positively influence the students' learning process; they increase the satisfaction of the students and can positively affect memorizing information, when the students notice that the level of enjoyment in the classroom is higher they become more excited to attend the class. When the students are being praised by the teacher or obtain good results in the exam, they feel happy, proud of themselves and trust more their abilities and they always think of giving and making more and more efforts. Moreover, these feelings increase students' creativity, motivation and self-regulation.

### **1.7 Definition of Rapport**

Rapport is well known concept within a variety of professional fields but articulating the exact definition of rapport can be difficult. It is an instructional variable that has tremendous face validity for management education, yet from a research perspective is somewhat "tricky to understand" Buskist&Saville, (2011, p. 12).For such purpose, rapport have been defined and operationalized in different ways. In its general sense, it is a social and psychological phenomenon, is taken as the ability of an individual to relate to others in a way that creates a level of trust and understanding. It is defined by Catt and Schallenkamp (2007) as an overall feeling between two people encompassing a mutual, trusting and pro-social bond cited in Dyrenforth, (2014). The Random House Dictionary (1987) described rapport as "an especially harmonious or sympathetic connection" (P.1601).

In the social context in general, and in the educational setting in particular; rapport has attracted many researchers' interest. According to Stephan Brookfield (1990) in his book, "The Skillful Teacher" rapport is described as "the effective glue that binds education relationships together "(P.171). In another words, rapport represents the key element that bridge the relationships between the teacher and the students in the learning process. Brown (2001) defined rapport as" the relationship or connection you establish with your students, a relationship built on trust and respect that leads to student's feeling capable, competent and creative" (P.202). in the same line, Frisby & Myers (2008) defined it as" the ability to build a relationship based on trust and harmony and it is considered to be a positive and powerful enough to enact cohesiveness, reduce threat and structure social interactions" (P.27).

## **1.8 Teachers' Attitudes toward Rapport**

Research emphasized on the role of rapport in building a good relationship between teachers and students. Because of that, it is necessary to review what teachers said about rapport and its role in classroom. Senior (2006) claimed that “establishing a relationship with my class is foundation to my teaching. It’s my primary goal when I walk into class to establish rapport with individuals and with the class”. It is not the fact that teaching is secondary but it goes hand in hand with rapport in order to engage the students from the starting of the lesson.

Moreover Senior (2007) talked about “establishing intimacy” and “connecting authentically” with her students, saying” I think that teacher is the critical factor in the language classroom... the most important thing is to establish intimacy, which you do through connecting authentically... People accept anything if you are real and do not pretend to be what you are not ... You have got to be really yourself with no pretentiousness” (cited in Jurusan, 2010. P: 30). It indicates that teachers must show themselves as real persons, the teachers do not mean that they have to be over friendly with their students. Rather, it means that teachers want to demonstrate their humanity by showing the real personality they have.

In addition to that, a study was conducted by Soo (2016) to examine teachers’ perspectives and experiences on building positive relations with their students’ as a strategy for classroom management. The results of the study showed that teachers view rapport as an essential element in a positive classroom management, emphasizing on the importance of connecting with the students, and how it can be used to effectively managing the classroom.

## **1.9 Student’s Attitudes toward Rapport**

Rubin (1985) explained that “learners are remarkably good at judging the personality of teacher whether their comparison, interests in teaching, fondness for students and basic human warmth” (P.141). In other words, students are quick to recognize teachers’ wish to establish rapport with their classes and who do not. Rubin’s research also shows that children are fast to form a definite impression of whether or not they are liked by their teachers.

Many students feel that their teachers have to become their enemies and believe their teachers expect the worst of them; they take pleasure in giving them low marks and get satisfied when punishing them. With this picture, the battle line between teachers and students are drawn, as a result, students prefer to study and desire to do everything by themselves.

They avoid getting to know and socialize with their teachers. In another study that was conducted by Webb and Barrett (2014) to examine students' views of instructor-student rapport in college classrooms; the results have revealed the positive learning outcomes with students-teacher rapport and it showed students' positive attitude toward their instructors' behaviours in the classroom to establish rapport (P.19).

Similarly, Benson, Cohen and Buskit (2005) studied students' attitudes and behaviours toward rapport; they surveyed university students about their views and ideas, asking students about teachers with whom they had felt a positive interpersonal relationship. Benson et al, found that" students reported positive feelings toward both the teacher and subject matter and an increased tendency to engage in academic behaviour when rapport was established relative to when it was not" (P.238).

Mertler (1999) investigated how students' evaluations of their instructors affected their performance in future courses "Teachers were also asked to describe ways which they had changed, or were considering changing, their teaching behaviours as a direct result of the feedback from their students. Nearly all of the teachers described how they were addressing weaknesses identified by their students or changes they had already made to certain behaviours. These behaviours included; teacher empathy toward students, verbal and nonverbal communication skills, pre instructional planning, and variation in methods of instruction" (p. 27).

### **1.10 The Importance of Rapport and its Outcomes**

Teacher-student relationship is a highlighted area in any educational system. This is because "the teacher-student relationship plays an important role in determining the atmosphere of the learning environment and this combination influences the quality of learning that takes place" (Chambers, 1999 cited in Yang.Y. 2008, p.97). Thus the teacher-student relationship plays an extremely important part in the success or failure of teaching and learning. Dyrenforth (2014) stated that the rapport between instructor and students can be a significant factor in the overall learning and success of individual students. Thus, a positive rapport within classroom is important for a variety of reasons. First, it builds trust between students and teachers, according to Brookfield (1990) "trust between teachers and students are the affective glue that binds educational relationships tighter. Not trusting teachers has several consequences for students" (P.163). Students need to be able to feel that they trust what the teacher is teaching them and trust that the teacher wants them to succeed. In the absence of

basic trust, the teacher may not seem approachable, without it students may be unwilling to submit themselves to the perilous uncertainties of new learning. They avoid risk, they keep their most deeply felt concerns themselves (Brookfield, 1990). Trust can be also an outcome; once rapport has been established, trust between teachers and students grow.

Second, rapport lead to a higher motivation on the students, when students feel rapport with their teachers and feel that their teachers' personalities are something like their own, motivation is higher. In addition to that, rapport increases comfort, self-esteem and satisfaction on the students. According to Lowman (1995)" most college teachers enjoy classes more when they have good personal relationships with their students, and the satisfaction has a beneficial effect on the quality of their instruction" (P.98). students need to feel safe and secure, a teacher that shows no interest on the students will only show students that they do not care enough about them and this will create an unsafe atmosphere as well students will lose confidence over themselves to speak their minds in classroom, in contrast a teacher who gives care and shows interests over the students will build confidence within them to speak and express information.

A research has been conducted by Zhang et al. (2013) cited in Yang Y (2008) on secondary school students to evaluate their relationships with their teachers. Zhang and his colleagues found that the students' main environment was the school and they tried to adjust themselves to be accepted, to be liked or to be appreciated by their teachers. When the students were in an ideal student-teacher relationship, they would feel capable and healthy in mind; they were confident and high self-esteem, consequently, they adopted a positive attitude. It follows that from this that the students who were in a safe student-teacher relationship, concentrated well and more often with a positive attitude to learning so as to enhance their learning efficiently.

Moreover, it is important to establish rapport in classroom because it results in creating a funny classroom, thus the teachers' attitudes will be translated into the students, in the same line of thoughts, when the teacher transmitted a positive, funny, tense free environment and an impression that they are passionate about their job, the student will feel comfortable, flexible atmosphere where learning actually takes place, and teachers' goals and student' outcomes will meet. Coupland (2003) argued that building rapport can have positive effects on the classroom environment. It can minimize anxiety increase student participation,

structure and encourage social interaction, foster a positive learning environment and increase learning” (cited in Frisby and Martine, 2010:148).

A recent study conducted by Brandi Frisby and Matthew Martin in their article “instructor-student and student-student rapport in classroom” that evaluated the importance of teacher-student rapport in order to develop a deeper understanding of how interpersonal relationships in the classroom impacted learning. The study involved 233 students from an undergraduate pool at an American university. Of the 233 participants ranging in age 19-29, 125 were men, 108 were woman and they were all a mix between freshman and seniors. The study analyzed several hypotheses such as the impacts of perceived teacher rapport on the classroom environment and classroom participation.

The study’s results indicated that perceived rapport with teachers is positively related to classroom connectedness, participation and overall student learning. Frisby and Martin found that teacher rapport enhanced almost all facets within classroom (2010, P.146). The results support their hypothesis that perceived classroom rapport is positively correlated with an improved learning environment. These results bolster the argument that students enter a classroom with a need for teachers to like them and that teacher-student rapport is an ever vital aspect of student success.

in their study Frisby&Myres( 2008) used validated evaluation instruments to find a correlation between a positive student-instructor rapport and performance scores for instructors and found” a direct relationship between perceived instructor-student rapport and affective learning, satisfaction and state motivation” (P.30). Moreover, Tsui noted that “establishing a good relationship with students is extremely important in creating a conducive learning atmosphere in classroom” (P.164), this emphasis on building positive relationships with students made researchers think and give some of strategies about how can an instructor build a good rapport with students.

### **1.11 Strategies of Building Rapport in Classroom**

Joseph Lowman (1995) stated that rapport represents “the ability to stimulate strong positive emotions in students separates the competent from the college teacher” (cited in Dyrenforth, 2014, P.3); in that line, it may be said that rapport contribute to students’ development of intellectual ability; and enhancing mutual respect and trust between students and teachers. For such reason, teachers are urged to select the appropriate strategies to

develop and maintain a positive relationship with their students. Lowman (1995) described several strategies of promoting rapport in classroom.

The first strategy to be mentioned where Lowman (1995) emphasized on the importance of knowing the students individually including their names, their interests, calling them with their names, sharing personal as well as course related information either face-to-face or online as cited in Dyrenforth, (2014,P.4) . Similarly, Duffy and Jones (1995) also claim that knowing the name of the students is the easiest way to build a trust between teachers and students. The second one is to engage the students within the realm of instruction or in other matters; this indicates that teachers care about the students.

For this purpose, Lowman (1995) suggested that teachers have to arrive early to the class; this will provide an opportunity for them to have a casual conversation with the students in order to show them that they care and value the students as people; and the last one to leave, so as to meet with students' concerns regarding the content that was provided, this is helpful specially for introvert students. Engaging the students also involves having outside the class interaction; these outside-the-class interactions can occur in form of playing games as cited in Dyrenforth, (2014, P.5).

Moreover, the third strategy is to go further, which shows interests of the teachers in the students; it involves attending the sport events with the students, congratulating their success. Again, this demonstrates that they care about them and interested in them as people as cited in Dyrenforth, (2014, P.6). There still other ways to establish rapport in the classroom like using ice-breaking activities in class, use of body language and humour.

The use of ice-breaking activities in classroom indicates creating a positive atmosphere that promotes relationship building between the student and the teacher; also it facilitates the process of knowing each other. On the other hand, body language refers to teachers' smiling with students in order to show them that they are happy for being with them and for seeing them, also making eye contact is considered as another factor related to eye contact strategy without staring, glaring, or flaring; this shows a sense of openness, honesty and caring.

Furthermore, the use of humour includes creating a funny classroom environment by providing jokes, anecdotes and including them in enjoyable activities that are of their interests. Likewise, the humour must be used in a sense of reason by controlling the tone of

the voice in order not to deliver the wrong message; using humour makes the learning process more active, drives the students to be interested in the lesson and they would react in a positive way between each other. In addition to that, teachers attitudes toward their jobs is very crucial in engaging the students in the class, they must be enthusiastic about their teaching and the subject matter to be taught, they must show that they are passionate about their job and be humbled.

## **1.12 Conclusion**

The review of the literature shows the diverse disciplines of researches who have investigated the impact of emotions and especially rapport on the students' learning process, and their effect on building a strong teacher-student relationship has on learning environment. Moreover, the current chapter examined different perspectives that teachers and students have concerning the promotion of rapport in the learning. Besides the aforementioned highlighted points in this chapter, it showed the readers about the importance of emotions on different learning aspects including attention, motivation, and memory, along with the importance of rapport and its role in the development of students' learning achievements.

# Chapter Two

Research Methodology and Data Analysis

## **Chapter Two**

### **2.1. Introduction**

After reviewing the literature regarding the role of rapport in educational settings as a significant factor in developing and enhancing the learning process, the present chapter will provide an overview of this study's research methodology and explains how data are collected. It contains the research design, sample population, the instruments by which data were collected and data analysis.

### **2.2. Research Design**

Yin (1914) identified research as “an empirical enquiry that investigates a contemporary within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident”. This means that the case study shows the encounter complication in the work place.

### **2.3. The Purpose of the study**

This research is designed for the purpose of exploring the role of teacher-student rapport and its effect on students' learning process and outcome. The reason behind choosing this topic is to shed the light on the fact that the rapport between students and teachers has a significant role and affect in a way or another students learning process, especially nowadays, teachers and students ignore the fact that good relationship is the basic source of a healthy learning environment which is combined by a good teacher and an active student. Yet, this combination cannot be achieved only if the two sides of this relation interact positively and effectively.

The first research question was formulated to find out if there is a positive rapport between students and teachers in secondary school classrooms. This question leads us to find out of what kind of relationship exist between students and teacher which is characterized by either positive or negative aspects. The second research question goes behind this relation and tries to investigate the extent of the role of this relation on students' learning process. In the hypothesis, we try to find the close answers to this question and start investigating and studying this topic in order to prove the hypotheses. This section deals with the adopted method, the sample, and the data gathering tool.

### **2.4. Research Method**

The choice of the method is determined by the nature of the study. This work has opted both the quantitative and qualitative method because both can determine the facts about the actual situation (the role of rapport in enhancing the student's learning process).

### **2.4.1. The Sample**

Sampling is considered as a process of selecting a number of individuals that are of interest to the researcher for a research study in order to gather data and attain results that can be generalized. This research takes place at IdrissSnousi, secondary school in Mostaganem. The sample of this study was selected from third year secondary school students of IdrissSnousi in Mostaganem. We decided to investigate secondary education because the process of developing a positive rapport in classroom begins earlier, in the middle and secondary schools. We opted particularly for third year secondary school students because they are more mature, and their age, intellectual and linguistic background are the most appropriate and relevant to the subject and nature of the questionnaire they answered . From a population of 289 students, only thirty students were selected randomly to be dealt with as the research sample.

### **2.4.2. Data Collection Instruments**

In this research study, two major tools were used in which that are of interest to the subject matter which are: student's questionnaire which was addressed to third year secondary school students in IdrissSnousi in Mostaganem and the classroom observation in order to collect more information and answer the research questions.

#### **2.4.2.1. Student's Questionnaire**

The questionnaire was opted for as the main tools for gathering data on the topic of research. The questionnaire is a research instrument which consists of different questions for the purpose of gathering information. Polit and Hungler (1997) define a questionnaire as “a method of gathering information from respondents about attitudes, knowledge, beliefs and feelings” (p. 466) .The questions must be clear and acceptable so that the respondent could be able to read and respond to them easily without any difficulties. To achieve the present research objectives a questionnaire was designed for third year students of secondary school in Idriss Snousi in Mostaganem. It was given to thirty 30 students, from languages stream.

The questionnaire comprised of a combination of twenty (20) questions, all the questions were of multiple choice questions and yes /no questions arranged under three 3 Sections which go hand in hand with the research questions and hypotheses of this study. The

first section was concerned with personal information and students' background, it contains four (4) questions, aimed to gather information about the students. The second section is about rapport in classroom, it includes eleven 11 questions organized in a manner that the students would not feel bored while responding. The third section deals with the role of rapport and its impact on student's learning, it consists of five (5) questions, they are planned to collect data concerning the impact of Teacher-Student Relationship in high school.

#### **2.4.2.2. Classroom Observation**

The other tool used in the present work is classroom observation. A classroom observation was crucial to investigate the subject of the work, i.e., teacher-student relationship, and to explore what happens inside the classroom between teachers and students. This investigation was accomplished by attending five sessions with languages stream group which are chosen randomly from the whole number of groups along with the same teacher, both teachers and students were observed during each session by using an observation grid.

The aim was to ensure having real information inflecting what really happens in the classroom between teachers and students. The observation was carried out during the second semester of the academic year 2020-2021 with third year secondary school classrooms in Mostaganem.

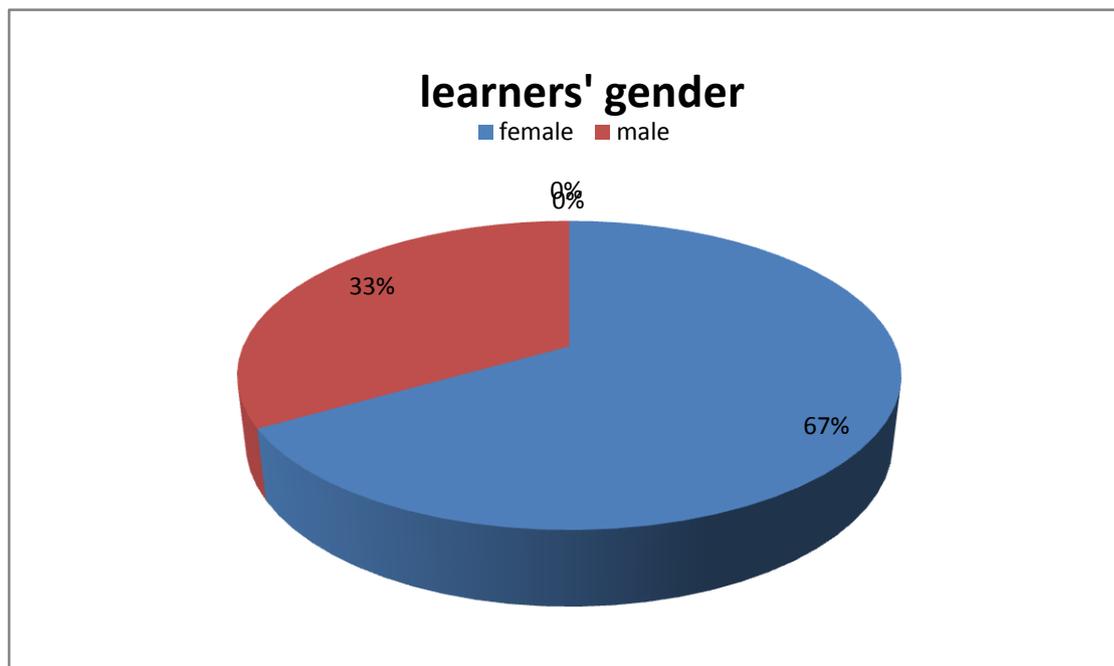
#### **2.5.1. Student's Questionnaire Description and Analysis**

This questionnaire was directed to third year secondary school students at IdrissSnousi in Mostaganem. The questionnaire was given out at the end of each of the five sessions, observed and participants were selected randomly. We have administered it in our presence to make sure that all the students understand the questionnaire and avoid as well as any ambiguity in order to obtain clear and full responses.

##### **Section One: General Information.**

Question one: the learner's gender. The bellow chart shows that the number of the females is 20 (67%) and the number of males is 10 (33 %). This reflects that our study consists of both males and females; however, the number of female students is more than the number of male students. The obtained information might have some effects on the results of the study. It can

help us in discovering whether positive rapport exists among one gender or among both of them and if its role helps in enhancing their learning process of both of them or only one gender.

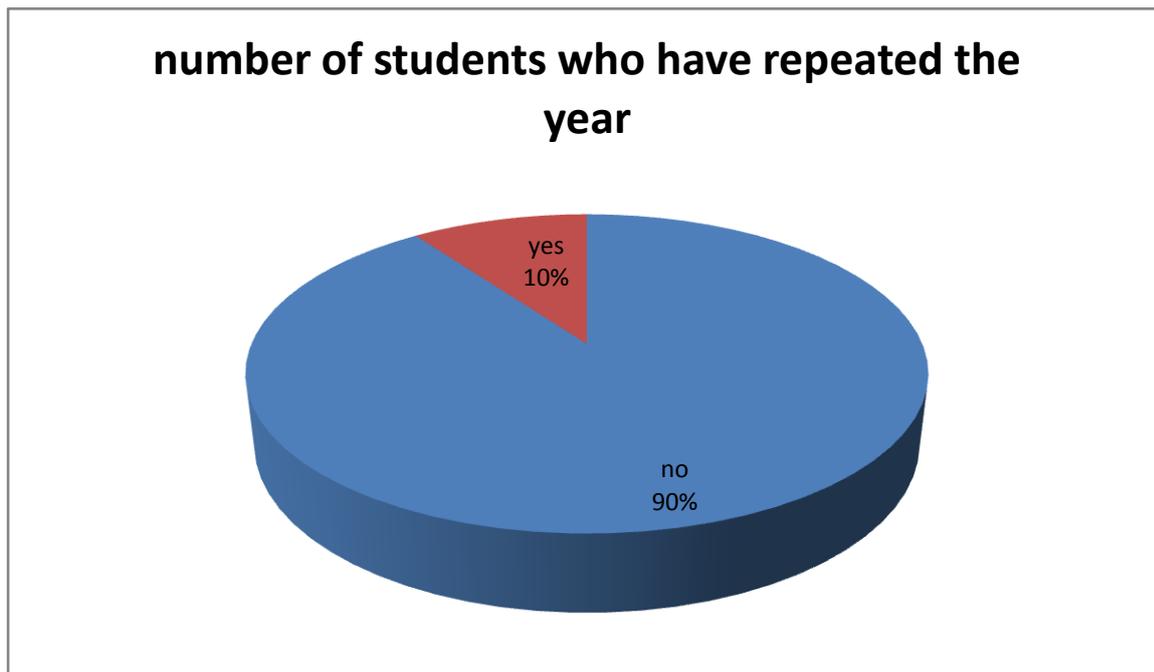


**Figure 2: gender of students**

Question two: Student's age. It is noticed that the majority of the students have mainly the same age which is 17 years except three which their ages are 19 years.

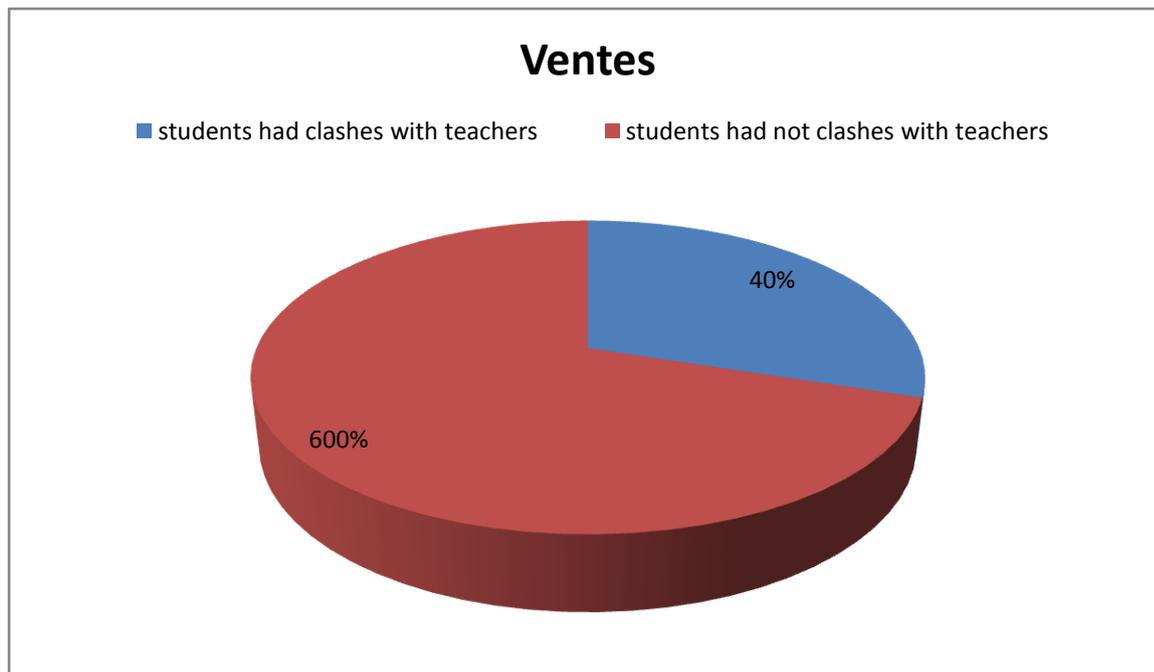
Question three: have you repeated the year: This question was formulated in order to know if the repeated students have a special treatment. The results indicated that there were only three

students who repeated the year.



**Figure 3: number of students who have repeated the year**

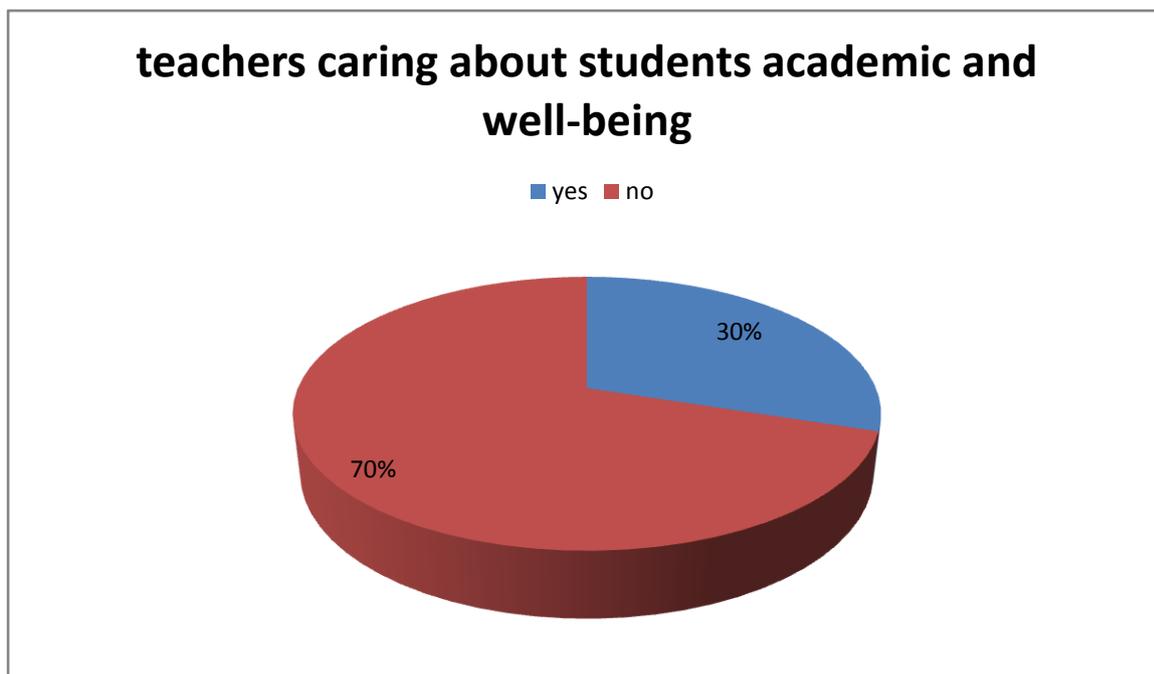
Question four: teacher's clashes toward students. This question was formulated as an introduction to the questionnaire's objective; it aimed to find out if some students had a negative rapport with their teacher before. The results show that 40% of students had clashes with their teacher before, whereas 60% of them have never experienced that before.



**Figure 4: teachers' clashes towards students**

## Section Two: Rapport in Classroom.

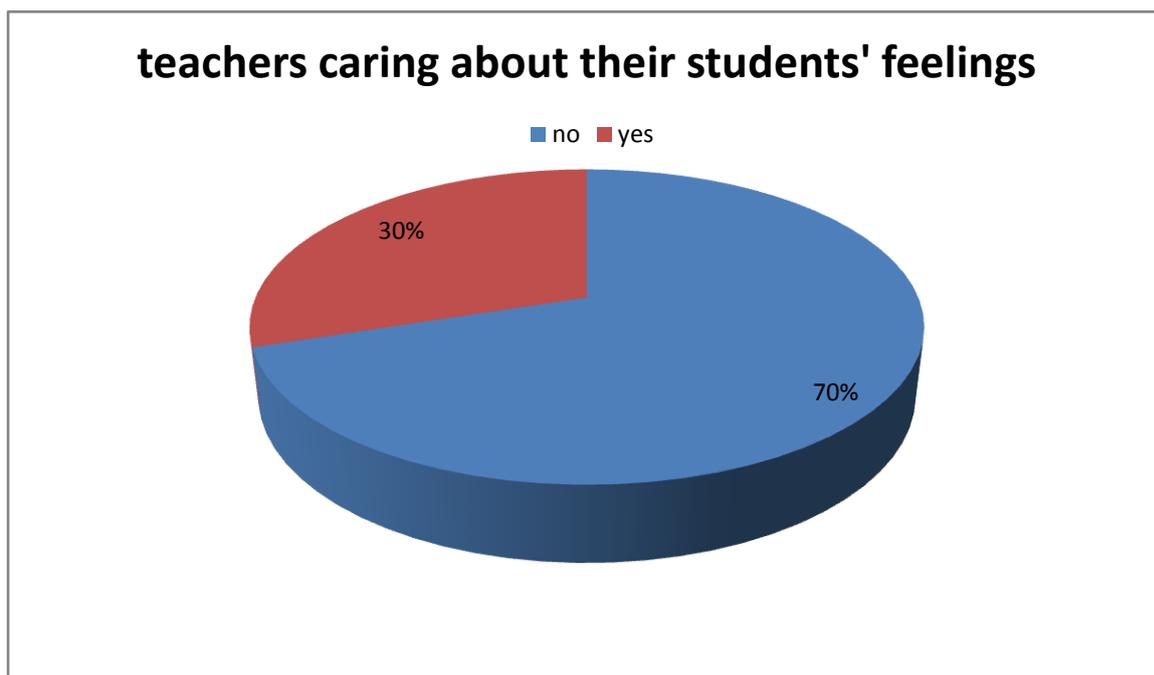
Question one: teachers caring about students' academic and social well-being. This question was directed to examine to which extent students think their teacher care about their wellbeing both socially and academically. From the bellow chart, 30 % of the responses are positive whereas the 70% remaining students express a negative response and strongly believe that their teacher does not show any interest about their academic and social wellbeing.



**Figure 5: teachers caring about their students' academic and social well-being**

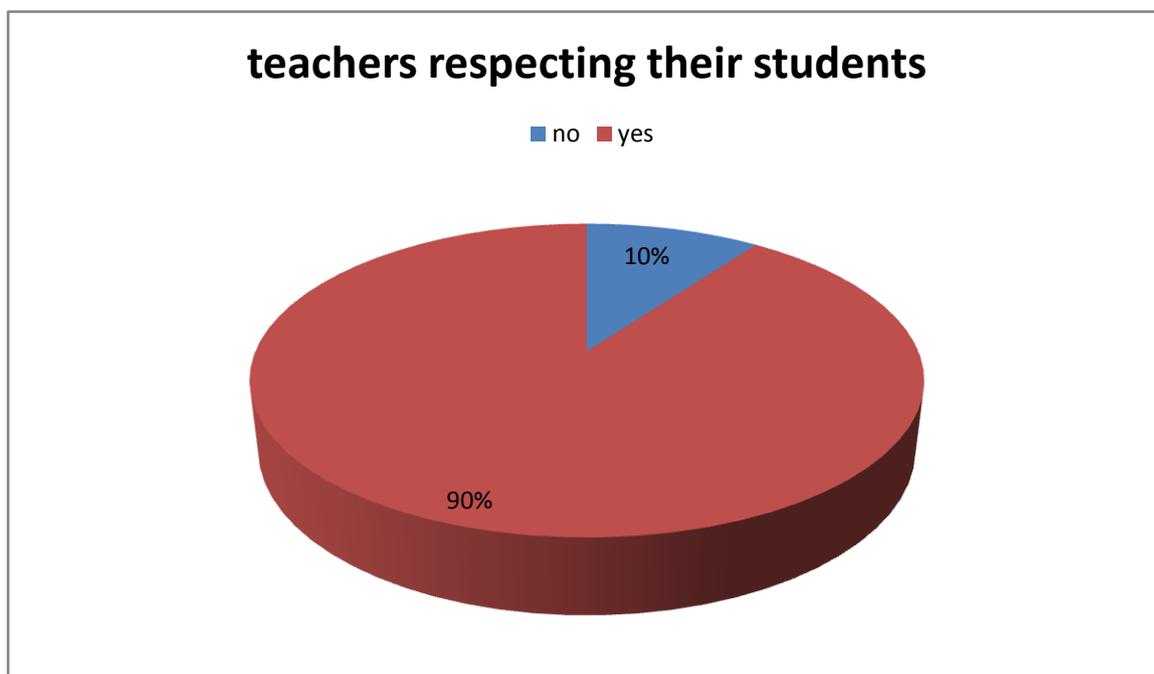
Question two: teacher's caring about students' feelings. This question aimed at discovering whether teacher care about their students feeling or not. The majority of students representing 70 % claimed that their teacher does not care about their feelings, whereas the rest of the

students representing 30% stated that the teacher care about their feelings.



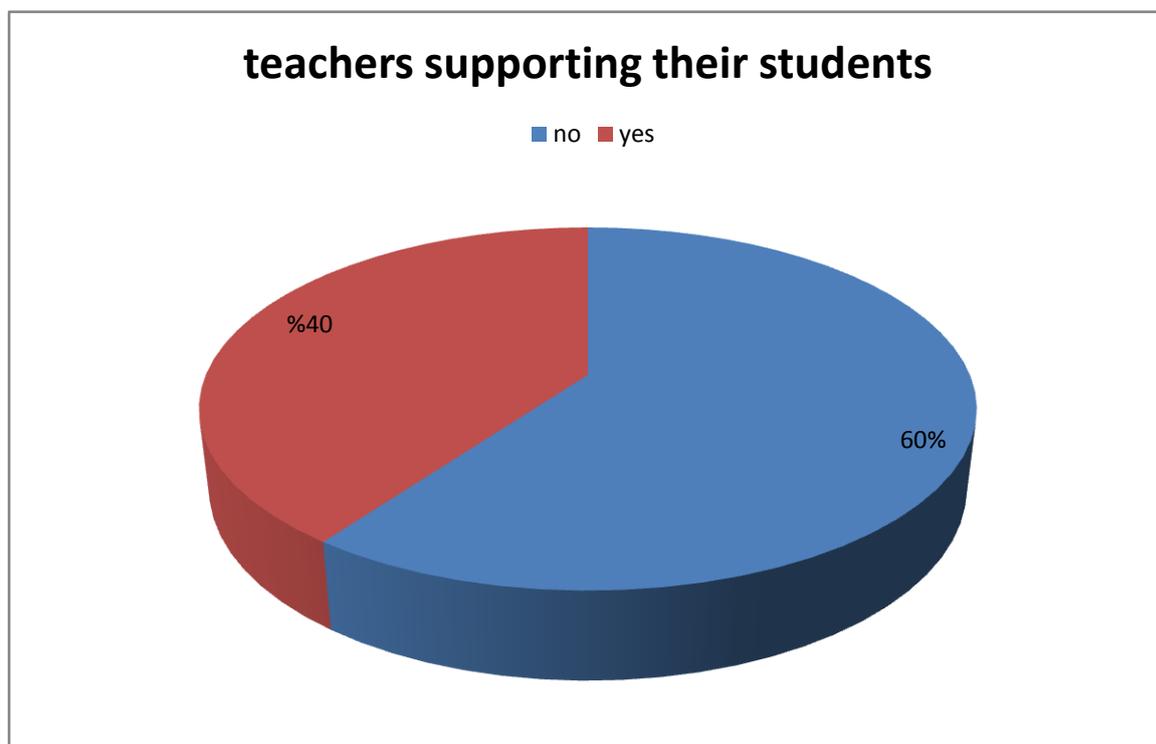
**Figure 6: teachers caring about their students' feelings**

Question three: teacher respect of students. This question was attempted to assess teacher respect. Results revealed that 90% of students claimed that their teacher is respectful toward them, whereas 10 % lasting students does not.



**Figure 7: teachers respecting their students**

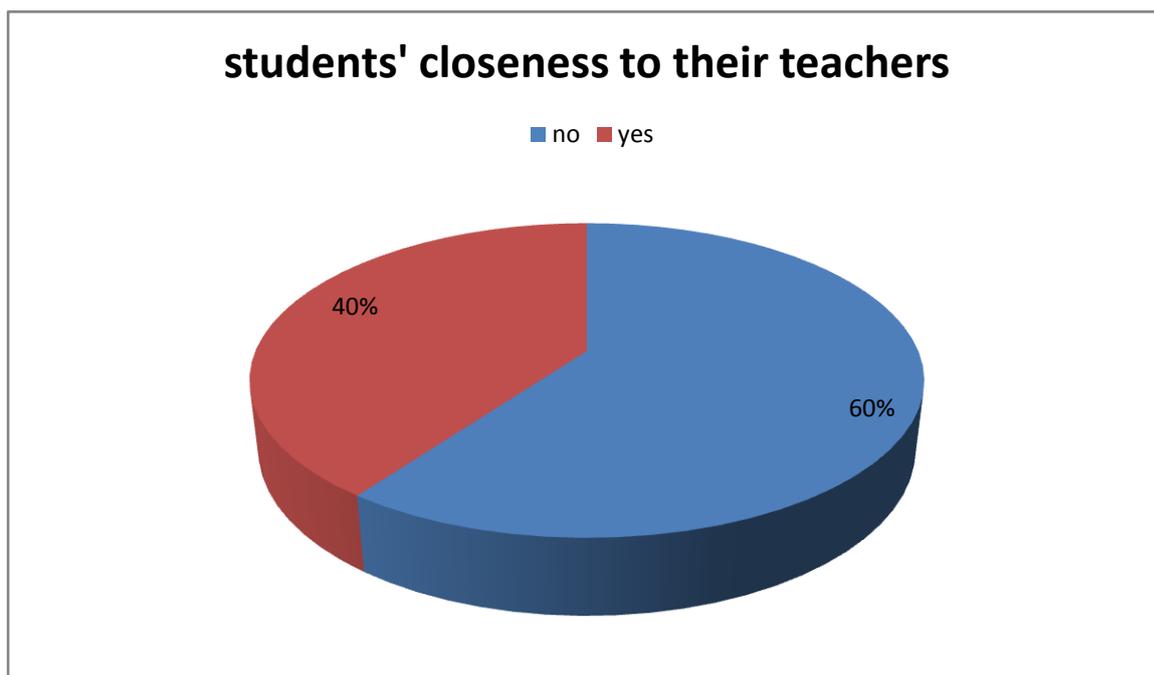
Question four: teacher's support. This question was concerned to assess whether the teacher build a supportive environment to students or not. As it is shown in the bellow chart 40% of students were to option "Yes", and 60 % were to option "No".



**Figure 8: teachers supporting their students**

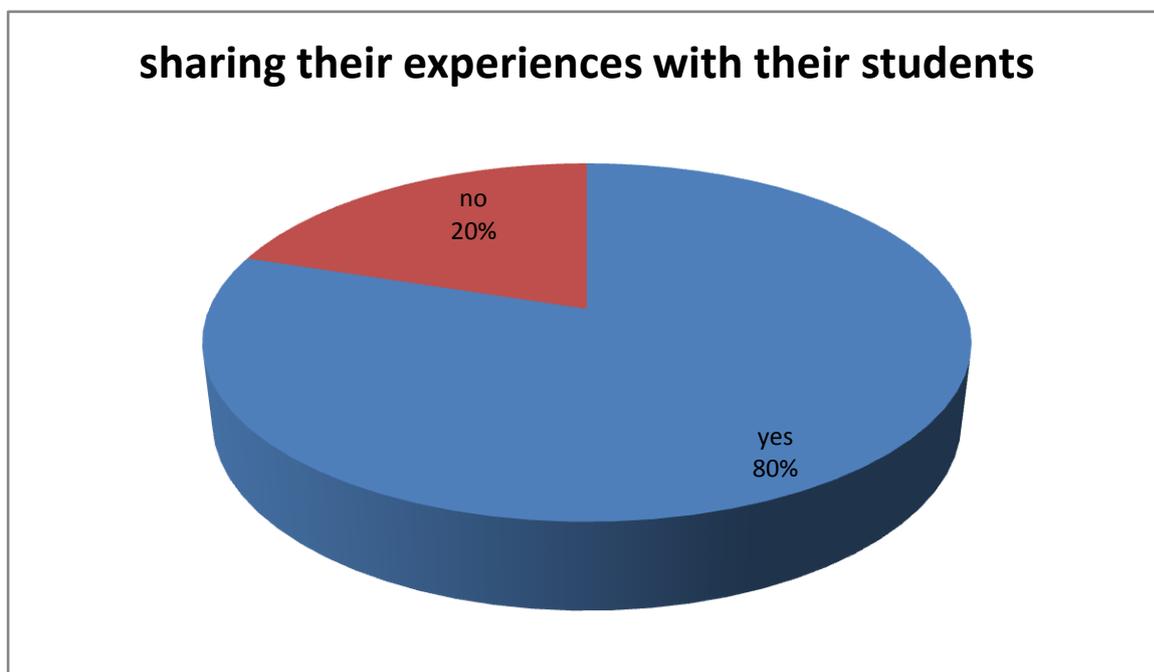
Question five: students' closeness to their teacher. Students were asked to describe if there is a kind of closeness and connection toward their teacher or not. 40% of the students claimed that they feel close to their teacher while 60 % of them stated that they do not feel close to

their teacher at all.



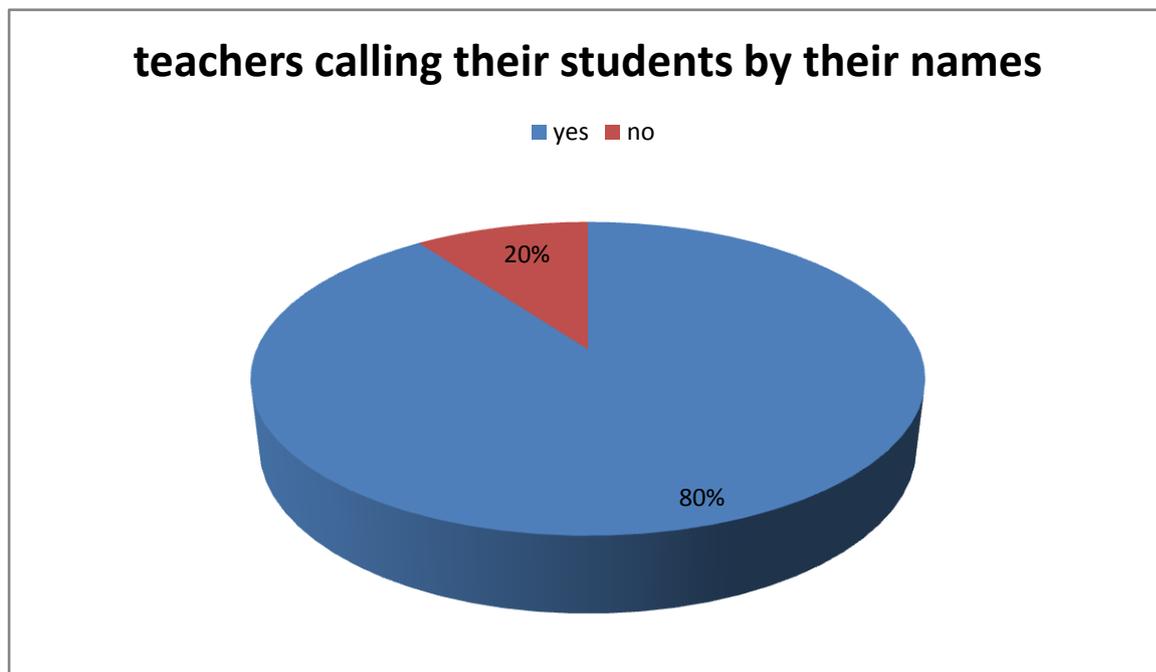
**Figure 9: students' closeness to their teachers**

Question six: teacher's sharing experiences with students. Results revealed that 80 % of students claimed that their teacher shares with them his / her experiences in life, 20 % of students claimed that their teacher does not.



**Figure 10: teachers sharing their experiences with their students**

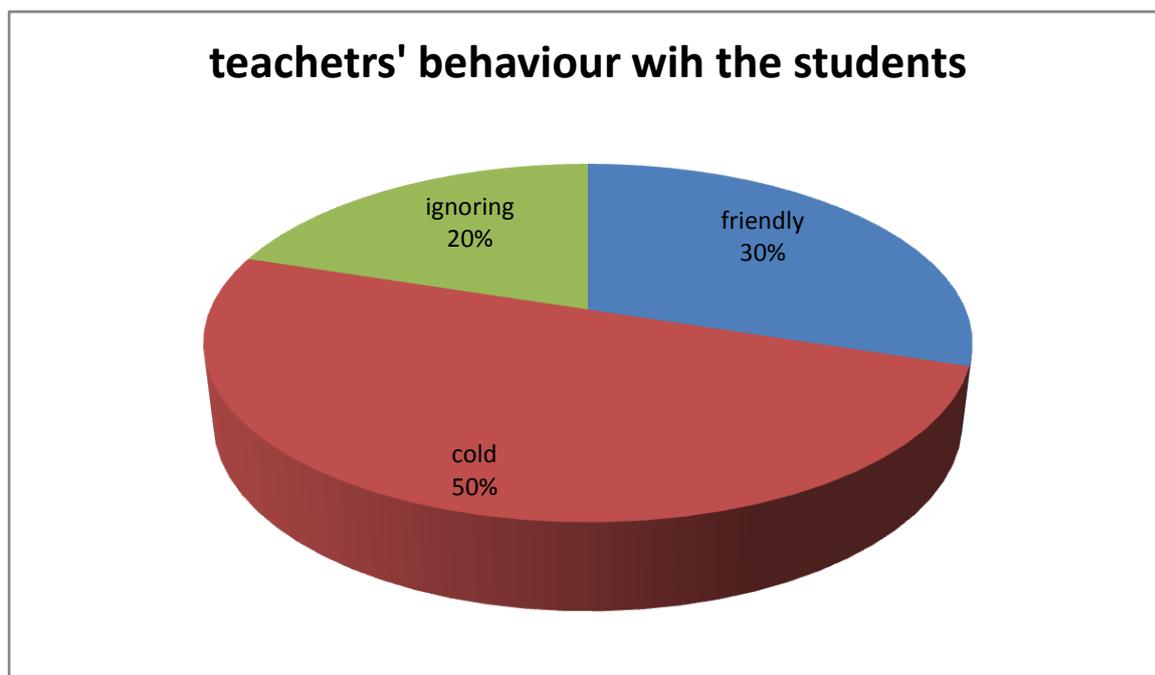
Question seven: teacher calling students by their name. It is so important to call students by their names to feel more familiar with their teacher. The bellow chart indicated that 80% of teachers are familiar with the student's names.



**Figure 11: teachers calling their students by their names**

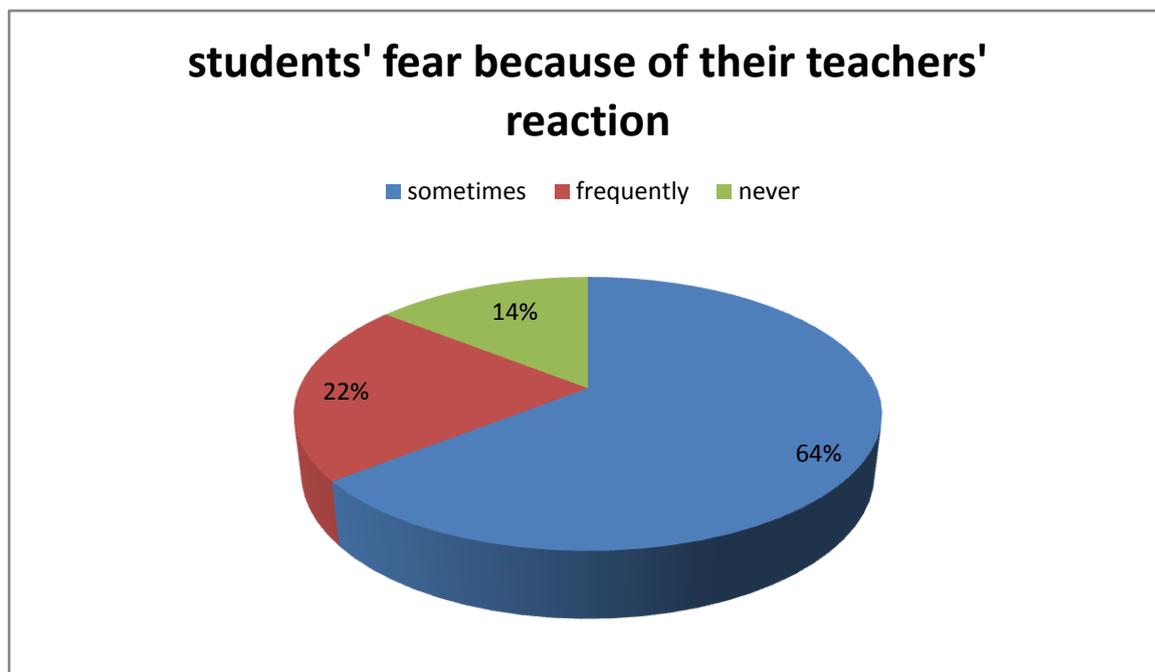
Question eight: teacher's behaviour outside the classroom: This is a multiple choice question, the purpose behind proposing such question was to examine if teacher's behaviours outside the classroom are the same inside classroom or not. The results indicated that 30 % of students said that their teacher is "friendly" with them during any contract outside the classroom. 50% of the students found that their teacher is "cold" when they talk to them outside the classroom. The rest of the students, 20% answered that their teacher is completely

"ignoring" them.



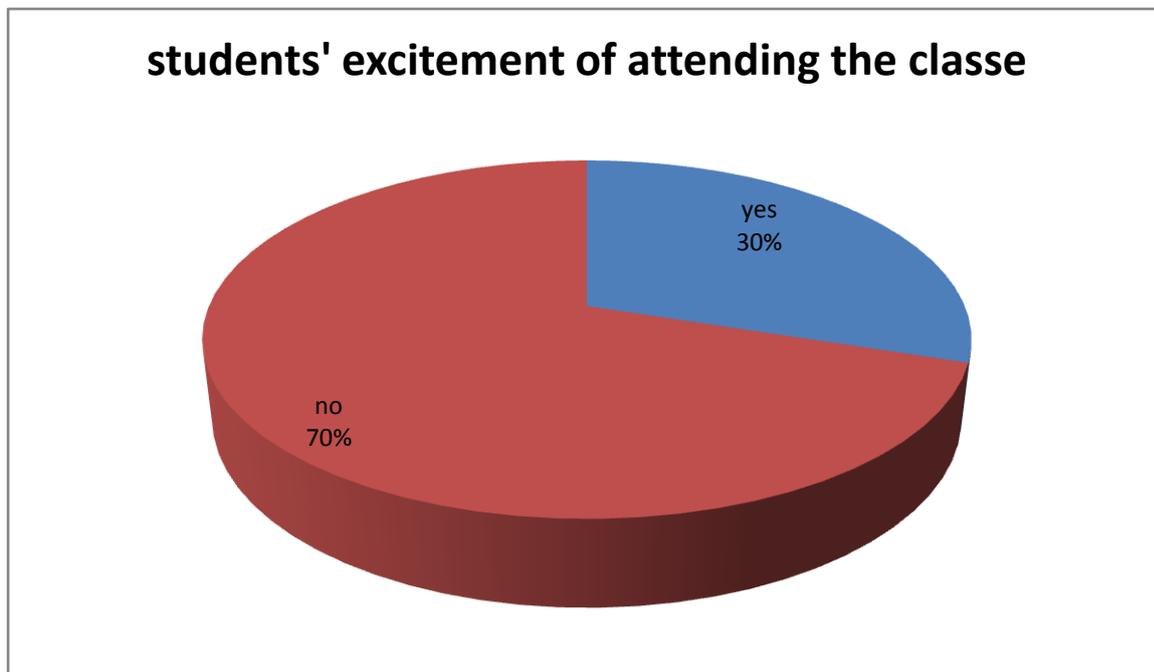
**Figure 12: teacher's behaviours with the students**

Question nine: student's fear because of the teacher's reactions. This question is a multiple choice question, it aimed to reveal how often students feel afraid from their teacher's reactions. Results indicated that the majority of students above 64% feel afraid of teacher's harsh reactions sometimes, 22% said frequently and 14% of them said never.



**Figure 13: students' fear because of their teachers' reaction**

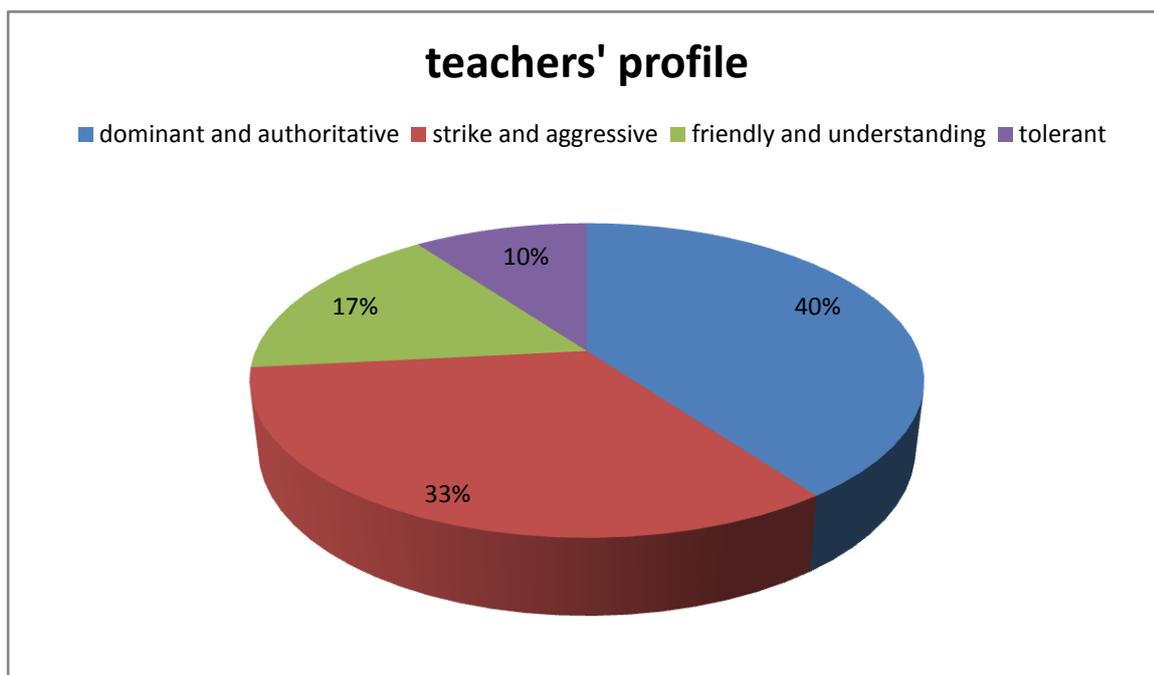
Question ten: student's excitement of attending the class. Results showed that 70% of students claimed that their teacher does not make them feel excited to attend the class as result they do not enjoy being at class whereas 30% of students said that their teacher makes them feel excited.



**Figure 14: students' excitement of attending the class**

Question eleven: teacher profile. The purpose of this question was to explore what kind of teacher profile existed in secondary schools. The results indicated that the most recurrent profile was "dominant and authoritative" then "strike and aggressive", then "friendly and

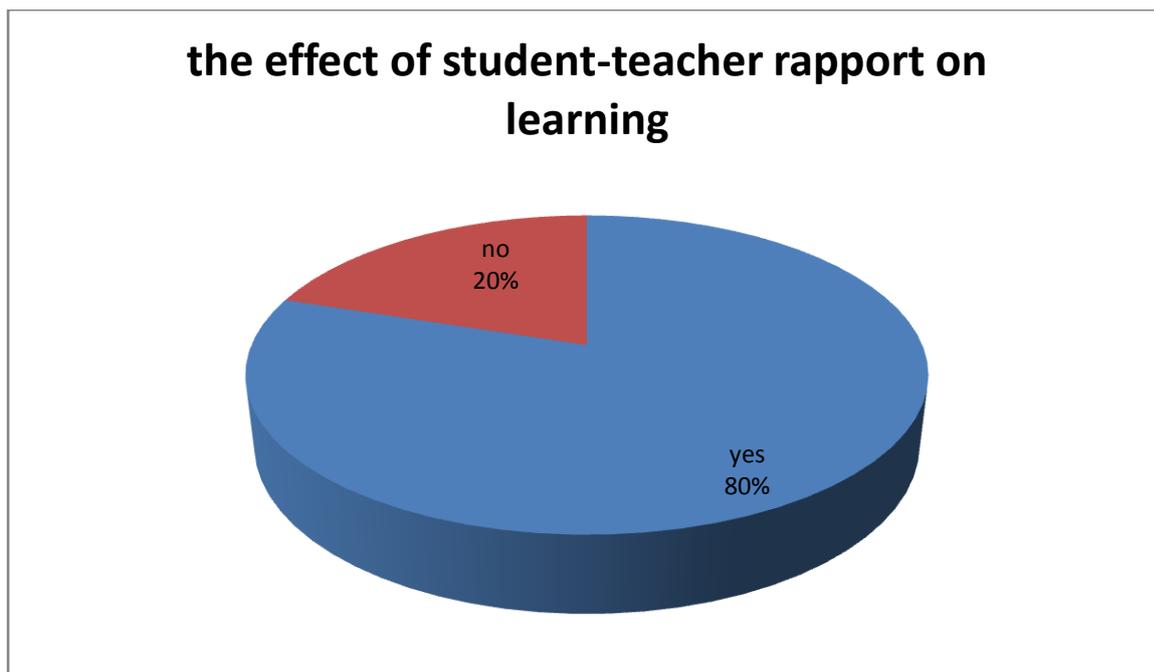
understanding", and then "tolerant".



**Figure 15: teachers' profile**

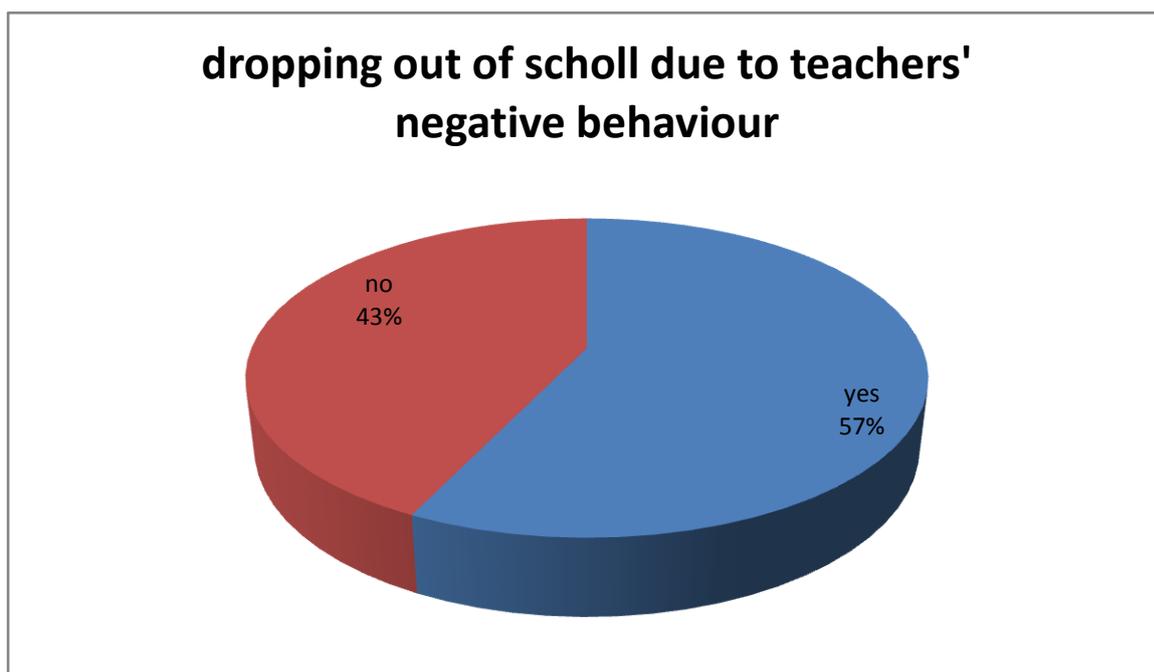
### **Section Three: the Impact of Rapport on Student's Learning.**

Question one: the effects of students -teacher rapport on learning. In this question, students first were asked to give their points of view and believe about the effect of their relationship with their teacher on their learning by choosing yes or no and then giving them more space to express and justify their positive answers. As expected, Results revealed that the majority of the students representing 80% believed that the relationship they share with their teacher have an impact on their learning. Only 20% of students though that their relationship with their teacher has no impact on their learning.



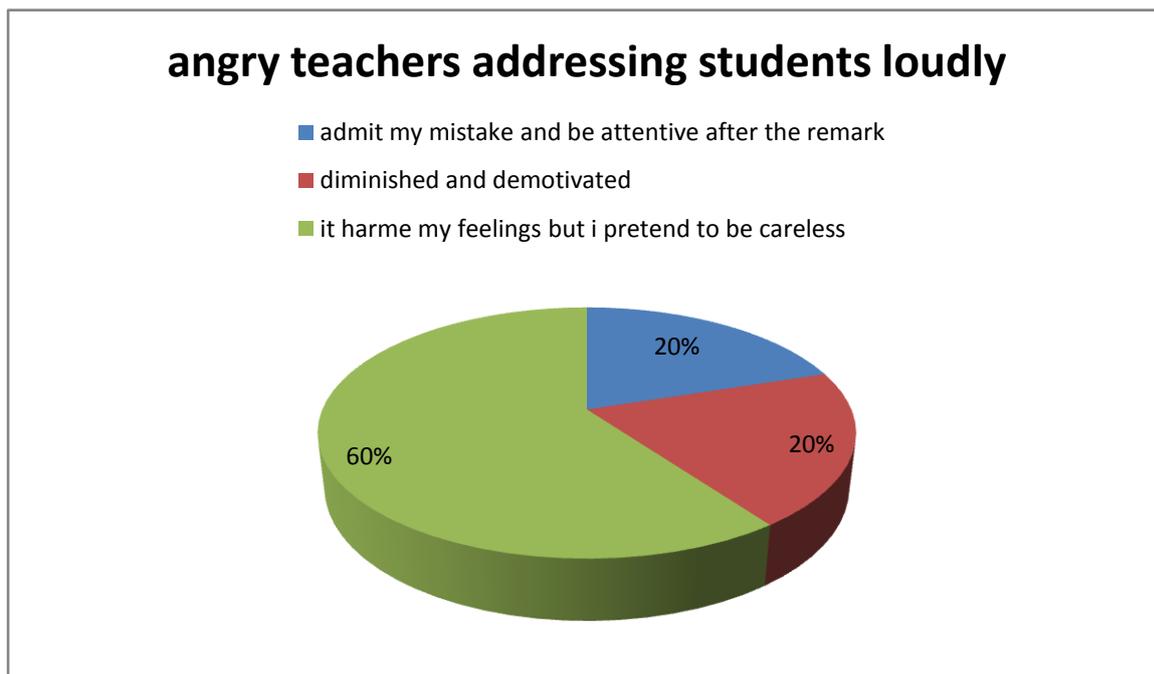
**Figure 16: the effect of student-teacher rapport on learning**

Question two: Dropping out school due to teacher's negative behaviours. This is a yes/no question. The purpose of this question was to highlight on one of the serious results of teacher's negative behaviour, which is the decision of dropping out school. 57 % of students said that they would not drop out School because of teachers' negative behaviour; whereas 43 % of the students claimed that they seriously thought of abandoning school due to the negative behaviour of teachers.



**Figure 17: dropping out of school due to teachers' negative behaviour**

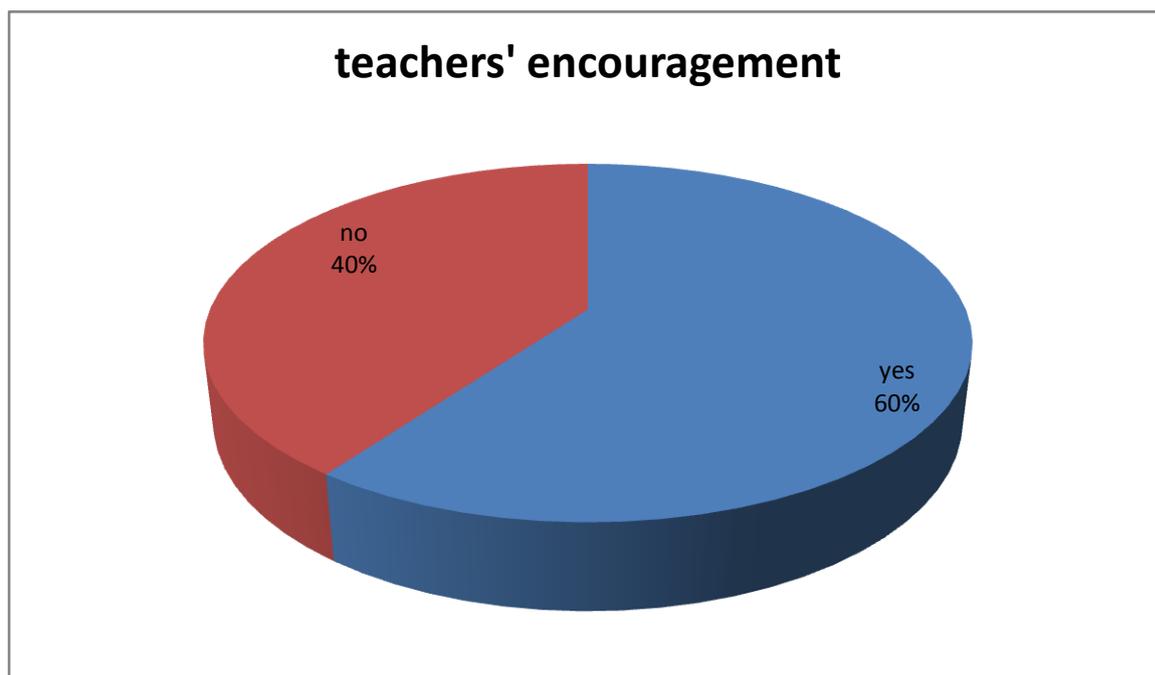
Question three: Angry teachers addressing students loudly. This question is a multiple choice question, it intended to discover what kind of feelings and reactions among students are produced when the teacher is angry and addressed them loudly. The results obtained from the bellow chart indicated that 20 % of students admitted their mistake and were attentive after the teacher's remark, 20% of students said that they felt diminished and demotivated after such a behaviour, 60% remaining students claimed that such behaviour harm their feelings but they pretend to be careless.



**Figure 18: angry teachers addressing students loudly**

Question four: Teacher's encouragement. This was a two parts question, in the first part, students were asked if their teachers tended to praise on students good work and encourages them. 60% of the students gave a positive answer whereas 40% of students gave negative answers. In the second part of the question, students were asked to justify their positive answers about what kind of feeling they had after teachers' praise and encouragement. Results

are shown in the below chart.



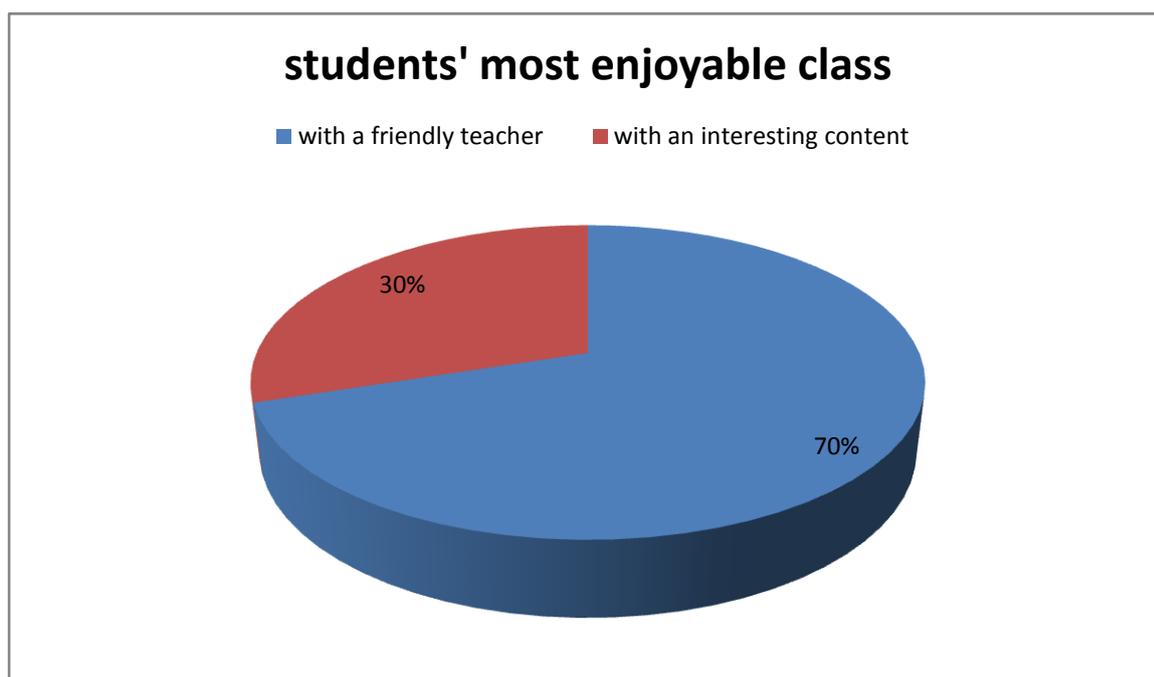
**Figure 19: teachers' encouragement**

The effects	RF
• It motivates me to work hard	90 %
• It frustrates me	0 %
• It does not affect me	10 %

**Table 1: the effects of teacher's encouragement.**

Question five: students' most enjoying class. The purpose behind formulating that question was to know about when and what mostly pushed students to enjoy the class. Results showed that the majority of students representing 70% claimed that they enjoy a class when having a "friendly teacher", whereas 30 % of students stated that they enjoy class when having "an

interesting content”.



**Figure 20: students' most enjoyable class**

### 2.5.2. Classroom Observation Analysis:

In addition to the questionnaire, classroom observation was important to explore what goes inside the classroom between teacher and students and what kind of rapport exists in the classroom. The observation was carried out during the first semester of the academic year 2020-2021 with third year secondary school classrooms at IdrissSnousi in Mostaganem. This observation involved the group of languages stream which are chosen randomly from the whole number of groups, it was gone through five sessions, each session lasted one hour. The subject matter dealt with during the five sessions was English since our research is concerned with EFL students.

The observation focused on the different characteristics of students-teacher rapport in the classroom including teacher-student interaction and teacher's behaviours toward students, it was conducted using a checklist including a set of items. The observation was devoted to examine what happens in classroom between students and the teacher and for the purpose of giving a clear image of the real classroom environment that the students live in secondary classrooms. For example, if the teacher is friendly and helpful with the students, if he cares about them, if the teacher gives to his students' opportunities to interact with him by using a sense of humour and jokes and how students act, react and interact with their teacher as well. It should be noticed that the teacher was not aware that he has been observed neither students;

as a result, many behaviours were expressed from both parts. But this goes beyond the works of research ethics; you should inform them and get their consent.

## **2.6. Conclusion**

This chapter attempted to tackle the research methodology followed in conducting this study, the research designed, the sample that took part in the fulfilment of the research work, data collection instruments; a triangulation framework guided this research through the use of students' questionnaire and classroom observation, as far as data analysis are concerned. Thus, the coming chapter will deal with the discussion of the findings and, recommendations.

# Chapter Three

Discussion and Recommendations

## Chapter Three

### 3.1 Introduction

After analysing the data and presenting it in charts and tables for clarity reasons, the present chapter and the last chapter in this research will discuss and presents a further examination and analyses of the main obtaining results and symbolized in the previous chapter. It attempts to interpret the results gathered from data collection tools, and discussing them. Furthermore, recommendations will be presented in order to provide some suggestions and advice to establish and promote a positive students-teacher rapport in secondary classrooms.

#### 3.2.1 The Interpretation of Students' Questionnaire Results

Concerning the questionnaire, in the first section, we proposed fourth questions that aimed at collecting personal information about the students.

- Question number one: from the analysis, the results indicated that the number of female students is larger than that one of male students. This may be due to the inclination that female students are more interested in studying foreign languages and that what made them chose to study in languages stream.
- Question number two: from thirty students, 27 of students have the 17 years while 3 of them have 19 years.
- Question number three: in the third question of this questionnaire, results showed that were only three students who have repeated the year and those students are those who have 19 years. As we mentioned before in the previous chapter, the aim behind that question is to know if those repeated students have special treatment from their teacher in classroom.
- Question number four: in the fourth question, students' answers revealed that the majority of them had clashes with their teachers before. The purpose behind addressing such question is to know if those students who had experienced that bad situation with their teacher, they still experience it, and how they feel and deal with it again.

In the second section, the aim of its questions was to determine the nature of students-teacher rapport that exists in secondary classrooms; whether it is positive or negative.

- Question number one: students were asked to provide either positive or negative answers (Yes/No) about teacher's caring about students' academic and well-being. A large number proportion of students gave negative answers.
- Question number two: students were asked in this question to clarify if their teacher is caring about their feelings or does not care at all. A large number of students represented negative answers.
- Question number three: in this question, we aimed at assessing teacher's respect toward his/her students. Mainly all the students claimed that their teacher respects them. Students who gave negative answers were not numerous; they consist of 3 out of 30 students.
- Question number four: in this question, students were asked to tick whether the "Yes" option or "No" option about teacher's support. Some of them provided positive answers (40%) and the rest of them provided negative answers (60%).
- Question number five: the fifth question of this section, students were asked to describe if they feel close to their teacher or not. Most of them indicated that they do not feel close at all to their teacher.
- Question number six: in this question, students were asked to clarify if their teacher shares with them his/her experiences. Huge number of students (80%) claimed that their teacher shares with them his/her experiences.
- Question number seven: the aim of proposing that question was to discover whether the teacher is familiar with students' names or not. Given the results of this question that were demonstrated in the previous chapter, a great number of them said that their teacher calling them by their names. Number of students who gave negative answers was few.
- Question number eight: in this question, we gave several choices for students to answer about their teacher's behaviours with them outside the classroom. Students were asked to describe if their teacher is "friendly" with them outside the classroom," cold" or "ignoring" them. According to the data analysis, the most frequently ticked option implies that the teacher is cold with them outside the classroom.
- Question number nine: this question is a multiple choice question, it tackled the extent to which students feel afraid because of their teacher's reactions. As portrayed in the chart of data analysis, most students expressed that they feel afraid

of teacher's reactions sometimes, 21% ticked the option "frequently" and the remaining students went to option "never".

- Question number ten: students' excitement of attending the class was investigated in this question. The majority of students clarified that their teacher does not make any efforts to make the students feel excited to attend the class.
- Question number eleven: the last question of this section aimed at discovering what kind of personality the teacher has in the classroom (teacher profile). Students were asked to tick the appropriate option among four options; "dominant and authoritative", "strike and aggressive", "friendly and understanding" or "tolerant". The data collected from students' answers to this question are described and listed from the most to the least ticked item. As portrayed in the data analysis, the most ticked option was "dominant and authoritative", then "strike and aggressive", "friendly and understanding" and then "tolerant".

The last section of this questionnaire attempted at exploring impact of students-teacher rapport on students' learning process.

- Question number one: in this questions, students were asked to give their opinions about the effects of students-teacher rapport on learning, by ticking either "Yes" option or "No" option, then giving their justification for those who agree on the idea that students-teacher rapport impacts the learning process. The answers obtained from this question were mostly agreements and only 20% of students disagreed. Students who agreed on the statement explained and justified their agreements. Some of their explanations are the following:
  - Having a positive relationship with my teacher helps me to learn better.
  - I cannot concentrate and focus on my lessons if my teacher is not good with me.
  - If I like my teacher I like his subject matter and enjoy lessons as a result I learn better.
  - Having a close relationship with my teacher makes me more attentive, participate in class and respect the teacher.
  - Having a positive relationship with my teacher will make me feel self-worthy and that will increase my self-confidence.
- Question number two: in this question, we aimed at discovering students' thoughts about dropping out school because of teacher's negative behaviours. According to

the data analysis, majority of students think of dropping out school because of teacher's negative behaviours.

- Question number three: this question aimed at investigating what kinds of reactions are produced among students when the teacher is angry and addressed them loudly. As demonstrated in the data analysis present in the preceding chapter, the most selected option to this question was "it harm my feelings but I pretend to be carless" , in other words, students do not show their weakness to their teacher and that resulted to unsafe environment that exists in the classroom.
- Question number four: concerning this question, students in the first part were asked to describe whether their teacher encourages them or not. In fact, 60 %of students ticked "Yes". However, students who support the option "Yes" explained what kind of feelings they get after that support in the second part of this question. The first option was the most ticked option which is "it motivates me to work hard". In the other hand, no one of students chose the option "it frustrates me", this score reflects that students who get much more encouragement and praise from their teacher, they work hard and that consequently effects positively on their learning process.
- Question number five: the last question of this section and in the whole questionnaire aimed at discovering whether students enjoy most class when having an interesting content or a friendly and lovely teacher. The majority of students mentioned that they enjoy most class when they have a friendly teacher in classroom.

### **3.2.2 Classroom observation results**

Next to the students' questionnaire, the classroom observation gave the same results as the questionnaire including, no interaction outside the content, a little bit of smiling, the teacher was dominating showing a kind of nervousness and a great exaggeration of control of the classroom toward the students. Most of students seemed confused at the beginning of the session this may be due to the feeling of being in unsafe classroom environment. Furthermore, as a result, some students were not attentive to the lesson and they were not active and less participates. Some of positive points that were observed during the observation are; that the teacher was well managed, provided an environment full of respect as well he called his students by their name to do activities.

### 3.3 Discussion of the Results

This research work was designed to study the issue of the role of rapport in students' learning process and outcomes. It required both the students' questionnaire and classroom observations as a major tool in order to obtain a variety of findings that help us in answering the questions that were proposed in the beginning of the work and to test the validity of the hypothesis. The results of the questionnaire addressed to thirty students in Idriss Snousi secondary school in Mostaganem were negative and showed that these students were unsatisfied and not happy of their relationship with their teacher, this latter result lead to the fact that there is a negative student-teacher rapport in secondary school classroom in Idriss Snousi in Mostaganem.

Huge number of students claimed that their teacher is not completely care about their academic and social well-being as well as their feelings (S2; Q1, Q 2), all this facts lead to the fact that the idea of building a psychological environment is absent and the teacher does not give any interest to build it and he is only interested about students' academic needs and neglecting their emotional demands All that leads to some of negative aspects on students' learning, such as feeling boredom, demotivation and the fear of teacher's reaction.

All these findings can be translated in the dissatisfaction noticed among the students' answers, according to them, they do not feel supportive by their teacher, they do not feel with any excitement to attend the class and about 60% of them, feel afraid because of their teacher's reaction ( S2; Q4,Q10,Q9) . That because of the lack of closeness between students and teacher, in which; the results showed that majority of students claimed that they are not close with their teacher and they do not feel with any connection toward their teacher, this can be due to the personality and the behaviours that the teacher has in the classroom and outside the classroom. According to their answers, the teacher in the classroom is dominant and authoritative, few of students about 17% sad that their teacher is friendly and understanding.

Besides, outside the classroom, the findings showed that the majority of students claimed that the teacher deals coldly with his students and in some cases they feel with the ignorance by their teacher when they meet with each other outside the classroom. This leads to the fact that there is a great dimension in the relationship between the students and teacher. On the other hand, students provide some positive answers on three questions; teachers respecting their students, teacher sharing experiences with their students and teachers calling students by their names (S2; Q3, Q6, Q7).The findings showed that a huge number of students claimed that their teacher is respectful person, he is familiar with students' names and he

shares with them his experiences at teaching. The finding of second section confirmed the first hypothesis stating that there is a negative students-teacher rapport in secondary classrooms.

In the third section, the aim behind it was to explore what kind of role does rapport plays it on student's learning process. The results revealed that a bad student-teacher rapport affects the students in a negative manner in which, a huge number of students agree on the point that the student-teacher rapport affects students' learning process and they gave their own explanations and points of view about that issue (S3; Q1). In addition to that, results showed that a majority of students really think of drooping out school because of teacher's negative behaviours such as, teachers addressing student loudly; in which, the result indicated that most student said that such behaviour harm their feelings but they pretend to be careless (S3; Q2,Q3).

Teachers' motivation and encouragement to students also impact student's learning; the results showed that most students claimed that they do not find any kind of encouragement by their teacher and they all agree that teacher praise really helps students work hard and motivate them(S3; Q4). The results of the last question concerning when and what mostly pushed students to enjoy the class showed that a huge number of students agree that they enjoy class more when having a friendly teacher rather than having an interested content(S3; Q5). This leads to the fact that students need a friendly teacher, and when they like the teacher they like the classroom and that resulted in developing a good student's learning process. The above obtained results from this section confirmed the second hypothesis of the research work and that rapport between students and teachers has an impact on student learning process.

To sum up, the obtained results from both the questionnaire and classroom observation indicate that teachers are not aware of the value of building a positive student-teacher rapport in the classroom, and that impacts negatively on students' learning process and outcomes, they focus much more on students' minds than students' hearts. It follows from that the students who are in a positive student-teacher rapport, concentrated well and more often with a positive attitude to learning so as to enhance their learning efficiently. In contrast, a negative student-teacher rapport would disrupt the students' learning process.

### **3.4Recommendations**

Students-teacher rapport plays a significant role in the learning process. However, the establishment of a good rapport in classroom is still a challenging step for teachers. Along this line of thoughts, here are some of recommendations that enable the teachers and help them to build and maintain a positive rapport in classroom.

### **3.4.1 Promoting a Positive Psychological Environment in Classroom**

The classroom environment is a second teacher for any students, for that reason, teachers need to create a safe and psychological environment in the classroom, in which the students will feel accepted, healthy, happy and liked specially for those students who are anxious and shy. The psychological environment refers to the interpersonal relationships in the school, the social environment and how the students and the staff interact with each other. It is also about the students' experience of the learning situation. Teachers can devote some of time and play a role of psychologists in the classroom and there is no exaggeration to say that. Building such atmosphere in the classroom can really lead to beneficial changes on their students' learning process. Every student needs and deserves to feel respected and free from physical harm, intimidation, harassment, and bullying. Some of positive psychology exercises which can be used for teenagers in the classroom are the following:

- Identifying strengths; asking students to think about someone they admire, then asking them why they admire that person, in other words, what their strengths are.
- Supportive Stick Notes ; Having students write on a sticky note something they appreciate about a teacher or even a classmate, then sticking that note somewhere that the teacher or a classmate will see it, such as on their locker or desk.
- Cooperative Learning Groups; Splitting up the class into small groups to work on a specific task or topic, and then teach that topic to the other small groups in the class.
- Being sensitive to students' needs and emotions.
- Offering an emotional support to students.

### **3.4.2 Building a Funny Atmosphere in Classroom**

Having a funny moments and a good time with the students is an attitude. It comes from the desire to enjoy the job, to build relationships with students, and to make the

classroom a special and unique. For that reason, teachers need to produce a funny environment in classroom through integrating games and developing a sense of humour, jokes and integrating role plays from time to time. Research indicated that Teachers who provide a funny atmosphere in classroom, they have a positive rapport with their students and found that their students more likely to keep their focus. This is because they are less likely to become bored with learning when play is involved. Establishing a funny environment in the classroom includes the following strategies:

- Create Humorous Lessons: Having students and put them on a comical skit about the novel they are reading. The more comedy and laughter the teacher impart in the lessons, the more memorable they will be. These lessons will not only be fun and engaging, but they will help to create valuable bonds between the students.
- Build Humorous Thinking: teachers need to build a humorous thinking among the students in order to bring laughter into the classroom. It involves, showing students funny movie or cartoon, a silly joke in the newspaper or in a book, or a humorous photograph. This will help start the conversation about what is funny and what is not, as well as why some things are funny to some people and not to others. Once they get the hang of it, it will be easier for them to build creative and humorous thinking into the classroom.
- Using role playing in classroom, this will help students to be more creative and closer to their teacher as well as their classmates.

### **3.4.3 Improving the Sense of Belonging among Students**

Students in general and teenagers in particular desire strong social ties and value acceptance, care and support from the teacher. Creating a sense of belonging gives students the feeling of identity and community, and can support both students' achievement and engagement. Research have shown that when students feel that they are part of classroom community they feel more engaged and more accepted by the teacher and that positively turns in a good positive rapport with their teacher. For such reason, teacher can follow the following steps in order to improve a sense of belonging among his students. Here are some of them:

- Showing interests in students; including caring, gentleness, listening to students and making eye contact. Thayer-Bacon and Bacon (1996) noted that “teachers who are

care about their students are remembered, effect change, stimulate growth and are more likely to be successful at teaching their students” (P.255).

- Trying to understand students’ point of view, taking their suggestions into consideration and giving them the freedom of selecting assignments and activities.
- Fostering positive peer relationships and mutual respect among classmates to establish a sense of community.
- Being respectful and provide a fair treatment, do not show any favour to a certain students.

### **3.4.4 Teachers’ Positive Attitudes**

Teachers may go through personal trials that can be difficult to handle, for that reason, it is essential for them to not let their personal issues interfere with their ability to teach. Teachers have to be self-regulated; they need to control their emotions inside classroom and not to mix between their personal life and professional one. They should approach their class each day with a positive attitude and mood. Positively is transcending, if the teacher is positive, the students will generally be positive and that consequently helps in developing their relationship with each other.

The teacher should show to the students that he loves his job, students will respond positively when a teacher is enthusiastic and passionate about the content he/she is teaching. When the teacher introduces new content enthusiastically, students will buy in; they will get just as excited as the teacher, thus translating to increased learning.

### **3.4.5 Managing Students’ Misbehaviour**

Not all the Students are the same, whether in the capacity of learning or in the behaviours, teachers may face in their teaching career students who are not respectful, not polite and they may even face students who are addicted to drugs. Student misbehaviours such as disruptive talking, chronic avoidance of work, clowning, interfering with teaching activities, harassing classmates, verbal insults, rudeness to teacher, defiance, and hostility may affect negatively on the student-teacher rapport and that disrupts the process of learning and teaching. So, teachers need to be aware of that and take some of precautions to deal with students’ miss behaviour. Some of steps that break the misbehaviours cycle of students are the following:

- Give the misbehaving student a chance to respond positively by explaining not only what he or she is doing wrong, but also what he or she can do to correct it.
- Avoid win-lose conflicts; emphasize problem-solving instead of punishment.
- Make sure that students understand that their misbehaviours you dislike, not them; such as saying that you like them but their misbehaviours are not accepted.
- Focus on recognizing and rewarding acceptable behaviour more than punishing misbehaviour.

### **3.4.6 The limits of Students-teacher Rapport in Classroom**

The students-teacher rapport plays a significant role in students' learning process and achievements; so, teachers have to build a positive and a good one among their students, it has to be limited to a certain level. Teachers need to set rules related to the discipline of the classroom and ethics among the students in a very nice way without making them feel that they are constrained or they are in prison, such as, the necessity of offering and sharing respect, and being humble. If the teachers succeed in introducing these rules in the first day of teaching, the above mentioned suggestions of strategies will be easier for them to apply.

### **3.4.7 Suggestions for administration**

It is so important for administration to acknowledge that part of the responsibility that comes with running a productive secondary school for students, and to be aware that building a positive students-teacher rapport does not depend only on teachers but also on administration. The students need to feel comfortable, first in the whole school, then inside the classroom. Administrators should help teachers to create such positive relationship, for instance: celebrating the International teachers' day, providing recreational trips and it will be very useful if the administration could provide its school with psychologists especially in the secondary school; because as we all know, adolescence is a sensitive period and not all teachers could handle the responsibility of being a psychologist in the classroom, because teachers are human beings and not robot.

### **3.5 Conclusion**

This chapter portrayed the discussion of the main findings of both; students' questionnaire and classroom observation and provided some suggestions related to the subject. Through this

research work, hypotheses were put forward regarding the role of rapport on students' learning process; consequently, the present chapter gave results related to the answers of the research questions that were proposed in this study. Therefore, the results obtained from this chapter allow the researcher to provide some suggestions that help teachers to create a positive students-teacher rapport in the classroom.

## General conclusion

The current study serves to explore the nature of students-teacher rapport that exists in third year secondary classrooms, In addition to its role and impact on students' learning process outcome. The objective was to obtain knowledge and insights concerning this issue. To attain the aim of this study, a triangular approach to data collection was applied, including two research instruments to obtain both quantitative and qualitative data and in order to get maximum data, this was done through adapting both, students' questionnaire and classroom observation. This study was based on two research questions:

1- What is the nature of students-teacher rapport exists in third year secondary Classroom in Idriss Snoussi in Mostaganem?

2- Does students-teacher rapport effects students' learning process and outcomes?

Which lead to a formulation of the following hypotheses:

1- There is a negative students-teacher rapport in third year secondary school classroom in IdrissSnoussi in Mostaganem.

2- Rapport between students and teacher has great effects on students' learning Process and outcomes, the positive one enhances their learning and provides a positive Outcomes, the negative one block their learning and provide negative outcomes.

The research was divided into three chapters; the first chapter concerned with theoretical part, it examined different literature regarding the subject of the issue, it dealt with the definition of emotion, the relationship between emotions and learning, the concept of social emotional learning, describing emotions in classes and its impact, thus, defining rapport, its importance, in addition to its importance and strategies to build it by scholars.

The second chapter concerned with practical part, it dealt with the case study of this work including the design, sampling, description of data collection instruments and data analyses. The analysing of the data gathered helped in concluding major results that were discussed in the last chapter of this research.

The last chapter concerned with the discussion of the main findings related to the second chapter with providing some of recommendations as suggestions to obtain a positive student-teacher rapport in classroom. However, the discussion of the results resulted in the validation and the improvement of the two hypotheses.

To conclude, this research work is just an attempt to theorize for an idea that hopefully be translated into a real action in the future. In another hand, this work hopes that it would open other horizons and new ideas for more researchers to investigate more in this field.

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## **Appendices list**

Appendix 1: students' questionnaire

Appendix 2: classroom observation checklist

## Appendix one

### Students' questionnaire

The distributed students' questionnaire appeared as follow.

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Dear students, you are kindly requested to respond to this questionnaire as an attempt to collect the necessary data concerning the role of rapport (student-teacher relationship) in classroom in affecting students' learning process for secondary students at Mostaganem. We would be so grateful if you could sincerely answer the following questions. All the questions will be confidential so answer as honestly as you can. Thank you.

Guidelines: for each question, please tick the right answer and fill in the space provided with the required information.

#### Section one: Personal Information.

1- Gender:

a) Male

B) Female

2- Age: ..... years old.

3- Have you repeated the year!

a) Yes

B) No

4- Did you have any clashes with your English teacher before!

a) Yes

B) No

#### Section two: Rapport in classroom.

1) The teacher cares about my academic and social well-being.

A) Yes

B) No

2) The teacher considers my feelings.

A) Yes

B) No

3) The teacher respects me.

A) Yes  B) No

4) The teacher provides me with help and support.

A) Yes  B) No

5) I feel close to my teacher.

A) Yes  B) No

6) The teacher shares with us his experiences.

A) Yes  B) No

7) The teacher calls me by my name.

A) Yes  B) No

8) How does your teacher behave with you outside the classroom!

A) Friendly  B) Cold  C) Ignoring

9) How often do you feel afraid because of your teacher's negative reactions?

A) Frequently  B) sometimes  C) Never

10) The teacher makes me excited to attend his class.

A) Yes  B) No

11) Is your teacher:

A) Friendly and understanding

B) Strict and aggressive

C) Tolerant

D) Dominant and authoritative

### Section three: the impact of Rapport on students' learning.

1) Do you think that your relationship with your teacher affects your learning?

A) Yes  B) No

If yes, how! Explain:

.....

2) Do you sometimes think of dropping out school because of your teacher's negative behaviours?

A) Yes

B) No

3) How do feel after a teacher addresses you loudly for disturbing the class

A) I admit my mistakes and try to be attentive

B) I feel diminished and demotivated

C) It hurts me, but I show that I am carless

4) Does your teacher praise and encourage you

A) Yes

B) No

If yes how does it make you feel?

A) It motivates me to work hard

B) It frustrates me

C) It does not affect me

5) When do you most enjoy the class?

A) Interesting content

B) Friendly teacher

Thank you for your collaboration

**Appendix two****Classroom observation checklist**

Time:		
Date:		
Subject matter:		
observations	Yes	No